



Office of District Planning

*Draft Scenario for the
Rezoning of P.S. 8 and P.S. 307*

September 1, 2015

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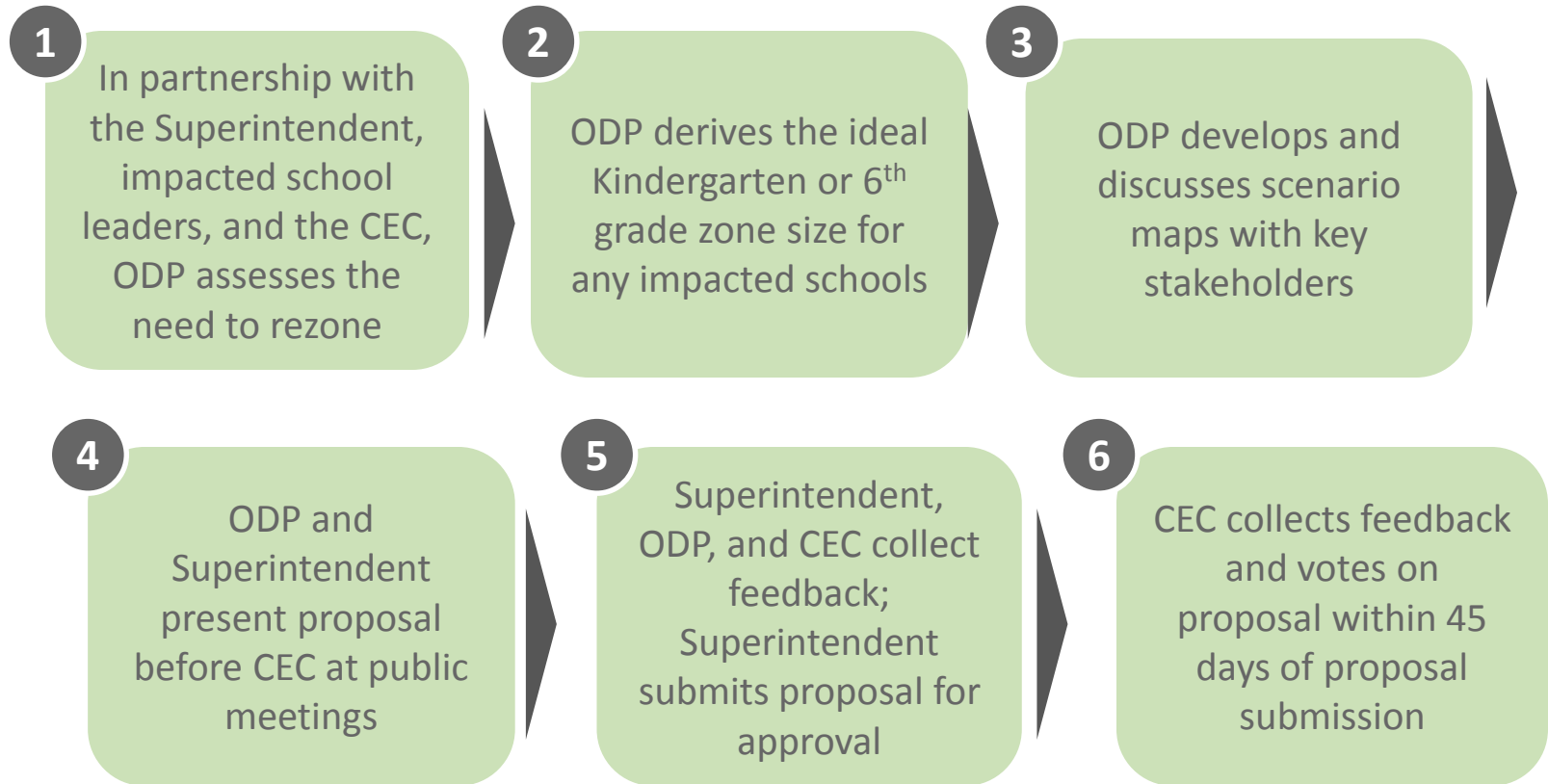
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Rationale for Rezoning

- Alleviate overcrowding at P.S. 8, a school that cannot accommodate all students in its zone.
- Grow the P.S. 307 zone and enrollment to serve more students.
- Plan for the future growth in the area by creating zone sizes more aligned to each school's space.

Overview of Rezoning Process: Chancellor's Regulation A-185



Guiding Policies and Principles

- Pending approval by the CEC in Fall 2015, proposed changes would take effect for the 2016-2017 academic year.
- Pending approval by the CEC, proposed changes would only impact incoming pre-kindergarten, kindergarten, or new students to the system. All currently enrolled students may remain in their school until graduation.
- Sibling grandfathering for pre-kindergarten and kindergarten students, as determined by CEC 13, may be applicable.
- All impacted schools will continue to admit students according to Chancellor's regulation A-101.
- The Office of Pupil Transportation (OPT) will follow standard procedure to determine bus service eligibility of general education students, as outlined by Chancellor's regulation A-801.

Methodology – Determining the Target K or 6th Grade Zone Size

Seat Supply: What is the capacity of each school?

Specifically, how many instructional sections can each building accommodate?

The DOE assesses capacity based on:

- The number of full-size classrooms available in the building;
- The number of cluster rooms and administrative space to which a school is entitled pursuant to the Citywide Instructional Footprint; and
- Historical enrollment increases and decreases at each grade level.

Methodology – Determining the Target Kindergarten Zone Size (cont.)

Seat Demand: How many students do we anticipate?

We assess demand – both from inside and outside the zone – based on:

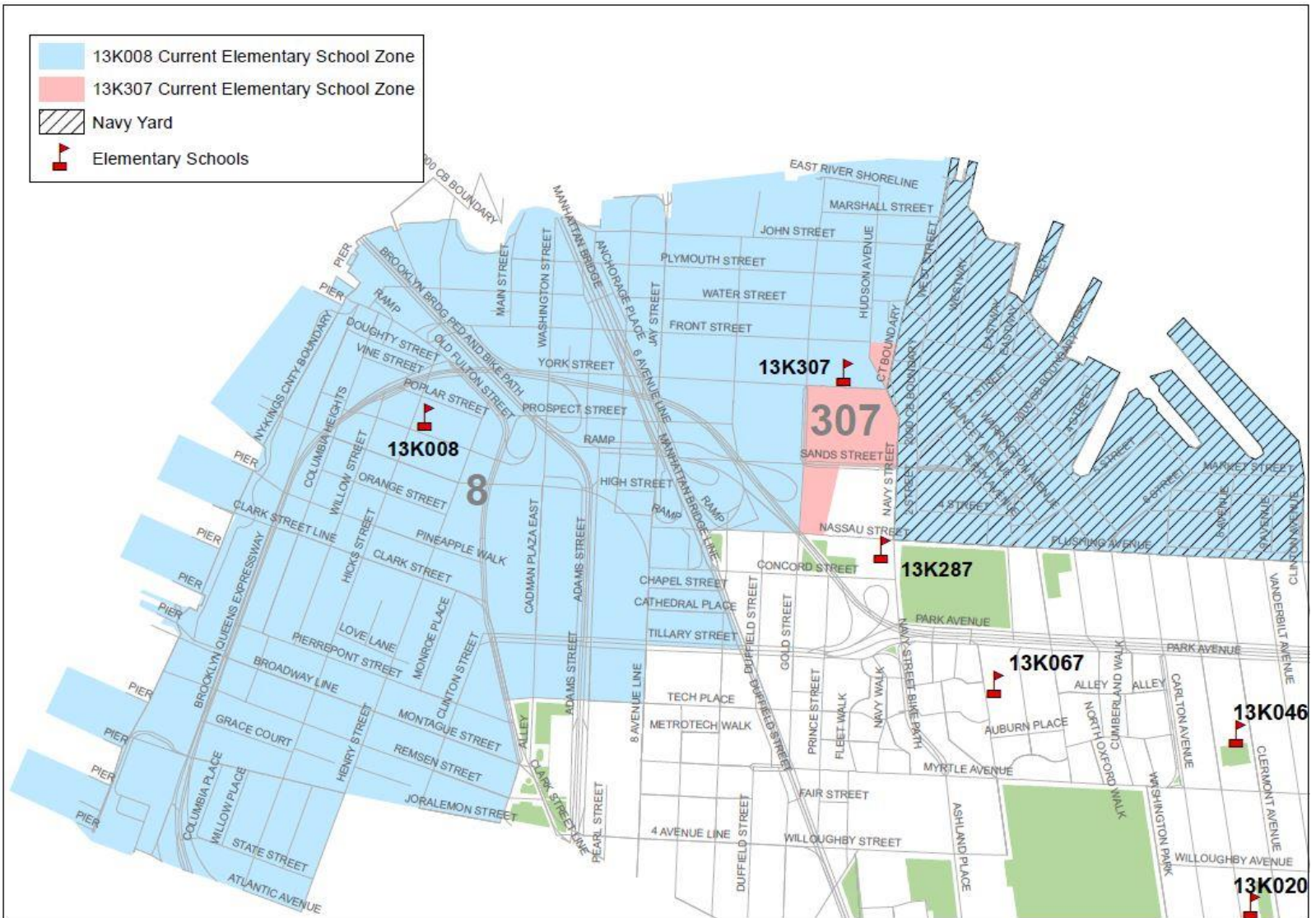
- The historical number of Kindergarten students living in the zone;
- Historical Kindergarten waitlists and capping activity;
- Historical average class sizes;
- Historical zone retention rates (the percent of students who live in the zone and attend their zoned school);
- Historical zone enrollment rates (the percent of enrolled students who are also zoned to that school); and
- Anticipated Kindergarten growth as a result of new residential projects.

Methodology – Determining the Zone Lines

To the extent possible, we draw zone lines in a way that:

- Achieves the ideal Kindergarten zone size for all affected schools;
- Accounts for residential construction and population growth within the affected areas;
- Considers the scenario's impact on a school's diversity;
- Takes geographic barriers into account (e.g. highways , district lines, etc.);
- Minimizes the distance students must travel to attend their zoned school; and
- Addresses concerns of the local community.

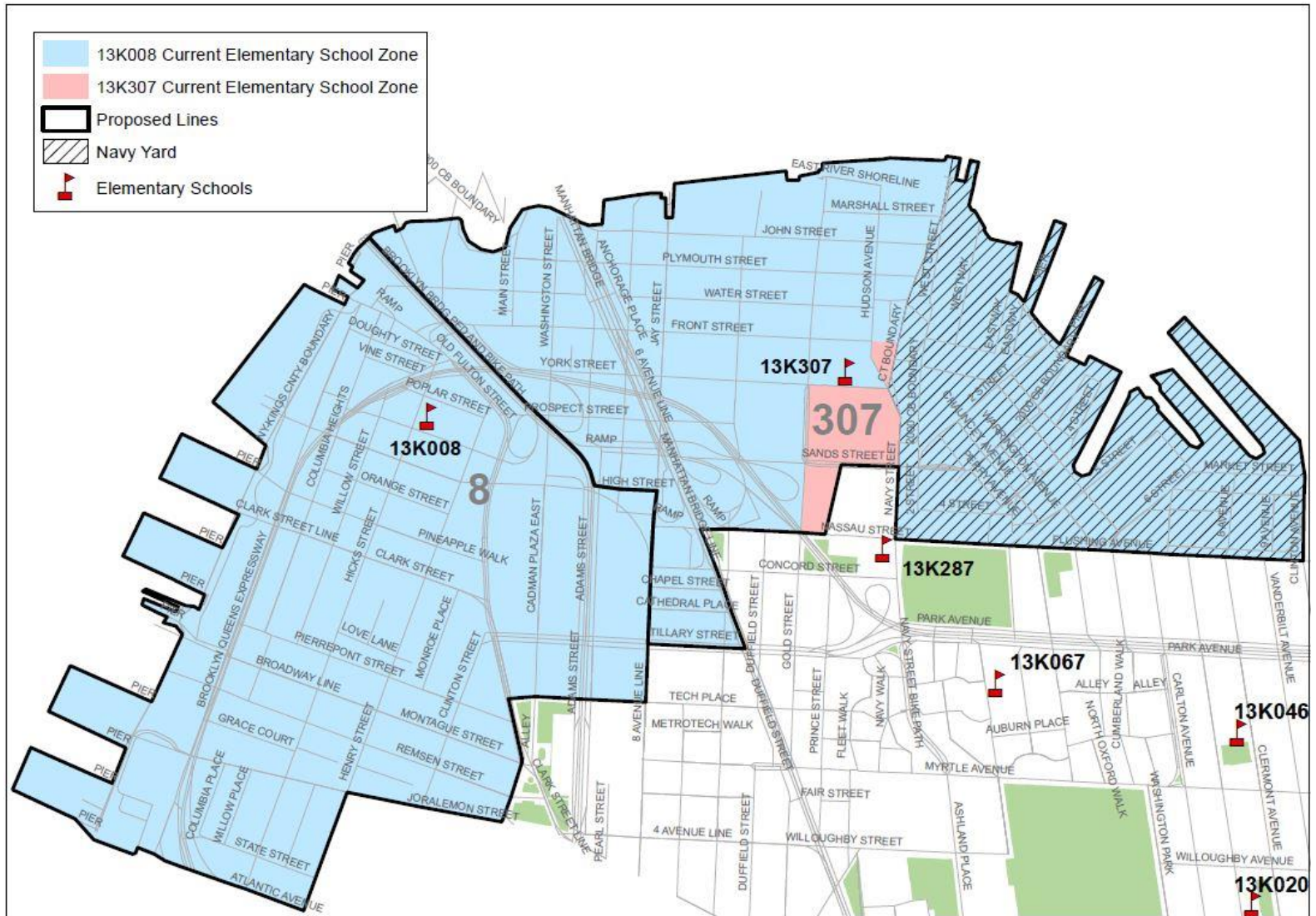
Current Zone Lines



Department of Education
Carmen Fariña, Chancellor

Preliminary Draft - For discussion purposes

Proposed Zone Lines – Draft Scenario



2014-2015 Kindergarten Zone Data

Based on kindergarten students residing in the zones in 2014-2015:

School	Current Zones	Proposed Zones
P.S. 8	162	102
P.S. 307	17	77
Total	179	179

Impact of Rezoning – Projected Zone Size At Scale

School Name	Current Zone Size ¹	Projected K Zone Size ²	Change in Zone Size
P.S. 8 Robert Fulton	162	120-130	↓
P.S. 307 Daniel Hale Williams	17	115-120	↑

¹The current zone size is based on the 2014 Audited Register as of October 31, 2014.

²The projected zone size includes future growth due to planned residential construction.



Projected Section Counts When Rezoning At Scale

GE/ICT

School Name	PK	Kindergarten	Grades 1-5	Self-Contained
P.S. 8	-	5	4-5	-
P.S. 307	6	4	4	8

Projected Zone Demographic Changes

Zone Percent Minority¹

School Name	Current	Projected
P.S. 8	34%	25%-35%
P.S. 307	95%	55%-65%

(1) Zone Percent Minority figures are based on the ethnicity of zoned kindergarten students from the 2014 Audited Register as of October 31, 2014. Students identified as “White – not of Hispanic origin” are not counted as minority.

Contact Information and Next Steps

- Community sends feedback to Superintendent, CEC, and ODP.
- CEC and ODP will take feedback into account.
- The DOE is expecting to present its official scenario at the next CEC 13 meeting on September 30, 2015.
- Following the September 30th presentation, the Superintendent, ODP, and CEC gather feedback, and the CEC will vote on the proposal within 45 days of submission.

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