



# 2018-2019 District 3 Strategic Planning

Division of Space Management

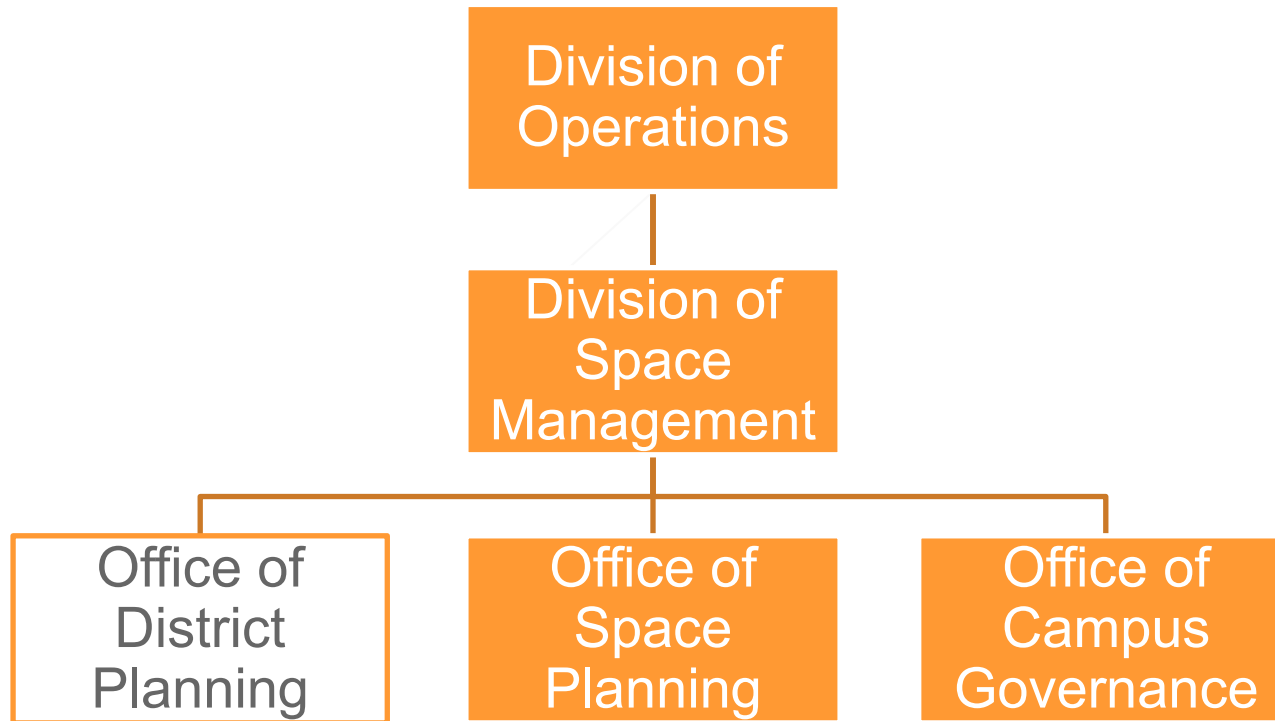
November 8, 2017

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# Division of Space Management

The Division of Space Management partners with superintendents, principals, and communities to identify and address district needs, primarily in the areas of school structure, learning conditions, access to schools and programs, and campus governance.



# The District Planning Process

# Citywide Planning Priorities

The work of the Office of District Planning focuses on four main priority areas in our efforts to support all schools to improve and provide an excellent education for all students.



**School Scale and Sustainability:** Many schools across the city struggle with low enrollment, which creates budgetary and programmatic challenges. Supports or structural changes at these schools, such as consolidations, aim to provide students with a more robust educational experience.



**Overcrowding and Transportable Classroom Units:** Schools where enrollment exceeds capacity or TCUs are required to accommodate students must be addressed in order to improve learning conditions for students. This may include identifying opportunities to increase capacity or shifting enrollment from overcrowded schools to those with available seats.



**Programmatic Needs:** In order to ensure students in each district have access to the unique programming that supports their needs and interests, specialized programs may be added or expanded at district schools. This includes programs aimed at particular populations, such as D75 programs and ASD Nest programs, as well as those that may provide new types of academic opportunities for students, such as pre-k, Gifted and Talented, and programs aimed at serving over-aged students.



**New and Reconfiguring Schools:** New district and charter schools in new construction or underutilized space may increase the availability of seats in overcrowded areas or provide families with access to a wider variety of school options to meet their needs. Similarly, as approved by their authorizers, charter schools may expand to serve new grade levels, and district schools may reconfigure the grades served to better align with standard entry points and meet demand at particular grade levels.

# Levers for Change

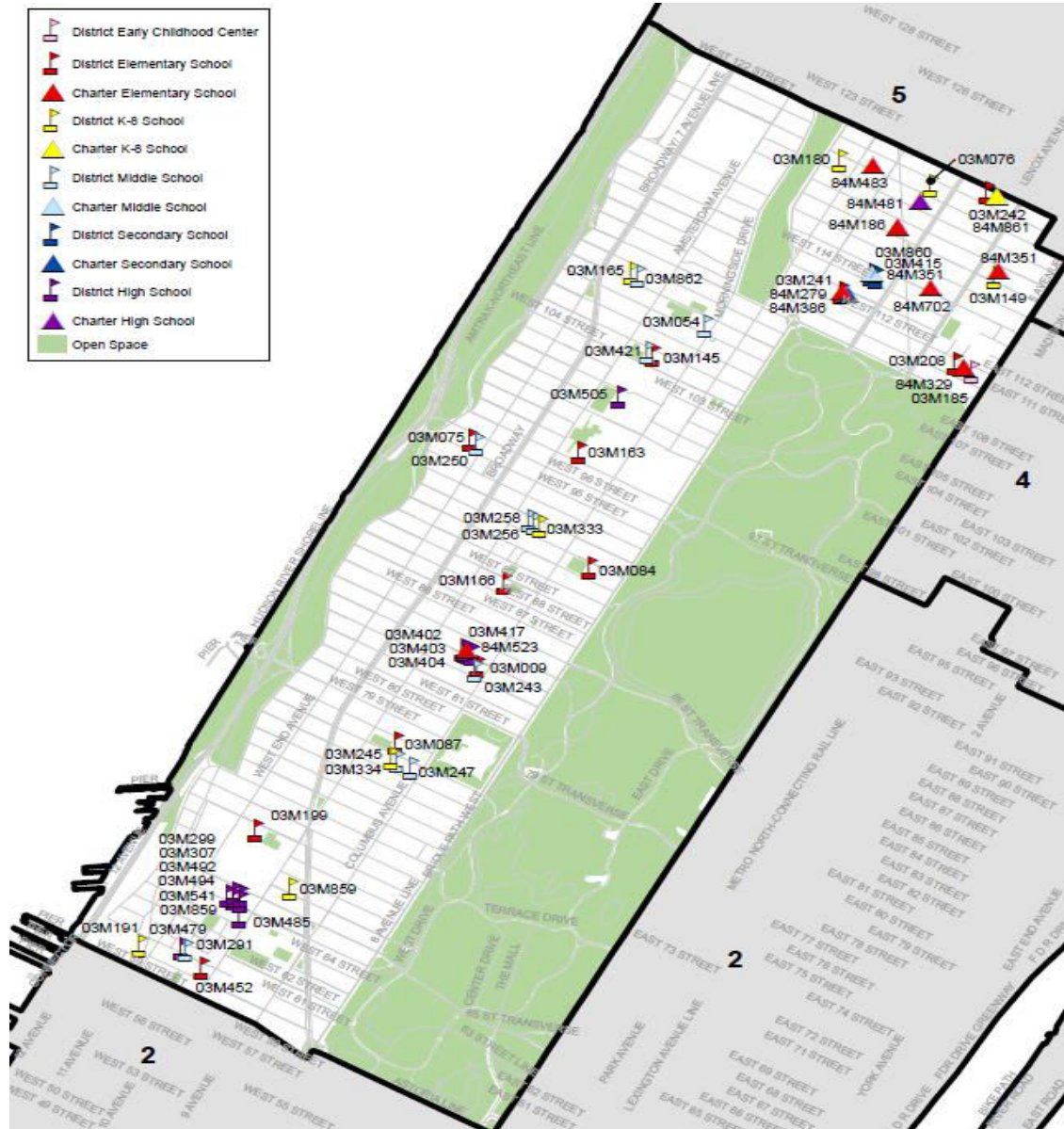
In collaboration with superintendents, the Division of Space Management partners with other offices across the DOE, including the Office of Student Enrollment, the Office of School Design and Charter Partnership, and the Division of Family and Community Engagement in particular, and community stakeholders to develop, propose, and implement changes to address some of our most pressing district needs and improve educational options and learning conditions for our students.

## Levers for Change

- ✓ Re-zoning
- ✓ Unzoning
- ✓ Consolidation
- ✓ Closure
- ✓ New School
- ✓ Grade Reconfiguration
- ✓ Re-siting
- ✓ New Program
- ✓ Enrollment Planning
- ✓ Redesign

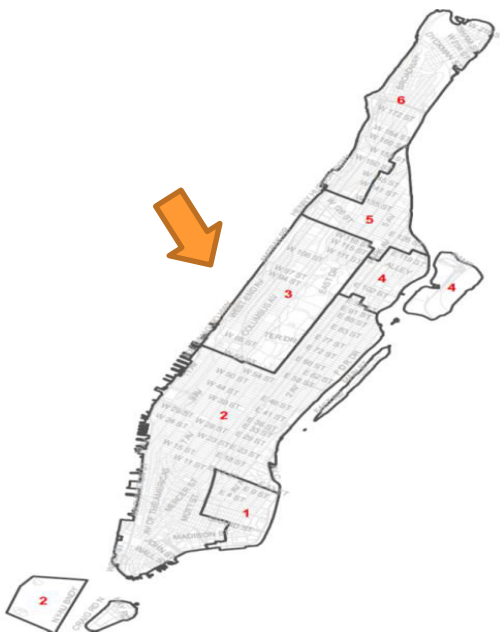
# District 3 Landscape

# District 3 Schools



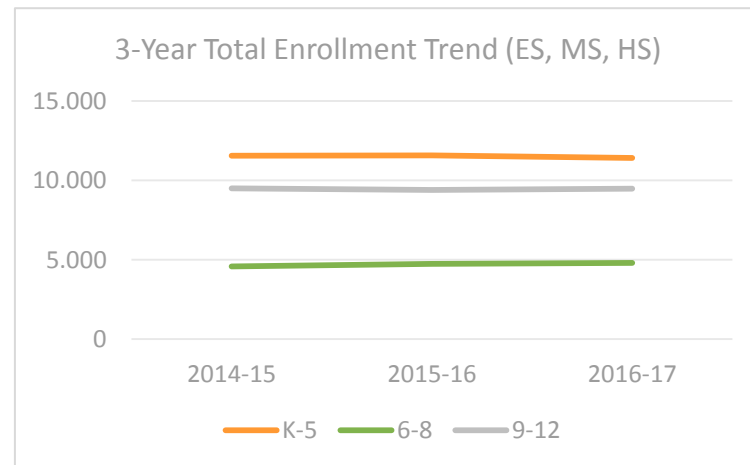


# District 3 Landscape



Total Enrollment (3-Year Trend) <sup>2</sup>			
Grade Level	2014-15	2015-16	2016-17
Pre-K	489	536	512
K-5	11,556	11,575	11,402
6-8	4,589	4,748	4,808
9-12	9,496	9,393	9,471
<b>PK-12 Total</b>	<b>26,130</b>	<b>26,252</b>	<b>26,193</b>

Count of Schools by Type <sup>1</sup>		
School Type	District	Charter
Early Childhood Center	1	0
Elementary School	12	7
K-8	7	1
Middle School	10	1
6-12	2	1
K-12	1	0
High School	10	1
Transfer HS	2	0
<b>Total</b>	<b>45</b>	<b>11</b>



1. In the 2016-2017 school year.
2. Based on 2016-2017 Audited Register for district schools and 2016-2017 Headcount for charter schools.

# District 3 Landscape

Student Demographics <sup>1</sup>									
	K-8		9-12			K-8		9-12	
	District 3	Boro	District 3	Boro		District 3	Boro	District 3	Boro
% Asian	6%	11%	9%	14%	% ELL	6%	12%	4%	10%
% Hispanic	29%	44%	37%	47%	% FRL or HRA Eligible	48%	66%	56%	72%
% Black	30%	22%	25%	25%	% IEP	19%	20%	15%	16%
% White	31%	20%	23%	12%					

District 3 Profile				
# of Overutilized Buildings <sup>2</sup>	8		# of Underutilized Buildings <sup>4</sup>	10
# of Buildings with TCUs	0		# of Renewal Schools <sup>5</sup>	2
# of schools with enrollment below 250 <sup>3</sup>	10		# of transfer schools with enrollment below 200 <sup>3</sup>	1

Sources:

1. 2016-2017 Audited Register
2. 2015-2016 Blue Book
3. 2016-2017 Audited Register for district schools and 2016-2017 Headcount for charter schools
4. 2016-2017 Under-Utilized Space Memorandum
5. 2016-2017 school year

\*All data includes both district and charter schools

# Kindergarten Capacity and Projected Enrollment

District 3 has sufficient capacity to accommodate all kindergarten students, and is projected to continue being able to support kindergarten demand and enrollment.

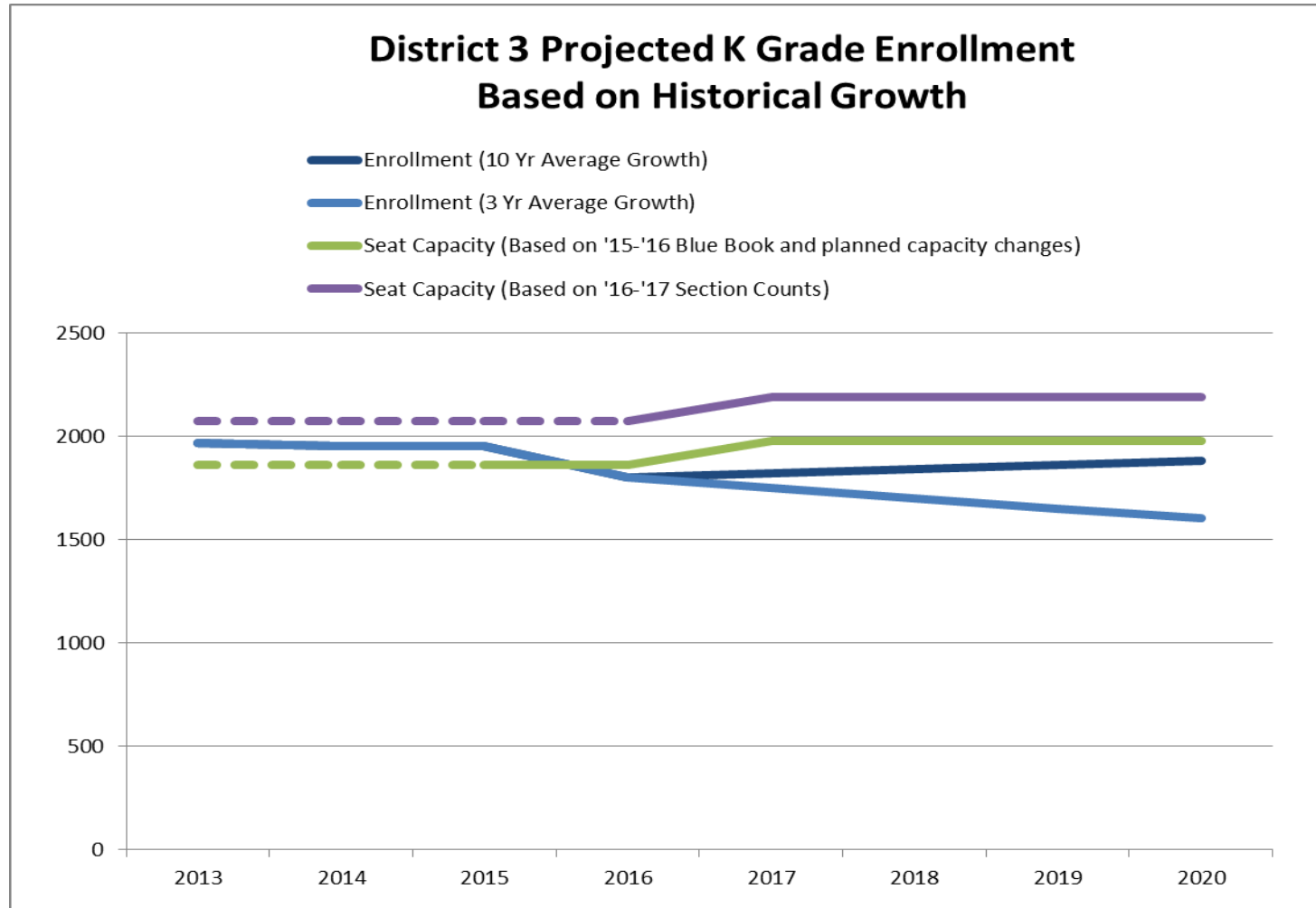


Chart includes district and charter enrollment and capacity within the district.

# 6th Grade Capacity and Projected Enrollment

District 3 has sufficient capacity to accommodate all 6<sup>th</sup> grade students, and is projected to continue having a surplus of 6<sup>th</sup> grade seats.

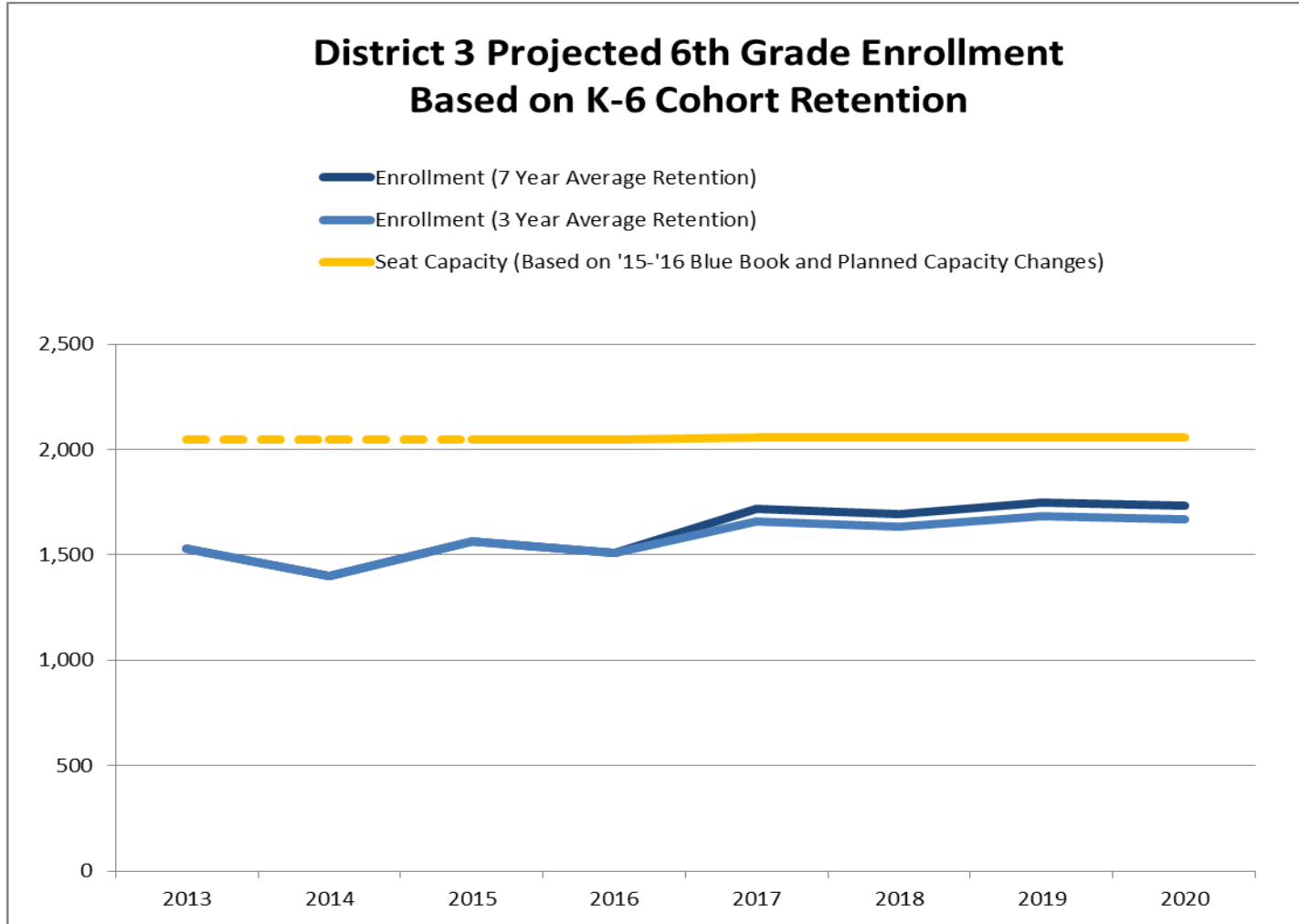


Chart includes district and charter enrollment and capacity within the district.

# Schools with Enrollment <250

## Schools with Enrollment <250 (<200 for Transfer Schools)\*

DBN	School Name	Grade Span	Renewal School	2014-2015 Enrollment <sup>2</sup>	2015-2016 Enrollment <sup>3</sup>	2016-2017 Enrollment <sup>1</sup>
03M185	P.S. 185 - The Early Childhood Discovery and Design Magnet School	K-2	-	250	241	234
03M208	P.S. 208 Alain L. Locke	3-5	-	157	141	124
03M241	STEM Institute of Manhattan	K-5	-	99	112	124
03M242	P.S. 242 - The Young Diplomats Magnet Academy	K-5	-	221	214	187
03M243	M.S. 243 Center School	5-8	-	230	229	234
03M247	M.S. M247 Dual Language Middle School	6-8	-	197	195	211
03M250	M.S. 250 West Side Collaborative Middle School	6-8	-	189	181	190
03M256	M.S. 256 Academic & Athletic Excellence	6-8	-	141	138	149
03M258	Community Action School - MS 258	6-8	-	255	235	223
03M421	West Prep Academy	6-8	-	195	190	201
03M404	INNOVATION DIPLOMA PLUS	9-12	-	190	190	174

Sources:

1. 2016-2017 Audited Register
2. 2014-2015 Audited Register
3. 2015-2016 Audited Register

\* Phasing-in schools not included on list.

# Renewal Schools

Renewal Schools			
DBN	School Name	Grade Span	2016-2017 Enrollment <sup>1</sup>
03M149	P.S. 149 Sojourner Truth	K-8	256
03M415	Wadleigh Secondary School for the Performing & Visual Arts	6-12	309

Sources:

- 1. 2016-2017 Audited Register

# Under-Utilized Buildings

Each year, the Department of Education (“DOE”) publishes a list of under-utilized buildings. Inclusion on this list recognizes that a building potentially has excess space for the upcoming school year that can be utilized more efficiently, but does not imply that the DOE will necessarily propose a change in building utilization. Any proposed changes would be preceded by an analysis of available space by the Division of Space Management, as well as extensive community engagement. The following buildings were categorized as under-utilized for the 2017-2018 school year.

Excess Seats	Building Code	Orgs in Building	Building Utilization Rate
150 – 299 seats	M084 <sup>1</sup>	P.S. 084 Lillian Weber	92%
	M144	P.S. 242 - The Young Diplomats Magnet Academy, Future Leaders Institute Charter School	81%
	M145	P.S. 145, The Bloomingdale School, West Prep Academy	77%
	M149/M207	P.S. 149 Sojourner Truth, Success Academy Charter School - Harlem 1, P.S. M811 - Mickey Mantle School	81%
	M506	Edward A. Reynolds West Side High School	78%
300 + seats	M088	Wadleigh Secondary School for the Performing & Visual Arts, Frederick Douglass Academy II Secondary School, Success Academy Charter School - Harlem 1	69%
	M208/M185	The Alain L. Locke Magnet School for Environmental Stewardship, P.S. M226, P.S. 185 - The Early Childhood Discovery and Design Magnet School , Harlem Link Charter School	68%
	M470	The Urban Assembly School for Green Careers, The Global Learning Collaborative, Innovation Diploma Plus, Frank Mccourt High School, Success Academy Charter School - Upper West	83%
	M490	The Maxine Greene HS for Imaginative Inquiry, Urban Assembly School for Media Studies, High School for Law, Advocacy and Community Justice, High School of Arts and Technology, Manhattan / Hunter Science High School, Special Music School	70%
	M837 <sup>2</sup>	West End Secondary School	13%

<sup>1</sup> M084’s building utilization rate is overstated because rate is taking into consideration Dual Language Middle School (03M247) still residing in building. Dual Language Middle School was re-sited to M044 for the 2017-18 school year.

<sup>2</sup> West End Secondary School is currently phasing-in in building M837.

# Overutilized Buildings

The DOE uses various strategies to alleviate overcrowding and to address increases in enrollment. These strategies include new construction, rezoning the catchment areas of zoned schools, helping principals program their instructional space more efficiently, repurposing and creating capacity through room conversion projects, and siting new or expanded schools and programs in underutilized facilities.

Building ID	Orgs in Building	Building Utilization Rate
M009	P.S. 009 Sarah Anderson, M.S. 243 Center School	103%
M075	P.S. 075 Emily Dickinson, M.S. 250 West Side Collaborative Middle School, P.S. M811 - Mickey Mantle School	101%
M113	STEM Institute of Manhattan, The Opportunity Charter School, Success Academy Charter School - Harlem 4	109%
M118	Lafayette Academy, Community Action School - MS 258, P.S. 333 Manhattan School for Children	110%
M163	P.S. 163 Alfred E. Smith, P.S. M811 - Mickey Mantle School	113%
M199	P.S. 199 Jessie Isador Straus	139% <sup>1</sup>
M485	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	127%
M841	P.S. M811 - Mickey Mantle School	112%

<sup>1</sup> M199 building utilization is anticipated to decrease as a result of a rezoning which is being implemented beginning in the 2017-2018 school year.



# Needs Analysis Discussion



# School Scale and Sustainability

## District Needs

### 1. Address under-enrollment, demand, and excess capacity at the elementary school level in Harlem

- In 2016-2017 there were four schools in District 3 that served elementary school grades with enrollment of 250 or below, all in Harlem.

District 3 Elementary Schools with Enrollment below 250		
School	Grade Served	2016-2017 Enrollment
P.S. 185 - The Early Childhood Discovery and Design Magnet School	K-2	234
P.S. 208 Alain L. Locke	3-5	124
STEM Institute of Manhattan	K-5	124
P.S. 242 - The Young Diplomats Magnet Academy	K-5	187

- CEC 3, Harlem school principals and SLT representatives, and representatives from the DOE convened several times in Spring 2017 to discuss ways to support District 3 Harlem schools, particularly by addressing under-enrollment at the elementary school level and supporting healthy enrollment and demand. ODP will work with Superintendent Altschul, the CEC, and Harlem principals to schedule the next Harlem Stakeholder discussion to continue collaborating to support Harlem schools.
- The DOE is considering a proposal to consolidate P.S. 208 with P.S. 185 in building M185/M208 to provide residents of the P.S. 185 and P.S. 208 zone with a continuous elementary school education, and support healthy enrollment and a strong, high-demand school option for the Harlem community.



## 2. Middle School Demand at K-8 and 6-12 Schools

- There are several K-8 and 6-12 schools in District 3 that have declining demand and enrollment, particularly at the middle school grade level. Schools that struggle with low enrollment can experience budgetary and programmatic challenges.
- P.S. 165 is a District 3 K-8 school that currently has 34 students in 6<sup>th</sup> grade. In order to address decreasing enrollment at the middle school level, the DOE is considering truncating the middle school grades of P.S. 165. This truncation will also allow P.S. 165 to concentrate on its elementary school grades and support healthy enrollment at other District 3 middle schools.



## District Needs

1. Address overutilization at M199 building
  - Building M199 is the most significantly overutilized building in the district, with a utilization rate of 139%.
  - Through the addition of new capacity at building M342 and a large-scale rezoning passed by the CEC 3 for the 2017-2018 school year, the overutilization in M199 is anticipated to decrease over time.
  - The large-scale rezoning also created sustainable zone sizes for 11 elementary schools in the district.



# Programmatic Needs

## District Needs

1. Additional pre-kindergarten seats on the Upper West Side
  - Through the opening of new capacity in M342, the re-siting of P.S. 452 to building M191, and the re-siting of Dual Language Middle School to building M044 from building M084, space was made available for new pre-kindergarten sections on the Upper West Side.
2. Access to dual-language seats
  - Through the re-siting of Dual Language Middle School from building M084 to building M044, P.S. 84 is able to accommodate a larger zone while maintaining and growing its French dual language program, addressing high demand for dual-language French classes.
3. Additional access to Gifted and Talented Programs
  - The DOE opened a 3<sup>rd</sup> grade Gifted and Talented program at P.S. 191, which utilizes multiple measures of achievement for admissions to the program.



# New and Reconfiguring Schools

## District Needs

### 1. Charter Siting Requests

- 4 charter schools have requested space in multiple districts in Manhattan.

Borough Charter Requests			
Preferred District(s)	School Name	Request Type	Grades Requested
2	New York Charter School for Arts	Re-siting	6-8
3 or 5	New York French American Charter School	Re-siting	K-5
6	Success Academy - Washington Heights Middle School	Expansion	5-8
6	Zeta Charter Schools	New School	K-5

# Questions?

# Contact Information

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# A-190 and A-185 Timelines

# A-190 Timeline

Major Activity	90+ days	60 days	45 days	30 days	15 days	24 hrs	PEP Vote
1. District, School, and CEC Engagement	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	
2. Senior Leadership Walkthrough (if applicable)	Yellow	Yellow	Yellow				
3. Post Notice, EIS, BUP (no later than 45 days prior to PEP vote)*		Yellow	Yellow				
4. Community Meetings prior to Joint Public Hearing (optional)			Yellow				
5. Conduct Joint Public Hearing* (30-45 days after posting EIS)				Yellow	Yellow		
6. Collection of Public Comments upon posting EIS*		Yellow	Yellow	Yellow	Yellow	Yellow	
7. Post Analysis of Public Comment*						Yellow	
8. PEP Vote*							Yellow

\*Mandated by A-190

# A-185 Timeline

Major Activity	2017				2018										
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
<b>1. Identify Needs:</b> The need to rezone can be raised by the CEC, schools, or the community.	Yellow shaded														
<b>2. Stakeholder Engagement:</b> This includes engaging the CEC, school principal, communities, and elected officials. Feedback from these discussions inform potential zone lines.				Yellow shaded											
<b>3. Zoning Scenario Development:</b> The DOE analyzes enrollment trends, residential data, and school capacity to inform needs of the district and potential zoning scenarios.					Yellow shaded										
<b>4. Presentation of Proposed Zone Lines to CEC:</b> ODP and the Superintendent present zone line changes to the CEC at a public meeting.													Yellow shaded		
<b>5. The CEC Votes: Within 45 days of proposal submission, the CEC votes on zonings scenario.</b>														Yellow shaded	

\*Rezoning votes take place on this timeline so that changes to school admissions/enrollment can be included in admissions process for the following school year.