

EDUCATIONAL IMPACT STATEMENT

The Proposed Grade Truncation of P.S. 165 Robert E. Simon (03M165) from a K-8 School to a K-5 School Beginning in the 2018-2019 School Year

I. Summary of Proposal

The New York City Department of Education (NYCDOE) is proposing to truncate the middle school grades served by P.S. 165 Robert E. Simon (03M165), referred to as P.S. 165, beginning in the 2018-2019 school year. P.S. 165 is an existing district school serving students in grades K-8 and offering a pre-Kindergarten (pre-K) program in building M165, located at 234 West 109th Street, New York, NY 10025 in Community School District 3. P.S. 165 is co-located in M165 with Mott Hall II (03M862), which is an existing district middle school serving students in grades 6-8.

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

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

The NYCDOE is proposing to truncate the middle school grades of P.S. 165 based on declining enrollment and demand, specifically in the middle school grades. The NYCDOE believes that this truncation will benefit the P.S. 165 and District 3 communities by allowing P.S. 165 to focus exclusively on its elementary school grades and to continue building a quality elementary school option.

If this proposal is approved, beginning in the 2018-2019 school year, P.S. 165 will serve only students in grades K-5 and offer a pre-K program, and will no longer exist as a middle school option. NYCDOE staff will work with current sixth- and seventh-grade students, as well as eighth-grade students who do not meet promotional criteria, to ensure that those students are offered seats in other higher-performing district middle schools. Eighth-grade students who meet promotional criteria may continue on to the high school to which they are matched in the high school admissions process, described in greater detail in Appendix C of this Educational Impact Statement (EIS).

Information on the high school admissions process can also be found on the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

For further information about the middle school admissions process, see Appendix C of this EIS or visit

the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

A. Rationale for Truncation

P.S. 165 has seen an overall decline in enrollment in its middle school grades. In the 2017-2018 school year, there are only 134 total students served in grades 6-8, which represents a 35 percent decline since the 2012-2013 school year. Such low enrollment at the middle school level creates budgetary and programmatic challenges. P.S. 165's elementary school grades also significantly outperform the middle school grades. In the 2016-2017 school year, 52.7% of elementary school students were proficient in math, as compared to 7.7% in the middle school grades, and 44.1% of elementary school students were proficient in ELA, as compared to 22.1% in the middle school grades. This truncation will enable P.S. 165 to focus exclusively on its elementary school grades and to continue providing a quality elementary school option for the District 3 community.

If the proposed truncation of P.S. 165 is approved, all current sixth- and seventh-grade students will receive individualized enrollment support from the District 3 Superintendent's staff and Family Welcome Center (FWC) counselors, who will help students and families in thinking through the options presented in order to ensure students choose the right school to continue their education for the 2018-2019 school year. This will involve an application process by which students will be offered options at higher-performing district middle schools. Eighth-grade students who do not meet promotional requirements will also receive individualized support and be offered a seat at a higher-performing school. All students will receive alternative options for enrollment in District 3 and their district of residence, if different, before being discharged from P.S. 165.

Please see Appendix A of this EIS for a list of schools serving middle school grades in District 3.

B. Impact on M165

M165 has the capacity to serve a total of 1,182 students according to the 2015-2016 Enrollment, Capacity and Utilization Report, also known as the Blue Book. The Blue Book is available online at: https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202015-2016.pdf?sr=b&si=DNNFileManagerPolicy&sig=AExrFIUz%2BQDwk%2FlptyHq0ZkW2Ur9J69SJuy4MgQ%2BAp4%3D.

In the current 2017-2018 school year, 952 total students are being served across the schools located in M165, which yields a building utilization rate of 81%.^{i,ii}

If this proposal is approved, in the 2018-2019 school year, M165 is projected to have a total building enrollment of 746-836 students. Enrollment projections per school are as follows:

- P.S. 165 is projected to serve approximately 411-471 students; and
- Mott Hall II is projected to serve approximately 335-365 students.ⁱⁱⁱ

As such, in the 2018-2019 school year, M165 will have a projected building utilization rate of 63-71%.

More details about space are available in Section III.B and Appendices A and C of this EIS.

C. Community Engagement

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

- The District 3 Superintendent led meetings with the P.S. 165 staff and leadership on November 7, 2017, at which the Superintendent discussed the proposed truncation.

The NYCDOE's Office of District Planning attended a CEC 3 public meeting with the District 3 Superintendent on November 8, 2017 to discuss strategic planning for the district, including this proposal, with the CEC and the larger District 3 community.

- The District 3 Superintendent held a community meeting with the P.S. 165 staff, parents, and leadership on November 15, 2017, at which the Superintendent discussed the proposed truncation.

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

- An optional community meeting where NYCDOE representatives would meet with the school community to discuss the proposal and take questions, comments, and feedback. This meeting would be held prior to the Joint Public Hearing at the request of the school community;
- A Joint Public Hearing to be held at M165, open to the public. Attendees are encouraged to comment on this proposal during the public comment portion of the hearing;
- A dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-3466 or emailing D03Proposals@schools.nyc.gov
- A Panel for Educational Policy (PEP) meeting that is open to the public where attendees can provide comments. At the meeting, PEP members are anticipated to vote on several proposals, including this one.

All comments received at the Joint Public Hearing or through the phone line or email address by 6 p.m. on the day before the PEP meeting will be addressed by the NYCDOE in a Public Comment Analysis. The Public Comment Analysis is made available to the public after 6 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the NYCDOE's website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2017-2018/January242018SchoolProposals>

II. Proposed or Potential Use of Building M165

As stated above, according to the Blue Book, M165 has a target capacity of 1,182 students. During the current 2017-2018 school year, P.S. 165 is serving approximately 610 students and Mott Hall II is serving approximately 342 students.

This yields a building utilization rate of 81%. The concept of target capacity and the related concept of utilization rate are explained in Appendix B of this EIS.

If this proposal is approved, in the 2018-2019 school year, the projected enrollment of each school in M165 will be as follows:

- P.S. 165 is projected to serve approximately 411-471 students; and
- Mott Hall II is projected to serve approximately 335-365 students.

This will yield a projected building utilization rate of 63-71% in M165 during the 2018-2019 school year.

If this proposal is approved, the current and proposed grade spans of P.S. 165 and Mott Hall II in M165 can be found in Table 1 below.

TABLE 1: GRADES OFFERED AT THE SCHOOL IN BUILDING M165 FOR SCHOOL YEARS 2017-2018 AND 2018-2019.

DBN	School Name	2017-2018	2018-2019
03M165 ^{iv}	P.S. 165	K-8	K-5
03M862	Mott Hall II	6-8	6-8

If this proposal is approved, the current and projected enrollments of P.S 165 and Mott Hall II in building M165 and current and projected utilization rates of M165 can be found in Table 2 below:

TABLE 2: PROJECTED ENROLLMENT AT P.S. 165 AND MOTT HALL II AND PROJECTED UTILIZATION RATE IN BUILDING M165 FOR SCHOOL YEARS 2017-2018 AND 2018-2019.

DBN	School Name	2017-2018 Enrollment ^v	2018-2019 Projected Enrollment
03M165	P.S. 165	610	411 - 471
03M862	Mott Hall II	342	335 - 365
Total Building Enrollment		952	746 - 836
Utilization		81%	63 - 71%

If this proposal is approved, Mott Hall II is expected to increase its sixth-grade enrollment beginning in the 2018-2019 school year, as the school will gain additional space to serve more students in M165 as a result of this truncation. It is anticipated the Mott Hall II will admit a larger sixth grade cohort for the 2018-2019 school year. This growth is accounted for in the school's projected enrollment. Mott Hall II may also experience an increase in seventh- and eighth-grade enrollment in 2018-2019 due to the truncation of P.S. 165's middle school grades, as students who formerly attended P.S. 165 for middle school may be offered a seat at Mott Hall II. However, the specific impact on Mott Hall II is difficult to predict, as current middle school students at P.S. 165 will have the opportunity to apply to a number of middle school options, described in greater detail below.

If this proposal is approved, P.S. 165 and Mott Hall II will receive their baseline or adjusted baseline allocation pursuant to the Citywide Instructional Footprint (the Footprint). The Footprint guides space allocation and use in city schools. For more information about the Footprint please visit the NYCDOE's website at: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

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

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

A. Impact on Students

If this proposal is approved, P.S. 165 will no longer serve middle school students following the completion of the 2017-2018 school year. Thus, beginning in the 2018-2019 school year and beyond, P.S. 165 will only serve students in grades K-5 and in a pre-K program. There are a sufficient number of middle school seats in District 3 to accommodate current P.S. 165 middle school students, as well as any future middle school students who would have been served at P.S. 165. The proposed truncation of the middle school grades at P.S. 165 will allow the school to focus exclusively on its elementary school grades and further its ability to serve as a quality elementary school option for District 3 students.

Please see Appendix A of this EIS for a list of schools serving middle school grades in District 3.

1. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING P.S. 165

ACADEMIC OFFERINGS:

If this proposal is approved, P.S. 165 will cease to serve middle school grades after the conclusion of the 2017-2018 school year, and as such, will no longer offer middle school programming or admit middle school students. Current students enrolled in the middle school grades at P.S. 165 will receive an alternative placement, described further below in the section on Admissions.

With respect to instruction, P.S. 165 will continue offering all classes to support current students as they work to meet mandated articulation requirements for the remainder of the 2017-2018 school year. In the 2018-2019 school year, P.S. 165 will no longer serve students in grades 6-8 and will only offer classes to students in grades K-5 and a Pre-K program.

P.S. 165 currently serves general education students and students requiring special education services, including:

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

Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (IEPs). All current and future students enrolled at P.S. 165 will continue to receive all mandated special education services in accordance with their IEPs if this proposal is approved.

Additionally, P.S. 165 provides English as a New Language (ENL) services to currently enrolled English Language Learner (ELL) students. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, SPORTS AND PARTNERSHIPS:

This proposal is not expected to impact any particular academic programs, extra-curricular activities, special programs, or partnerships currently offered at P.S. 165 for the duration of the current 2017-2018 school year.

P.S. 165's grades K-5 currently offers the following:^{vi}

- Extra-Curricular Activities and Programs:
 - Homework help
 - Arts and crafts;
 - Foundations of Literary and Math; and
 - Test Prep in Math and ELA.
- Partnerships:
 - Leader In Me Franklyn Covey Foundation;
 - Columbia University Reading and Writing Project;
 - Southern Cross Math Consultancy;
 - Columbia Tutors;
 - City College and Columbia Student Teachers;
 - New York Philharmonic Music program;
 - Music and the Brain keyboarding;
 - New Victory Theater Arts;
 - Spoons Across America;
 - Urban Advantage Science program;
 - Art Works Met program;
 - Champs sports program;
 - E3 Sports;
 - Cool Culture;
 - Liberty Leads Bank Street College

P.S. 165's grades 6-8 currently offers the following:^{vii}

- Extra-Curricular Activities and Programs:
 - Boys and Girls Harbor After-School;
 - Dance; and
 - Photography.
- Sports:
 - Basketball;
- Partnerships:
 - New Victory Theater Arts;
 - LEAP Arts Program;
 - Southern Cross Math Consultancy; and
 - Columbia University Reading and Writing Project.

If this proposal is approved, P.S. 165 will no longer offer extra-curricular activities for middle school grades as of the 2018-2019 school year; however, for grades K-5, the NYCDOE does not anticipate that the proposed truncation of P.S. 165 will impact programming and extra-curricular activities. Students will

continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change based on student interests, available resources, and staff support for those programs. That is true at all City schools, which modify extra-curricular offerings annually based on student demand and available resources.

ADMISSIONS:

P.S. 165's middle school grades are currently open to students and residents of District 3. The school admits students to two programs, an honors monolingual program and a dual language program, through the middle school admissions process via a screened admissions method. P.S. 165's honors monolingual program currently gives priority to continuing fifth-grade students, then to students residing in the elementary school zone, then to students and residents of District 3. P.S. 165's honors monolingual program uses the following selection criteria:

- Attendance;
- Final 4th Grade Report Card;
- 4th Grade New York State ELA and Math Exams;
- Reading/Writing Assignment; and
- Punctuality.

P.S. 165's dual-language program also gives priority to continuing fifth-grade students, then to students residing in the elementary school zone, then to students and residents of District 3. Preference is given to ELLs, heritage language speakers of the target language, and participants of elementary school-level Dual Language and Transitional Bilingual Education programs in the target language. P.S. 165's dual language program uses the following selection criteria:

- Attendance;
- Final 4th Grade Report Card;
- 4th Grade New York State ELA and Math Exams;
- Spanish Language Assessment; and
- Punctuality.

If this proposal is approved, current fifth-grade students applying to middle school will continue to participate in the middle school admissions process as they normally would, and any student who applied to P.S. 165 for sixth-grade would have that choice removed from their application. Current and future fifth-grade students who would have received priority to the sixth-grade of P.S. 165, provided they meet promotional criteria, will no longer have this priority as the school will cease to serve middle school grades in the 2018-2019 school year and beyond, although students at P.S. 165 and in District 3 will continue to have access to a broad variety of middle school options. For further information on the middle school admissions process, see Appendix A and C of this EIS.

If the proposed truncation of P.S. 165 is approved, all current sixth- and seventh-grade students will receive individualized enrollment support from the Superintendent's staff and Borough FWC counselors, who will help students and families in thinking through the options presented in order to ensure students choose the right school to continue their education for the 2018-2019 school year and beyond. This will involve an application process by which students will be offered options at higher-performing district

middle schools. Eighth-grade students who do not meet promotional requirements will also receive individualized support and be offered a seat at a higher-performing school. All students will receive alternative options for enrollment in District 3 and their district of residence, if different, before being discharged from the school. Eighth-grade students who meet promotional criteria may continue on to the high school to which they are matched in the high school admissions process, described in greater detail in Appendix C of this EIS.

For its elementary grades, P.S. 165 currently admits students to its zoned and dual-language programs through the kindergarten admissions process for zoned schools, giving priority to students living in its zone. P.S. 165 also admits students through the New York City Gifted and Talented (G&T) admissions process. If this proposal is approved, P.S. 165's elementary school grades will continue to admit students through the same admissions process.

For more information on the elementary school admissions process see Appendix C of this EIS.

2. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING MOTT HALL II

If this proposal to truncate P.S. 165 is approved, the DOE anticipates that Mott Hall II may experience an increase in enrollment because students who formerly attended P.S. 165 for middle school may be offered a seat at Mott Hall II. Additionally, Mott Hall II is expected to increase its incoming sixth-grade enrollment, as the school will have the opportunity to offer additional sixth-grade classes in the space vacated by P.S. 165's middle school, subject to demand. Therefore, Mott Hall II may be able to offer more educational and extra-curricular programming as its enrollment increases.

ACADEMIC OFFERINGS:

Mott Hall II currently serves general education students and students requiring special education services, including:

- ICT;
- SC;
- SETSS; and
- Other related services.

Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. Students with disabilities will continue to receive services in accordance with their IEPs. All current and future students enrolled at Mott Hall II will continue to receive all mandated special education services in accordance with their IEPs if this proposal is approved.

Additionally, Mott Hall II provides ENL services to currently enrolled ELL students. If this proposal is approved, these services will continue to be provided at Mott Hall II and all students will receive their mandated services.

EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, SPORTS AND PARTNERSHIPS:

This proposal is not expected to impact any particular academic programs, extra-curricular activities, special programs, or partnerships currently offered at Mott Hall II for the duration of the current (2017-2018) school year.

Mott Hall II currently offers the following:^{viii}

- Extra-Curricular Activities and Programs:
 - Art Club, in partnership with Studio in the School;
 - Chess Club;
 - Choreography and Dance Team;
 - Computer Lab;
 - Fashion;
 - Girls Who Code;
 - Green Team;
 - Homework Help;
 - Koinos: Ancient Greek Alive;
 - Instrumental Music;
 - Math Team;
 - Model United Nations;
 - Photography;
 - Recycled Crafts;
 - Rising NY Road Runners; and
 - Vinyasa Yoga.

- Sports:
 - Flag Football;
 - Volleyball
 - Baseball
 - Soccer; and
 - Basketball.

- Partnerships:
 - Aequora Latin Enrichment Programs;
 - Asphalt Green;
 - Boys & Girls Harbor;
 - Carnegie Hall Count Me In;
 - Columbia University Teachers College;
 - Columbus-Amsterdam Business Improvement District;
 - Enter Grace Yoga;
 - Everfi Digital Literacy Program;
 - Girl Meets World Leadership Program;
 - Girls Who Code;
 - Google;
 - Harvard University College Students for Enrichment in Secondary Schools;

- HSBC;
- Junior Achievement of New York;
- Manhattan School of Music;
- Music and the Brain;
- New York University, America Reads Program;
- NYC Middle School Basketball League;
- NY Road Runners;
- Society of the Educational Arts;
- Studio in a School;
- The Leadership Program; and
- United Nations Association of the United States of America.

If this proposal is approved, Mott Hall II will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposal will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

ADMISSIONS:

If this proposal is approved, the NYCDOE does not anticipate that this proposal will impact the admissions process at Mott Hall II. Mott Hall II is an existing District 3 middle school that serves students in grades 6-8 and admits students through the middle school admissions process using a screened admission method, using the following selection criteria:

- Academic and Personal Behaviors;
- Attendance;
- Final 4th Grade Report Card;
- 4th Grade New York State ELA and Math Exams;
- Diagnostic Tests in Math, Reading and Writing;
- Interview; and
- Punctuality.

If this proposal is approved Mott Hall II will continue to admit students through the middle school admissions process in the methods described above.

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

3. IMPACT ON FUTURE MIDDLE SCHOOL STUDENTS IN DISTRICT 3

If this proposal is approved, students in District 3 will no longer have the opportunity to enroll in P.S. 165 for middle school. However, this proposal is not expected to otherwise impact the admissions processes at District 3 middle schools. Students will continue to have access to a broad range of middle school

options. Some District 3 schools serving middle school grades, including Mott Hall II, may increase enrollment as a result of this proposal. As described in greater detail in Section III of this EIS, there will continue to be sufficient sixth-grade seats in District 3 to accommodate future students who may have otherwise enrolled in P.S. 165. Please see Appendix A of this EIS for a general list of schools serving middle school grades in District 3.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process.

Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the NYCDOE's website at:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm> .

See Appendix C of this EIS for more information on middle school admissions.

4. IMPACT ON THE PRE-K PROGRAM

This proposal is not expected to impact the pre-K program at P.S. 165. Incoming pre-K students can apply to the Pre-K program through the centralized pre-K admissions process. As with all pre-K programs, the availability of pre-K at P.S. 165 will be subject to continued funding availability and demand. Students will continue to be offered placement in Pre-K programs based on the priorities outlined in Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found on the NYCDOE's website at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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

5. IMPACT ON OVER-THE-COUNTER (OTC) PLACEMENTS

Over-the-Counter Placement, referred to as OTC, is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. P.S. 165 currently admits students through the OTC process only for its middle school grades. If this proposal is approved, P.S. 165 will no longer enroll OTC students. There is sufficient capacity in District 3 middle schools to accommodate any students who may have otherwise enrolled OTC at P.S. 165 for middle school.

Mott Hall II also currently admits students through the OTC process. This proposal will not impact their ability to continue to admit students through the OTC process.

Please see Appendix C of this EIS for more information on the OTC process.

B. Impact on the Allocation of Space to Schools and Organizations in Building M165

As stated above, if this proposal is approved, in the 2018-2019 school year, the projected enrollment of each school in M165 is as follows:

- P.S. 165 is projected to serve approximately 411-471 students; and
- Mott Hall II is projected to approximately serve 335-365 students.

This will yield a projected building utilization rate of 63-71% in M165 during the 2018-2019 school year.

Therefore, if this proposal is approved, there will be sufficient instructional and administrative space to accommodate both P.S. 165 and Mott Hall II pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in City schools.

The Footprint can also be found on the NYCDOE's website at:

http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

Overview of Space in Building M165

According to a building walkthrough conducted on October 27, 2017 by a representative of the NYCDOE's Office of Space Planning, M165 has a total of:

- 62 full-size^{ix} rooms;
- 6 half-size^x rooms;
- 8 quarter-size rooms^{xi} and
- 5.5 full-size equivalent (FSE) rooms of designed administrative space.

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

- The School-Based Support Team occupies 1.0 FSE rooms of designed administrative space;
- A nurse office occupies 1.0 FSE rooms of designed administrative space;
- The custodian's office occupies 1 half-size room; and
- A science demonstration room occupies 1 full-size room;

This means that M165 has 1 full-size room, 1 half-size room, and 2.0 FSE rooms of designed administrative space that will not be allocated to any specific school.

M165 also has the following shared spaces, which will not be included in the allocation of space for an individual school:

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

Excluding the spaces outlined above, M165 has the following rooms available to be allocated to schools:

- 61 full-size rooms;
- 5 half-size rooms;
- 8 quarter-size rooms; and
- 3.5 FSE rooms of designed administrative space.

Specific decisions regarding the use of shared spaces will be made by the Building Council, in conjunction with the NYCDOE's Office of Space Planning. The Building Council consists of principals from all co-located schools.

1. Space Allocation for Schools and Organizations in M165 in the 2017-2018 School Year

SPACE ALLOCATION FOR P.S. 165

In the 2017-2018 school year, P.S. 165's baseline Footprint allocation is:

- 35 full-size rooms;
- 5 half-size rooms and;
- The equivalent of 5.0 FSE rooms for administrative use.

The NYCDOE has adjusted P.S. 165's baseline Footprint allocation due to a lack of available half-size rooms suitable for instruction available in the building. As such, P.S. 165's adjusted baseline Footprint is:

- 38 full-size rooms;
- 2 half-size rooms; and
- The equivalent of 5.0 FSE rooms for administrative use.

In 2017-2018, P.S. 165 is using a total of:

- 45 full-size rooms;
- 2 half-size rooms; and
- The equivalent of 5.0 FSE spaces for administrative use, comprised of:
 - 2 half-size rooms;
 - 6 quarter-size rooms; and
 - 2.5 FSE rooms of designed administrative space.

Therefore, in 2017-2018 P.S.165 has an excess of:

- 7 full-size rooms.

SPACE ALLOCATION FOR MOTT HALL II

In the 2017-2018 school year, Mott Hall II's baseline Footprint allocation is:

- 13 full-size rooms;
- 2 half-size rooms; and
- The equivalent of 4.0 FSE rooms for administrative use.

The NYCDOE has adjusted Mott Hall II's baseline Footprint allocation due to a lack of available half-size rooms suitable for instruction available in the building. As such, Mott Hall II's adjusted baseline Footprint is 15 full-size rooms and the equivalent of 4.0 FSE rooms for administrative use.

In 2017-2018, Mott Hall II is using a total of 15 full-size rooms and the equivalent of 3.0 FSE rooms for administrative use, comprised of:

- 1 full-size room;
- 1 half-size room; and
- 2 quarter-size rooms; and
- 1.0 FSE room of designed administrative space.

Therefore, in the 2017-2018 school year Mott Hall II has a deficit of 1.0 FSE room for administrative use.

3. Space Allocation for Schools and Organizations in M165 in the 2018-2019 School Year and Beyond

SPACE ALLOCATION FOR P.S. 165

In the 2018-2019 school year and beyond, if this proposal is approved, P.S. 165's baseline Footprint allocation will be:

- 30 full-size rooms;
- 4 half-size rooms; and
- The equivalent of 4.0 FSE rooms for administrative use.

The NYCDOE has adjusted P.S. 165's baseline Footprint allocation due to a lack of available half-size rooms suitable for instruction available in the building. As such, P.S. 165's adjusted baseline Footprint will be:

- 33 full-size rooms;
- 1 half-size room; and
- The equivalent of 4.0 FSE rooms for administrative use, comprised of:
 - 6 quarter-size rooms; and
 - 2.5 FSE rooms of designed administrative space.

SPACE ALLOCATION FOR MOTT HALL II

In the 2018-2019 school year Mott Hall II's baseline Footprint will be:

- 14 full-size rooms;
- 2 half-size rooms; and
- The equivalent of 4.0 FSE rooms for administrative use.

The NYCDOE has adjusted Mott Hall II's baseline Footprint allocation due to a lack of available half-size rooms suitable for instruction in the building. As such, Mott Hall II's adjusted baseline Footprint will be 16 full-size rooms and the equivalent of 4.0 FSE rooms for administrative use comprised of:

- 2 full-size rooms;
- 1 half-size room; and
- 2 quarter-size rooms; and
- 1.0 FSE room of designed administrative space.

The NYCDOE expects that Mott Hall II will receive its full adjusted baseline Footprint allocation of space and will no longer operate with a deficit of administrative space.

The table below shows the total full-size rooms to be allocated in M165 per each school’s baseline or adjusted baseline Footprint allocations described above, including any full-size rooms allocated for administrative space.

TABLE 3: TOTAL FULL-SIZE ROOM ALLOCATIONS IN M165 FOR SCHOOL YEARS 2017-2018, 2018-2019 AND BEYOND

School Name and DBN	2017-2018	2018-2019
P.S. 165	38	33
Mott Hall II	16	18
Total full size rooms according to baseline or adjusted baseline Footprint	54	51
Total full size rooms to be allocated in M165	61	61
Full-size rooms available in excess of baseline or adjusted baseline Footprint	7	10

Therefore, M165 has enough space to accommodate the truncated P.S. 165 and Mott Hall II’s adjusted baseline Footprint allocations. M165 will also have space to accommodate additional class sections at Mott Hall II, which the NYCDOE anticipates as result of this proposal.

If this proposal is approved, the NYCDOE’ Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider the following factors:

- The proportion of the total students in the building enrolled by each school and/or program;
- The instructional and programmatic needs of the co-located schools; and
- The physical location of the excess space within the building.

C. Impact on the Community

As noted above, the NYCDOE is proposing to truncate the middle school grades of P.S. 165 based on declining enrollment and demand, specifically in the middle school grades. The NYCDOE believes that the truncation of the middle school grades will benefit the P.S. 165 and District 3 communities, as it will provide the school with the opportunity to focus exclusively on its elementary school grades and further its ability to serve as a quality elementary school option.

District 3 schools currently have the capacity to serve approximately 5,700 students in grades 6-8 while only 4,286 such students are currently enrolled in District 3 for the 2017-2018 school year. This means that District 3 currently has an excess of about 1,400 middle school seats in district schools. If the truncation of P.S. 165 is approved, District 3 schools will have the capacity to serve approximately 5,500 students in grades 6-8 and will have an excess of about 1,200 middle school seats because of the loss of approximately 200 seats previously available at P.S. 165.

Therefore, if this proposal is approved, the NYCDOE believes that there will be sufficient capacity in District 3 schools to accommodate the students who might otherwise have attended the middle school grades of P.S. 165.

There are also approximately 564 students in grades 6-8 being served in three charter schools in District 3. Students in District 3 can also apply to these schools. More information can be found on the NYCDOE's website at: <http://schools.nyc.gov/community/charters/information/directory.htm>.

The truncation of the middle school grades of P.S. 165 may impact enrollment at other District 3 middle schools because current middle school students at P.S. 165 may be offered a seat at another District 3 middle school. In particular, the NYCDOE anticipates this proposal will result in increased enrollment at Mott Hall II in particular, as the school will have the opportunity to grow and serve additional class sections in the space that would be vacated by the middle school grades of P.S. 165, and would enable current and future P.S. 165 students to remain in the same building for middle school. This proposal is not expected to substantially impact any other particular school in District 3 given the volume of excess middle school seats in the district. Please see Appendix A for a list of district and charter schools serving middle school grades in District 3.

This proposal is also not expected to impact the ability of community members and organizations to obtain school building use permits at M165. In addition, this proposal is not expected to impact the accessibility of M165, which is currently not accessible.

IV. Enrollment, Admissions, and School Performance Information

A. P.S. 165

1. ADMISSIONS DATA

TABLE 4: CURRENT AND FUTURE ADMISSIONS METHOD — P.S. 165

Current admissions	pre-K: Standard universal pre-K admissions process Grades K-5: Kindergarten admissions process, Citywide G&T process ^{xii} Grades 6-8: Screened, Screened language
Admissions if this proposal is approved	pre-K: Standard universal pre-K admissions process Grades K-5: Kindergarten admissions process, Citywide G&T process ^{xiii} Grades 6-8: N/A

2. ENROLLMENT DATA^{xiv}

TABLE 5: P.S. 165 PROJECTED ENROLLMENT BY GRADE OVER SCHOOL YEARS 2017-2018 AND 2018-2019

School Year	pK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2017-2018 (Unaudited Register)	32	59	57	75	76	82	95	34	47	53	610
2018-2019 (projected)	36	55-65	55-65	50-60	70-80	70-80	75-85	0	0	0	411-471

3. DEMOGRAPHIC DATA^{xv}

TABLE 6: P.S. 165 DEMOGRAPHIC DATA

Students with Disabilities (any student receiving an IEP)	20%
English Language Learners	14%
Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits	74%

4. SCHOOL PERFORMANCE DATA

TABLE 6: P.S. 165 QUALITY INDICATIONS FROM SCHOOL YEARS 2014-2015, 2015-2016 AND 2016-2017

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

TABLE 7: P.S. 165 PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS 2014-2015, 2015-2016 AND 2016-2017

Performance Data and Attendance Rates ^{xvii}	2014-2015	2015-2016	2016-2017
Percentage of students proficient in English Language Arts ^{xviii}	18%	30%	35%
Percentage of students proficient in math ^{xix}	22%	27%	36%
Attendance Rate	91%	92%	90%

The 2017-2018 State Accountability Status of P.S. 165 is Good Standing. State Accountability status is determined by the New York State Education Department (SED) under the New York State's ESEA waiver. For more information about accountability status, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

B. Mott Hall II

5. ADMISSIONS DATA

TABLE 8: CURRENT AND FUTURE ADMISSIONS METHOD — MOTT HALL II

Current admissions	Grades 6-8: Screened
Admissions if this proposal is approved	Grades 6-8: Screened

6. ENROLLMENT DATA^{xx}

TABLE 9: MOTT HALL II PROJECTED ENROLLMENT BY GRADE OVER SCHOOL YEARS 2017-2018 AND 2018-2019

School Year	Grade 6	Grade 7	Grade 8	Total Enrollment
2017-2018 (Unaudited Register)	105	116	121	342
2018-2019 (projected)	125-135	100-110	110-120	335-365

7. DEMOGRAPHIC DATA^{xxi}

TABLE 10: MOTT HALL II DEMOGRAPHIC DATA

Students with Disabilities (any student receiving an IEP)	21%
English Language Learners	3%
Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits	47%

8. SCHOOL PERFORMANCE DATA

TABLE 11: MOTT HALL II QUALITY INDICATIONS FROM SCHOOL YEARS 2014-2015, 2015-2016 AND 2016-2017

School Quality Indicators ^{xxii}	2014-2015	2015-2016	2016-17
1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards	N/A	Well Developed	N/A
1.2 Research-based, effective instruction that yields high quality student work	N/A	Proficient	N/A
1.3 Aligned resource use to support instructional goals that meet students' needs	N/A	N/A	N/A

1.4 Structures for a positive learning environment, inclusive culture, and student success	N/A	N/A	N/A
2.2 Curricula-aligned assessment practices that inform instruction	N/A	Well Developed	N/A
3.1 School level theory of action and goals shared by the school community	N/A	N/A	N/A
3.4 A culture of learning that communicates and supports high expectations	N/A	Well Developed	N/A
4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes	N/A	N/A	N/A
4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice	N/A	Well Developed	N/A
5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards	N/A	N/A	N/A

TABLE 12: MOTT HALL II PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS 2014-2015, 2015-2016 AND 2016-2017

Performance Data and Attendance Rates	2014-2015	2015-2016	2016-2017
Percentage of students proficient in English Language Arts	59%	66%	64%
Percentage of students proficient in math	63%	58%	55%
Attendance Rate	93%	93%	94%

The 2016-2017 State Accountability Status of Mott Hall II: Good Standing.

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, funding will decrease when P.S. 165 no longer serves middle school grades. Once the truncation of P.S. 165 is implemented, the NYCDOE will cease to allocate funds to P.S. 165 for the middle school grades.

Most funding in district schools' budgets is given on a per-pupil basis, based on Fair Student Funding (FSF). Under FSF, schools receive money based on the number of students they serve and specific student needs. Specifically:

- The number of students, by grade level;
- The number and needs of students with disabilities;
- The number, needs and programs of ELL students; and
- The number of students with other supplemental academic needs.

As stated above, as a result of this proposal, the total number of students at P.S. 165 will decline and the school is expected to need fewer teachers and fewer supplies to meet the needs of its student population beginning in the 2018-2019 school year. Therefore, the NYCDOE expects the proposal to reduce the school's budget, although this may be offset by any future increases in enrollment in the elementary school grades.

Please refer to the FSF Guide and FY18 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. 165. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The FSF Guide can be found on the NYCDOE's website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy17_18/fy18_pdf/fsf_guide.pdf

The FY 2018 School Allocation Memoranda can also be found on the NYCDOE's website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy17_18/am_fy18_pg1.html.

This proposal may impact costs and allocations at Mott Hall II because, depending on student need and demand, Mott Hall II may experience an increase in enrollment as a result of this truncation and its budget may therefore increase.

VI. Other Impacts

A. Personnel Needs

If this proposal is approved, some current P.S. 165 staff are expected to be excessed due to the elimination of grades 6-8. Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title. It is difficult to precisely predict the number of affected positions. Any excessing that may be necessary would be conducted in accordance with existing labor contracts.

Barring system-wide layoffs, staff placed in excess would be eligible to apply for positions in other district schools, and any teacher who did not find a position would be placed in the Absent Teacher Reserve (ATR) pool, meaning that they would continue to earn their salary while serving as 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 would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

Students who would otherwise have enrolled in P.S. 165's grades 6-8 would now be enrolled in other middle schools and those schools might need to hire additional staff. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

This proposal may impact staffing at Mott Hall II since the total number of students enrolled in the school may increase as a result of this proposal. The precise number of positions needed would be determined once annual enrollment projections are released. The hiring of new staff and personnel will be conducted consistent with the procedures set forth in the collective bargaining agreement between the NYCDOE and the United Federation of Teachers.

B. Administration

If this proposal is approved, some P.S. 165 administrative positions may be excessed once the school truncates its middle school grades since administrative needs may decrease as the school serves a smaller student population and fewer grades. As noted above, all excessing will take place in accordance with existing labor contracts.

This proposal may impact the administration at Mott Hall II as the school may increase enrollment as a result of this proposal. Decisions about the addition of administrative staff and non-pedagogical positions at Mott Hall II would be made by the school based on the need and budgetary considerations.

C. Transportation

There will be no change to existing transportation practices at P.S. 165 or Mott Hall II during the current 2017-2018 school year. This proposal is not expected to affect transportation practices at P.S. 165 or Mott Hall II for the 2018-2019 school year. If this proposal is approved, transportation will continue to be provided to students according to Chancellor's Regulation A-801, which can be found on the NYCDOE's website at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

The provision of certain support services is described in Section III above. Other support services would be provided consistent with citywide policy.

VII. Building Information

Building	M165
Type of Building	PS
Year Built	1,898
Overall BCAS rating	2.26
2015-2016 Blue Book Target Building Utilization	95%
2015-2016 Blue Book Target Building Capacity	1,182
FY 2016 Maintenance Costs- Labor	\$40,306
FY 2016 Maintenance Costs- Materials	\$15,275
FY 2016 Maintenance Costs- Maintenance, repair, and service contracts	\$30,890
FY 2016 Maintenance Costs- Custodial operations costs—Materials	\$8,392
FY 2016 Maintenance Costs- Custodial operations costs—Custodial Allocation	\$350,623
FY 2016 Energy Costs- Electric	\$97,888
FY 2016 Energy Costs- Gas	\$38,249
FY 2016 Energy Costs- Steam	\$0
FY 2016 Energy Costs- Oil	\$2,703
Projects completed during the current or prior school year	Ext Masonry/Roofs, FY15 Reso A Science Lab Upgrade, IEH PO 18-Room 301
Projects proposed in the capital plan	Foundation Walls, Exterior Walls, Exterior Parapets, Roofing
Accessibility of the building	No Accessibility
Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Multi- purpose Room, Nurse's Office, Science Lab

Appendix A: District 3 Middle School Options

TABLE 13: ALL DISTRICT-WIDE SCHOOLS CURRENTLY SERVING MIDDLE SCHOOLS GRADES IN DISTRICT 3

DBN	School Name	Address	Grade Span 2017-2018	Grade Span at Scale	Admissions Method	2017-2018 Enrollment ^{xxiii}	2016-2017 School Capacity ^{xxiv}	2017-2018 School Utilization
03M054	J.H.S. 054 Booker T. Washington	103 West 107 Street	6-8	6-8	MS: Screened	852	988	86%
03M076	P.S. 076 A. Philip Randolph	220 West 121 Street	K-8	K-8	K: Zoned School, MS: Limited Unscreened	437	581	75%
03M180	P.S. 180 Hugo Newman	370 West 120Th Street	K-8	K-8	K: Zoned School, MS: Screened	464	690	67%
03M191	P.S. 191 Amsterdam ^{xxv}	210 West 61 Street	K-8	K-8	K: Zoned School, MS: Screened	446	567	79%
03M245	M.S. M245 The Computer School	100 West 77 Street	6-8	6-8	MS: Screened	401	470	85%
03M247	M.S. M247 Dual Language Middle School ^{xxvi}	32 West 92 Street	6-8	6-8	MS: Screened: Language	199	270	74%
03M250	M.S. 250 West Side Collaborative Middle School	735 West End Avenue	6-8	6-8	MS: Screened	179	167	107%
03M258	Community Action School - MS 258	154 West 93 Street	6-8	6-8	MS: Screened	223	267	84%
03M291	West End Secondary School ^{xxvii}	227-243 West	6-8	6-12	MS: Screened	339	1074	32%

		61St Street						
03M333	P.S. 333 Manhattan School For Children	154 West 93 Street	K-8	K-8	K: Non-Zoned School, MS: Screened	754	610	124%
03M421	West Prep Academy	150 West 105 Street	6-8	6-8	MS: Unscreened	203	254	80%
03M860	Frederick Douglass Academy II Secondary School	215 West 114 Street	6-12	6-12	MS: Screened, HS: Ed. Opt., For Continuing 8th Graders	359	503	71%
03M862	Mott Hall II	234 West 109 Street	6-8	6-8	MS: Screened	342	331	103%

TABLE 14: ALL BOROUGH-WIDE SCHOOLS CURRENTLY SERVING MIDDLE SCHOOLS GRADES IN DISTRICT 3

DBN	School Name	Address	Grade Span 2017-2018	Grade Span at Scale	Admissions Method	2017-2018 Enrollment	2015-2016 School Capacity	2017-2018 School Utilization
03M149	P.S. 149 Sojourner Truth	41 West 117 Street	K-8	K-8	K: Zoned School, MS: Unscreened	218	397	55%
03M243	M.S. 243 Center School	100 West 84 Street	5-8	5-8	MS: School-managed Admissions	235	239	98%
03M256	M.S. 256 Academic & Athletic Excellence	154 West 93 Street	6-8	6-8	MS: Screened, Screened: Language	138	133	104%
03M415	Wadleigh Secondary School For The Performing & Visual Arts	215 West 114 Street	6-12	6-12	MS: Screened, HS: Audition, Limited Unscreened	281	615	46%

TABLE 15: ALL CITYWIDE SCHOOLS CURRENTLY SERVING MIDDLE SCHOOLS GRADES IN DISTRICT 3

DBN	School Name	Address	Grade Span 2017-2018	Grade Span at Scale	Admissions Method	2017-2018 Enrollment	2015-2016 School Capacity	2017-2018 School Utilization
03M334	The Anderson School	100 West 77 Street	K-8	K-8	K: Gifted & Talented School, MS: School-managed Admissions	538	546	99%
03M859	Special Music School	129 West 67 Street	K-12	K-12	K: Non-Zoned School, MS: School-managed Admissions, HS: Audition	314	544	58%

TABLE 16: ALL CHARTER SCHOOLS CURRENTLY SERVING MIDDLE SCHOOLS GRADES IN DISTRICT 3

DBN	School Name	Address	Grade Span 2017-2018	Grade Span at Scale	Admissions Method	2017-2018 Enrollment	2015-2016 School Capacity	2017-2018 School Utilization
84M279	Opportunity Charter School	240 West 113 Street	6-12	6-12	Lottery	403	483	83%
84M351	Success Academy Charter School - Harlem 1	34 West 118 Street	K-12	K-12	Lottery	1,115	1618	69%
84M861	Future Leaders Institute Charter School	134 West 122 Street	K-8	K-8	Lottery	369	447	83%

Appendix B: Target Capacity and Utilization

As described in more detail in the Blue Book, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated target capacities of those organizations. Each school organization's target capacity is calculated based upon the following components:

- The scheduled use of individual rooms as reported by principals during an annual facilities survey;
- The NYCDOE's goals for maximum classroom capacities, which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level; and
- The efficiency with which classrooms are programmed (*i.e.*, the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2015-2016. The NYCDOE's projected utilization rates for the 2017-2018 school year and beyond are based on those figures. Thus, projected utilization rates for 2017-2018 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by a principal from year to year to better accommodate students' needs.

For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools, administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate.

Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the NYCDOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

The Blue Book can be found online at

https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202015-2016.pdf?sr=b&si=DNNFileManagerPolicy&sig=AErFIUz%2BQDwk%2FlptyHq0ZkW2Ur9J69SJuy4MgQ%2BAp4%3D.

Appendix C: School Admissions

Elementary School Admissions

There are three types of NYCDOE elementary schools:

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

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

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

Zoned schools must serve all students residing in their zone, pending seat availability.

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

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

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

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

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

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

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

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

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

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

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

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

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

A sibling is defined as a brother or sister—including half-brothers, half-sisters, stepbrothers, stepsisters, foster brothers, and foster sisters—of the applicant, who lives in the same household, and is currently pre-registered or enrolled at that school in grades K-5, and will be enrolled at that school in grades K-5 in September 2017. This includes students enrolled in co-located District 75 programs in the same school building. Schools offer a priority to applicants with verified siblings in the school.

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

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

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

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

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

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process.

Information about all of these options is printed in each district's Middle School Directories, which can be found on the NYCDOE's website at:

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

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

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

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

In accordance with NYCDOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will receive appropriate services in accordance with NYCDOE policy.

Over-the-Counter (OTC) Placements

OTC Placement, is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
 - Left the New York City school system and have returned; or
 - Are seeking transfers, based on the guidelines outlined in Chancellor's Regulation A-101;
- or

- Did not participate in the Middle School or High School Admissions Processes for some other reason.

When a student eligible for middle or high school arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines.

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

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

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

High School Admissions

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply through the high school application, they may also apply to up to eight of the Specialized High Schools requiring the Specialized High Schools Admissions Test, referred to as the SHSAT, as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2017-2018 school year, there are two application rounds in the high school admissions process:

Round One: All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March; and

Round Two: All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two.

The available programs for Round Two include school programs with availability and new schools or programs that will open or be available the following September. Detailed information about any new schools or programs are published with the list of schools with availability in Round Two. Students will receive Round Two results in May.

For more information about the high school admissions process, please visit the NYCDOE's website at:
<http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>

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

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

The Citywide deadline for high school applications for the 2018-2019 school year is December 1, 2017. The 2018 New York City High School Directory, which is available in print at NYCDOE middle schools, high school fairs, and FWCs, offer a full list of high school programs Citywide.

It can also be found online on the NYCDOE's website at:
<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

Families can also access directory content through NYC School Finder on the NYCDOE's website at:
<http://schools.nyc.gov/SchoolSearch/>.

Appendix D: Instructional Footprint

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

For elementary schools serving students in grades K-5 and for all pre-K programs, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each Special Class special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art or music instruction.

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

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

IX. Endnotes:

ⁱ 2017-2018 Unaudited Register as of October 31, 2017. Projected enrollment is based on 2017-2018 enrollment.

ⁱⁱ All references to building utilization rates in 2017-2018 and beyond are based on target capacity data from the 2015-2016 Blue Book and the 2017-2018 Unaudited Register as of October 31, 2017. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available online at: https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202015-2016.pdf?sr=b&si=DNNFileManagerPolicy&sig=AErFIUz%2BQDwk%2FlptyHq0ZkW2Ur9J69SJuy4MgQ%2BAp4%3D.

ⁱⁱⁱ The NYCDOE anticipates this proposal will result in increased enrollment at Mott Hall II, as the school will have the opportunity to grow and serve additional class sections in the space that would be vacated by P.S. 165's middle school grades. This enrollment increase accounts for Mott Hall II admitting a larger sixth grade cohort but does not account for a potential increase in seventh or eighth-grade enrollment due to students who may enroll at Mott Hall II from P.S. 165 due to the truncation.

^{iv} P.S. 165 also serves pre-K.

^v 2017-2018 Unaudited Register as of October 31, 2017. Projected enrollment is based on 2017-2018 enrollment.

^{vi} Information is from school-reported data as of November 21, 2017.

^{vii} Information is from school-reported data as of November 21, 2017.

^{viii} Information is from school-reported data as of November 21, 2017.

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

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

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

^{xii} More information about the G&T admissions process is available on the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/GiftedandTalented/default.htm>.

^{xiii} More information about the G&T admissions process is available on the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/GiftedandTalented/default.htm>.

^{xiv} 2017-2018 Unaudited Register as of October 31, 2017. Projected enrollment is based on 2017-2018 enrollment.

^{xv} Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available on the NYCDOE's website at: http://schools.nyc.gov/NR/rdonlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx.

^{xvi} The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available at: http://schools.nyc.gov/NR/rdonlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric_1718.docx. Not all schools receive Quality Reviews every year. P.S. 165 did not have a Quality Review for the 2015-2016 or the 2016-2017 school years.

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

^{xviii} Proficiency rates are the percentage of students receiving a score of 3 or 4 out of 4 on the New York State English-Language Arts examination.

^{xix} Proficiency rates are the percentage of students receiving a score of 3 or 4 out of 4 on the New York State math examination.

^{xx} 2017-2018 Budget Projections. Projected enrollment is based on 2017-2018 Budget Projections.

^{xxi} Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available on the NYCDOE's website at: http://schools.nyc.gov/NR/rdonlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx.

^{xxii} The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available at: http://schools.nyc.gov/NR/rdonlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric_1718.docx. Not all schools receive Quality Reviews every year. Mott Hall II did not have a Quality Review for the 2014-2015 and the 2016-2017 school years.

^{xxiii} 2017-2018 Unaudited Register as of October 31, 2017. It reflects the enrollment for all grades served by the school.

^{xxiv} School capacity is from the 2015-2016 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

^{xxv} P.S. 191 was re-sited to building M342 located at 300 West 61st Street, New York, NY 10023.

^{xxvi} M.S. 247 was re-sited to building M044 located at 100 West 77th Street, New York, NY 10024.

^{xxvii} West End Secondary School is still phasing-in its high school grades.