

REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of P.S. 114 Ryder Elementary (18K114)

I. Summary of Proposal

P.S. 114 Ryder Elementary (18K114, “P.S. 114”) is an existing zoned elementary school located at 1077 Remsen Avenue, Brooklyn, NY 11236, in Community School District 18, in Building K114 (“K114”). It currently serves students in kindergarten through fifth grade and offers a full-day pre-kindergarten program. On December 17, 2010, the New York City Department of Education (“DOE”) published an Educational Impact Statement (“EIS”) proposing to phase out and eventually close P.S. 114 based on its poor performance, and the DOE’s assessment that the school lacks capacity to turn around quickly to better support student needs. On December 29, 2010, the DOE amended this EIS to correct typographical errors and formatting, delete a redundant table and correct two erroneous references to the District 19 Middle School Choice process instead of the District 18 process. This revised EIS modifies the proposed phase-out enrollment plan for P.S. 114 which was initially described in the original EIS published on December 17, 2010. In addition, this revised EIS identifies the charter school that will open in K114 in 2011-2012, clarifies text and footnotes related to building capacity and utilization, includes information related to charters occupying DOE space, includes 2010-2011 un-audited register information, and includes estimated 2010-2011 building utilization rates.

If this revised proposal were approved, P.S. 114 would no longer admit kindergarten students or serve grades one, two or three after the conclusion of the 2010-2011 school year. It would also no longer offer a pre-kindergarten program after the conclusion of the 2010-2011 school year. Current students in grades three and four will continue to be served by P.S. 114 and be supported as they progress toward completion of elementary school at P.S. 114. In the 2011-2012 school year, P.S. 114 would serve students in grades four and five. In 2012-2013, P.S. 114 will serve students in fifth grade only. P.S. 114 would close after June 2013.¹ All students in grade five would participate in the District 18 Middle School Choice process consistent with current practice, to enroll in either their zoned middle school or a district choice school.

In a forthcoming EIS, the DOE will propose to open two elementary schools in the K114 building. One of these schools—P.S. 521 (18K521 or “P.S. 521”)—would be a zoned school and will most likely offer a pre-kindergarten program.² The other school will be a new charter school, Explore Charter School (“Explore”), which will serve kindergarten through fifth grade students and will provide a preference to District 18 students.³

In addition, Explore is working with its authorizer, State University of New York (“SUNY”), to revise its charter license in order to further provide a priority preference for District 18 students who are currently

¹ Students who do not meet promotional requirements during the phase-out plan will continue to have access to appropriate courses to support their progress toward promotion.

² Pending funding allocations, which will be determined prior to the 2011-2012 school year.

³ Explore is authorized by its charter to serve kindergarten through sixth grades, and the DOE anticipates that Explore will apply for a grade expansion to serve kindergarten through eighth grades. In this proposal, Explore will reach full scale in the K114 when it serves fifth grade. The DOE recognizes there is not sufficient space in the K114 building for Explore to serve middle school grades. The DOE is considering all long-term options to accommodate the anticipated growth of Explore. This may include requesting Explore to revise its enrollment plan, and /or leaving the elementary grade levels in K114 and placing other grades in a different location.

residing in a zone where a school is phasing out or proposed to phase out.⁴ This year, P.S. 114 is the only school that is scheduled to phase out in the district and therefore, if Explore's proposal to revise its charter is accepted by SED, students zoned to P.S. 114 would receive priority preference in the 2011-2012 charter lottery application process. However, in the future all District 18 students who are residing in a zone where a school is phasing out or proposed to phase out may receive priority preference as well.

Current kindergarten, first-grade and second-grade students at P.S. 114 would be guaranteed a seat at the new zoned elementary school, P.S. 521, which would open in K114 in September of 2011. In addition, Explore, the new charter school, would admit incoming kindergarten, first-grade, second-grade and third-grade students through the charter lottery application process this spring.

In 2009-2010, K114 had a target capacity to serve 986 students, and the building enrolled 844 students, yielding a target building utilization rate of 86%.⁵ For the 2010-2011 school year, P.S. 114 served a total of 736 students in kindergarten through fifth grade, and 18 students in one section of pre-kindergarten, yielding a projected utilization of 76%.⁶ This means that the building has space to accommodate additional students.

P.S. 114 would be co-located with P.S. 521 and Explore as P.S. 114 phases out and as P.S. 521 and Explore phase in. A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In 2013-2014, once P.S. 521 and Explore are at scale and P.S. 114 has completed its phase-out, there will be approximately 905-1,000 total students served in the building, yielding a target building utilization of 101%.⁷ For a more detailed discussion regarding a utilization rate in excess of 100% please see the discussion in Section II.

Background on the DOE's Decision-Making Process

The DOE considers the phase-out option for schools which fall into one or more of three categories: (1) schools that received poor grades on their annual Progress Report; (2) schools that received a poor rating on their annual Quality Review; and (3) schools that have been identified by the New York State Education Department ("SED") as Persistently Low Achieving ("PLA"). Specifically, under the DOE's accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating below Proficient on their most-recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.⁸ Progress Reports

⁴ In order to enact this preference, Explore will have to revise its current charter license with SUNY and the revisions must be voted upon by the authorizer before the preference may be enacted.

⁵ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁶ The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students estimated to be regularly attending the school, and thus does not include LTAs.

⁷ Includes one section of pre-kindergarten

⁸ Elementary schools with average math and ELA proficiency rates higher than the district average, which earn a Well Developed rating on the quality review or which are receiving a progress report for the first time are not considered for phase-out.

are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes safety, attendance and survey feedback from parents, teachers and sixth-grade to twelfth-grade students. Quality Reviews involve experienced educators visiting a school over several days, observing classrooms and talking with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

A school’s Progress Report and its Quality Review initially prompt the DOE to consider a school for intervention, but no single criteria leads to a phase-out decision. To identify the kind of action that will be best for the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback. P.S. 114 earned a D grade on its 2009-2010 Progress Report, including F grades in the Student Performance and School Environment sub-sections and an D grade in the Student Progress sub-section.⁹

Based on these low Progress Report scores, the DOE initiated a comprehensive review of P.S. 114 with the goal of determining what intensive supports and interventions would best benefit its students and the community. During that review, the DOE looked at recent and historical performance, as well as demand for the school, consulted with experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—phase-out and replacement of P.S. 114—is the action that the DOE must take to best serve students and the community. It will allow for new school options to develop in Building K114 that will provide the highest quality options to families.

Performance and School Environment at P.S. 114

P.S. 114’s performance during the 2009-2010 school year confirms the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

- P.S. 114 earned a D grade on its 2009-2010 Progress Report, including an F grade in the Student Performance and Environment sub-sections and a D grade in the Student Progress sub-section. P.S. 114 earned an F grade on the Environment sub-section in 2009 and 2008.
- P.S. 114 was rated “Underdeveloped” on its most recent Quality Review in 2008-2009. In 2007-2008 it received the second lowest rating of “Underdeveloped with Proficient Features.” Quality Reviews evaluate schools based on the way that they are organized to support student learning.¹⁰ P.S. 114’s 2009 Quality Review cited a number of serious concerns. Specifically, the reviewer indicated that there was inadequate individualization of teaching to meet each student’s needs. The report further indicated that the school needed to do a better job of providing regular feedback to students to support their consistent academic growth.
- Additionally, P.S. 114 has historically failed to provide its parents and students with a culture that fosters the proper learning conditions that students and their families deserve—this is evidenced by the fact that it has received an F on the Environment subsection of the Progress Report for three consecutive years. These scores are reflective of a school that has failed to provide high expectations for its students and has been ineffective in communicating with its parent body.
- P.S. 114 students have not shown signs of growth over the last three years. Last year, P.S. 114 was in the bottom 8% of Citywide elementary schools in terms of learning growth in math and the bottom 14% of Citywide elementary schools in terms of learning growth in English. In 2008-09, P.S. 114 was in the

⁹ Source: <http://schools.nyc.gov/Accountability/tools/report/default.htm>

¹⁰ For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>

bottom 12% of Citywide elementary schools in terms of the percent of students making one-year progress in math. If these downward trends persist, P.S. 114 students will continue falling further behind their peers in other schools.

- Demand for seats at P.S. 114 is low. P.S. 114 is a zoned school, but, only 43%¹¹ of students residing in the zone chose to attend the school. That means that a significant portion of students who are guaranteed a seat at P.S. 114 are choosing to enroll elsewhere.
- Safety has been a concern at P.S. 114. On the 2010 New York City School Survey, 13% of parent respondents reported that they did not think their children were safe at school. In addition, 50% of teacher respondents reported that they did not feel safe at school, with most teachers—86%—indicating that order and discipline were not maintained at P.S. 114.

The chart below summarizes key performance data for P.S. 114 over the past three years:

	2007-2008	2008-2009	2009-2010 ¹²
School Performance and Progress			
Overall Progress Report Grade	B	B	D
Performance Grade	B	B	F
Progress Grade	B	B	D
Environment Grade	F	F	F
Quality Review Score	UPF	U	
Performance Data¹³			
English Language Arts % Proficient (Levels 3 and 4)	57%	64%	35%
Math % Proficient (Levels 3 and 4)	82%	82%	34%
Other Key Performance Indicators¹⁴			
Attendance Rate	93%	93%	93%
2010-2011 State Accountability Status			
In Good Standing			

Overview of Past Strategic Improvement Efforts at P.S. 114

We recognize that P.S. 114 staff members have worked hard to improve the school, but the school has not yet turned around. To help the school’s efforts to improve, the DOE has offered numerous supports to P.S. 114, including:

Leadership Support:

- Extensive coaching for the principal on how to supervise and evaluate assistant principals and teachers, to promote a safe school environment, and to implement discipline and intervention policies.
- Helping the principal develop P.S. 114’s Comprehensive Education Plan and set school-wide goals.

¹¹ Unaudited register data November 1, 2010, excludes pre-kindergarten.

¹² In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

¹³ Source: Progress Report

¹⁴ Source: Progress Report

- Connecting administrators with other schools to learn best practices that can be replicated at P.S. 114.

Instructional Support:

- Offering training to the principal and assistant principal on the new state curriculum, curriculum planning, and developing rigorous lessons.
- Working with the principal on a year-long study that looked at the rigor of instruction for English Language Learners and students with disabilities.
- Teacher training in the use of data to drive instruction and the Common Core State Standards, curriculum planning, and administering periodic assessments.
- Helping teacher teams promote collaboration and align P.S. 114's curriculum across grade levels and content areas.

Operational Support:

- Coaching for school staff on budgeting, human resources, recruiting and retaining talented teachers, building management, and operational compliance issues.

Student Support:

- Working with the school to identify strategies to improve school safety.
- Helping the school contract with Educators for Social Responsibility to improve student discipline practices.
- Holding training sessions on how to deal with student suspensions and re-entry of suspended students.

Safety Support: The DOE makes available the following supports to schools around safety and security:

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School resource guide.
- Review and monitoring of school occurrence data and crime data in conjunction with the Criminal Justice Coordinator and the NYPD.
- Technical assistance when incidents occur via the Borough Safety Directors.
- Professional development and support to CFN Safety Liaisons.
- Professional development and kits for Building Response Teams.
- Monitoring and certification of School Safety Plans annually.

Given P.S. 114's lack of success despite the above supports—whether as part of the centralized effort to support all schools or the individualized plans for P.S. 114—it is apparent that P.S. 114 has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 114 community about strategies to better support students and improve outcomes at the school. The DOE solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public:

<http://schools.nyc.gov/community/planning/changes/brooklyn/PS114>.

Furthermore, on October 28, 2010, District 18 Superintendent Beverly Wilkins held a School Leadership Team meeting and parent meeting at the school to discuss what is and isn't working at P.S. 114, and how to work together to better serve students. Approximately 80 parents attended. While parents were very proud of the school's history, they had concerns about several issues. Parents said:

- There is a lack of stability in terms of school staff, which has led to serious problems with school culture.
- While school communication efforts have improved, parents still do not feel welcome and do not know what they can do to help.
- There are significant problems with discipline and order is not maintained at the school.
- There are a lack of extracurricular activities and enrichment programs for students.

The School Leadership Team expressed some similar concerns and said there is definitely a need for improved communication within the school.

In addition, many members of the P.S. 114 community objected to the possibility of phasing out the school. While the DOE has considered these objections, the DOE believes that for the reasons discussed in this EIS, such as the school's performance struggles, the lack of evidence that the school is poised to quickly turn around to better support students, and the low demand for seats at the school, drastic action must be taken. We do plan to incorporate community feedback as we continue to support current P.S. 114 students working toward promotion and as we develop plans to replace P.S. 114 with other schools that better meet student and community needs.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

II. Proposed or Potential Use of Building

The building in which P.S. 114 is located, K114, has the capacity to serve 986 students. In 2009-2010—the most recent year for which audited enrollment data is available—the building only served 844 students, yielding a target utilization rate of 86%. For the 2010-2011 school year, P.S. 114 served a total of 736 students in kindergarten through fifth grade, and 18 students in one section of pre-kindergarten, yielding a projected utilization of 76%. As mentioned previously, in a separate Educational Impact Statement, the DOE intends to propose the siting of two elementary schools that will serve students in the zone and in the district. In 2013-2014, both schools will serve grades K-5 with approximately a total combined enrollment of 885-980 students in kindergarten through fifth grade, and 18 additional students in one section of pre-kindergarten. Moreover, pending continued funding availability, the building will also offer a pre-kindergarten program beginning in 2011-2012.

Over the next three years, the DOE anticipates that the proposed grade spans for the schools in the building will be as follows:

School Year	2010-11	2011-12	2012-13	2013-14
P.S. 114	K-5	4, 5	5	NA
P.S. 521	NA	K, 1, 2, 3	K, 1, 2, 3, 4	K, 1, 2, 3, 4, 5
Explore Charter School	NA	K, 1, 2,3	K, 1, 2, 3, 4	K, 1, 2, 3, 4, 5

During the 2011-2012 school year, P.S. 114 would serve students in grades four and five. In 2012-2012, P.S. 114 would serve students in grade five only. The school would close after June 2013.

P.S. 521 and Explore would open in K114 in 2011-2012 and will both serve grades K-3 with a combined total enrollment of approximately 605-670 students that year.¹⁵ P.S. 521 would also offer a pre-kindergarten program, based on continued available funding.

In 2013-2014, once P.S. 521 and Explore have completed phasing-in, and P.S. 114 has completed its phase-out, there will be approximately 905-1,000 total students served in the building, yielding a target building utilization of 101%.¹⁶ The building has adequate capacity to accommodate the full expansion of P.S. 521 and Explore. As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE’s projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated

¹⁵ Estimate based on projected kindergarten through five enrollment at P.S. 114 with the current kindergarten class size (November 1, 2010 unaudited register), used to project the size of future incoming kindergarten classes.

¹⁶ Includes one section of pre-kindergarten

to the traditional public school. The Building Utilization Plan (BUP) that accompanies the EIS proposing the co-location of the new schools in the K114 building sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building

III. Impact of the Proposal on Affected Students, Schools, and Community

A. Students

The DOE is proposing to phase out and eventually close P.S. 114 based on its poor performance, and the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs. The proposal to co-locate two new schools, P.S. 521 and Explore in the K114 building will be outlined in a separate EIS. Please visit the DOE's website to view that Educational Impact Statement:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011>.

Enrollment Options for Current P.S. 114 Students

Under this proposal, all current P.S. 114 students would either be served in the new zoned elementary school, P.S. 521, or would continue at P.S. 114.

Current Kindergarten, First, and Second Grade Students in P.S. 114

Current P.S. 114 kindergarten, first-, and second-grade students will be guaranteed a seat at the new zoned elementary school, P.S. 521, and would continue with their elementary education at P.S. 521 for first, second, and third grade respectively.

Students may also apply through the charter lottery to attend Explore. Explore will give preference to students located in District 18. In addition, Explore is working with its authorizer SUNY to revise its charter license in order to further provide a priority preference for District 18 students who are currently residing in a zone where a school is phasing out or proposed to phase out.¹⁷ This year, P.S. 114 is the only school that is scheduled to phase out in the District and therefore if Explore's proposal to revise its charter is accepted by SUNY, students zoned to P.S. 114 would receive priority preference in the 2011-2012 charter lottery application process. However, in the future all District 18 students who are residing in a zone where a school is phasing out or proposed to phase out may receive priority preference as well.

There is also one other charter school in the district, Brownsville Ascend Charter School (84K737, located at 205 Rockaway Parkway), that has a kindergarten, first, and second grade lottery. Current P.S. 114 kindergarten and first graders may also elect to participate in the charter lottery process to attend Brownsville. More details are provided in Section C of this EIS.

Current Third and Fourth Grade Students in P.S. 114

Current P.S. 114 third and fourth grade students would continue to be enrolled at P.S. 114 as P.S. 114 phases out. This includes students in these grades who enter New York City Public Schools during the year. During their fifth grade year, they will participate in the District 18 Middle School Choice process to enroll as sixth graders at a middle school of their choice, consistent with current practice. They would also be able to attend their zoned school for middle school.

¹⁷ In order to enact this preference, Explore will have to revise its current charter license with SUNY and the revisions must be voted upon by the authorizer before the preference may be enacted.

P.S. 114 students who do not meet promotional requirements for grades no longer offered by P.S. 114 in the following school year will continue to have access to appropriate instruction at P.S. 114 to meet promotional standards. This applies to current fourth and fifth graders in 2010-2011, and only fifth graders in 2011-2012. Specific instructional decisions on how to serve holdover students are made by school administration and instructional staff, but may include bridge classes or specialized remedial instruction.

Additionally, P.S. 114 students who do not meet promotional standards for grades no longer offered by P.S. 114 in the following school year will be supported in transitioning to P.S. 521. This applies to current third graders in 2011-2012, fourth graders in 2012-2013, and fifth graders in 2013-2014.

In addition, current fourth graders may elect to participate in the charter lottery process to attend Kings Collegiate Charter School (84K608, located at 1084 Lenox Road) which accepts lottery applications for entering fifth graders. More details are provided in Section C of this EIS.

Current Fifth Grade Students at P.S. 114

Current P.S. 114 fifth-grade students will complete fifth grade at P.S. 114. These students are participating as planned in the District 18 Middle School Choice process this year and would enroll in sixth grade at a choice middle school or at his or her zoned middle school. Current students residing in the P.S. 114 elementary zone are zoned to M.S. 68 (18K068) or M.S. 211 (18K211) for middle school. Any current fifth grade student who does not meet promotional requirements to move on to sixth grade for the 2011-2012 school year would remain at P.S. 114.

Through the District Middle School Choice processes, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>. Please note that this directory is updated yearly. In districts with zoned middle schools, students may also elect to attend their zoned school.

Under Middle School Choice, students rank their preferences from among District 18 choice middle schools. These options include:

- Unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school);
- Unzoned, choice middle schools with an unscreened or limited-unscreened application processes (Note: limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle school in the zone where the student resides; and
- Zoned middle schools in District 18 outside the zone in which the student resides.

Students with Individual Education Plans ("IEPs") will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the zoned middle school or the choice school to which they are matched.

In accordance with DOE policy, English Language Learners (“ELLs”) participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same criteria as their English-speaking peers. Current students at P.S. 114 who receive ELL services will continue to receive ELL services as P.S. 114 phases out. Similarly, any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

Impact on Academic and Extracurricular Offerings at P.S. 114

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at P.S. 114. That said, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, P.S. 114 would continue offering all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school. That same situation exists for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

P.S. 114’s special programs and courses include the District 18 Astral program for gifted and talented students in the fourth and fifth grade, which provides an enriched curriculum expanding the learning experience in the form of challenging activities designed for critical and creative thought. The Astral program is not part of the Citywide Gifted and Talented program or testing process. It no longer enrolls students into its entry grade and is in the process of phasing out.

Gifted and Talented programs are sited or opened based on demand from students who qualify by scoring in the 90th percentile or above on the Citywide Gifted and Talented tests.¹⁸ The possibility of siting a new Gifted and Talented program at P.S. 521 will be determined at a later time.

P.S. 114 does not currently offer student athletics or other extracurricular program options.

P.S. 114 currently offers Collaborative Team Teaching (“CTT”) classes, Self-Contained Classes (“SC”), and Special Education Teacher Support Services (“SETSS”). The existing CTT, SC and SETSS classes would continue to be provided as the school phases out and students with disabilities will likewise continue to receive mandated services in accordance with their IEPs. Similarly, when P.S. 521 completes its expansion, any students with IEPs will continue to receive services as the school phases out and as the new elementary school phases in.

In accordance with DOE policy, ELLs are admitted to elementary schools in the same manner as their peers who are not ELLs. ELLs at P.S. 114 would continue to receive mandated services even as the school phases out. Similarly, when P.S. 521 completes its expansion, any students requiring ELL services will continue to receive services.

Additionally, P.S. 114 is partially accessible for students with physical disabilities.

¹⁸ Gifted and Talented tests currently in use are the OLSAT and Bracken School Readiness tests, and are subject to change.

Impact on Community Partnerships at P.S. 114

There is a Community Based Organization (“CBO”), the Kings County Mental Health Clinic (“mental health clinic”), housed in the K114 building, providing mental health services to the community. There will be no impact on the CBO as a result of the proposed phase out of P.S. 114.

As appropriate, the DOE would work with both of the elementary schools slated to phase in to K114 to introduce new partnerships.

Admissions Impact for Future Elementary School Students

P.S. 114 is a zoned elementary school. A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes, please visit the DOE website’s School Search function: <http://schools.nyc.gov/SchoolSearch>.

As noted throughout this document, and in a separate forthcoming EIS, the DOE will propose the co-location of two elementary schools in K114 to better serve students who would have previously attended P.S. 114. P.S. 521 will be a zoned elementary school and will serve the same zone as P.S. 114. Explore Charter School will be a new charter school in District 18. In addition, Explore is in the process of seeking approval from its charter authorizer, SED, to amend its charter license agreement to give priority preference in the order listed below:

1. District 18 students/families who¹⁹:
 - Currently reside in a zone where a school is phasing out or proposed to phase out
 - Currently reside in a zone where a school has phased out
 - Currently attend a school that is phasing out or proposed to phase out
2. Citywide student/families who:
 - Currently reside in a zone where a school is phasing out or proposed to phase out
 - Currently reside in a zone where a school has phased out
 - Currently attend a school that is phasing out or proposed to phase out
3. District 18 students/families

Since P.S.114 is the only school in District 18 that is being proposed to phase out and close, this means that current and future students residing in the P.S. 114 zone would be eligible for priority preference 1 as stated above.

For the 2011-2012 school year, Explore will accept applications via a Kindergarten, first grade, second grade, and third grade lottery. After 2011-2012, Explore will accept applications via the kindergarten lottery. However, the school may admit students in other grades from the school’s waitlist if seats become available.

The DOE anticipates that the 736²⁰ seats lost by the phase-out of P.S.114 would be recovered by the phase-in of P.S. 521 and Explore. The DOE further anticipates that there will be sufficient seats to accommodate students who seek to enroll “over-the-counter” at their zoned school, which includes:

- Students new to the New York City school system; or
- Students who left the New York City School system and have returned; or
- Students who are seeking transfers

¹⁹ The preferences listed in this order remain contingent on SUNY’s approval of Explore’s proposal to revise its charter, and must be voted on by the charter authorizer because the preferences may be enacted.

²⁰ Based on current enrollment as of November 1, 2010; excludes pre-kindergarten.

Approximately 1,323 students are zoned to P.S. 114 in the 2010-2011 school year. During the 2010-2011 school year, approximately 43% of these students attended P.S. 114, which means that 57% of students who were guaranteed a seat in the school chose to attend elementary school elsewhere. If demand for the seats at the new zoned school or the charter school increases, the school building will have the capacity to accommodate these additional students.

If both this phase-out proposal and the forthcoming proposal to co-locate two new elementary schools are approved, the building will be able to accommodate all students zoned for P.S. 114, including over-the-counter students and students requiring SC or CTT classes. During the phase-out, over-the-counter students will attend school at either P.S. 114 or at one of the new schools depending on which school offers the appropriate grade level.

As discussed in Section C, there are three existing charter schools, in addition to Explore, that give preference to District 18 students in their respective lotteries: (1) Brooklyn Ascend Charter School enrolls students through a kindergarten lottery; (2) Brownsville Ascend Charter School enrolls students through a kindergarten-through-second-grade lottery; and (3) Kings Collegiate Charter School enrolls students through a fifth-grade lottery. All students residing in District 18 will continue to have the option to participate in these respective lotteries. Detailed information about charter schools and the charter lottery application process are published annually and are available in print or on the DOE website: http://schools.nyc.gov/NR/rdoonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf

Future Pre-kindergarten Students

P.S. 114 currently offers one section of a full day pre-kindergarten for a total enrollment of 18 pre-kindergarten students. Beginning in 2011-2012, P.S. 114 would no longer offer a pre-kindergarten program. Pending continued funding availability and student enrollment, a pre-kindergarten program would be offered at P.S. 521 beginning in 2011-2012.²¹ Enrollment policies for pre-kindergarten admissions would remain the same. Younger siblings of zoned students already enrolled in P.S. 114 or the new zoned elementary school, P.S. 521, would get first preference into pre-kindergarten admissions. Siblings from outside the zone would receive second preference.

B. Schools

P.S. 114 currently enrolls 736²² students in grades K-5, of which 97 students are in kindergarten, and one full section of pre-kindergarten students. The building utilization in 2009-2010 was 86%.²³ If this proposal is approved, P.S. 114 will phase out gradually, the seats lost as a result of the phase-out will be replaced by the new schools phasing in to K114.

The overall plan for K114 includes the phase-out of P.S. 114 and the phase-in of P.S. 521 and Explore. When those two schools complete their phase-in and achieve “full scale” in the 2013-2014 school year, they are projected to collectively enroll 885-980 kindergarten through fifth grade students, and an additional 18 students in one section of pre-kindergarten. At that point, P.S. 114 will have completed its phase-out, and the projected building utilization for K114 would be approximately 101%. The building will be able to accommodate the two schools by using space more efficiently as described in detail in the forthcoming proposal to co-locate the two schools in building K114. .

²¹ Funding for pre-kindergarten programs will be determined prior to the 2011-2012 school year.

²² November 1, 2010 unaudited register.

²³ Includes one section of pre-kindergarten.

In the future, if there is an increase in student enrollment resulting from demand above current projections for the new zoned elementary school or an increase in the number of families residing in the zone area, the Chancellor reserves the right to relocate Explore to an alternate location geographically proximate to K114. The Chancellor shall certify in writing that in his/her judgment the need of the school system requires the re-acquisition of the charter school space for DOE use. The estimated enrollment for all three organizations in K114 over a three year period are shown in the below tables.

P.S. 114 Estimated Enrollment over 4 years

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
2010-11 (current) ²⁴	97	92	135	122	144	146	754
2011-12	-	-	-		110-130	130-150	240-280
2012-13	-	-	-	-		110-130	110-130
2013-14	-	-	-	-	-	-	0

P.S. 521 Estimated Enrollment over 3 years

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
2010-11 (current)	-	-	-	-	-	-	-
2011-12	85-100	85-100	85-100	125-145	-	-	380-445
2012-13	85-100	85-100	85-100	85-100	125-145	-	465-545
2013-14	85-100	85-100	85-100	85-100	85-100	125-145	550-645

Explore's estimated enrollment, over 3 years

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
2010-11 (current)	-	-	-	-	-	-	-
2011-12	56	56	56	56	-	-	224
2012-13	56	56	56	56	56	-	280
2013-14	56	56	56	56	56	56	336

If this proposal is approved, there will be sufficient space to accommodate P.S. 114, P.S. 521 and Explore, pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while P.S. 114 phases out and while P.S. 521 and Explore gradually phase in. Please visit the DOE's website to access the

²⁴ November 1, 2010 unaudited register

Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms²⁵ for administrative services, student support services and resource rooms. Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As discussed, the details of the proposal to phase in the two new elementary schools will be discussed in a future Educational Impact Statement that will be available at

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011>. In addition, The Building Utilization Plan ("BUP") that accompanies that EIS will demonstrate that there will be sufficient instructional space in K114 for P.S. 114 as it phases out, and for P.S. 521 and Explore to grow to scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the two gymnasiums, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on student enrollment.

C. Community

K114 was opened in 1907 and has been serving elementary school students since then. P.S. 114 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's

²⁵ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services resource rooms, which could be equal to 1 full size classroom and 2 half size classrooms or 0 full size classrooms and 4 half size classrooms, etc.

needs. Under this proposal, the K114 building will remain open, but will provide two new high-quality elementary school options for students in District 18.

The DOE is proposing to open a new elementary school in K114, P.S. 521, which would serve the needs of the community by replacing P.S. 114 as the elementary school for this zone. The two elementary schools that will be phased in to K114 recover the seats lost by the phase out of P.S. 114.

P.S. 521 will be a new DOE zoned elementary school and will create approximately 550-645 Kindergarten through fifth grade seats in the zone. Explore will be a new charter school that will give preference to residents of District 18 in its charter lottery admission process and will create approximately 336 Kindergarten through fifth grade seats in the district.²⁶ Both schools will create a combined total of approximately 885-980 kindergarten through fifth grade seats. As a result, the DOE anticipates that the seats lost by this proposal would be recovered through the phase-in of P.S. 521 and Explore in building K114.

In 2009-2010, K114 had a utilization rate of 86%. When P.S. 521 and Explore achieve full scale, the DOE projects the building will have a 101% utilization rate. This means that by 2013-2014, K114 would enroll more students, and the space would be more effectively utilized than was the case during the 2009-2010 school year. For a more detailed discussion regarding utilization rates in excess of 100% please see the discussion in Section II.

In addition, there are three charter schools that are in the process of being phased in and are located in District 18, which provide an admissions preference for District 18 students. These charter schools are listed in the below table:

School Name (DBN)	Address	Current Grades Served	Grades Served at Full Scale	Enrollment in 2010-2011 ²⁷	Admissions Criteria	Special Programs or Activities
Brooklyn Ascend Charter School (84K652)	205 Rockaway Parkway	K-3	K-12	428	Kindergarten lottery	Extended day
Brownsville Ascend Charter School (84K737)	205 Rockaway Parkway	K-2	K-12	249	Kindergarten-Second Grade Lottery	Saturday school, after-school tutoring, summer school for eligible students, extended day
Kings Collegiate Charter School (84K608)	1084 Lenox Road	5-8	5-12	269	Fifth Grade Lottery	Basketball, soccer, yoga, art, dance, after-school, extended day, extended year

In some cases, charter schools offer programs comparable to those currently offered at P.S. 114. Detailed information about charter schools and the charter lottery application process are published annually and is available in print or on the DOE website: http://schools.nyc.gov/NR/ronlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K114. This proposal is not expected to impact the partial site accessibility of the K114 building.

²⁶ In addition, Explore is working with its authorizer SUNY to revise its charter license in order to further provide a priority preference for District 18 students who are currently residing in a zone where a school is phasing out or proposed to phase out.

²⁷ November 1, 2010 unaudited register data.

IV. Enrollment, Admissions and School Performance Information

P.S. 114

Admissions Data

Current Admissions	Pre-kindergarten: Standard Universal Pre-K Admissions Process Grades K-5: Zoned
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Enrollment Data

Current Grades Served	K-5
2010-2011 Enrollment²⁸	736
Grades Served during Phase-out in 2011-2012	4, 5
Projected 2011-2012 Enrollment²⁹	240-280
Grades Served during Phase-out in 2012-2013	5
Projected 2012-2013 Enrollment	110-130
Grades Served during Phase-out in 2013-2014	NA
Projected 2013-2014 Enrollment	0

Demographic Data

Percentage of Students Receiving CTT or SC Services³⁰	5%
Percentage of Students with an Individual Education Plan³¹	9%
Percentage of English Language Learner Students³²	9%
Percentage of Students Eligible for Free or Reduced Lunch³³	84%

²⁸ Unaudited register data November 1, 2010, excludes pre-kindergarten.

²⁹ Based on unaudited register November 1, 2010, assumes no new admits and no attrition. Excludes pre-kindergarten.

³⁰ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

³¹ Students with Individual Education Plans as percentage of total students from the 2009-2010 Audited Register.

³² English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³³ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

P.S. 114 Ryder Elementary	2007-2008	2008-2009	2009-2010 ³⁴
School Performance and Progress			
Overall Progress Report Grade	B	B	D
Quality Review Score	UPF ³⁵	U	
Performance Data³⁶			
English Language Arts % Proficient (Levels 3 and 4)	57%	64%	35%
Math % Proficient (Levels 3 and 4)	82%	82%	34%
Other Key Performance Indicators³⁷			
Attendance Rate	93%	93%	93%
2010-2011 State Accountability Status			
In Good Standing			

P.S. 521

Admissions Data

Anticipated Admissions	<p>Pre-kindergarten³⁸: Standard Universal Pre-K Admissions Process</p> <p>Grades K-5: Zoned</p>
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³⁴ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

³⁵ Underdeveloped with Proficient Features

³⁶ Source: Progress Report

³⁷ Source: Progress Report

³⁸ Pre-kindergarten programs are based on funding allocations.

Enrollment Data

Current Grades Served	N/A
2010-2011 Enrollment:	N/A
Grades Served during Phase-out in 2011-2012	K, 1, 2, 3
Projected 2011-2012 Enrollment³⁹	380-445
Grades Served during Phase-out in 2012-2013	K, 1, 2, 3, 4
Projected 2012-2013 Enrollment	465-545
Grades Served during Phase-out in 2013-2014	K, 1, 2, 3, 4, 5
Projected 2013-2014 Enrollment:	550-645

Demographic Data

P.S. 521 has not opened. Therefore there is no demographic data.

School Performance Data

P.S. 521 has not opened. Therefore there is no demographic data.

Explore Charter School

Admissions Data

Anticipated Admissions	Grades K-5: Kindergarten Lottery
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Enrollment Data

Current Grades Served	NA
2010-2011 Enrollment:	NA
Grades Served during Phase-out in 2011-2012	K, 1, 2, 3
Projected 2011-2012 Enrollment⁴⁰	224
Grades Served during Phase-out in 2012-2013	K, 1, 2, 3, 4
Projected 2012-2013 Enrollment	280
Grades Served during Phase-out in 2013-2014	K, 1, 2, 3, 4, 5
Projected 2013-2014 Enrollment:	336

³⁹ Based on unaudited register November 1,2010 at P.S. 114, assumes no new admits and no attrition. Excludes pre-kindergarten.

⁴⁰ Based on Charter agreement.

Demographic Data

Explore has not opened. Therefore there is no demographic data.

School Performance Data

Explore has not opened. Therefore there is no demographic data.

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 114, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 114 roster as the phase-out is implemented, the school is expected to receive approximately \$4,059.71 less in per-pupil funding annually for elementary grade students. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at P.S. 114 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening new schools will be included in the separate EIS proposing the co-location of P.S. 114 with the new schools.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at P.S. 114 would be excessed⁴¹ over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (UFT) contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in P.S. 114 may now be enrolled in the new DOE school phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

The new DOE school would need to hire additional teachers as the total number of students enrolled in the school increases. The precise number of positions needed for the 2011-2012 school year would be determined by the charter school management. Those decisions would be made at the school based on need and budgetary considerations.

B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at P.S. 114 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$1,623.47 per pupil for each English Language Learner they enrolled.

⁴¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

As with all other schools Citywide, P.S. 114 may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 114 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individualized Education Plans (IEPs). Even as P.S. 114 is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

C. Administration

All school supervisor and/or administrator positions assigned to P.S. 114 will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves an increasingly smaller student population. Again, all excessing will take place in accordance with existing labor contracts.

D. Transportation

There will be no change to existing transportation practices at P.S. 114 throughout its phase-out. Transportation will be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy

VII. Building Information

Type of Building	Elementary School
Year Built	1907 and 1920
Overall BCAS rating	2.37 out of 5
Target Utilization	86%
Target Capacity	986
FY 2009 Maintenance Costs	Labor: \$20,064.78 Materials: \$9,741.15 Maintenance and repair contracts: \$47,731.41 Custodial operations costs—Materials: \$7,272.72 Custodial operations costs—Custodial Allocation: \$250,960.21
FY 2009 Energy Costs	Electric: \$140,058.00 Gas: \$48,273.00 Oil: \$2,254.00
Projects completed during the current or prior school year	FY10 Reso A Desk computers & smart boards
Projects proposed in the capital plan	Building Upgrade-Lighting Fixtures, classroom/corridors/administrative space: lighting fixture-fluorescent. System replacements-Electrical systems grounding system & panel board.
Accessibility of the building	Fully Programmatic Accessible
Building attributes	Auditorium, Cafeteria, Computer room (CR's), Gymnasium, Library