AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of P.S. 332 Charles H. Houston (23K332)

I. Summary of Proposal

P.S. 332 Charles H. Houston (23K332, "P.S. 332") is an existing zoned elementary school located at 51 Christopher Avenue, Brooklyn, NY 11212, in Community School District 23, in Building K332 ("K332"). It currently serves students in kindergarten through eighth grade, and it offers a full day Universal pre-kindergarten program. An Alternative Learning Center (K992, "Alternative Learning Center") is also located at K332. On December 20, 2010, the New York City Department of Education ("DOE") published an Educational Impact Statement ("EIS") proposing to phase out and eventually close P.S. 332 based on its poor performance and the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs. This amended EIS corrects typographical errors and formatting, updates certain past strategic improvement efforts, clarifies projected enrollment ranges, and replaces redundant paragraphs.

If this amended phase-out proposal were to be approved, P.S. 332 would no longer admit kindergarten students or offer first, second, and sixth grades after the conclusion of the 2010-2011 school year. It would also not offer the Universal pre-kindergarten program after the conclusion of the 2010-2011 school year. Current students in second, third and fourth grades would continue to be served by P.S. 332 as they progress toward completion of elementary school at P.S. 332.

Current fifth graders will be guaranteed a sixth-grade seat at Mott Hall Bridges Middle School (23K671, "Mott Hall Bridges"), an existing middle school currently in the process of phasing in and is located less than one mile from P.S. 332 at 210 Chester Street, Brooklyn, NY 11212. Current sixth and seventh-grade students will continue to be served by P.S. 332 and be supported as they progress toward completion of middle school. Consistent with current practice, students in grade eight will be supported throughout the Citywide High School Admissions Process as they select a high school.

In 2011-2012, current kindergarten and first-grade students at P.S. 332 would enter first and second grade at P.S. 401 (23K401, "P.S. 401"), a new zoned elementary school that the DOE has proposed to open in K332. The details of this proposal were included in a separate EIS that was posted on December 20, 2010.[1] This separate proposal was also amended to correct typographical errors and formatting, clarify projected enrollment ranges, and replace redundant paragraphs. This new school would serve the same zone as P.S. 332 and would serve kindergarten through fifth grade when fully phased in 2014-2015.[2] Once P.S. 401 has completed its expansion, serving kindergarten through fifth grade, Mott Hall Bridges would continue serving this zone by guaranteeing sixth grade seats for rising sixth grade students at P.S. 401.

In 2009-2010, K332 had a target capacity of 964 students,[3] and the building enrolled 479 kindergarten through eighth grade students, plus a pre-kindergarten section of 20 students, for a total of 499 students,

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[1] http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals

[2] The new proposed school would not serve third through fifth grades in 2011-2012, and students in those grades would remain zoned to K332. More detail provided in the "Impact of Proposal on Affected Students, Schools and Community" section.

[3] The building target capacity number includes 80 seats that are set aside for an ALC (discussed in Section II). At the time of this posting, there are approximately 80 students enrolled in the ALC at K332. However, enrollment in ALCs can fluctuate widely throughout the year, and even day-to-day, so ALC enrollment is not included in the building enrollment number. The ALC will be re-sited by the 2012-2013 school year, and it will not impact projected building utilization in this proposal.

yielding a target building utilization rate of 52%.[4] In 2010-2011, the building served 401 students in kindergarten through fifth grade, plus a pre-kindergarten section of 18 students, for a total of 419 students, yielding a target utilization rate of 43 %.[5]

In a separate EIS that was posted on December 20, 2011, and amended on January 26, 2011, the DOE is also proposing to re-site and co-locate an existing charter school, Leadership Preparatory Ocean Hill Charter School (84K775, "Ocean Hill"), which would serve students in kindergarten through eighth grade when it reaches full scale in K332 in 2017-2018. This charter school currently serves grades kindergarten through first grade and provides preference to students and families of District 23. If the proposal to co-locate the school to K332 is approved, it would continue to provide this preference to District 23 families.

P.S. 332, Ocean Hill, and P.S. 401 would be co-located as P.S. 332 phases out and as P.S. 401 and Ocean Hill phase in. In 2017-2018, once Ocean Hill and P.S. 401 have completed their respective expansions and P.S. 332 has completed its phase out, there will be approximately 874-934[6] students, plus one section of pre-kindergarten, for a total of 892-952 students served in the building, which would yield a target building utilization rate of approximately 99%. This would allow sufficient space for K332 to accommodate any increase in student enrollment resulting from demand for the new school or an increase in the number of families residing in P.S. 332's geographic zone.

By 2012-2013, the ALC at K332 will be re-sited to an alternate location within District 23 or where there is a district need for an additional ALC.

Background on the DOE's Decision-Making Process

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department ("SED") as Persistently Low Achieving ("PLA"). Specifically, under the DOE's accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating below Proficient on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.[7] Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes safety, attendance and survey feedback from parents, teachers, and sixth- to twelfth-grade students, where

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[4] The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

[5] The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

[6] Estimate includes projected enrollment at Ocean Hill based on Charter Agreement and projected K-5 enrollment at P.S. 401

[7] Elementary schools that have average math and English Language Arts ("ELA") proficiency rates that are higher than the district average, which earn a Well Developed rating on the quality review, or which are receiving a Progress Report for the first time are not considered for phase-out.

applicable. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff and families. Schools are rated on a four-point scale, with "Underdeveloped" as the lowest possible rating and "Well Developed" as the highest.

P.S. 332 earned an F grade on its 2009-2010 Progress Report, including F grades in the Student Performance and Student Progress sub-sections and a D grade for School Environment. On all three of its previous Progress Reports, P.S. 332 earned C grades. On its 2007-2008 Progress Report, P.S. 332 earned a C grade, and a D grade in the School Environment sub-section.

Based on those low progress report scores, the DOE initiated a comprehensive review of P.S. 332 with the goal of determining what intensive supports and interventions would best benefit the P.S. 332 community. During that review, the DOE looked at recent and historical performance, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of P.S. 332—is the action we must take to best serve students and the community. It will allow for new school options to develop in K332 that will provide the highest quality options to families.

Performance and School Environment at P.S. 332

P.S. 332 has struggled to improve. Last winter, the Panel for Educational Policy voted to gradually phase out P.S. 332 based on evidence that the school was not equipped to significantly improve student performance. A lawsuit prevented the DOE from following through with those plans. P.S. 332's performance during the 2009-2010 school year only confirmed the DOE's earlier assessment that the school lacks the capacity to turn around quickly to better support student needs.

- Low student performance at P.S. 332 has been a persistent trend. In 2009-2010, only 21% of P.S. 332 students were performing on grade level in math, putting P.S. 332 in the bottom 2% of all K-8 schools in New York City. That same year, only 25% of P.S. 332 students were on grade level in English, putting P.S. 332 in the bottom 20% of K-8 schools citywide.
- In 2008-2009, P.S. 332 was in the bottom 3% in citywide math proficiency and in the bottom 9% in English proficiency. In 2007-2008 P.S. 332 was in the bottom 5% in citywide math proficiency and in the bottom 19% for citywide English proficiency.
- P.S. 332 students have not shown any signs of growth over the last three years. In 2009-2010, P.S. 332 was in the bottom 5% of K-8 schools in learning growth in math. In 2008-2009 they were in the bottom 26% and bottom 1% in terms of making one year growth in English and math respectively. If these conditions persist, P.S. 332 students will continue falling further behind their peers in other schools.
- P.S. 332 earned an F grade on its 2009-2010 Progress Report, including a D grade in the School Environment sub-section and F grades in the Student Performance and Student Progress sub-sections. On all three of its previous Progress Reports, P.S. 332 earned C grades.
- Attendance at P.S. 332 remains very low. The 2009-2010 attendance rate was 85%, below the citywide average of 93% for K-8 schools. In fact, this attendance rate puts P.S. 332 in the lowest percentile rank among all K-8 schools citywide.
- Safety has been a concern at P.S. 332. On the 2010 New York City School Survey, 37% of students reported feeling unsafe in the hallways, bathrooms and locker rooms at school. Parents also reported concerns about their children's safety at P.S. 332, with 18% indicating that they felt their children were unsafe at school.

- P.S. 332 was rated "Proficient" on its most recent Quality Review in 2008-2009. Quality Reviews evaluate how well schools are organized to support student learning.[8] While a rating of Proficient reveals that a school possesses strengths and weaknesses, P.S. 332's 2009 Quality Review cited a number of serious concerns. Specifically, the reviewer indicated that the school failed to differentiate its instruction to support individual students' needs. The reviewer also indicated that the school needed to improve upon providing regular feedback to students in order to support their consistent academic growth. These concerns suggested that the school is ill-equipped to turn around quickly to better support students.
- Demand for seats at P.S. 332 is low. P.S. 332 is a zoned school, and in 2009-2010, only 41% of students residing in the zone chose to attend the school.[9] That means that almost 60% of students who were guaranteed a seat at P.S. 332 chose to enroll elsewhere. In 2010-2011, 34% of students residing in the zone have chosen to attend the school.[10] In addition, fifth-grade students at P.S. 332 are guaranteed a sixth-grade seat at P.S. 332, but 22%of the fifth graders enrolled in P.S. 332 in 2008-2009 enrolled in other middle schools for 2009-2010, indicating that parents are choosing other middle school options[11]. In 2010-2011, 39% of fifth graders enrolled in P.S. 332 in 2009-2010 enrolled in middle schools other than K332. As a result, P.S. 332 is not fulfilling the purpose of its grade configuration, which is intended to offer students a seamless educational experience from kindergarten through eighth grade.

[8] For more information about Quality Reviews, please visit the DOE's website at: http://schools.nyc.gov/Accountability/tools/review.

[9] Based on the 2009-2010 audited register. K332 experienced a large drop in enrollment in 2010-2011, most likely due to the DOE's proposal to phase-out and close P.S. 332 last year. Where applicable throughout this statement, data for both the 2009-2010 and 2010-2011 school years are being provided, but because of this abnormal drop, 2009-2010 data is being used to calculate all data in the K332 EIS relating to future enrollment projections at P.S. 401, as well as data relating to historical demand for P.S. 332.

[10] Based on the November 1, 2010 unaudited register.

[11] Based on 2008-2009 and 2009-2010 audited registers.

The chart below summarizes key performance data for P.S. 332 over the past three years.

P.S. 332 Charles H. Houston	2007-2008	2008-2009	2009-2010[12]
School Performance and Progress			
Overall Progress Report Grade	C	C	F
Performance Grade	C	B	F
Progress Grade	B	C	F
Environment Grade	D	C	D
Quality Review Score	Proficient	Proficient	
Performance Data[13]			
English Language Arts % Proficient (Levels 3 and 4)	44%	52%	25%
Math % Proficient (Levels 3 and 4)	54%	61%	21%
Other Key Performance Indicators[14]			
Attendance Rate	86%	86%	85%

2010-2011 State Accountability Status	In Good Standing

Overview of Past Strategic Improvement Efforts at P.S. 332

We recognize that P.S. 332 staff members have worked hard to improve the school, but the school has not turned around. To help the school's efforts to improve performance, the DOE has also offered numerous supports to P.S. 332 including:

Leadership Support:

- Connecting administrators with other schools to learn effective practices that could be replicated at P.S. 332.

Instructional Support:

- Providing extensive professional development to the principal and assistant principals in the new state curriculum, Read Aloud, Shared Reading, Guided Reading, Writing Process, Everyday and Impact Math, Looking at Student Work, Elmore Instructional Rounds, and how to use the Quality Review to improve student outcomes.
- Establishing teacher teams that meet weekly and review student work to inform instructional practices.
- Providing ongoing training to teachers on how to individualize instruction and best use data.

[12] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.
[13] Source: Progress Report.
[14] Source: Progress Report.

- Arranging in-school math and literacy teacher coaches to serve as content experts.

Operational Support:

- Helping P.S. 332 best use grant funds from the American Recovery & Reinvestment Act (ARRA), Connect with Kids, 21st Century, School Quality 39, Title I, and Correct 91.
- Coaching staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Exploring current CBO relationships and future partnerships with community-based organizations within the school community. Assigning an attendance teacher to P.S. 332 to develop long-term improvement plans for student attendance.
- Support in implementing Parents' Night, Learning Leaders programs, and parent workshops to encourage parent involvement.

Safety Support:

The DOE makes available the following supports to schools around safety and security:

- Offered to provide Best Practices Standards for Creating and Sustaining a Safe and Supportive School resource guide.
- Offered to review and monitor school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and New York Police Department).
- Offered to provide technical assistance when incidents occur via the Borough Safety Directors.
- Offered to provide professional development and support to Children's First Network Safety Liaisons.
- Offered to provide professional development and kits for Building Response Teams.
- Offered to monitor and certify School Safety Plans annually.

Given P.S. 332's lack of success – whether a part of the centralized effort to support all schools or the individualized plans for P.S. 332 – it is apparent that P.S. 332 has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 332 community regarding strategies to better support students and improve outcomes at the school. The P.S. 332 community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed phase-out of P.S. 332. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public: (http://schools.nyc.gov/community/planning/changes/brooklyn/K332).

On October 19, 2010, District 23 Superintendent Ainslie Cumberbatch held a School Leadership Team ("SLT") meeting and a parent meeting at the school to discuss what is and isn't working at P.S. 332 and how we can work together to better serve students. Approximately 30 parents attended. While parents had some positive comments about the school's leadership and looping structure where teachers move up a grade with the same class of students, they had concerns about a number of issues. Parents said:

- There needs to be better communication between school staff and families.
- There is a lack of enrichment opportunities and after-school, athletics, and arts programs.
- There are high levels of staff and student absenteeism.

- Students feel unsafe at school.

The SLT expressed some similar concerns and discussed difficulties in improving student achievement, particularly with high-needs students, and driving change in the school. Staff and parents did express positive feedback about the school leadership and the school structure. However, these positive components are not enough to move P.S. 332 in the right direction for the reasons discussed in this proposal.

While many members of the P.S. 332 community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles, the lack of evidence that the school is poised to quickly turn around to better support students, and the very low demand for seats at the school. The DOE will incorporate community feedback as we continue to support current P.S. 332 students working toward promotion and as we develop plans to replace P.S. 332 with other schools that better meet student and community needs.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

II. Potential Use of Building

The building in which P.S. 332 is located, K332, has the capacity to serve 964 students. K332 is a fully programmatic accessible building for students with physical disabilities. In 2009-2010—the most recent year for which audited enrollment data is available—the building served only 479 students in kindergarten through fifth grade, plus a pre-kindergarten section of 20 students, for a total of 499[15] students yielding a target utilization rate of just 52%. In 2010-2011, the building served 401 students in kindergarten through fifth grade, with a pre-kindergarten section of 18 students, for a total of 419 students[16], yielding a target utilization rate of 43 %. This is one indicator that the building is "underutilized" and has extra space to accommodate additional students.

In a separate EIS that was posted on December 20, 2010, and amended on January 26, 2011, the DOE proposed the co-location of a new zoned elementary school, P.S. 401, and the re-siting of an existing charter school, Ocean Hill, in K332. Over the next eight years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
P.S. 332	K-8[17]	3, 4, 5, 7, 8	4, 5, 8	5	N/A	N/A	N/A	N/A
P.S. 401	N/A	K-2	K-3	K-4	K-5	K-5	K-5	K-5
Ocean Hill	N/A	K-2	K-3	K-4	K-5	K-6	K-7	K-8

During the 2011-2012 school year, P.S. 332 would serve students in third, fourth, fifth, seventh, and eighth grades. In 2012-2013, P.S. 332 would serve students in fourth, fifth, and eighth grades. In 2013-14, P.S. 332 would only serve students in fifth grade. The school would close after June 2014.

P.S. 401 would open in K332 in 2011-2012 and would serve kindergarten through second grade with an enrollment of approximately 155-185 students during that year.[18] Pending continued funding availability,

[15] 2009-2010 audited register
[16] November 1, 2010 unaudited register
[17] There is also a Universal pre-kindergarten program housed at P.S. 332. The table excludes pre-kindergarten. As discussed above, pending continued funding availability P.S. 401 will also most likely offer a pre-kindergarten program.

P.S. 401 would also offer one section of a full-day pre-kindergarten program to exactly replace the one section of full-day Universal pre-kindergarten that P.S. 332 currently offers. P.S. 401 would serve approximately 290-350 students in kindergarten through fifth grade, plus one section of pre-kindergarten, for a total of 308-368 students at full scale in 2014-2015.

Currently, Ocean Hill enrolls 142 kindergarten and first grade students. In 2011-2012, Ocean Hill would be re-sited from its current location in building K271, an existing DOE building that is located at 1137 Herkimer Street, Brooklyn, NY 11233, in Community School District 23, to K332. Ocean Hill is currently co-located with Mott Hall IV (23K522), Ocean Hill Collegiate Charter School (84K777), and Eagle Academy for Young Men II (23K644). Ocean Hill's current location was not intended to be a permanent site because this location does not have adequate space to allow Ocean Hill to grow to scale. As a result, the DOE has proposed to re-site Ocean Hill to K332. Ocean Hill's re-siting would allow the other schools located in K271 to expand to full scale.

At K332, Ocean Hill would be co-located with P.S. 401 and P.S. 332 in K332 as P.S. 332 phases out. In 2011-2012, Ocean Hill would serve kindergarten through second-grade students with an enrollment of approximately 232 students at K332. In 2017-2018, when Ocean Hill achieves full-scale, it will serve approximately 604 students in kindergarten through eighth grade[19].

To allow P.S. 401 and Ocean Hill to grow and achieve full-scale, by 2012-2013, the ALC in K332 will be re-sited to an alternate location within District 23 or where there is a district need for an additional ALC. ALCs are intended to provide an educational setting for students who are on a Superintendent's suspension for up to 90 days, and are designed to serve a maximum of 80 students.

In 2017-2018, once P.S. 332 has phased out, and P.S. 401 and Ocean Hill have completed their respective expansions, there would be approximately 874-934 kindergarten through eighth-grade students served in the building, plus one section of pre-kindergarten, for a total of 892-952 students[20]. The projected utilization for K332 at that point is approximately 99%.This means that K332 has adequate capacity to accommodate P.S. 401's and Ocean Hill's full expansions.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 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 for

[18] Estimate based on 2009-2010 enrollment at P.S. 332, with the Kindergarten and first grade class sizes used to calculate enrollment projections. (2009- audited register).
[19] Enrollment projections are based on the Ocean Hill Charter Agreement.
[20] Estimate includes: 1) 604 students at Ocean Hill, and 2) 270-330 kindergarten through fifth grade students, plus one section of pre-kindergarten for a total of 288-348 students at P.S. 40

high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students[21]

Enrollment Options for Current P.S. 332 Students

If this proposal is approved, all current P.S. 332 students would either be served in the new zoned elementary school, P.S. 401, or they would continue at P.S. 332, where they would be supported as they progress towards completion of elementary or middle school and transition to middle school or high school.

Impact on Current Kindergarten and First Grade Students in P.S. 332

Current kindergarten and first-grade students at P.S. 332 would be guaranteed a seat in first or second grade at P.S. 401, which would open in September 2011 in K332, where P.S. 332 is currently located. P.S. 401 would become the new zoned elementary school serving students who currently reside in the P.S. 332 zone.

Impact on Current Second, Third and Fourth Grade Students in P.S. 332

Current P.S. 332 second, third and fourth-grade students would continue to be enrolled at P.S. 332. In addition, any students on grade level three, four, or five that move into the P.S. 332 zone for 2011-2012 enrollment would also enroll at P.S. 332 because P.S. 401 would not yet have phased in these grades.[22]

In addition, fourth-grade students may also elect to participate in the admissions lottery to enter fifth grade at the following three charter schools that will serve fifth through eighth grades at scale: Brownsville Collegiate Charter School (84K710, located in District 23 at 364 Sackman Street); Ocean Hill Collegiate Charter School (84K777, located in District 23 at 1137 Herkimer Street). Brownsville Collegiate Charter School and Ocean Hill Collegiate Charter School currently provide a preference for District 23 students. Students may apply to enroll in any of these charter schools through the respective charter application lotteries in the spring of each year.[23]

P.S. 332 students who do not meet promotional standards for a grade that is not offered at P.S. 332 in the following school year will continue to have access to appropriate instruction at P.S. 332 to meet promotional standards. This applies to third, fourth, and fifth-grade students in 2010-2011, fourth and fifth-grade students in 2011-2012 and only fifth-grade students in 2012-2013.

[21] Unlike in other parts of the document, for information in this section that describe impact on current students, only 2010-2011 unaudited register data will be used.

[22] This also applies for all subsequent years of the P.S. 401 phase-in. If P.S. 401 has not yet phased in a grade, new students residing in the zone on that grade level will enroll at P.S. 332.

[23] For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: http://schools.nyc.gov/community/planning/charters/For+Parents. Applicants who reside in the district in which a charter is located receive preference for admission.

Current Fifth Grade Students at P.S. 332

Current P.S. 332 fifth-grade students will complete fifth grade at P.S. 332. Over the course of this phase-out, during each student's fifth-grade year, each student will participate in the District 23 Middle School Choice process to enroll in sixth grade at a middle school of their choice. Each fifth-grade student would also be guaranteed a seat at Mott Hall Bridges. Fifth-grade students currently enrolled in P.S. 332 may submit middle school choice applications after the published deadline of December 17, 2010. Applications are available at P.S. 332's main office and can be submitted at P.S. 332. More details on the middle school choice options are listed in the below table on page 10.

Any current fifth-grade student who does not meet promotional requirements to move on to sixth grade for the 2011-2012 school year would remain at P.S. 332.

Through the District Middle School Choice process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or city-wide eligibility.[24] 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 Choice Directory which can be found at http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn. This directory is updated yearly. In districts with zoned middle schools, students may elect to attend their zoned school.

Under Middle School Choice, students rank their preferences from among District 23 choice middle schools. These options include:

- Choice middle schools with a screened application process (entrance is based on criteria designated by the school);
- Choice middle schools with an unscreened or limited-unscreened application processes (Note: limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle school in the zone where the student resides; and
- Zoned middle schools in District 23 outside the zone in which the student resides.

Students with Individual Education Plans ("IEPs") will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the students' needs. This process would apply to students with IEPs transitioning to middle school from P.S. 332 in the same manner as it applies to all other students. Similarly, when P.S. 401 completes its expansion and has fifth-grade students applying to middle schools, any students with IEPs will continue to receive mandated services at Mott Hall Bridges or the choice school to which they are matched.

In accordance with DOE policy, English Language Learner ("ELL") students participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same placement criteria as their English-speaking peers. Current students at P.S. 332 who receive ELL services will continue to receive ELL services as P.S. 332 phases out. Similarly, when P.S. 401 completes its expansion and has fifth-grade students applying to middle schools, any students requiring ELL services will continue to receive mandated services at the middle school to which they are matched.

Approximately 24 students enrolled in P.S. 332 matriculated from fourth grade in 2009-2010 into fifth

[24] There is no District 75 middle school choice process in school District 23. District 75 middle school choice processes are not offered in every district.

grade for the 2010-2011 school year. Approximately 10 additional fifth-grade students were admitted to P.S. 332 through the "over-the-counter" placement process or have remained enrolled in fifth grade from the 2009-2010 school year. A portion of these fifth grade students are currently served in one Self-Contained ("SC") class, and no fifth graders are served in a Collaborative Team Teaching ("CTT") class.[25]

Thus, approximately 36 total fifth-grade students who are currently attending P.S. 332 would begin sixth grade at Mott Hall Bridges in the 2011-2012 school year where they are guaranteed a seat.
In 2009-2010, the target building capacity for building K263, the building that currently serves Mott Hall Bridges, was 1,032 students, and the target building utilization rate was 77%.[26] Based on 2010-2011 enrollment[27] at K263, the projected target building utilization for 2010-2011 is 57%. In 2011-2012, Mott Hall is projected to continue phasing in, with a projected incoming class of 43 sixth-grade students. Therefore, if all 36 P.S. 332 students enrolled at Mott Hall Bridges in 2011-2012, the projected target building utilization for K263 would be 64%.

This means that Mott Hall Bridges, located in Building K263, has adequate capacity to enroll all its zoned students and will be able to accommodate incoming sixth graders from P.S. 332.

In addition to Mott Hall Bridges, current P.S. 332 fifth graders may also apply for middle school through the District 23 middle school choice process.

[25] Source: the November 1, 2010 unaudited register.
[26] This figure includes East New York Prep Charter School, which was located in K263 and closed at the end of the 2009-2010.
[27] Source: the November 1, 2010 unaudited register.

District 23 middle schools have adequate capacity to accommodate these rising sixth graders. The chart below lists current middle school choice options in District 23 along with specific information on each school.[28]

School	DBN	Address	Grades Served in 2010-2011	2009-2010 Progress Report Grade	% SE	% ELL	Admissions Process	Organizational Target Capacity[1]	Target Utilization Rate[2]	2010-2011 Enrollment[3]	Site Accessibility[4]
I.S. 392	23K392	104 SUTTER AVENUE	5-8	B	3%	0%	School Based Application – Screened	320	102%	296	Functionally accessible
Brooklyn Collegiate: A College Board School	23K493	2021 BERGEN STREET	6-12	D	4%	1%	Boroughwide School Based Application – Screened	1,097	55%	599	Functionally accessible
Kappa V	23K518	985 ROCKAWAY AVENUE	6-8	C	14%	1%	Boroughwide School Based Application	480	58%	260	Not accessible
Mott Hall IV	23K522	1137 HERKIMER STREET	6-8	C	5%	1%	Boroughwide School Based Application – Screened	474	46%	258	Not accessible
General D. Chappie James Middle School of Science	23K634	76 RIVERDALE AVENUE	6-8	D	15%	4%	District 23 Middle School Choice - Unscreened	276	75%	205	Not accessible
Eagle Academy for Young Men II	23K644	1137 HERKIMER STREET	6-8	A	16%	2%	District 23 Middle School Choice - Limited Unscreened	478	31%	212	Not accessible
Mott Hall Bridges Middle School	23K671	210 CHESTER STREET	6	-	-	-	District 23 Middle School Choice - Unscreened	N/A	N/A	43	Functionally accessible
Teachers Preparatory High School	23K697	226 BRISTOL STREET	6-12	C	7%	2%	Boroughwide School Based Application – Screened	667	87%	572	Functionally accessible

In addition, current fifth-grade students will continue to have access to a broad range of middle school options for Brooklyn borough-wide and citywide middle schools. Additional information regarding special programs and courses offered by the schools listed are available in the online Middle School Directory, which is updated yearly: http://schools.nyc.gov/ChoicesEnrollment/Middle.

Current Sixth and Seventh Grade Students at P.S. 332

Current sixth and seventh-grade students would complete middle school at P.S. 332 as seventh and eighth-grade students and will be supported in applying to enroll in high school through the Citywide High School Admissions Process. For a more detailed description of the Citywide High School Admissions Process, please visit the DOE's website at: http://schools.nyc.gov/ChoicesEnrollment/High/Admissions.

P.S. 332 students who do not meet promotional standards for grades that will no longer be offered at P.S.

[28] This does not include additional middle school capacity in existing charter schools that give priority to District 23 (listed on page 13).

332 the following school year will be supported in transitioning to Mott Hall Bridges. This applies to current sixth graders in 2010-2011, seventh graders in 2011-2012, and eighth graders in 2012-2013.

Current Eighth Grade Students at P.S. 332

Current eighth-grade students would complete middle school at P.S. 332 and would apply to enroll in high school through the Citywide High School Admissions Process. For a more detailed description of the Citywide High School Admissions Process, please visit the DOE's website at: http://schools.nyc.gov/ChoicesEnrollment/High/Admissions.

Any eighth-grade students who do not meet promotional requirements to move on to high school would remain at P.S. 332 until the 2013-2014 school year, at which point they would be supported in transitioning to Mott Hall Bridges.

Impact on Academic and Extracurricular Offerings at P.S. 332

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at P.S. 332. That said, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, P.S. 332 would continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

Some of the special programs currently offered at P.S. 332 include arts and literacy programs such as Project Arts, Community Schools Program, Project Read and after-school programs such as an Extended Day Program, and No Child Left Behind (NCLB) Supplemental Educational Services (SES).

P.S. 332 would continue to offer the current student athletics and extracurricular programs such as Ballet Tech, an enrichment program focusing on ballet, dance and performing arts, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. It is again difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. Other District 23 middle schools currently offer special programs and extracurricular activities similar to Ballet Tech, such as Ballroom Dancing, Drama, and Fitness Club. In addition, other District 23 middle schools offer a diverse range of extracurricular programs and activities beyond just dance or performing arts, such as: Student Government, Graphic Novel and Technology, Martial arts, Community Service, Debate Team, Chess, Trumpet and Guitar Academy, Strategic Gaming, and Robotics.

P.S. 332 currently offers Collaborative Team Teaching ("CTT") classes, Special Classes ("SC"), and Special Education Teacher Support Services ("SETSS"). The existing CTT, SC and SETSS classes would continue to be provided as the school phases out and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, when P.S. 401 completes its expansion, students with IEPs will continue to receive mandated services as the new elementary school phases in.

In accordance with DOE policy, ELL students are admitted to elementary schools in the same manner as their peers who are not ELLs. ELL students at P.S. 332 would continue to receive mandated services as the school phases out. Similarly, when P.S. 401 completes its expansion, students requiring ELL services will continue to receive mandated services.

During the proposed phase-out, the DOE will build on our past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teaching practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students.
- Facilitating partnerships with community-based organizations to support youth development initiatives at the school.

Impact on Community Partnerships at P.S. 332

P.S. 332 currently has partnerships with several community-based organizations ("CBOs"), including OASIS Children's Services, which offers youth and after school programs; the Cornell Cooperative Extension, which provides a range of five programs focusing on Agriculture and Food Systems, Children, Youth and Families, Community and Economic Vitality, Environment and Natural Resources, and Nutrition and Health. P.S. 332 also partners with the Brownsville Recreation Center to provide P.S. 332 fifth-grade students swimming activities, with New York City Department of Parks & Recreation to provide a breakfast program to first and second grade students, and Move to Exercise, a physical education program.

Many other District 23 middle schools currently partner with similar organizations offering comparable programs such as: CHAMPS (Cooperative, Healthy, Active, Motivated Positive Students), Brownsville Recreation Center, Jackie Robinson Center for Physical Culture, Learning Leaders, Manhattan Ballroom Dance, and the GLOBE Organization. In addition, other District 23 middle schools also partner with higher education institutions such as Long Island University, Polytechnic Institute of New York University, and New York City College of Technology. Again, as appropriate, the DOE will work with P.S. 401 to introduce or enhance comparable partnerships with the CBOs that currently support P.S. 332 students.

Those partnerships would continue to support current students as P.S. 332 phases out, though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with P.S. 332 staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with the community and other school organizations in the building to work to retain partnerships with CBOs that are offering valuable services to the school community. As appropriate, the DOE will work with P.S. 401 to introduce or enhance existing partnerships with the CBOs that currently support P.S. 332 students.

Admissions Impact for Future Elementary School Students

P.S. 332 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes, please visit the DOE website's "Find A School" search function http://schools.nyc.gov/SchoolSearch.

In a separate EIS that was posted on December 20, 2010, and amended on January 26, 2011, the DOE proposed the creation of a new zoned elementary school, P.S. 401, and the re-siting and co-location of Ocean Hill in K332. P.S. 401 would serve the same zone as P.S. 332 and would be located in K332, the same building that currently houses P.S. 332. If both this proposal and the proposal to create P.S. 401 and re-site and co-locate Ocean Hill are approved, the kindergarten through fifth-grade seats eliminated by P.S. 332's phase-out and eventual closure would be recovered seat-for-seat through the phase-in of P.S. 401 in K332.

Incoming kindergarten students who reside in the P.S. 332 zone are guaranteed a seat in the new elementary school that would open next September in the building where P.S. 332 is located. This includes students who seek to enroll "over the counter." "Over the counter" ("OTC") enrollment includes:

- Students who are new to the New York City school system; or
- Students who left the New York City school system and have returned; or
- Students who are seeking transfers.

Approximately 366 kindergarten through fifth-grade students are zoned to P.S. 332 in the 2010-2011 school year. During the 2010-2011 school year, approximately 34% of these students attended P.S. 332, which means that 66% of students who were guaranteed a seat in the school chose to attend elementary school elsewhere. In 2009-2010, 41% of the 388 kindergarten through fifth-grade students that were zoned to P.S. 332 attended P.S. 332, which means that 59% of students who were guaranteed a seat in the school chose to attend elementary school elsewhere.[29] The building has the capacity to serve 964 students. If both this phase-out proposal and the proposal to phase-in and co-locate P.S. 401 and Ocean Hill are approved, P.S. 401 would accept and serve all students zoned for P.S. 332, including over-the-counter students and students requiring SC or CTT classes. During the phase-out, over-the-counter students will attend school at either P.S. 332 or at P.S. 401 depending on which school offers the appropriate grade level.

In addition, incoming kindergarten students have other charter elementary school options including Ocean Hill, which the DOE has proposed in a separate EIS to be re-sited from its current location in K271 to K332 where it would be co-located with P.S. 332, P.S. 401 and an ALC beginning in 2011-2012. The table below lists five additional charter schools currently located in District 23 that enroll kindergarten students through the charter school lottery application process and provide a preference for District 23 students.[30] All students in District 23 will continue to have the opportunity to participate in the respective charter lotteries for kindergarten enrollment.

School Name (DBN)	Address	Grades Served at Scale	Current Enrollment 2010-2011	Admissions Criteria	Extracurricular Activities
Achievement First Brownsville Charter School (84K626)	2021 Bergen Street	K-8	336	Kindergarten Lottery (District 23 Preference)	Extended day, after school program
Leadership Preparatory Ocean Hill Charter School (84K775) [31]	1137 Herkimer Street	K-8	142	Kindergarten Lottery (District 23 Preference)	N/A
Leadership Preparatory Brownsville Charter School (84K711)	364 Sackman Street	K-8	174	Kindergarten lottery (District 23 preference)	Language programs, sports, music, after school, extended day
Ocean Hill Collegiate Charter School (84K777)	1137 Herkimer Street	5-8	80	Kindergarten Lottery (District 23 Preference)	N/A

In some cases, schools offer programs comparable to those currently offered at P.S. 332. Detailed information about charter schools will also be published annually and would be available in print or on the DOE website here: http://schools.nyc.gov/community/planning/charters/For+Parents.

Future Pre-kindergarten Program at P.S. 332

P.S. 332 currently offers a Universal full day pre-kindergarten program that currently serves 18 students. Beginning in 2011-2012, P.S. 332 would no longer offer a pre-kindergarten program. Pending funding

[29] 2009 audited register. K332 experienced a large drop in enrollment in 2010-2011, most likely due to the DOE's proposal to phase-out and close P.S. 332 last year. Where applicable throughout this statement, data for both the 2009-2010 and 2010-2011 school years are being provided, but because of this abnormal drop, 2009-2010 data is being used to calculate all data in the K332 EIS relating to future enrollment projections at P.S. 401, as well as data relating to historical demand for P.S. 332.

[30] For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: http://schools.nyc.gov/community/planning/charters/For+Parents.

[31] The proposed creation and co-location of those new schools in K332 is addressed in a separate Educational Impact Statement also posted on December 20, 2010 and contingent upon a Panel for Educational Policy vote.

availability, P.S 401 may offer a pre-kindergarten program beginning in 2011-2012.[32] The enrollment policies for pre-kindergarten admissions would remain the same: younger siblings of zoned students already enrolled in P.S. 332 or the new elementary school, P.S. 401, would get first preference into pre-kindergarten admissions. Siblings from outside the zone would receive second preference.

Admissions Impact for Future Middle School Students

As a school that serves kindergarten through eighth grade, P.S. 332 does not admit new sixth-grade students through the Middle School Choice process. Additionally, sixth through eighth grade students are not zoned to the middle school grade levels at P.S. 332; however, P.S. 332 does admit sixth through eighth grade students residing in the elementary school zone, pending available space. As noted earlier, current fifth grade students and future fifth grade students from the P.S. 332 zone attending P.S. 401 will be guaranteed a seat at Mott Hall Bridges Middle School. These students may also participate in the District 23 middle school process.

Additionally, students often enroll in middle schools through over-the-counter ("OTC") placement process. Over-the-counter is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of three 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).[33]

When a middle school eligible student arrives for an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. All current and future P.S. 332 or P.S. 401 zoned students are seeking over-the-counter placement will be guaranteed a seat at Mott Hall Bridges.

Mott Hall Bridges currently serves sixth grade. Beginning in September 2011, it will serve sixth and seventh grade and complete its expansion as a school serving sixth through eighth grade the following year. During the 2011-2012 school year, new eighth grade students who reside in the P.S. 332 zone seeking an over-the-counter placement would be guaranteed a seat in P.S. 332's eighth grade class. When possible, the Borough Enrollment office will also look to place these students in other existing schools serving eighth grade; these placements are contingent upon available seats.

B. Schools

P.S. 332 currently enrolls 401 kindergarten through fifth grade students, of which 26 are in kindergarten and 36 are in fifth grade. P.S. 332 also currently enrolls 36 students are in sixth grade. If this proposal is approved, P.S. 332 will phase out gradually, but the elementary seats lost as a result of that phase-out will be replaced as the new proposed zoned elementary school phases into K332. Although the sixth, seventh, and eighth-grade seats lost would not be replaced, they would be absorbed by the existing capacity at Mott Hall Bridges and by existing capacity at the district choice middle schools.

As described in a separate EIS, the DOE is proposing the phase-in of P.S. 401 and the re-siting and co-location of Ocean Hill in K332 beginning in 2011-2012. K332 has adequate capacity to accommodate P.S.

[32] Funding for pre-kindergarten programs will be determined prior to the 2011-2012 school year.
[33] Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

401 and Ocean Hill after they have completed their respective expansions and achieved "full scale" in 2014-2015 and 2017-2018, respectively. In 2011-2012, P.S. 401 would serve approximately 155-185 students[34] in kindergarten through second grade. Also in 2011-2012, Ocean Hill would be re-sited and co-located in K332, where it would serve approximately 232 students in kindergarten through second grade. In 2014-2015, when at full scale, P.S. 401 is projected to enroll 290-350 kindergarten through fifth-grade students. In 2017-2018, at full scale, Ocean Hill is projected to enroll approximately 604 kindergarten through eighth-grade students. The building would also continue to house the ALC until 2012-2013, when it will be re-sited to a location that has yet to be determined. The projected utilization for K332 in 2012-2013 is approximately 76%. By 2017-2018, when P.S. 332 will be closed, the ALC will have been re-sited, and both P.S. 401 and Ocean Hill have achieved full scale, the projected utilization for K332 will be approximately 99%. Thus, there would be sufficient instructional space at K332 for P.S. 401 and Ocean Hill to grow to scale in K332.

In the future, if there is an increase in student enrollment resulting from demand greater than current projections for the new zoned elementary school or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Ocean Hill to an alternate location geographically proximate to K332. The Chancellor shall certify in writing that in her judgment, the need of the school system requires the re-acquisition of the charter school space for DOE use.

The estimated enrollment for the three organizations over a five year period are shown in the below table:

P.S. 332's estimated enrollment, over a period of 5 years

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Estimated enrollment
2009-2010	49	74	57	61	51	43	40	43	61	479
2010-2011 (current)	26	54	56	54	63	36	36	38	38	401
2011-2012	-	-	-	50-60	50-60	55-65	-	30-40	30-40	215-265
2012-2013	-	-	-	-	50-60	50-60	-	-	30-40	130-160
2013-2014	-	-	-	-	-	50-60	-	-	-	50-60
2014-2015	-	-	-	-	-	-	-	-	-	-

[34] Estimate based on 2009-2010 enrollment, with the 2009-2010 kindergarten class size used to project incoming kindergarten class sizes (2009Audited Register). Total unaudited enrollment (November 1, 2010 unaudited register) in Kindergarten through second-grade in 2010-2011 is 126.

P.S. 401's estimated enrollment, over a period of 5 years

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Estimated enrollment
2010-2011 (current)	-	-	-	-	-	-	-
2011-2012	45-55	45-55	65-75	-	-	-	155-185
2012-2013	45-55	45-55	45-55	65-75	-	-	200-240
2013-2014	45-55	45-55	45-55	45-55	65-75	-	245-295
2014-2015	45-55	45-55	45-55	45-55	45-55	65-75	290-350
2015-2016	45-55	45-55	45-55	45-55	45-55	45-55	270-330
2016-2017	45-55	45-55	45-55	45-55	45-55	45-55	270-330
2017-2018	45-55	45-55	45-55	45-55	45-55	45-55	270-330

Ocean Hill's estimated enrollment, over a period of 7 years

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Estimated Enrollment
2010-2011 (current)	87	58								142
2011-2012	87	87	58							232
2012-2013	87	87	87	52						313
2013-2014	87	87	87	81	48					390
2014-2015	87	87	87	81	77	46				465
2015-2016	87	87	87	85	50	48	44			488
2016-2017	87	87	87	85	50	48	46	42		532
2017-2018	87	87	87	84	83	47	45	44	40	604

If this proposal and the proposal to co-locate P.S. 401 and re-site and co-locate Ocean Hill in K332 are approved, there would be sufficient space to serve P.S. 332, P.S. 401, and Ocean Hill students and the ALC pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while P.S. 332 phases out and while P.S. 401 and Ocean Hill gradually phase in until 2012-2013. At that point, the ALC will be re-sited to an alternate location within District 23 or where there is a district need for an additional ALC. Once the ALC has been re-sited, there would be sufficient space to serve P.S. 401 and Ocean Hill at their full scales. Please visit the DOE's website to access the Footprint, which guides space allocation and

use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms 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 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. 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.

All schools receive a baseline of the approximate equivalent of two full-size classrooms for student support services and resource rooms.[35] Additionally, all schools receive a baseline of the approximate equivalent of one full-size classroom and one half-size classroom for administrative services.

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 discussed, the details of the proposal to co-locate and phase in P.S. 401 and Ocean Hill in K332 the two new elementary schools were discussed in a separate EIS that is available at http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011. In addition, The Building Utilization Plan ("BUP") that accompanies that EIS will demonstrate that there will be sufficient instructional space in K332 for P.S. 332 as it phases out, for the ALC until 2012-2013, and for P.S. 401 and for Ocean Hill to grow to scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the two gymnasiums, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee will also meet a minimum of 4 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 student enrollment.

C. Community

P.S. 332 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, the P.S. 332 building will remain open, but will offer new educational options that better support

[35] Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 half size classrooms, etc.

the learning needs of future students in District 23 and zoned for P.S. 332. P.S. 332 is the only K-8 school in District 32 that the DOE has proposed to phase out this year.

The DOE is proposing to open a new elementary school in K332, P.S. 401, which would serve the needs of the community by replacing P.S. 332 as the elementary school for this zone. Ocean Hill, which would be re-sited and co-located with P.S. 401 and P.S. 332 in K332, would continue to serve the needs of the community by providing a high-quality kindergarten through eighth grade option in District 23.

While the DOE is creating new elementary school seats to offset the loss of the phase-out of P.S. 332's elementary school, it is not creating new middle school seats within the K332 building. As noted previously, Mott Hall Bridges has adequate capacity to continue guaranteeing a seat for all rising sixth grade P.S. 332 students and future P.S. 401students. And additionally, District 23 has adequate capacity among its other middle schools to accommodate these rising sixth graders. The chart on page 10 lists current middle school choice options in District 23 along with specific information on each school.

- Excluding the seats currently available at P.S. 332, there are 944 total sixth-grade seats in District 23 choice middle schools.
- In 2010-2011, there were only 509 sixth-grade students projected to be enrolled in District 23 choice middle schools.
- This means that there is extra space in existing District 23 choice middle schools for approximately 36 additional sixth-grade students. Based on projected capacity in this grade for 2011-2012, the DOE projects there to be adequate capacity in seventh and eighth grade in these schools as well for 2012-2013 and 2013-2014 school years.

Current fifth grade students from P.S. 332 will also be guaranteed a seat at Mott Hall Bridges, which has adequate capacity to enroll all middle school students who are zoned to P.S. 332.

- In 2009-2010, the target building capacity for building K263, the building that currently serves Mott Hall Bridges, was 1,032 students, and the target building utilization rate was 77%. East New York Prep Charter School was located in K263 and closed at the end of 2009-2010. Based on 2010-2011 enrolment at K263, the projected target building utilization for 2010-2011 is 57%.[36] In 2011-2012, Mott Hall Bridges is projected to continue phasing in, with an incoming class of 43 sixth grade students. Therefore, the projected target building utilization for K262 in 2011-2012, including the approximately 36 sixth students articulating from P.S. 332 in 2011-2012, would be 64%.

This means that Mott Hall Bridges, located in building K263, has the adequate capacity to enroll all zoned students and will be able to accommodate incoming sixth graders from P.S. 332.

Lastly, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K332. This proposal is not expected to impact the site accessibility (functionally accessible) of K332.

[36] Source: November 1, 2010 unaudited register.

IV. Enrollment, Admissions and School Performance Information

P.S. 332

Admissions Data

Current Admissions[37]	**Pre-Kindergarten:** Full day Universal Pre-K program **Grades K-5**: Zoned **Grades 6-8**: Unzoned; no entry point

Enrollment Data

Current Grades Served	K–8
Current Actual 2010-2011 Enrollment:[38]	401
Grades Served during Phase-out in 2011-2012	3, 4, 5, 7, 8
Projected 2011-2012 Enrollment	215-265
Grades Served during Phase-out in 2012-2013	4, 5, 8
Projected 2012-2013 Enrollment	130-160
Grades Served during Phase-out in 2013-2014	5
Projected 2013-2014 Enrollment:	50-60
Grades Served during Phase-out in 2014-2015	NA
Projected 2014-2015 Enrollment:	0

Demographic Data

Percentage Students Receiving CTT or SC services[39]	14%
Percentage Students with Individual Education Plan[40]	20%
Percentage English Language Learner Students[41]	4%
Percentage of Students Eligible for Free or Reduced Lunch[42]	88%

[37] As mentioned previously, P.S. 332 offers a Universal pre-kindergarten program. Pending funding availability, the new zone school, 23K401, may offer a pre-kindergarten program in 2011-2012.
[38] Source: the November 1, 2010 unaudited register, excludes pre-kindergarten.
[39] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 audited register.
[40] Students with Individual Education Plan as percentage of total students from the 2009-2010 audited register.
[41] English Language Learner students as percentage of total students from the 2009-2010 audited register.
[42] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

P.S. 332 Charles H. Houston	2007-2008	2008-2009	2009-2010[43]
School Performance and Progress			
Overall Progress Report Grade	C	C	F
Quality Review Score	P	P	
Performance Data[44]			
English Language Arts % Proficient (Levels 3 and 4)	44%	52%	25%
Math % Proficient (Levels 3 and 4)	54%	61%	21%
Other Key Performance Indicators[45]			
Attendance Rate	86%	86%	85%
2010-2011 State Accountability Status	In Good Standing		

P.S. 401

Admissions Data

Projected Admissions	**Pre-K:** Standard Universal Pre-K Admissions Process[46] **Grades K-5**: Zoned

[43] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.
[44] Source: Progess Report Data.
[45] Source: Progress Report Data.
[46] Pending funding availability.

Enrollment Data

Projected Grades Served in 2011-2012	K-2
Projected 2011-2012 Enrollment	155-185
Projected Grades Served in 2012-2013	K-3
Projected 2012-2013 Enrollment	200-240
Projected Grades Served in 2013-2014	K-4
Projected 2013-2014 Enrollment	245-295
Projected Grades Served in 2014-2015	K-5
Projected 2014-2015 Enrollment	290-350
Projected Grades Served in 2015-2016	K-5
Projected 2015-2016 Enrollment	270-330
Projected Grades Served in 2016-2017	K-5
Projected 2016-2017 Enrollment	270-330
Projected Grades Served in 2017-2018	K-5
Projected 2017-2018 Enrollment	270-330
Projected Enrollment at Scale	270-330

Demographic Data

P.S. 401 has not enrolled any students yet; therefore, demographic data is not available.

School Performance Data

P.S. 401 has not enrolled any students yet; therefore, performance data is not available.

Ocean Hill

Admissions Data

Current Admissions	**Grades K-1**: Lottery
Admissions after Re-Siting and Full Phase-In	**Grades K-8:** Lottery

Enrollment Data

Current Grades Served	K-1
Current 2010-2011 Enrollment[47]	142
Projected Grades Served in 2011-2012	K-2
Projected 2011-2012 Enrollment	232
Projected Grades Served in 2012-2013	K-3
Projected 2012-2013 Enrollment	313
Projected Grades Served in 2013-2014	K-4
Projected 2013-2014 Enrollment	390
Projected Grades Served in 2014-2015	K-5
Projected 2014-2015 Enrollment	465
Projected Grades Served in 2015-2016	K-6
Projected 2015-2016 Enrollment	488
Projected Grades Served in 2016-2017	K-7
Projected 2016-2017 Enrollment	532
Projected Grades Served in 2017-2018	K-8
Projected 2017-2018 Enrollment	604
Projected Enrollment at Scale	604

Demographic Data

Ocean Hill began to enroll students in 2010-2011; therefore, demographic data is not currently available.

School Performance Data

Ocean Hill opened in September 2010 and does not yet have performance data.

[47] November 1, 2010 unaudited register

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 332, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 332 roster as the phase-out is implemented, the school is expected to receive approximately $4,059.71 less per pupil funding annually for elementary grade students and $4,384.81 less in base per pupil funding annually for middle school students. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at P.S. 332 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of P.S. 332 with Ocean Hill and the new school, P.S. 401.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at P.S. 332 would be excessed[48] over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers ("UFT") contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool,

[48] Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in P.S. 332 would be enrolled in P.S. 401 or Ocean Hill and other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the citywide system.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at P.S. 332 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional $1,623.47 per pupil and $2,030.88 per middle school pupil for each English Language learner they enrolled.

As with all other schools citywide, P.S. 332 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 332 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. Even as P.S. 332 is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

C. Administration

All school supervisor and/or administrator positions assigned to P.S. 332 would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

D. Transportation

There will be no change to existing transportation practices at P.S. 332 throughout its phase-out. Transportation will be provided according to Chancellor's Regulation A-801: http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with citywide policy.

VII. Building Information

Type of Building	Elementary School
Year Built	1967
Overall BCAS rating	2.43 out of 5
Target Utilization	52%
Target Capacity	964
FY 2009 Maintenance Costs	**Labor:** $27,535.13 **Materials:** $24,052.33 **Maintenance and repair contracts:** $45,206.52 **Custodial operations costs—Materials:** $6,643.35 **Custodial operations costs—Custodial Allocation:** $259,722.14
FY 2009 Energy Costs	**Electric:** $111,230.00 **Gas:** $1,107.00 **Oil:** $64,973.00
Projects completed during the current or prior school year	SWB-EXT masonry, FY10 Reso A Desk computers & smartboards, Emergency-sidewalk bridging
Projects proposed in the capital plan	System replacement - Exterior Masonry: areaway gratings, slab, stairs, walls, chimney
Accessibility of the building	Fully Programmatic Accessible
Building attributes	Art room (CR's), Auditorium, Cafeteria, Computer rooms (CR's), Gymnasium, Library, Science Lab,