



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

Office of District Planning

May 20, 2019

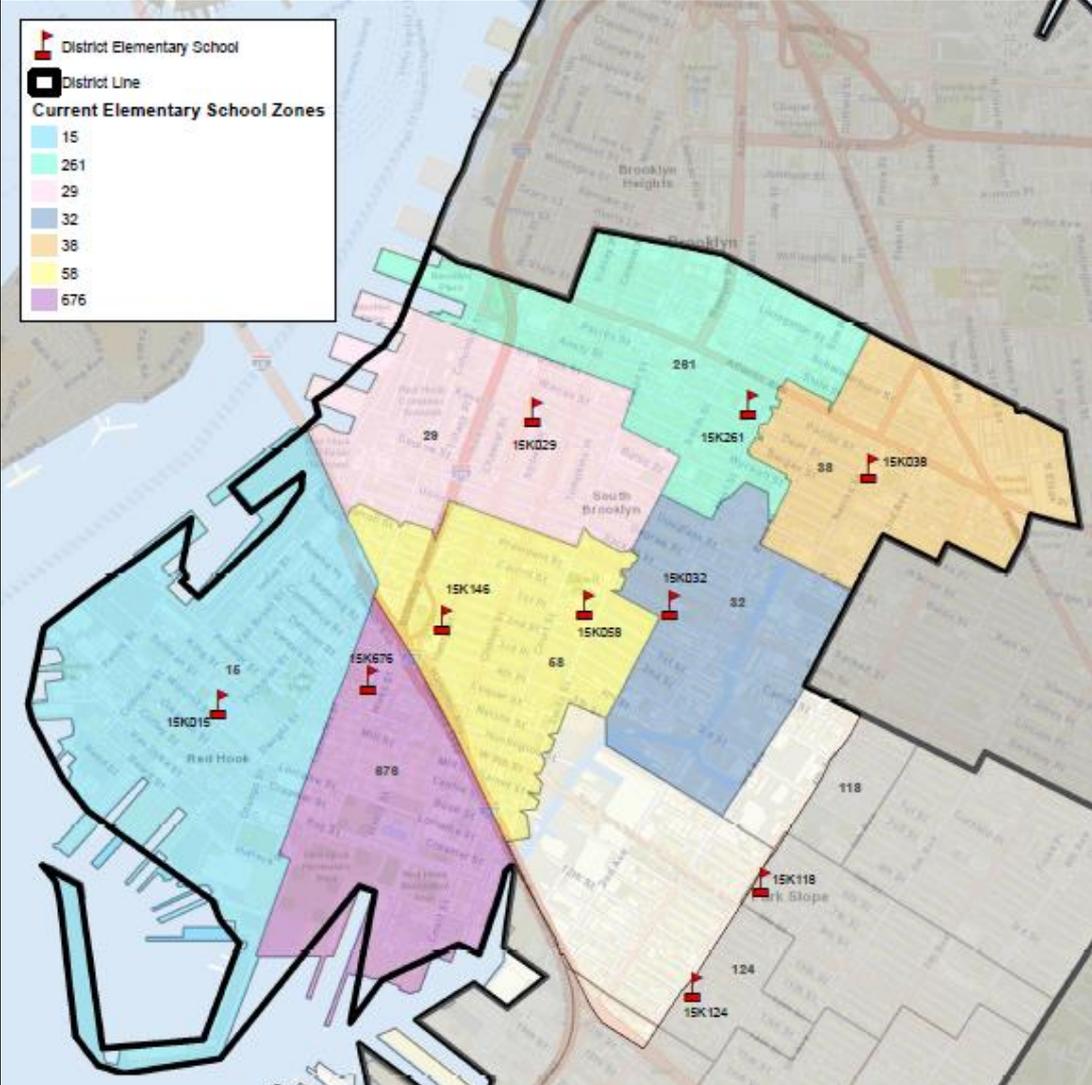
Agenda

- 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 Elementary School Zones – Sub-district 3



Community Empowerment

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

Date	Location	Description
April 18 th	P.S. 32	CEC 15 Calendar Meeting
May 6 th	P.S. 58	Community Meeting
May 14 th	P.S. 676	Community Meeting
May 20 th	P.S. 32	CEC 15 Calendar Meeting

- 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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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
15K146	The Brooklyn New School	100
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
The Brooklyn New School	3	4	19	0
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	22	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
The Brooklyn New School	18	25	28	N/A
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%
The Brooklyn New School	N/A	N/A
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

English Language Learners (ELL)

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%
The Brooklyn New School	10%	N/A
P.S. 261	3%	5%
Red Hook Neighborhood School	14%	8%

(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 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%
The Brooklyn New School	4%	9%	31%	39%	17%
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%
The Brooklyn New School	N/A	N/A	N/A	N/A	N/A
P.S. 261	10%	7%	16%	59%	9%
Red Hook Neighborhood School	1%	45%	49%	2%	3%

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

Appendix H: 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%
The Brooklyn New School	22%	N/A
P.S. 261	10%	11%
Red Hook Neighborhood School	36%	23%

(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

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%
The Brooklyn New School	42%	N/A
P.S. 261	28%	26%
Red Hook Neighborhood School	100%	87%

(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

DBN	School Name	Zoned	Current K Zone Size ¹
15K015	P.S. 15	Yes	69
15K029	P.S. 29	Yes	153
15K032	P.S. 32	Yes	59
15K038	P.S. 38	Yes	88
15K058	P.S. 58	Yes	193
15K146	The Brooklyn New School	No	N/A
15K261	P.S. 261	Yes	122
15K676	Red Hook Neighborhood School	Yes	70

(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

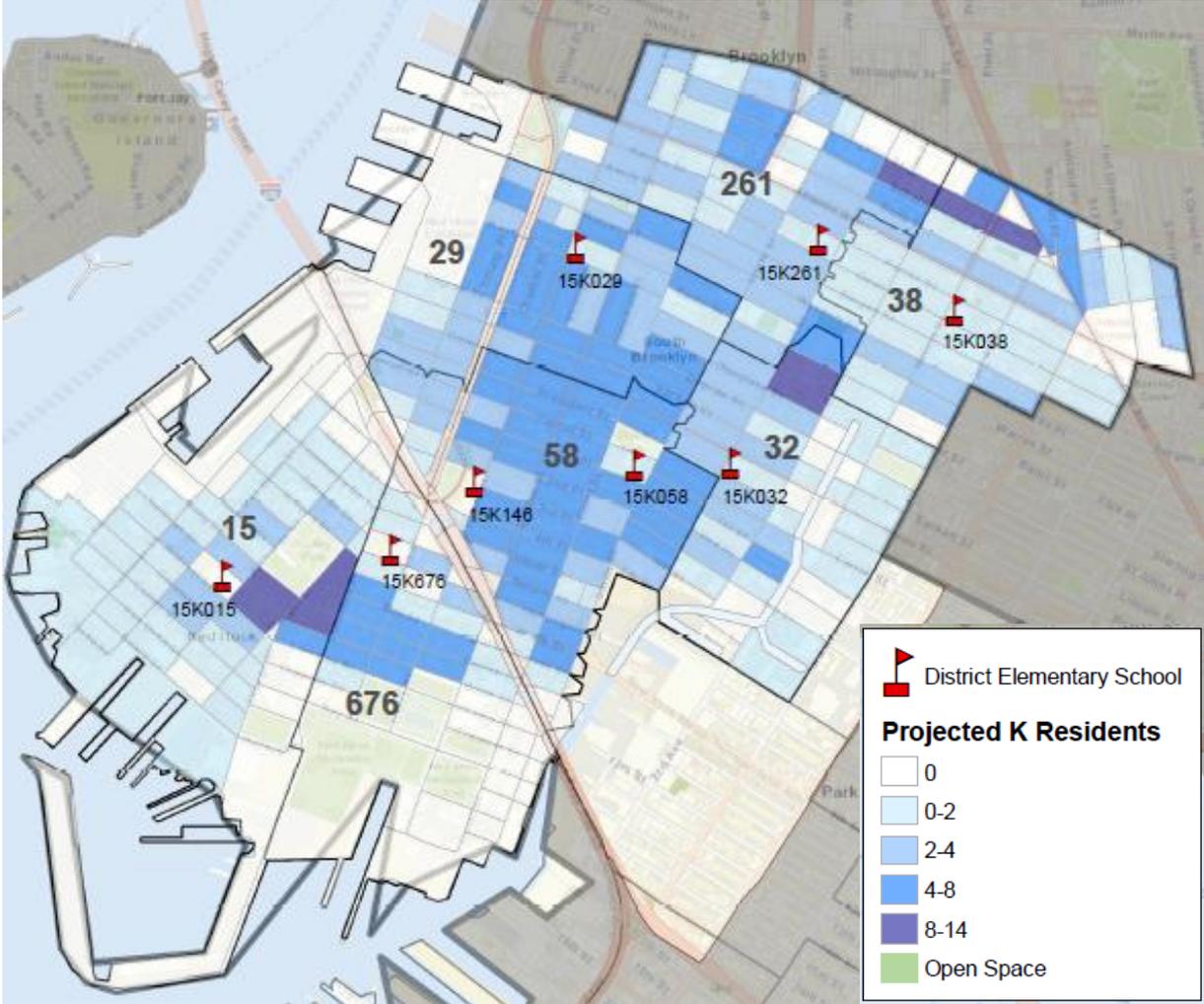
DBN	School Name	Current Total Enrollment ¹	Org Capacity ²	Current Org Utilization ³
15K015	P.S. 15	485	587	85%
15K029	P.S. 29	950	761	122%
15K032	P.S. 32	480	634	84%
15K038	P.S. 38	613	659	87%
15K058	P.S. 58	1,009	765	125%
15K146	The Brooklyn New School	694	564	122%
15K261	P.S. 261	794	726	111%
15K676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

(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.

Appendix L: Current ES Zone Lines – Density Map



Appendix M1: Rezoning Process



- 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.

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.