



Advancing Equity and Excellence in District 15 Through Rezoning and Admissions

Office of District Planning

June 20, 2019

Agenda

1. Presentation
 - Purpose and Goals
 - Process and Timeline
 - Potential Approaches
2. Question and Answer
3. Break-Out Discussions
4. Closing

Purpose and Goals

Goals

The following goals reflect community feedback received to date:

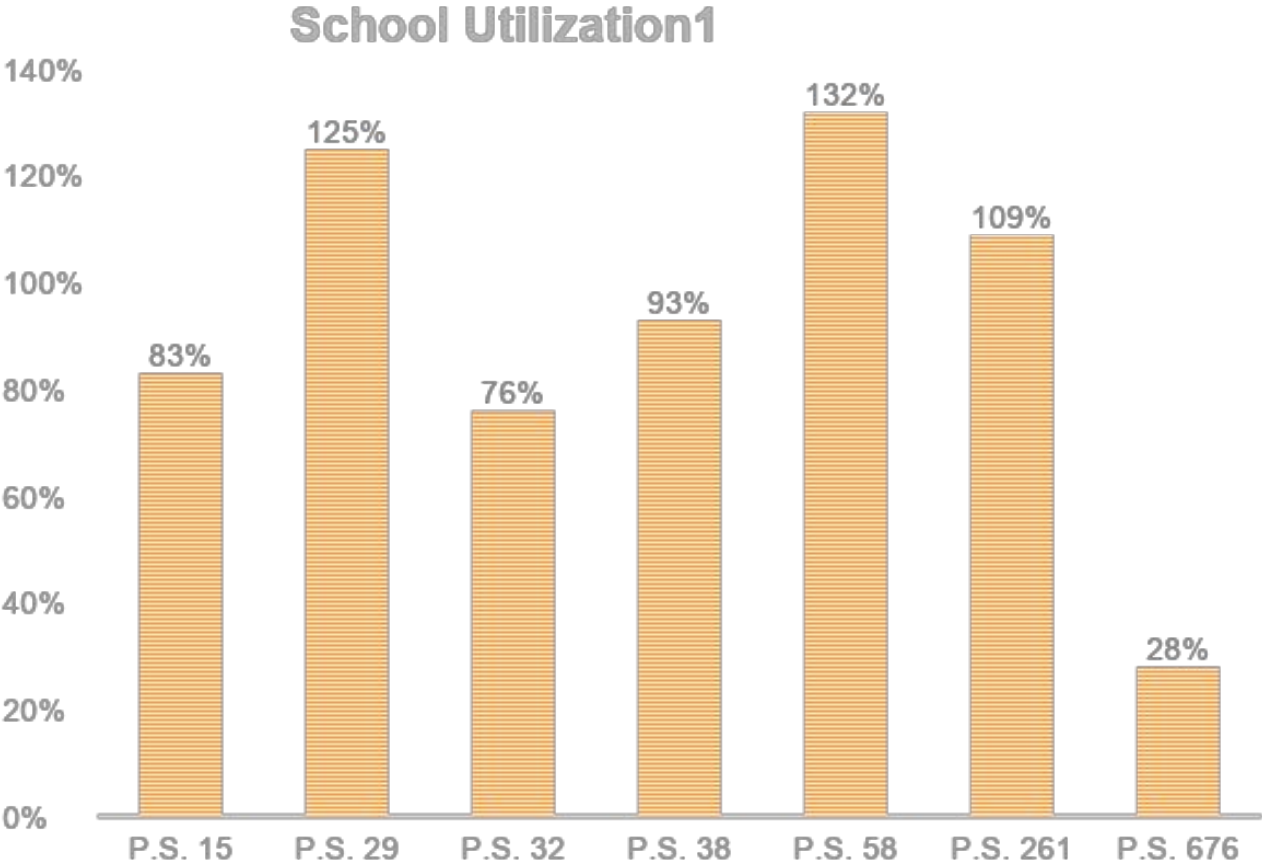
1. Plan for the new addition opening at P.S. 32 in September 2020
2. Reduce overcrowding and waitlists at affected schools
3. Address demographic disparities across schools, specifically Students in Temporary Housing (STH), Multilingual Learners (MLLs), and students who are income-eligible for Free and Reduced-Price Lunch (FRL)

Goal: Plan for the new addition opening at P.S. 32



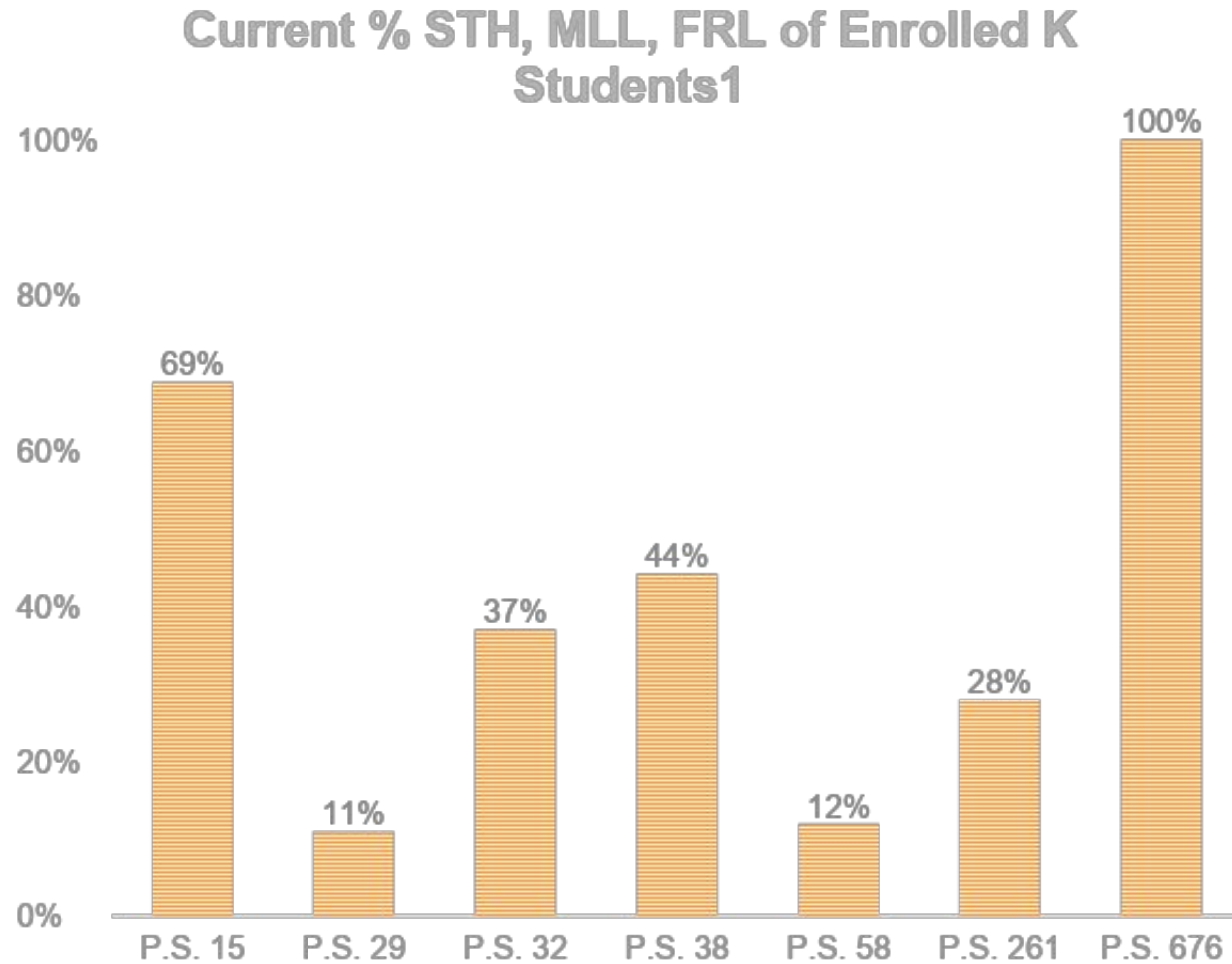
- *436 new seats*
- *Designed early childhood and special education classrooms*
- *New cafeteria and library*
- *Rooftop playground*

Goal: Reduce overcrowding and waitlists at affected schools



(1) Current school (org) utilization based on 2018-19 Audited Register and 2017-18 Blue Book Capacity.

Goal: Address demographic disparities across schools



(1) Current % STH, MLLs, FRL students based on 2018-19.

Process and Timeline

Rezoning Process and Timeline



- The need to rezone can be raised by the DOE, the CEC, schools, or the broader community.

- Conversations with the CEC, school principals and communities, elected officials, and other stakeholders.
- Community conversations continue throughout the rezoning process.
- Feedback informs new zone lines.

- DOE analyzes enrollment trends, demographics, school capacity, student residential and housing stock data.

- A proposal for zone line changes is presented publicly to the CEC by the Office of District Planning and the Superintendent.
- There are opportunities for public feedback and Q&A.

- CEC votes within 45 days after a proposal is submitted.



Community Empowerment

- We have received feedback to date through several avenues, including:
 - Multiple public CEC meetings
 - Planning discussions with principals, SLT representatives, CEC members, elected officials, families and community members at-large
 - Public feedback by email
- In an effort to ensure robust representation and participation by all stakeholders, outreach was conducted to local pre-schools (including day cares and private pre-schools), community organizations and businesses, and elected officials in addition to the impacted school communities and CEC contact list

Potential Approaches

Potential Approaches

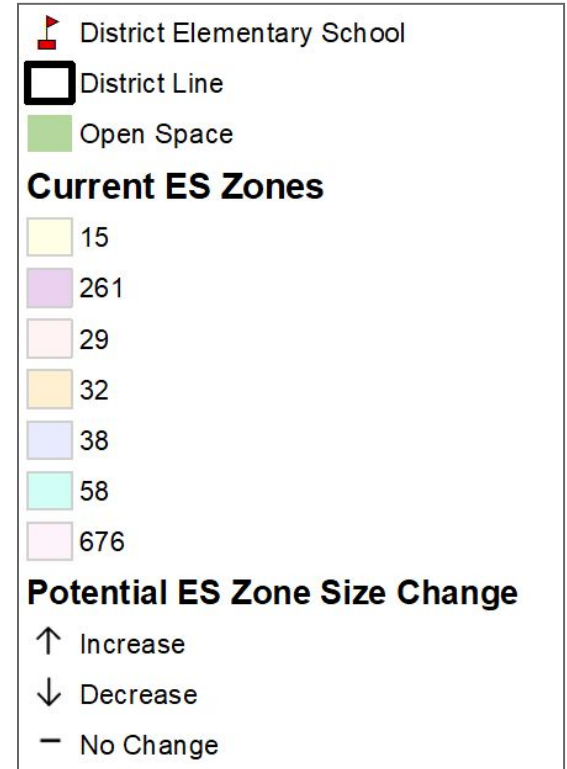
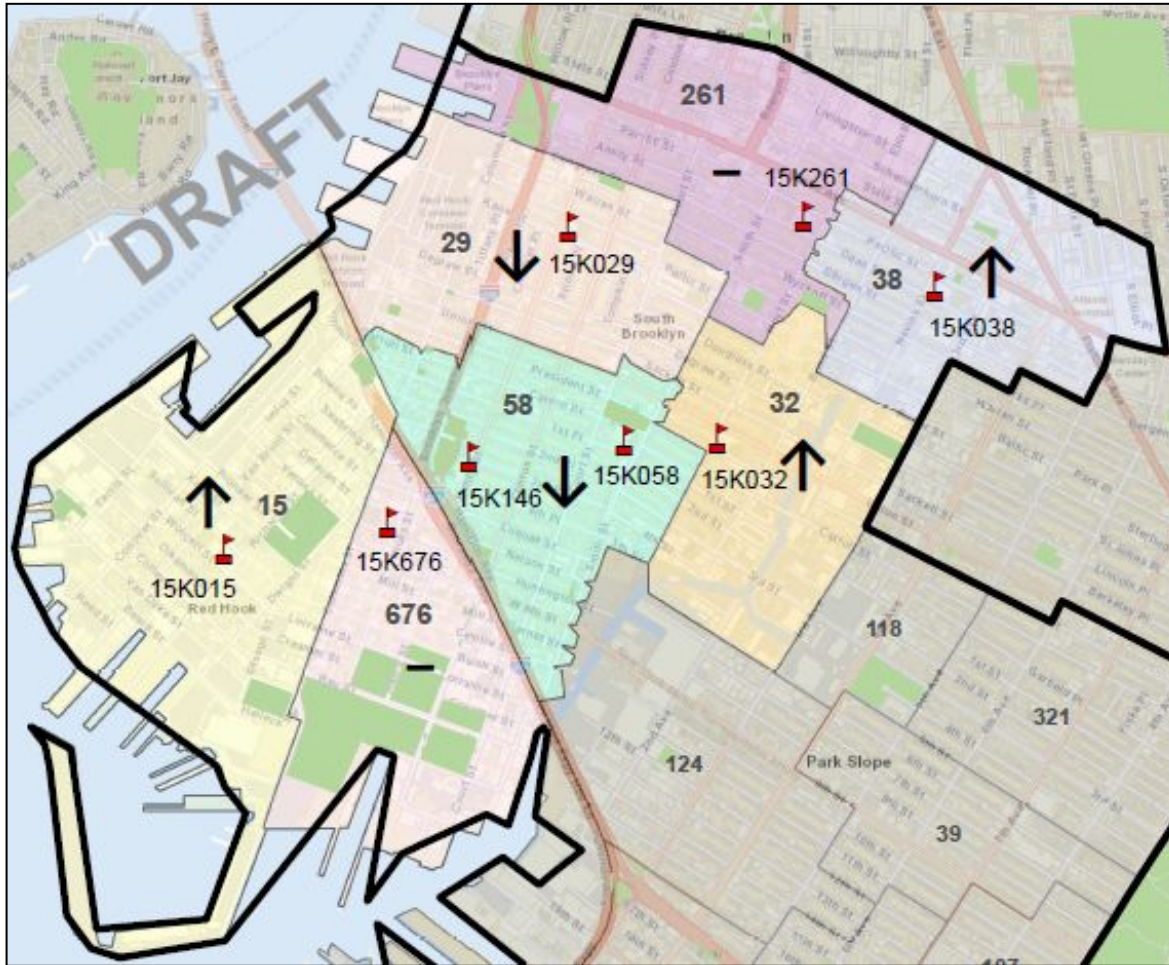
- The DOE is currently presenting **two potential approaches** for community input
- Both approaches include **changes to zone lines** and **admissions priorities** for STH, MLLs, and students income-eligible for FRL
- The following schools are included in the plans currently under consideration:
 - P.S. 15
 - P.S. 29
 - P.S. 32
 - P.S. 38
 - P.S. 58
 - P.S. 261
 - P.S. 676

Approach 1: Individual Zones

- Schools continue to have individual geographic zones
- At each school, approximately 25-35%¹ of seats would be prioritized for STH, MLLs and students income-eligible for FRL
- For some schools, zones would be drawn such that the school could accommodate out-of-zone STH, MLLs, and students income-eligible for FRL in addition to zoned students

(1) Based on current demographics, subject to change

Approach 1: Impact to Current Elementary School Zone Sizes



Approach 1: Impact on K Zone Size

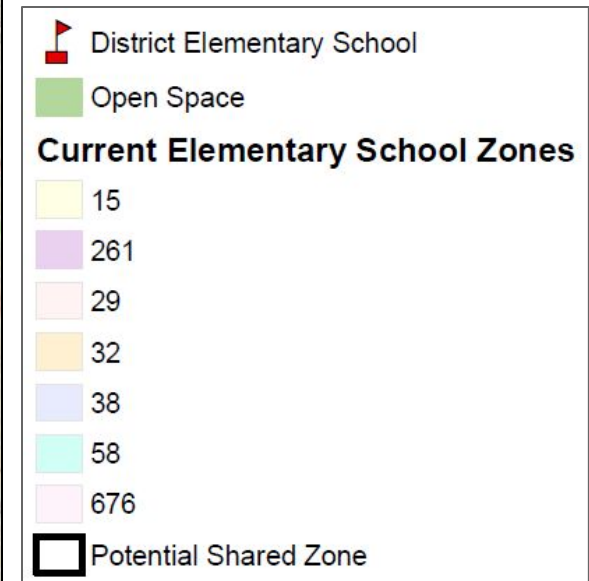
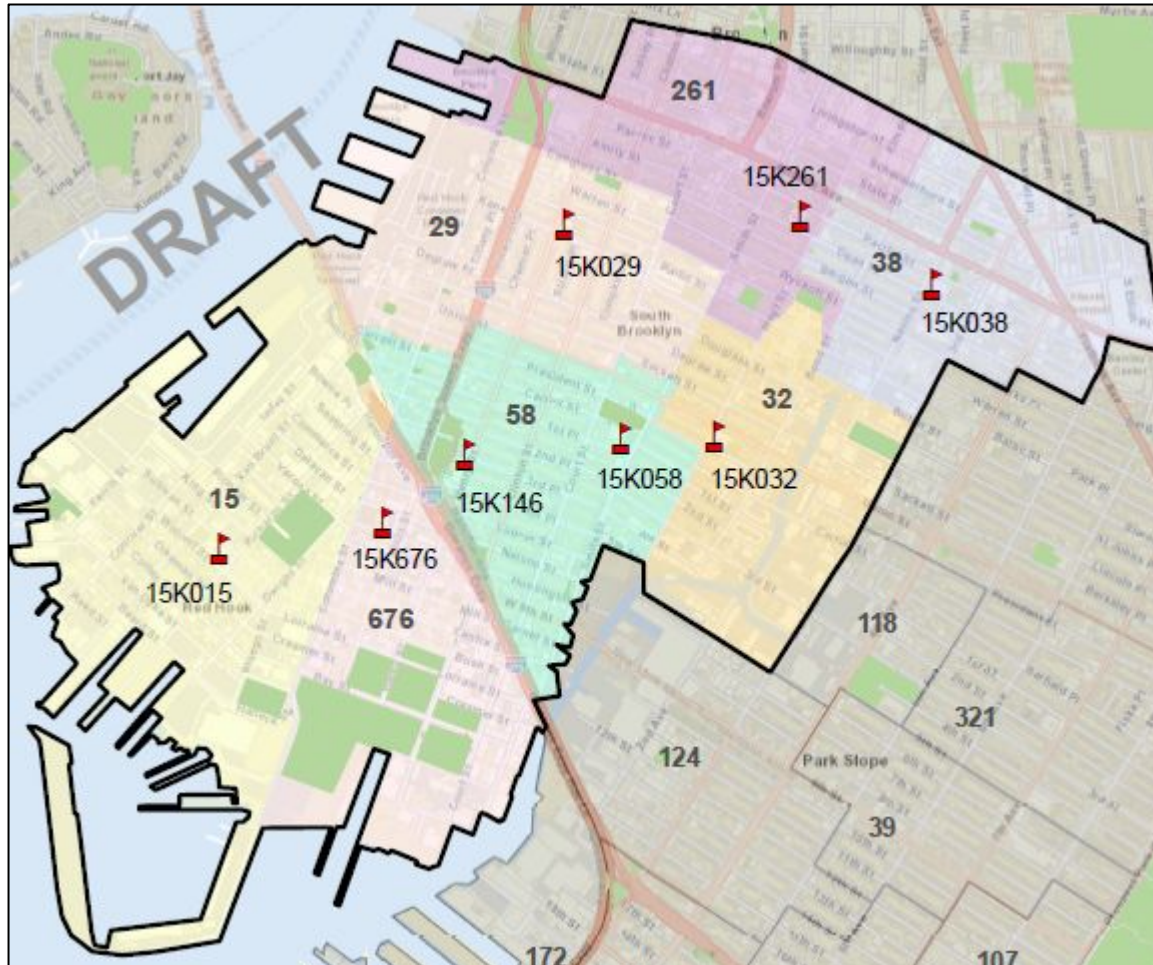
School Name	Current K Zone Size ¹	Estimated Target K Zone Size	Change
P.S. 15	69	105-115	Increase
P.S. 29	153	90-100	Decrease
P.S. 32	59	135-145	Increase
P.S. 38	88	105-115	Increase
P.S. 58	193	100-110	Decrease
P.S. 261	122	120-130	No Change
P.S. 676	70	65-75	No Change

(1) Current zone size represents the number of kindergarten students zoned to a school, and is based on 2018-2019 Audited Register.

Approach 2: Shared Zone

- Current zone lines between the impacted schools would be removed and a shared zone would be created across the seven schools in the area
- Schools would admit students through a choice admissions process that would include a priority for STH, MLLs and students income-eligible for FRL for approximately 25-35% of available seats at each school
- Students residing in the shared zone would have a zoned entitlement to a seat at one of the seven schools, but not at any one individual school within the zone

Approach 2: Potential Shared Zone



Comparison of Approaches

Approach 1

- Families have a zoned entitlement to one zoned school
- Some families have a new zoned school
- Increases access to more schools for STH/MLLs/students qualifying for FRL
- More certainty around access to specific zoned option

Both

- Address demographic disparities by implementing admissions priorities
- Reduce overcrowding
- Plan for addition at P.S. 32
- Standard rezoning policies apply

Approach 2

- Families have a zoned entitlement to a seat at one of the seven schools, not to a specific school
- Increases access to more schools for all students in impacted zones
- Less certainty for families

Next Steps

- The DOE will convene additional community discussions and provide further opportunities for feedback during the summer
- The DOE will aim to present an initial draft proposal in early fall of 2019

For Feedback and More Information

Community
Education
Council 15

- CEC15@schools.nyc.gov

Anita Skop,
District 15
Community
Superintendent

- askop@schools.nyc.gov

Office of District
Planning

- BrooklynZoning@schools.nyc.gov
- <https://www.schools.nyc.gov/about-us/school-planning/district-planning>

Questions?

Break-Out Discussions

Break-Out Discussions

- Small group discussions will take place in the gym
- Each table will have 1-2 facilitators from the CEC and/or DOE who will lead a discussion
- Following the discussions, facilitators will briefly share out key points from their conversations to the larger group
- Comment forms are available at each table to submit any additional feedback

Closing

Appendix A: Current Kindergarten Enrollment

DBN	School Name	Current K Enrollment ¹
15K015	P.S. 15	67
15K029	P.S. 29	147
15K032	P.S. 32	65
15K038	P.S. 38	84
15K058	P.S. 58	177
15K261	P.S. 261	143
15K676	Red Hook Neighborhood School	14

(1) Current enrollment based 2018-2019 Audited Register.

Appendix B: 2018-2019 Elementary School Section Counts

School Name	PK	K ¹	Grades 1-5 ¹	Self-Contained
P.S. 15	5	3	12	6
P.S. 29	2	6	28	0
P.S. 32	2	5	21	0
P.S. 38	6	4	17	4
P.S. 58	3	7	29	1
P.S. 261	2	6	25	1
Red Hook Neighborhood School	1	1	5	1

(1) Includes GE/ICT only.

Appendix C:

2018-2019 Average Class Sizes

School Name	PK	K ¹	Grades 1-5 ¹	Self-Contained
P.S. 15	16	20	23	11
P.S. 29	19	25	27	N/A
P.S. 32	17	22	26	N/A
P.S. 38	16	21	23	9
P.S. 58	18	25	27	10
P.S. 261	18	24	25	6
Red Hook Neighborhood School	10	14	18	8

(1) Includes GE/ICT only.

Appendix D: Kindergarten Zone Demand

School Name	Current Zone Retention ¹	Current Zone Enrollment ²
P.S. 15	63%	58%
P.S. 29	83%	94%
P.S. 32	45%	45%
P.S. 38	33%	34%
P.S. 58	88%	95%
P.S. 261	67%	53%
Red Hook Neighborhood School	17%	60%

(1) Current zone retention based on a three-year 2016-2018 average.

(2) Current zone enrollment based on a three-year 2016-2018 average.

Appendix E: Kindergarten Zone and School Demographics - Multilingual Learners (MLLs)

School Name	Current % (School) ¹	Current % (Zone) ¹
P.S. 15	4%	6%
P.S. 29	1%	2%
P.S. 32	9%	5%
P.S. 38	6%	5%
P.S. 58	2%	5%
P.S. 261	3%	5%
Red Hook Neighborhood School	14%	8%

(1) Current school % MLLs based on 2018-2019.

(2) Current zone % MLLs based on a three-year 2016-2018 average.

Appendix F: Kindergarten (School) Demographics - Current Ethnicity¹

School Name	Asian	Black	Hispanic	White	Other
P.S. 15	1%	31%	43%	21%	3%
P.S. 29	6%	2%	11%	72%	9%
P.S. 32	17%	17%	18%	42%	6%
P.S. 38	11%	27%	24%	25%	13%
P.S. 58	4%	1%	10%	75%	10%
P.S. 261	6%	11%	16%	60%	7%
Red Hook Neighborhood School	-	57%	43%	-	-

(1) Current Kindergarten (school) ethnicity based on 2018-2019.

Appendix G: Kindergarten (Zone) Demographics - Current Ethnicity¹

School Name	Asian	Black	Hispanic	White	Other
P.S. 15	3%	36%	35%	21%	6%
P.S. 29	3%	2%	10%	75%	9%
P.S. 32	8%	23%	25%	40%	4%
P.S. 38	9%	29%	25%	30%	7%
P.S. 58	4%	2%	11%	72%	11%
P.S. 261	10%	7%	16%	59%	9%
Red Hook Neighborhood School	1%	45%	49%	2%	3%

(1) Current ethnicity (zone) based on a three-year 2016-2018 average.

Appendix H: Kindergarten Zone and School Demographics - Students in Temporary Housing (STH)

School Name	Current % (School) ¹	Current % (Zone) ¹
P.S. 15	6%	5%
P.S. 29	-	-
P.S. 32	6%	5%
P.S. 38	-	3%
P.S. 58	-	-
P.S. 261	3%	2%
Red Hook Neighborhood School	-	6%

(1) Current school % STH based on 2018-2019.

(2) Current zone % STH based on a three-year 2016-2018 average.

Appendix I: Kindergarten Zone and School Demographics - Students with Disabilities

School Name	Current % (School) ¹	Current % (Zone) ²
P.S. 15	27%	17%
P.S. 29	13%	9%
P.S. 32	22%	17%
P.S. 38	8%	13%
P.S. 58	6%	9%
P.S. 261	10%	11%
Red Hook Neighborhood School	36%	23%

(1) Current Kindergarten (school) % students with disabilities based on 2018-2019.

(2) Zone current % students with disabilities based on a three-year 2016-2018 average.

Appendix J: Kindergarten Demographics - Income-Eligible for Free and Reduced-Priced Lunch (FRL)

School Name	Current % (School) ¹	Current % (Zone) ²
P.S. 15	69%	71%
P.S. 29	10%	7%
P.S. 32	32%	49%
P.S. 38	42%	47%
P.S. 58	10%	9%
P.S. 261	28%	26%
Red Hook Neighborhood School	100%	87%

(1) Current Kindergarten (school) % FRL or HRA Eligible based on 2018-2019

(2) Current % FRL or HRA Eligible based on a three-year 2016-2018 average

Appendix K: Current Capacity & Utilization Rates

DBN	School Name	Current Total Enrollment ¹	Org Capacity ²	Current Org Utilization ³
15K015	P.S. 15	485	587	83%
15K029	P.S. 29	950	761	125%
15K032	P.S. 32	480	634	76%
15K038	P.S. 38	613	659	93%
15K058	P.S. 58	1,009	765 ³	132%
15K261	P.S. 261	794	726	109%
15K676	Red Hook Neighborhood School	121	433	28%

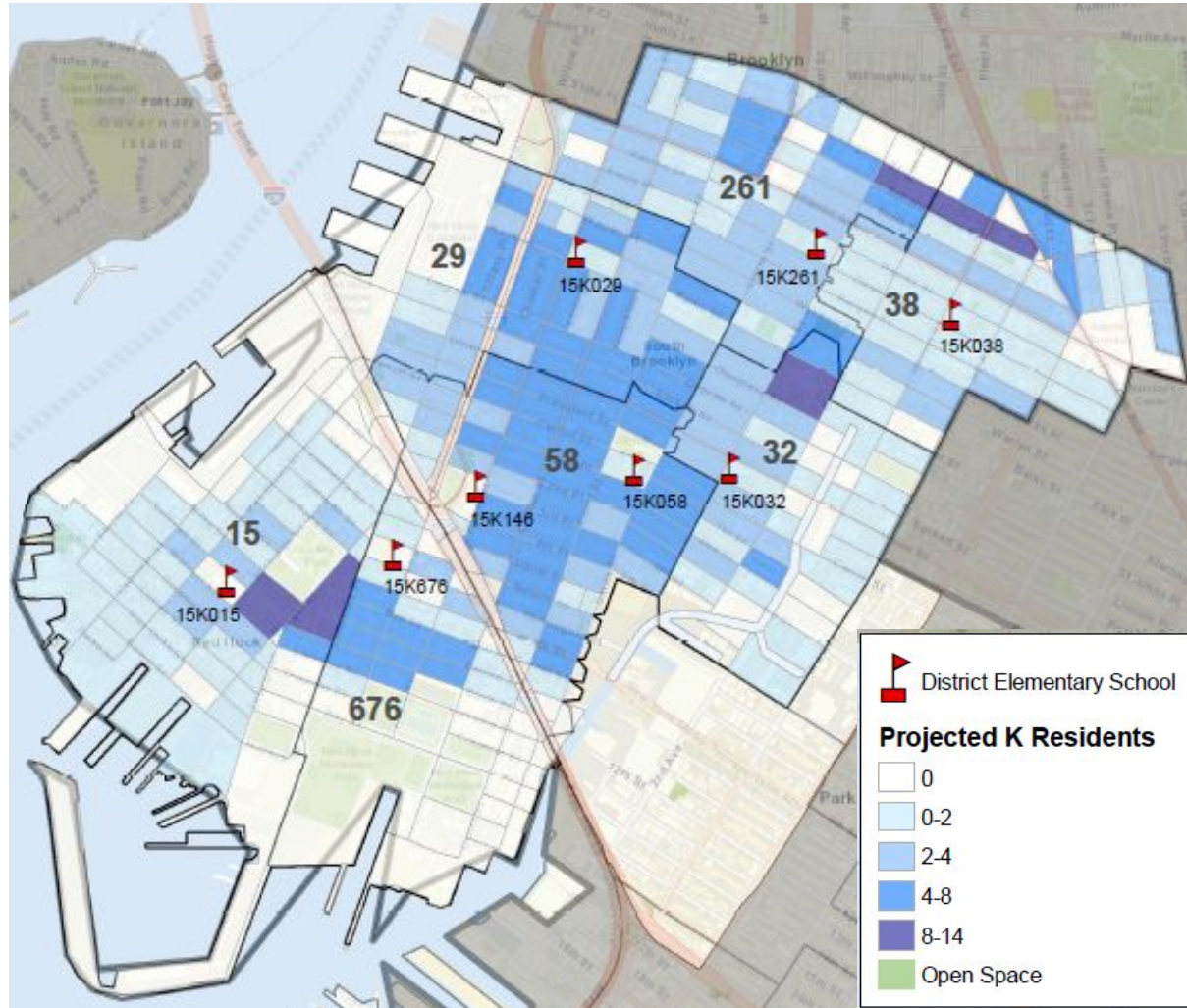
(1) Current total enrollment based on 2018-2019 Audited Register and includes Pre-Kindergarten.

(2) Org Capacity based on 2017-2018 Blue Book.

(3) Utilization based on 2018-2019 Audited Register and 2017-2018 Blue Book Capacity.

(4) Does not include capacity of Building K751

Appendix L: Current ES Zone Lines – Density Map



Appendix M: Transportation Eligibility

General education transportation eligibility is based on a student's grade level and the walking distance between home and school. Based on a distance calculation, students eligible for full fare transportation may receive either stop to school transportation or a Student MetroCard.

For more information, visit: <https://www.schools.nyc.gov/school-life/transportation>

Grade Level	Less than 0.5 mile	0.5 mile or more, but less than 1 mile	1 mile or more
K-2	Half-Fare Metrocard	School Bus or Full-Fare Metrocard	School Bus or Full-Fare Metrocard
3-5	Not Eligible	Half-Fare Metrocard	School Bus or Full-Fare Metrocard

Appendix N1: Rezoning Policies and Impacts

- **When would a rezoning be implemented?**
 - Pending submission of rezoning proposal for approval by the CEC in 2019, proposed changes would take effect for the 2020-2021 academic year.
- **Which students would be impacted by a rezoning?**
 - Proposed changes would primarily impact incoming pre-kindergarten, kindergarten, or new students to the system in 2020-2021.
- **Sibling Grandfathering**
 - When applying to a school impacted by a rezoning, children entering pre-kindergarten and kindergarten who live where a zone is changing can retain their zoned sibling priority if they have a sibling attending that school.

Appendix N2: Developing Proposed Zone Lines

Steps:

1. Determine the target kindergarten zone size for each school
2. Project future kindergarten residents
3. Draw new zone line scenarios

Appendix N3: Developing Proposed Zone Lines

- **Factors we take into consideration**
 - New residential construction
 - Geographic barriers
 - Travel distance
- **We draw zone lines in a way that:**
 - Contains appropriate number of residents for a school's size, based on recent public school enrollment trends.
 - Promotes diversity across schools.
 - Keeps each school geographically within the zone boundaries.