Planning for Additional Elementary School Seats: Advancing Equity and Excellence in District 15

Office of District Planning
May 20, 2019
Agenda

- Planning Needs and Context
- Community Empowerment
- Red Hook Neighborhood School
- Feedback
- Planning Goals
- Potential Strategies
- Next Steps
- Discussion and Feedback
- Contact Information
- Appendix
Planning Needs

- The DOE is working with the CEC and school communities to develop a potential rezoning proposal likely impacting several neighborhoods including Carroll Gardens, Gowanus, and Red Hook
- A few major factors are informing this planning, which include:
  - A new addition opening at building K032, which will bring additional elementary school seats to the area
  - Differences in school demographics within the area
  - Over-utilized schools that could be alleviated with the news seats from the K032 addition and by leveraging existing capacity
Current District 15 Elementary School Zones
Current Elementary School Zones – Sub-district 3
Community Empowerment

- The Office of District Planning has presented and collected feedback at the following meetings thus far:

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 18th</td>
<td>P.S. 32</td>
<td>CEC 15 Calendar Meeting</td>
</tr>
<tr>
<td>May 6th</td>
<td>P.S. 58</td>
<td>Community Meeting</td>
</tr>
<tr>
<td>May 14th</td>
<td>P.S. 676</td>
<td>Community Meeting</td>
</tr>
<tr>
<td>May 20th</td>
<td>P.S. 32</td>
<td>CEC 15 Calendar Meeting</td>
</tr>
</tbody>
</table>

- In addition to the meetings outlined above, there have been planning discussions with the Superintendent, principals, SLT representatives and CEC members

- As this process moves forward, the DOE will continue to collaborate with the community and convene additional community conversations and presentations
Red Hook Neighborhood School (P.S. 676)

- The DOE is engaged in community conversations to help identify the needs and priorities for P.S. 676
- Enrollment at P.S. 676 has decreased by 46% over the last five years and the school currently serves approximately 121 students
- Further conversations and planning are needed to determine if and how a potential rezoning of the area will impact P.S. 676
Feedback: Major Themes

• **Planning Process**
  • Robust engagement with school communities and other key stakeholders in the planning process, including sharing draft proposal(s) for feedback

• **Diversity and integration**
  • Address large disparities in demographics across schools
  • Promote diversity and integration

• **Building utilization**
  • Utilize new capacity at P.S. 32 to grow enrollment
  • Address overcrowding at P.S. 29 and P.S. 58
  • Equalize utilization across schools in the surrounding area

• **Geography and transportation**
  • Prioritize proximity for elementary school students
  • Think creatively about geographic barriers while ensuring safe travel
  • Consider busing policies in planning decisions
Feedback: Major Themes (Continued)

• Zoned and choice schools
  • Support for how zoned schools promote community and investment
  • Advocacy for how access to additional high quality options can benefit students and families

• Special programming
  • Support for existing specialized programming (i.e. Dual Language and ASD Nest) and interest in increasing access

• Scope of planning discussions
  • Differing perspectives on whether to include additional schools in this planning discussion

• Rezoning strategies
  • Range of perspectives around rezoning including maintaining zones, creating shared zones, considering unzoning and implementing controlled choice/set asides.
Planning Goals: Advancing Equity

• **Improving learning conditions**
  • Use the new addition opening at P.S. 32 to address capacity concerns and overcrowding at schools in the surrounding area
  • Balance building utilization across schools in the surrounding area

• **Promoting diversity and integration in District 15 elementary schools**
  • Address demographic disparities in schools across this area of District 15
Potential Strategies to Achieve Goals

• **Potential zone changes**
  • Significant increase to zone size at P.S. 32 to account for additional capacity
  • Decreases to zone sizes at P.S. 58 and P.S. 29 to address overcrowding and promote diversity through other admissions priorities
  • Increases to the P.S. 15 and P.S. 38 zones to leverage existing capacity and promote diversity

• **Admissions priorities**
  • Implement admissions priorities for out-of-zone students to promote diversity and integration at several schools

• **Special Programming**
  • As the process moves forward, consider new programming to help support rezoning planning and meet student needs
Next Steps

• The DOE will convene additional community discussions and provide further opportunities for feedback this school year, including but not limited to:
  • Ongoing discussions with CEC 15, principals, SLTs, and other stakeholders
  • Formal presentations by representatives from the Office of District Planning
  • Additional meetings to be scheduled over the coming weeks

• Aim to share an initial draft plan in June in order to solicit initial community feedback before the end of the 2018-2019 school year
Discussion and Feedback

• The DOE is looking for feedback on these potential strategies that could be used to achieve the stated goals.
• Some guiding questions to consider as we discuss further:
  • What reflections do you have about any of the community feedback received thus far?
  • What initial ideas do you have about the potential strategies under consideration? How can these strategies be refined or improved to better align with community goals?
  • What recommendations do you have for additional ways to engage the community in this process?
Contact Information

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Community Education Council 15
CEC15@schools.nyc.gov

Office of District Planning
BrooklynZoning@schools.nyc.gov
## Appendix A: Current Kindergarten Enrollment

<table>
<thead>
<tr>
<th>DBN</th>
<th>School Name</th>
<th>Current K Enrollment&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>15K015</td>
<td>P.S. 15</td>
<td>67</td>
</tr>
<tr>
<td>15K029</td>
<td>P.S. 29</td>
<td>147</td>
</tr>
<tr>
<td>15K032</td>
<td>P.S. 32</td>
<td>65</td>
</tr>
<tr>
<td>15K038</td>
<td>P.S. 38</td>
<td>84</td>
</tr>
<tr>
<td>15K058</td>
<td>P.S. 58</td>
<td>177</td>
</tr>
<tr>
<td>15K146</td>
<td>The Brooklyn New School</td>
<td>100</td>
</tr>
<tr>
<td>15K261</td>
<td>P.S. 261</td>
<td>143</td>
</tr>
<tr>
<td>15K676</td>
<td>Red Hook Neighborhood School School</td>
<td>14</td>
</tr>
</tbody>
</table>

<sup>1</sup> Current enrollment based 2018-2019 Audited Register
# Appendix B:
2018-2019 Elementary School Section Counts

<table>
<thead>
<tr>
<th>School Name</th>
<th>PK</th>
<th>K¹</th>
<th>Grades 1-5¹</th>
<th>Self-Contained</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 15</td>
<td>5</td>
<td>3</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>P.S. 29</td>
<td>2</td>
<td>6</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>P.S. 32</td>
<td>2</td>
<td>5</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>P.S. 38</td>
<td>6</td>
<td>4</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>P.S. 58</td>
<td>3</td>
<td>7</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>The Brooklyn New School</td>
<td>3</td>
<td>4</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>P.S. 261</td>
<td>2</td>
<td>6</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Red Hook Neighborhood School</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

(1) Includes GE/ICT only
## Appendix C: 2018-2019 Average Class Sizes

<table>
<thead>
<tr>
<th>School Name</th>
<th>PK</th>
<th>K&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Grades 1-5&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Self-Contained</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 15</td>
<td>16</td>
<td>22</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>P.S. 29</td>
<td>19</td>
<td>25</td>
<td>27</td>
<td>N/A</td>
</tr>
<tr>
<td>P.S. 32</td>
<td>17</td>
<td>22</td>
<td>26</td>
<td>N/A</td>
</tr>
<tr>
<td>P.S. 38</td>
<td>16</td>
<td>21</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>P.S. 58</td>
<td>18</td>
<td>25</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>The Brooklyn New School</td>
<td>18</td>
<td>25</td>
<td>28</td>
<td>N/A</td>
</tr>
<tr>
<td>P.S. 261</td>
<td>18</td>
<td>24</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>Red Hook Neighborhood School</td>
<td>10</td>
<td>14</td>
<td>18</td>
<td>8</td>
</tr>
</tbody>
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(1) Includes GE/ICT only
# Appendix D: Kindergarten Zone Demand

<table>
<thead>
<tr>
<th>School Name</th>
<th>Current Zone Retention¹</th>
<th>Current Zone Enrollment²</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 15</td>
<td>63%</td>
<td>58%</td>
</tr>
<tr>
<td>P.S. 29</td>
<td>83%</td>
<td>94%</td>
</tr>
<tr>
<td>P.S. 32</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>P.S. 38</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>P.S. 58</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>The Brooklyn New School</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>P.S. 261</td>
<td>67%</td>
<td>53%</td>
</tr>
<tr>
<td>Red Hook Neighborhood School</td>
<td>17%</td>
<td>60%</td>
</tr>
</tbody>
</table>

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

### English Language Learners (ELL)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Current % (School)(^1)</th>
<th>Current % (Zone)(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 15</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>P.S. 29</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>P.S. 32</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>P.S. 38</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>P.S. 58</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>The Brooklyn New School</td>
<td>10%</td>
<td>N/A</td>
</tr>
<tr>
<td>P.S. 261</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Red Hook Neighborhood School</td>
<td>14%</td>
<td>8%</td>
</tr>
</tbody>
</table>

\(^1\) Current school % ELL based on 2018-2019.

\(^2\) Current zone % ELL based on a three-year 2016-2018 average.
Appendix F: Kindergarten (School) Demographics – Current Ethnicity

<table>
<thead>
<tr>
<th>School Name</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 15</td>
<td>1%</td>
<td>31%</td>
<td>43%</td>
<td>21%</td>
<td>3%</td>
</tr>
<tr>
<td>P.S. 29</td>
<td>6%</td>
<td>2%</td>
<td>11%</td>
<td>72%</td>
<td>9%</td>
</tr>
<tr>
<td>P.S. 32</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>42%</td>
<td>6%</td>
</tr>
<tr>
<td>P.S. 38</td>
<td>11%</td>
<td>27%</td>
<td>24%</td>
<td>25%</td>
<td>13%</td>
</tr>
<tr>
<td>P.S. 58</td>
<td>4%</td>
<td>1%</td>
<td>10%</td>
<td>75%</td>
<td>10%</td>
</tr>
<tr>
<td>The Brooklyn New School</td>
<td>4%</td>
<td>9%</td>
<td>31%</td>
<td>39%</td>
<td>17%</td>
</tr>
<tr>
<td>P.S. 261</td>
<td>6%</td>
<td>11%</td>
<td>16%</td>
<td>60%</td>
<td>7%</td>
</tr>
<tr>
<td>Red Hook Neighborhood School</td>
<td>-</td>
<td>57%</td>
<td>43%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

## Appendix G: Kindergarten (Zone) Demographics - Current Ethnicity¹

<table>
<thead>
<tr>
<th>School Name</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 15</td>
<td>3%</td>
<td>36%</td>
<td>35%</td>
<td>21%</td>
<td>6%</td>
</tr>
<tr>
<td>P.S. 29</td>
<td>3%</td>
<td>2%</td>
<td>10%</td>
<td>75%</td>
<td>9%</td>
</tr>
<tr>
<td>P.S. 32</td>
<td>8%</td>
<td>23%</td>
<td>25%</td>
<td>40%</td>
<td>4%</td>
</tr>
<tr>
<td>P.S. 38</td>
<td>9%</td>
<td>29%</td>
<td>25%</td>
<td>30%</td>
<td>7%</td>
</tr>
<tr>
<td>P.S. 58</td>
<td>4%</td>
<td>2%</td>
<td>11%</td>
<td>72%</td>
<td>11%</td>
</tr>
<tr>
<td>The Brooklyn New School</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>P.S. 261</td>
<td>10%</td>
<td>7%</td>
<td>16%</td>
<td>59%</td>
<td>9%</td>
</tr>
<tr>
<td>Red Hook Neighborhood School</td>
<td>1%</td>
<td>45%</td>
<td>49%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

¹Current ethnicity based on a three-year 2016-2018 average.
# Appendix H: Kindergarten Zone and School Demographics

## Students with Disabilities

<table>
<thead>
<tr>
<th>School Name</th>
<th>Current % (School)$^1$</th>
<th>Current % (Zone)$^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 15</td>
<td>27%</td>
<td>17%</td>
</tr>
<tr>
<td>P.S. 29</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>P.S. 32</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>P.S. 38</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>P.S. 58</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>The Brooklyn New School</td>
<td>22%</td>
<td>N/A</td>
</tr>
<tr>
<td>P.S. 261</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Red Hook Neighborhood School</td>
<td>36%</td>
<td>23%</td>
</tr>
</tbody>
</table>

(1) School current % students with disabilities based on 2018-2019.

(2) Zone current % students with disabilities based on a three-year 2016-2018 average.
# Appendix I: Kindergarten Demographics - % Poverty

<table>
<thead>
<tr>
<th>School Name</th>
<th>Current % (School)(^1)</th>
<th>Current % (Zone)(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 15</td>
<td>69%</td>
<td>71%</td>
</tr>
<tr>
<td>P.S. 29</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>P.S. 32</td>
<td>32%</td>
<td>49%</td>
</tr>
<tr>
<td>P.S. 38</td>
<td>42%</td>
<td>47%</td>
</tr>
<tr>
<td>P.S. 58</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>The Brooklyn New School</td>
<td>42%</td>
<td>N/A</td>
</tr>
<tr>
<td>P.S. 261</td>
<td>28%</td>
<td>26%</td>
</tr>
<tr>
<td>Red Hook Neighborhood School</td>
<td>100%</td>
<td>87%</td>
</tr>
</tbody>
</table>

---

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

(2) Current Kindergarten (school) % FRL or HRA Eligible based on 2018-2019.
## Appendix J: Current Kindergarten Zone Sizes

<table>
<thead>
<tr>
<th>DBN</th>
<th>School Name</th>
<th>Zoned</th>
<th>Current K Zone Size¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>15K015</td>
<td>P.S. 15</td>
<td>Yes</td>
<td>69</td>
</tr>
<tr>
<td>15K029</td>
<td>P.S. 29</td>
<td>Yes</td>
<td>153</td>
</tr>
<tr>
<td>15K032</td>
<td>P.S. 32</td>
<td>Yes</td>
<td>59</td>
</tr>
<tr>
<td>15K038</td>
<td>P.S. 38</td>
<td>Yes</td>
<td>88</td>
</tr>
<tr>
<td>15K058</td>
<td>P.S. 58</td>
<td>Yes</td>
<td>193</td>
</tr>
<tr>
<td>15K146</td>
<td>The Brooklyn New School</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>15K261</td>
<td>P.S. 261</td>
<td>Yes</td>
<td>122</td>
</tr>
<tr>
<td>15K676</td>
<td>Red Hook Neighborhood School</td>
<td>Yes</td>
<td>70</td>
</tr>
</tbody>
</table>

(1) Current zone size represents the number of Kindergarten students zoned to a school and is based on 2018-2019 Audited Register
# Appendix K: Current Capacity & Utilization Rates

<table>
<thead>
<tr>
<th>DBN</th>
<th>School Name</th>
<th>Current Total Enrollment&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Org Capacity&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Current Org Utilization&lt;sup&gt;3&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>15K015</td>
<td>P.S. 15</td>
<td>485</td>
<td>587</td>
<td>85%</td>
</tr>
<tr>
<td>15K029</td>
<td>P.S. 29</td>
<td>950</td>
<td>761</td>
<td>122%</td>
</tr>
<tr>
<td>15K032</td>
<td>P.S. 32</td>
<td>480</td>
<td>634</td>
<td>84%</td>
</tr>
<tr>
<td>15K038</td>
<td>P.S. 38</td>
<td>613</td>
<td>659</td>
<td>87%</td>
</tr>
<tr>
<td>15K058</td>
<td>P.S. 58</td>
<td>1,009</td>
<td>765</td>
<td>125%</td>
</tr>
<tr>
<td>15K146</td>
<td>The Brooklyn New School</td>
<td>694</td>
<td>564</td>
<td>122%</td>
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<tr>
<td>15K261</td>
<td>P.S. 261</td>
<td>794</td>
<td>726</td>
<td>111%</td>
</tr>
<tr>
<td>15K676</td>
<td>Red Hook Neighborhood School</td>
<td>121</td>
<td>433</td>
<td>45%</td>
</tr>
</tbody>
</table>

(1) Current total enrollment based on 2018-2019 Audited Register and includes Pre-Kindergarten.
(2) Org Capacity based on 2017-2018 Blue Book.
Appendix L: Current ES Zone Lines – Density Map
Appendix M1: Rezoning Process

(1) Need is Identified
- The need to rezone can be raised by the DOE, the CEC, schools, or the broader community.

(2) Community Engagement
- 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.

(3) Data Analysis and Scenarios
- DOE analyzes enrollment trends, demographics, school capacity, student residential and housing stock data.

(4) Proposal Presentations
- 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.

(5) CEC Votes
- CEC votes within 45 days after a proposal is submitted.
Appendix M2: 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 M3: 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 M4: 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.