

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-Out of P.S. 230 Dr. Roland N. Patterson (09X230) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out P.S. 230 Dr. Roland N. Patterson (09X230, “P.S. 230”), an existing zoned district elementary school in building X229 (“X229”) located at 275 Harlem River Park Bridge, Bronx, NY 10453, in Community School District 9 (“District 9”). It currently serves students in grades kindergarten through five. The DOE is proposing to phase out P.S. 230 based on its poor performance and the DOE’s assessment that the school lacks the capacity to improve quickly to better support student needs. In a separate Educational Impact Statement (“EIS”) also posted on January 22, 2013, the DOE is proposing to co-locate a new zoned, district elementary school, 09X274 (“09X274”), in building X229.¹ That proposal can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If the phase-out proposal is approved, P.S. 230 will no longer admit new kindergarten students and will no longer offer grades kindergarten, one, and two after the conclusion of the 2012-2013 school year. Beginning in the 2013-2014 school year, after P.S. 230’s kindergarten, first grade, and second grade have been eliminated, P.S. 230 will serve one less grade in each subsequent year until it completes its phase-out and closes in June 2016.

If this proposal is approved, current students in kindergarten and first grade at P.S. 230—whether or not they meet promotional standards—will be automatically enrolled in 09X274 in building X229. Current students in second grade who meet promotional standards will continue to progress at P.S. 230. However, any second-grade students who do not meet promotional standards will complete second grade at 09X274. Current students in third and fourth grades will continue their education at P.S. 230 next year, regardless of whether they meet promotional standards.

Current fifth-graders will proceed to apply to middle school via the District 9 and 10 Middle School Choice process, unless they do not meet promotional standards, in which case they will continue fifth grade at P.S. 230.² In cases where students do not meet promotional requirements by June 2016, they will be served in 09X274.

P.S. 230 is currently co-located with I.S. 229 Roland Patterson (09X229, “I.S. 229”) in the X229 building. I.S. 229 serves students in grades six through eight and admits students through the District 9 and 10 Middle School Choice Process. I.S. 229 currently maintains both a program for zoned students and a screened program. This proposal is not expected to have any impact on educational programming or enrollment at I.S. 229.

As discussed above, in a separate EIS, posted on January 22, 2013, the DOE has proposed to co-locate a new zoned district elementary school, 09X274, which will serve students in kindergarten through fifth grade in X229 when it reaches full scale in the 2016-2017 school year. In an effort to improve the educational options available to ELL students, 09X274 will offer bilingual programming in accordance

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² District 9 shares a Middle School Choice Process with District 10. While students in each district get priority to attend their respective districts’ middle schools, elementary school students in District 9 may rank District 10 middle schools when applying to middle school programs.

with community need based on parent choice.³ The new school will also offer two sections of full-day pre-kindergarten.⁴ That proposal can be found at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If the proposal to co-locate 09X274 in X229 is approved, it will provide a new zoned elementary school option for students currently zoned to P.S. 230 and replace the seats lost by the proposed phase-out of that school. 09X274 will be co-located in X229 with I.S. 229 as well as with P.S. 230 as it phases out.

Background on the DOE Decision-Making Process

Schools are identified for possible phase-out for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as a Priority School, defined by SED as one of the bottom 5% of schools in the state. In August 2012, SED identified 221 Priority schools across the State, including 122 in New York City. Elementary schools are identified as Priority based on the school’s state test performance.

Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out. Progress Reports are released by the DOE each fall and evaluate schools on a scale of A through F based on Student Progress, Student Performance, School Environment, and, new to the Progress Report in 2011-2012, College and Career Readiness. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

P.S. 230 received an overall F grade on its Progress Report in 2011-2012 following two consecutive years of overall C grades in 2009-2010 and 2010-2011. The school was rated “Developing” on its most recent Quality Review in 2010-2011. The school was also designated a Priority School by the SED.⁵

As a result, the DOE initiated a comprehensive review of P.S. 230, with the goal of determining what intensive supports and interventions would best benefit its students and the P.S. 230 community. During that review, the DOE looked at recent historical performance and demand data from the school, 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. 230—will address the school’s performance struggles and allow for a new school option to develop in X229 that the DOE believes will better serve students and the broader community.

³ For more information about educational programs geared toward ELL students, please visit:

<http://schools.nyc.gov/Academics/ELL/default.htm>

⁴ Across New York City, schools may choose to offer a pre-kindergarten program subject to funding and demand. The Department of Education has noted a need for pre-kindergarten seats in the Bronx and feels that the replacement school for P.S. 230, 09X274, would be a good site for a new pre-kindergarten program. Pre-kindergarten may be offered both half-day or full day. The projection figures shown in this document represent full day equivalency.

⁵ SED’s criteria for designating elementary schools as “Priority Schools” are “the school is an elementary or middle school that: (1) had a combined Performance Index of 111 or below in English language arts and mathematics for the all students group in 2010-2011; and (2) made a ten point gain or less in its 2010-2011 combined Performance Index for the all students group compared to its 2009-2010 combined Performance Index; and (3) was identified as in improvement, corrective action, or restructuring during the 2011-2012 school year; and (4) had a combined median student growth percentile in English language arts and math for the 2009-2010 and 2010-2011 school years combined for the all students group of 50 percent or below; and (5) had less than 50 percent of the accountability groups in the school have 2010-2011 median student growth percentiles that exceeded the statewide median student growth percentile for that accountability group.” 8 NYCRR 100.18.

Performance and School Environment at P.S. 230

As noted above, P.S. 230 has struggled, and the school's performance during the 2011-2012 school year further demonstrates that the school lacks capacity to improve quickly to better support student needs.

- The overwhelming majority of P.S. 230 students remain below grade level in English Language Arts and Math. Only 16% of students were performing on grade level in English—putting the school in the bottom percentile of elementary schools Citywide. Only 23% of students were performing on grade level in math—putting the school in the bottom percentile of elementary schools Citywide. In both ELA and Math proficiency, P.S. 230 ranks at the bottom of District 9 elementary schools.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. P.S. 230 earned an F grade on its 2011-2012 annual Progress Report, including F grades for Student Progress, Student Performance, and School Environment. P.S. 230 has a history of low performance, including C grades on both the 2010-2011 and 2009-2010 Progress Reports.
- P.S. 230 was identified by the SED as a Priority School, or one of the bottom 5% of schools in the state.
- P.S. 230 was rated “Developing” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.
- The school's attendance rate remains below most other elementary schools. The 2011-2012 attendance rate was 90% compared to the Citywide elementary school average of 93%, putting P.S. 230 in the bottom 1% of New York City elementary schools.

The chart below summarizes key performance data for P.S. 230 over the past three years:⁶

P.S. 230 Dr Roland N. Patterson	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	C	F
Progress Report Progress Grade	C	C	F
Progress Report Performance Grade	D	D	F
Progress Report Environment Grade	C	D	F
Quality Review Score ⁷	P	D	N/A ⁸
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	23%	25%	16%
Math % Proficient (Levels 3 and 4)	29%	31%	23%
<i>Other Key Performance Indicators</i>			
Attendance Rate	90%	89%	90%
<i>2012-2013 State Accountability Status</i>	Priority School		

⁶ Performance data is drawn from the DOE's annual progress reports, available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

⁷ For more information on Quality Reviews, please visit the DOE Web Site at: <http://schools.nyc.gov/Accountability/tools/review>.

⁸ Not all schools receive a Quality Review every year.

Overview of Past Strategic Improvement Efforts at P.S. 230

Staff members have worked hard to improve P.S. 230, but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports, including:

Leadership Support:

- Assisting the principal and assistant principals in the development of instructional plans and goals for the school year, in support of the school's Comprehensive Education Plan.
- Coaching the principal and assistant principals in the use of classroom observations and feedback to enhance teacher effectiveness.
- Facilitating monthly professional development opportunities for the principal and assistant principals to enhance English Language Arts and Math instruction in the school.

Instructional Support:

- Providing coaching for teachers on the alignment of literacy and math curriculum and classroom practice to citywide instructional expectations.
- Providing coaching for teachers on effective instructional practices for improving academic outcomes for students with disabilities and students performing below grade level.
- Facilitating professional development opportunities for school staff focused on addressing the instructional needs of English Language Learners.

Operational Support:

- Advising school staff on student attendance, budget and human resources issues.
- Training school staff in the use of student data systems to facilitate attendance tracking and the efficient preparation of student's class schedules.
- Supporting school staff in meeting compliance requirements for students with disabilities in order to ensure that students are receiving mandated services.

Student Support:

- Assisting the school administration in the development of a school safety plan to reduce safety incidents and suspension rates, and promoting best practices for dealing with difficult behavior patterns to improve the school's culture and learning environment.
- Coaching the school administration and staff on efforts to promote youth development strategies to support students' social and emotional needs, as well as helping the school incorporate goals for social and emotional learning into the Comprehensive Education Plan.

P.S. 230 has received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed 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. 230 community about strategies to better support students and improve outcomes at the school. This fall, District 9 Superintendent Dolores Esposito held meetings—with parents at the school, with the teachers, and with the School Leadership Team (“SLT”)—on November 8, 2012 to discuss what is and is not working at P.S. 230 and how joint efforts could serve students better.

At the staff meeting, which approximately 43 people attended, P.S. 230 staff members voiced approval for professional development initiatives as well as the school's literacy program. However they also identified several areas of concern, including:

- Staff members identified difficulties providing services to transient students as well as students identified as English Language Learners.

- Staff members suggested a lack of parental support and involvement is an ongoing issue which continues to limit the potential for student achievement.

At the SLT meeting, which approximately 12 people attended, SLT members also pointed to summer professional development efforts and the Treasures literacy program as examples of what is working at P.S. 230, but they too identified several areas of difficulty, including:

- SLT members noted the difficulty that P.S. 230 has had in addressing the social and emotional needs of some groups within the student population.
- SLT members also raised concerns about parental involvement and the lack of communication between schools and home regarding student achievement and progress.

At the parent meeting, which approximately 37 people attended, parents offered some positive feedback to the Superintendent. However, they also raised a number of concerns, including:

- Parents expressed concerns that afterschool programs and extracurricular activity opportunities are not available for all students or that students are not aware of them.
- Parents noted that they did not have a sense of whether or how student progress and the school's overall academic performance was being monitored by the school itself.
- Parents also noted that the lack of overall parental involvement negatively impacts the school community.

The DOE has also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/bronx/feedback?id=227>.

While some members of the P.S. 230 community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's performance struggles and the lack of evidence that the school is poised to quickly improve to better support students. The DOE plans to incorporate community feedback as it continues to support current P.S. 230 students working toward elementary school completion and develops plans to replace P.S. 230 with a new school that better meets student and community needs.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the PEP.

II. Proposed or Potential Use of Building

The X229 building has the capacity to serve 1,720 students.⁹ (The concept of target capacity is described below.) In 2012-2013, the building is serving 671 total students,¹⁰ yielding a target utilization rate of 39%.¹¹ This means that the X229 building is currently under-utilized.¹²

If this proposal is approved, P.S. 230 will no longer admit new kindergarten students and would no longer offer kindergarten, first grade, or second grade beginning in the 2013-2014 school year. Beginning in the 2014-2015 school year, P.S. 230 will continue phasing out one grade at a time and would complete its phase-out after the 2015-2016 school year. As part of the replacement strategy for P.S. 230, the DOE has

⁹ 2011-2012 Enrollment Capacity Utilization Report ("Blue Book").

¹⁰ 2012-2013 Unaudited Register (as of October 26, 2012).

¹¹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. 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.

¹² The 2011-2012 Under-Utilized Space Memorandum and List was published on the DOE's website on October 24, 2012 and revised on November 20, 2012. The revised memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

issued a separate EIS proposing to co-locate a new elementary school, 09X274, in the X229 building, beginning in the 2013-2014 school year. If the co-location and phase-out proposals are both approved, 09X274 will serve kindergarten, first, and second grades and will offer a pre-kindergarten program beginning in 2013-2014. The new school will then phase in one grade at a time until it reaches full scale during the 2016-2017 school year when it will serve students in pre-kindergarten and grades kindergarten through five.

Over five years, the grade spans for each proposed and existing school are as follows:¹³

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
09X230	P.S. 230 Dr Roland N. Patterson	K-5	3-5	4-5	5	-
09X274	New School	-	K-2	K-3	K-4	K-5
09X229	I.S. 229 Roland Patterson	6-8	6-8	6-8	6-8	6-8

Over five years, the projected enrollments for each proposed and existing school and the projected building utilization rate at the X229 building are as follows:¹⁴

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
09X230	P.S. 230 Dr Roland N. Patterson	451	185 - 215	130 - 150	55 - 65	-
09X274	New School	-	321 - 351	416 - 456	511 - 561	606 - 666
09X229	I.S. 229 Roland Patterson	220	195 - 225	195 - 225	195 - 225	195 - 225
Total Building Enrollment		671	701 - 791	741 - 831	761 - 851	801 - 891
Utilization		39%	41% - 46%	43% - 48%	44% - 49%	47% - 52%

If this phase-out approval is approved, P.S. 230 will close following the 2015-2016 school year. If the proposal to co-locate 09X274 is approved, that school will serve approximately 606-666 students in pre-kindergarten and kindergarten through fifth grades when it completes its phase-in and achieves full scale in 2016-2017.¹⁵ The projected enrollment for 09X274 when it reaches full scale (and, subsequently, the

¹³ Note that pre-kindergarten is not considered part of a given school's grade span but rather a program because it is offered at the principal's discretion, subject to funding and demand.

¹⁴ The projected enrollment totals include anticipated pre-kindergarten enrollment numbers at the New School (09X274).

¹⁵ Enrollment projections for the new school, 09X274, are based on a standard phase-in plan of two full day equivalent pre-kindergarten sections and four sections per entry grade in kindergarten through fifth grades in the first year. Actual enrollment 2012-2013, however, depends on applicant demand.

projected total building enrollment in X229) is larger than the current enrollment at P.S. 230 for two reasons. First, 09X274 will offer a pre-kindergarten program, which P.S. 230 does not currently offer. Second, P.S. 230's current kindergarten and first grade cohorts, which will be served at 09X274 next year, are bigger than the current third-, fourth-, and fifth-grade cohorts. The DOE anticipates this enrollment trend to continue, which means the elementary school enrollment in the X229 building will continue to grow as these large cohorts phase in.

Once 09X274 has completed its phase-in and P.S. 230 has completed its phase-out, there will be approximately 801-891 students served in building X229 in 2016-2017, yielding an estimated utilization rate of 47%-52%. Therefore, the building has adequate capacity to accommodate the proposed phase-in of 09X274 during and after the phase-out of P.S. 230.

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 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 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 a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

If this proposal is approved, P.S. 230 will be phased out gradually over the next several years and will no longer admit or serve new kindergarten, first-grade, or second-grade students after the end of this school year. In 2013-2014, P.S. 230 will only serve students in third, fourth, and fifth grades; in 2014-2015, P.S. 230 will only serve students in fourth and fifth grades; and in 2015-2016, P.S. 230 will only serve students in fifth grade. P.S. 230 will close after June 2016.

All students currently attending Title 1 schools that are designated as "Priority" or "Focus" schools under SED's state accountability system are eligible to apply for a transfer to another school through the DOE's Public School Choice ("PSC") Process. More information about this process can be found at the DOE's website at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

This year, pending approval from SED, the DOE will prioritize students in eligible current and proposed phase-outs, including P.S. 230, to get first priority within the PSC process. This would mean that students

at P.S. 230 would be considered for a public school transfer first before other eligible applicants in non-phase out schools. By doing this, the DOE is seeking to maximize the availability of a transfer for students from phase-outs who are interested in completing their educational program elsewhere.¹⁶

Enrollment Options for Current P.S. 230 Students

If this proposal is approved, P.S. 230 will gradually stop serving elementary school students. After the 2012-2013 school year, P.S. 230 will no longer enroll students in kindergarten through second grade. After the 2013-2014 school year, P.S. 230 will no longer enroll third-grade students. After the 2014-2015 school year, P.S. 230 will no longer enroll fourth-grade students. After the 2015-2016 school year, P.S. 230 will close. Under this proposal, all current P.S. 230 students will either be served in the new zoned elementary school, 09X274, or will continue at P.S. 230 (during its phase-out) depending on their grade level, and they will be supported as they progress towards completion of elementary school and transition to middle school.

In each of those years, there may be students who do not meet promotional standards and are required to repeat a grade that the school will no longer serve. These students will be enrolled in 09X274 in the grade which the student is repeating.

Current Kindergarten and First-Grade Students in P.S. 230

Current kindergarten and first-grade students at P.S. 230 will be guaranteed a seat in the new elementary school, 09X274, which is proposed to open in September 2013 in building X229.

Current Second-, Third-, Fourth-, and Fifth-Grade Students in P.S. 230

Current second-, third-, and fourth-grade students at P.S. 230 will continue to be enrolled at P.S. 230. This includes students in these grades who enter New York City Public Schools after the beginning of the school year. Each fifth-grade student will be given priority to a seat at his or her zoned middle school, which for most P.S. 230 students is I.S. 229.

P.S. 230 students who do not meet the promotional standards to move on from a grade that will continue to be offered by P.S. 230 in the following school year will continue to attend P.S. 230 and receive the appropriate support and instruction needed to meet promotion requirements. This applies to third-, fourth- and fifth-grade students in 2012-2013; fourth- and fifth-grade students in 2013-2014; and only fifth-grade students in 2014-2015.

P.S. 230 students who do not meet promotional standards to move on from a grade no longer offered by P.S. 230 in the following school year will be transferred to 09X274. This applies to current kindergarten, first-grade, and second-grade students in 2012-2013; third-grade students in 2013-2014; fourth-grade students in 2014-2015; and only fifth-grade students in 2015-2016. Specific instructional decisions on how to serve students who do not meet promotional requirements are made by school administrators and instructional staff. In June 2016 (when P.S. 230 will close), any student who does not meet promotional requirements will be offered a seat at 09X274.

Impact on Academic and Extracurricular Offerings at P.S. 230

The DOE does not anticipate that this proposal will prevent P.S. 230 from continuing to offer any particular academic or extra-curricular program currently offered at the school. That said, the availability of certain offerings at the school will inevitably be impacted as the school phases out, serves a decreasing student population, and eventually closes.

With respect to academics, P.S. 230 will continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school decreases, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those

¹⁶ Based on data from the past two years, less than 1% of eligible students Citywide historically transfer out of their school through the PSC process. This revised PSC prioritization structure could increase the percentage of students transferring out of eligible phase-out schools. However, the DOE cannot predict with certainty whether or to what extent the impact of this policy change will impact projected enrollment at P.S. 230. As a result, the enrollment projections in this EIS assume historical transfer rates.

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.

The DOE remains focused on helping P.S. 230 students to succeed. If this proposal is approved, P.S. 230 will be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support will be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment.

P.S. 230 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for English Language Learners (“ELLs”). Current students will be able to continue in their existing ICT and SC classes and SETSS will continue to be provided as P.S. 230 phases out, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current students at P.S. 230 who receive ELL services will continue to receive their mandated services as the school phases out.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

P.S. 230 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹⁷

- Computerized Instruction
- Literacy Golden Hour
- Mathematics Silver Hour
- Project Arts
- Partnerships: Wingspan Arts, SCAN NY

This proposal will not prevent P.S. 230 from continuing to offer any of these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Again, it is 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. That is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

As the school phases out, the DOE will work with P.S. 230 staff to enhance existing partnerships or develop new partnerships if new student needs emerge during the phase-out period. The DOE will work with the other school organizations in the building to foster opportunities for them to work with the community organizations that have supported P.S. 230 students in the past.

Enrollment Impact for Future Elementary School Students

P.S. 230 is a zoned elementary school. A student’s zoned school is determined by his or her home address. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

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

¹⁷ Special Program and extra-curricular activity information is drawn from the P.S. 230 school Web site, which can be accessed at: <http://schools.nyc.gov/SchoolPortals/09/X230/default.htm>.

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

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

For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE website: <http://schools.nyc.gov/choicesenrollment/elementary>.

In a separate EIS released on January 22, 2013, the DOE proposed the co-location of 09X274, a new zoned elementary school in X229, that will serve the same zone as P.S. 230. The educational program at 09X274 will include a bilingual program¹⁸ and a pre-kindergarten program. If both this phase-out proposal and the proposal to co-locate 09X274 are approved, the 451 elementary seats eliminated by P.S. 230's phase-out and eventual closure will be recovered in full through the phase-in of 09X274 at X229.

Incoming kindergarten students who reside in the P.S. 230 zone will be zoned to 09X274.

The building has the capacity to serve 1,720 students.¹⁹ If both this phase-out proposal and the proposal to co-locate 09X274 are approved, 09X274 will accept and serve students zoned for P.S. 230 including students requiring SC or ICT classes, students who are English Language Learners ("ELLs"), and students requiring SETSS services. Based on historical enrollment patterns at P.S. 230, the DOE anticipates that 09X274 will be able to accommodate all zoned students who wish to attend the new school, although zoned families' demand may fluctuate.

Enrollment Impact on Current and Future Students at Other Existing Schools in X229

The DOE does not anticipate that the proposed phase-out and eventual closure of P.S. 230 will significantly impact admissions, current or future student enrollment, or instructional programming at I.S. 229.

The impact of the proposed co-location of 09X274 in the X229 building is described in detail in a separate EIS that was posted on January 22, 2013. Please visit the DOE Web site to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

¹⁸ The exact nature of the bilingual program at 09X274 has yet to be determined. For more information on bilingual programs please visit: <http://schools.nyc.gov/Academics/ELL/default.htm>.

¹⁹ 2011-2012 Enrollment, Capacity, Utilization Report ("Blue Book").

B. Schools

P.S. 230 currently enrolls 451 students in kindergarten through fifth grades. If this proposal is approved, P.S. 230 will phase out gradually, but the elementary school seats lost as a result of that phase-out will be replaced as 09X274 phases in.

As described in a separate EIS, the DOE is proposing to open and co-locate 09X274 in the X229 building beginning in 2013-2014. The proposal is available online:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If these proposals are approved, in 2016-2017, once P.S. 230 has phased out and 09X274 has reached full scale, approximately 801-891 total students will be served in the X229 building. The projected utilization at that point will be approximately 47%-52%. (Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools:

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

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching ("ICT") section and a full-size or half-size room to accommodate each Self Contained ("SC") special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

As in other situations where schools are co-located, the schools in the X229 building need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces are made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

As noted, the details of the proposal to open and co-locate 09X274 in X229 are discussed in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. P.S. 230 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 phase-out proposal, building X229 will remain open, but, in conjunction with the related proposal to open a new zoned elementary school, X229 will offer a new educational option that is intended to better support the learning needs of elementary school students in District 9 and replace the seats lost by the phase-out of P.S. 230. As a result, the proposal to phase out P.S. 230 is not expected to yield a net loss of elementary school seats in building X229 or in District 9. In fact, 09X274 is projected to offer more seats than P.S. 230 currently does, as well as offer a new pre-kindergarten program in response to community needs.

P.S. 230 is one of two elementary schools in District 9 that the DOE has proposed to phase out this year. In addition to P.S. 230, the DOE has proposed to phase out and replace P.S. 064 Pura Belpre (09X064, "P.S. 64") located in building X064. The replacement plan for P.S. 64 includes two new zoned district

elementary schools which will be housed in building X064.²⁰ The proposed phase-out and replacement of P.S. 64, much like the proposed phase-out and replacement of P.S. 230, is not expected to yield a net loss of elementary school seats. In total, if the proposals to phase out P.S. 064 and P.S. 230 and the proposals to replace these schools are approved, all zoned seats lost due to phase out will be replaced in full and there will continue to be an excess in seat capacity in District 9 elementary schools.

This proposal is not expected to impact the ability of community members to apply for or receive permits to use the building outside of school hours. Building X229 is functionally fully programmatically accessible.

IV. Enrollment, Admissions, and School Performance Information

P.S. 230 Dr. Roland N. Patterson

Admissions Data

Current Admissions	Grades K-5: Zoned
Admissions During and After Proposed Phase-out of P.S. 230	N/A

Enrollment Data²¹

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	96	97	58	80	61	59	451
2013-2014 (projections)	-	-	-	55-65	75-85	55-65	185-215
2014-2015 (projections)	-	-	-	-	55-65	75-85	130-150
2015-2016 (projections)	-	-	-	-	-	55-65	55-65
2016-2017 (projections)	-	-	-	-	-	-	-

Demographic Data²²

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	15%
Percentage of Students Eligible for Free or Reduced Lunch	75%

²⁰ Additional details regarding the proposals to phase-out and replace P.S. 64 are available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

²¹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²² All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

P.S. 230 Dr Roland N. Patterson	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	F
Quality Review Score	P	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	23%	25%	16%
Math % Proficient (Levels 3 and 4)	29%	31%	23%
Other Key Performance Indicators			
Attendance Rate	90%	89%	90%
2012-2013 State Accountability Status	Priority School		

New Elementary School - 09X274

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Phase-out of P.S. 230	Pre-K: Standard Universal Pre-K Admissions Grades K-5: Zoned

Enrollment Data²³

	Grade PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (unaudited)	-	-	-	-	-	-	-	
2013-14 (projections)	36	95-105	95-105	95-105	-	-	-	321-351
2014-15 (projections)	36	95-105	95-105	95-105	95-105	-	-	416-456
2015-16 (projections)	36	95-105	95-105	95-105	95-105	95-105	-	511-561
2016-17 (projections)	36	95-105	95-105	95-105	95-105	95-105	95-105	606-666

Demographic Data²⁴

09X274 does not yet exist. Therefore, demographic data is not available. The DOE anticipates that 09X274 will have similar demographic data to that of P.S. 230, as it will serve students from P.S. 230's zone, who are likely to have similar student characteristics and needs.

²³ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²⁴ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

09X274 does not yet exist. Therefore, school performance data is not yet available.

I.S. 229 Roland Patterson

Admissions Data

Current Admissions	Grades 6-8: District 9 and 10 Middle School Choice Process; Admissions Method: Zoned, Screened
Admissions During and After Proposed Phase-out of P.S. 230	Grades 6-8: District 9 and 10 Middle School Choice Process; Admissions Method: Zoned, Screened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	68	68	84	220
2013-2014 (projections)	65-75	65-75	65-75	195-225
2014-2015 (projections)	65-75	65-75	65-75	195-225
2015-2016 (projections)	65-75	65-75	65-75	195-225
2016-2017 (projections)	65-75	65-75	65-75	195-225

Demographic Data

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with Individualized Education Programs	27%
Percentage of English Language Learner Students	19%
Percentage of Students Eligible for Free or Reduced Lunch	87%

School Performance Data

I.S. 229 Roland Patterson	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	B	B
Quality Review Score	N/A	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	19%	9%	15%
Math % Proficient (Levels 3 and 4)	30%	31%	32%
Other Key Performance Indicators			
Attendance Rate	90%	89%	91%
2012-2013 State Accountability Status	In Good Standing		

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the phase-out of P.S. 230 is fully implemented, the DOE will cease to allocate funds to P.S. 230 and repurpose all remaining funds previously allocated to the school.

Most funding in schools' budgets is allocated on a per-pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels, which 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. 230 will decline each year, meaning that the school's budget will decrease each year, and 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.

As a school identified by the State as a Priority School, P.S. 230 must implement a school intervention model. Under this proposal in which P.S. 230 is phased out and replaced by a new school serving the same grade levels, P.S. 230 could receive funding from the New York State Education Department to support this type of whole school reform intervention model. However, receipt of such funds is conditioned upon the plan meeting a number of eligibility requirements, including the approval of a new teacher evaluation system for New York City.

If this proposal is approved, and pending the outcome of ongoing teacher evaluation negotiations between the DOE and UFT, the DOE, in collaboration with the school, hopes to submit an application to the New York State Education Department for P.S. 230 to implement the Federal Turnaround model. The Federal Turnaround model allows for a school to be phased out and replaced by a new school over time.

If the application is approved, this funding will support both P.S. 230 and the new school proposed to be co-located in building X229. Funding would be available to both the school phasing out to ensure that it continues to provide students with support towards graduation, and funding would also be available for the new school to support student achievement.

Please refer to the FSF Guide²⁵ and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 230.²⁶

Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

This proposal is not expected to impact allocations at I.S. 229 in building X229.

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

A. Personnel

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at P.S. 230 will be excessed over the course of the phase-out.²⁷ This process will 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 will be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who did not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving as substitute teachers 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 will have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

Students who would otherwise have enrolled in P.S. 230 may now enroll in 09X274 which the DOE has proposed to phase into the X229 building, or in other new schools opening borough-wide, and those schools might need to hire additional staff. 09X274 would follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT, and hire no less than 50% of their staff from the most senior qualified staff from P.S. 230, if sufficient number of staff apply, until the impacted school has completed its phase-out.

New staff positions will also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal will not necessarily result in an overall loss of teaching positions within the Citywide system.

If approved, this proposal will not impact the personnel needs of I.S. 229.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to P.S. 230 will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves a decreasing student population. Again, all excessing will take place in accordance with existing labor contracts.

²⁵ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

²⁶ The FY13 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

²⁷ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

If approved, this proposal will not impact the administration of I.S. 229.

C. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at P.S. 230 or I.S. 229 as a result of this proposal.

D. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the X229 building.

VII. Building Information

Building		X229
Type of Building		PS
Year Built		1977
Overall BCAS rating		2.52
2011-2012 Target Building Utilization		38%
2011-2012 Target Building Capacity		1720
FY 2012 Maintenance Costs	Labor	\$28,414
	Materials	\$20,271
	Maintenance and repair contracts	\$85,850
	Service contracts	\$11,413
	Custodial operations costs— Materials	\$11,127
	Custodial operations costs— Custodial Allocation	\$366,480
FY 2012 Energy Costs	Electric	\$452,173
	Gas	\$332
	Oil	\$109,685
Projects completed during the current or prior school year		Planyc Boiler/Climate Control, IEH PO18 Expansion Joint Replace
Projects proposed in the capital plan		Boiler Conversion, Climate Control, Elevator Upgrade, IP Surveillance Camera Installation
Accessibility of the building		Building is functionally fully programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab