

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-location of New District Elementary School 31R010 with Existing School P.S. 16 John J. Driscoll (31R016) in Building R016 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new zoned district elementary school 31R010 (“31R010”) with existing district elementary school P.S. 16 John J. Driscoll (31R016, “P.S. 16”) in building R016 (“R016”) beginning in the 2014-2015 school year.¹ Building R016 is located at 80 Monroe Avenue, Staten Island, NY 10301, in Community School District 31 (“District 31”). If this proposal is approved, 31R010 will be co-located with P.S. 16 and will share an elementary school zone with P.S. 16 and P.S. 74 Future Leaders Elementary School (31R074, “P.S. 74”), which is in building R831 (“R831”) located at 211 Daniel Low Terrace, Staten Island, NY 10301. Future students in that shared residential zone will have admissions priority to all of the schools in the zone: the new zoned elementary school, 31R010, and the existing shared-zoned elementary schools, P.S. 16 and P.S. 74, in accordance with Chancellor’s Regulation A-101. If this proposal is approved, 31R010 will begin enrolling kindergarten students in 2014-2015 and will add one grade per year until it reaches full scale and serves students in kindergarten through fifth grades in 2019-2020.

Concurrently, the DOE is planning to reduce the enrollment at P.S. 16 beginning in September 2014 over a period of six years. Details of the year-by-year reduction are included in Section III.B below. Beginning in September 2014, P.S. 16 will enroll 70-80 kindergarten students, as opposed to the 100-175 kindergarten students it has enrolled in recent years.² This reduction of P.S. 16’s enrollment will enable 31R010 to open in building R016 and grow to scale. The DOE does not anticipate reducing P.S. 16’s enrollment if this proposal to co-locate 31R010 is not approved.

P.S. 16 will admit fewer kindergarten students after the end of the 2013-2014 school year and will continue to admit a reduced number of kindergarten students in subsequent years. By 2019-2020, enrollment at P.S. 16 will decrease by approximately 210-270 students so that, at scale, it will serve 456-516 students in pre-kindergarten through fifth grades.³

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), R016 has a target capacity of 827 students. The building is projected to serve 726 students,⁴ yielding a building utilization rate of 88%.⁵ The DOE believes there is sufficient space in building R016 to accommodate 31R010 and P.S. 16 over the course of this proposal.

¹ 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.

² This range reflects enrollment since 2007-2008.

³ Pre-kindergarten (“PK”) is a program that can be offered both half-day or full-day and is subject to funding and demand.

⁴ All figures are from the 2013-2014 Budget Register Projections.

⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2013-2014 Budget Register Projections. 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.

If this co-location proposal is approved, 31R010 will gradually phase in to R016 while P.S. 16 simultaneously reduces its enrollment. The new school will serve students in kindergarten in the 2014-2015 school year and will add one grade level every year until the school reaches its full grade span of kindergarten through fifth grades in the 2019-2020 school year, serving approximately 270-330 students. In 2019-2020, once P.S. 16 has completed its enrollment reduction and 31R010 is at full scale, it is projected to serve approximately 726-846 students in R016, thereby yielding an estimated building utilization rate of approximately 88%-102%.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded 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.

The proposed opening and co-location of 31R010 in building R016 is part of the DOE's central goal to create new school options that will better serve future students and the community at large and to provide another option in the R016 building. Future students in that shared residential zone will have admissions priority to all of the schools in the zone: the new zoned elementary school, 31RTBD, and the existing shared-zoned elementary schools, P.S. 16 and P.S. 74, in accordance with Chancellor's Regulation A-101. If this proposal to co-locate 31R010 is approved, the elementary school seats that will be lost as a result of the enrollment reduction at P.S. 16 will be largely recovered by the new seats created by the opening of 31R010. 31R010 will provide a new educational option for families in District 31.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The opening and co-location of 31R010 in building R016 is intended to provide an additional option to students and families in District 31. As mentioned above, the DOE is planning to gradually decrease P.S. 16's enrollment by approximately 210-270 students over a period of six years. The enrollment reduction of P.S. 16 is driven by P.S. 16's performance. P.S. 16 received overall C grades on its Progress Report in 2011-2012 for the third consecutive year. Additionally, in 2010-2011 and 2011-2012, the school received D grades in both Student Performance and School Environment.

At this time, the DOE believes that reducing the enrollment of P.S. 16 beginning in September 2014 and providing a new option for elementary students in the R016 building will benefit current and future students at P.S. 16 and in Staten Island. The enrollment reduction is intended to provide an opportunity for P.S. 16 to concentrate on a smaller cohort of students, and to allow for a new school option to develop in building R016.

The DOE believes that the District 31 community as a whole will benefit from having an additional option in the R016 building.

II. Proposed or Potential Use of Building

R016 has a target capacity of 827 students.⁶ (The concept of “target capacity” is explained below.) In 2013-2014, the building is projected to serve 726 students, yielding a utilization rate of 88%. If this proposal is approved, 31R010 will open in September 2014 serving approximately 45-55 students in kindergarten.⁷ At scale, 31R010 will serve approximately 270-330 students in grades kindergarten through five. When 31R010 completes its phase-in and achieves full-scale and P.S. 16 has completed its planned enrollment reduction in 2019-2020, the DOE projects that building R016 will serve 726-846 students, yielding a utilization rate of 88%-102%.

Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint, as well as the total number of rooms in the building to provide a more complete picture of the availability of space in the building.

If this proposal is approved, the grade spans for both the existing and proposed school organizations in R016 over a seven year period will be:

Grade Spans								
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
31R016	P.S. 16	K-5						
31R010	New School	-	K	K-1	K-2	K-3	K-4	K-5

The total current and projected student enrollment for all existing and proposed school organizations in R016 over a seven year period, as well as the building utilization rates, are described in the table below:

⁶ 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”).

⁷ Enrollment projections are based on a standard phase-in plan of two General Education/Integrated Co-Teaching sections and one self-contained section per entry grade in the first year. Actual enrollment in 2013-2014, however, will depend on applicant demand.

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
31R016	P.S. 16	726	631 - 691	581 - 641	541 - 601	496 - 556	476 - 536	456 - 516
31R010	New School	-	45 - 55	90 - 110	135 - 165	180 - 220	225 - 275	270 - 330
Total Building Enrollment		726	676 - 746	671 - 751	676 - 766	676 - 776	701 - 811	726 - 846
Utilization⁸		88%	82% - 90%	81% - 91%	82% - 93%	82% - 94%	85% - 98%	88% - 102%

If this proposal is approved, there will be approximately 726-846 total students served in R016 in 2019-2020. In 2019-2020, when 31R010 would complete its expansion and reach full scale, and P.S. 16 completes the enrollment reduction, the projected utilization for R016 as a result of the co-location would be approximately 88%-102%.

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all 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 goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“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 2011-2012. As described earlier in this Educational Impact Statement (“EIS”), the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 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

⁸ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2013-2014 Budget Register Projections. 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.

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 a 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 goal 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. Therefore, the R016 building has the capacity to accommodate all existing and proposed new schools at full scale.

The DOE does not currently have other plans for the use of R016. However, any significant changes to school utilization would be proposed in a separate EIS in accordance with Chancellor's Regulation A-190.

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

A. Students

Impact on Students Currently Attending P.S. 16

If this proposal is approved, all current P.S. 16 students will have the opportunity to finish their primary education at P.S. 16. 31R010 will open in building R016 beginning in the 2014-2015 school year, when it will serve approximately 45-55 students in kindergarten. 31R010 will gradually phase in by adding one grade annually. The school is expected to reach full scale in 2019-2020 and will serve approximately 270-330 students in grades kindergarten through five. This proposed co-location is not expected to impact instructional programming or the admissions process at P.S. 16 in building R016.

P.S. 16 is a shared-zoned elementary school serving students in grades kindergarten through five and offers a pre-kindergarten program. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE's Web site: <http://schools.nyc.gov/choicesenrollment/elementary>.

P.S.16 currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained special education ("SC") classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). Students with disabilities will receive services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled in P.S. 16 will continue to receive their mandated special education services if this proposal is approved. In addition, P.S. 16 has a Spanish dual-language program and an English as a Second Language ("ESL") program. All students enrolled in P.S. 16 will continue to receive appropriate English Language Learner ("ELL") services if this proposal is approved.

With respect to academics, P.S. 16 will continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school decreases, 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.

Impact on Extra-curricular Programming and Partnerships

The DOE does not anticipate that this proposal will prevent P.S. 16 from continuing to offer any particular academic or extra-curricular program or partnerships currently offered at the school. P.S. 16 will continue to offer programming based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

P.S. 16 currently offers the following special programs and initiatives, extra-curricular activities, clubs, sports, and partnerships:⁹

- **Special Programs & Initiatives:** Spanish Dual Language Program; Operation Respect; Conflict Resolution Program; Learning Technology Grant
- **Extra-curricular Activities:** Saturday Academy; Afterschool Chess; Test Prep Afterschool Program; Ballroom Dancing; Saturday Arts Enrichment Program; Drum Corp; Visual Arts Program and Musical Theater; Robin Hood Library Afterschool Program
- **School Sports:** Teddy Atlas Foundation Basketball League
- **Partnerships:** YMCA; Project Hospitality; Curtis High School; St. George Theater; Staten Island Museum; Salem Church; Eltingville Lutheran Arts; Costco; Wheels For Success

Impact on Future Elementary School Students in District 31

This proposal is not expected to impact the admissions process at P.S. 16. P.S. 16 is a zoned elementary school that currently shares a zone with P.S. 74. Although the enrollment reduction will reduce the number of kindergarten seats available at P.S. 16 in the 2014-2015 school year and beyond, the overall number of seats available to the P.S. 16 and P.S. 74 shared zone is anticipated to remain the same.

P.S. 16 will continue to give priority to students who live in its shared zone, as it has in the past and in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

31R010 will share P.S. 16 and P.S. 74's zone. Future students in that shared residential zone will have admissions priority to all of the schools in the zone: the new zoned elementary school, 31R010, and the existing shared-zoned elementary schools, P.S. 16 and P.S. 74, in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families register. Applicants must be admitted to zoned schools in the following order of priority:

⁹ School reported data and school website: <http://ps16.schoolwires.com/ps16/site>.

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades kindergarten through five in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school;

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual-language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades kindergarten through five in the school at the start of the following school year in September who are not zoned to the school but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades kindergarten through five at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades kindergarten through five at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades kindergarten through five at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for a District 75 school¹⁰ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S. 16.

Building R016 has the capacity to serve 827 students.¹¹ If this proposal to open and co-locate 31R010 is approved, 31R010 will give priority to students who reside within the shared zone including students

¹⁰ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

¹¹ 2011-2012 Enrollment, Capacity, Utilization Report ("Blue Book").

requiring SC or ICT classes, students who are ELLs, and students requiring SETSS. Based on historical enrollment patterns at P.S. 16 and P.S. 74, the DOE anticipates that together, 31R010, P.S. 16, and P.S. 74 will be able to accommodate all zoned students who wish to attend the three schools. If zone demand fluctuates, the DOE will address the issue as needed.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 16. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified zoned siblings of students who are pre-registered or enrolled at the time of application submission and will be enrolled in kindergarten through fifth grade at the start of the following school year at P.S. 16 will have first priority for admission to the pre-kindergarten program at P.S. 16. Students who reside in the P.S. 16 zone who do not have siblings enrolled at P.S. 16 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 16 will be subject to continued funding availability and demand.

B. Schools

If this proposal is approved, 31R010 would be co-located with P.S. 16 starting in the 2014-2015 school year. R016 has the capacity to accommodate P.S. 16 and 31R010 as P.S. 16 undergoes an enrollment reduction and 31R010 phases-in. In 2019-2020, once P.S. 16 has completed its enrollment reduction, and 31R010 has reached full scale, there will be approximately 726-846 total students served in the building. The projected utilization rate for R016 at that point is approximately 88%-102%.

If this proposal is approved, the two schools are collectively projected to enroll 726-846 students in 2019-2020. At that point, 31R010 would be in its final year of phasing in and P.S. 16 will be in the final year of the reduced enrollment plan, and the projected utilization for R016 would be approximately 88%-102%.

The estimated enrollment for both organizations in R016 over a four-year period is shown in Sections II and IV.

If this proposal is approved, there will be sufficient space to accommodate P.S. 16 and 31R010 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period in which 31R010 phases in. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.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 room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms 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.

The Footprint allocates the number of baseline full-size equivalent (“FSE”) classrooms for student support

services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. 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 in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, 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's Office of Space Planning.

According to the building walk-through conducted by a representative from the Office of Space Planning ("OSP") on August 30, 2013, R016 has 44 full-size rooms, 8 half-size rooms, 3 quarter-size spaces, and 3.5 FSE of designed administrative space. The building also has the following rooms: one gymnasium, one cafeteria, one auditorium, and one library. The nurse's office is housed in 1 full-size designed administrative space; the custodian occupies 2 quarter-sized rooms; and School Based Support Services occupies 1 half-sized room.

Excluding the shared spaces outlined above, R016 has a total of 44 full-size rooms, 7 half-size rooms, 1 quarter-size room, and 2.5 FSE rooms of designed administrative office/space remaining that can be allocated to the co-located schools in R016 per the Footprint during the proposed phasing-in and co-location of 31R010 with P.S. 16.

The DOE projects the enrollment at P.S. 16 to be 726 students during the 2013-2014 school year. Per the Footprint, P.S. 16 would be allocated a baseline of 30 full-size rooms, 8 half-size rooms, and the equivalent of 4.5 FSE administrative spaces. Adjusting for the lack of half-size rooms in the building, P.S. 16's adjusted baseline Footprint is 34 full-size rooms, 4 half-size rooms, and 4.5 FSE of administrative space. If this proposal is approved, in 2014-2015, P.S. 16 would serve between 631-691 students. In the 2014-2015 school year, per the Footprint, P.S. 16 would have a baseline space allocation of 27 full-size rooms, 7 half-size rooms, and the equivalent of 4.5 FSE administrative spaces. The footprint of P.S. 16 over the six years it will take for 31R010 to phase in is included in the chart below.

If this proposal is approved, in 2014-2015, 31R010 would serve between 45-55 students in kindergarten. In the 2014-2015 school year, per the Footprint, 31R010 would have a baseline space allocation of 3 full-size rooms, 2 half-size rooms, and the equivalent of 1.5 FSE administrative spaces. In the 2019-2020 school year, 31R010 would serve between 270-330 students in kindergarten through fifth grades. 31R010 would then have a baseline allocation of 15 full-size classrooms, 4 half-size rooms, and the equivalent of 3.0 full-size administrative spaces. The footprint of 31R010 over the six years it will take for 31R010 to phase in is included in the chart below.¹²

¹² The Footprint for the new school, 31R010, is based on a phase-in plan of two general education or Integrated Co-Teaching sections and one self-contained class per entry grade in the first year. Depending on actual enrollment, the school's Footprint may be adjusted for self-contained sections.

DBN	School Name	2013-2014 (current)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
31R016	P.S. 16	30	27	26	25	24	23	23
31R010	New School	0	3	5	8	10	13	15
TOTAL		30	30	31	33	34	36	38
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		14	14	13	11	10	8	6

Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms may be allocated for administrative purposes. The Building Council will determine the equitable distribution of excess rooms among existing schools in the building as described below. There will be sufficient instructional space in R016 as P.S. 16 reduces its enrollment and 31R010 phases in. If this proposal is approved, OSP would work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, OSP 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. In addition, OSP would work with the schools in building R016 to ensure a smooth transition, if necessary, of any rooms currently being used above schools’ footprint allocations.

Building Safety and Security

If this proposal is approved, 31R010 and P.S. 16 would develop a safety and security plan for R016 prior to the first day of school in September 2014.

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

- Best Practice Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and 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, and
- Monitoring and certifying School Safety Plans annually.

There are no other proposed uses or plans for building R016 at this time.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to educational options that meet their children’s needs. The proposed opening and co-location of 31R010 is intended to meet those

goals by providing an additional elementary school option for students in District 31.

Beginning in September 2014, P.S. 16 will enroll 70-80 kindergarten students, as opposed to the 100-175 kindergarten students it has enrolled in recent years. The DOE anticipates that this reduction in seats at P.S. 16 will be recovered through the phase in of 31R010. By 2019-2020, when 31R010 serves 270-330 students in grades kindergarten through five and P.S. 16’s enrollment reduction has been fully implemented, the DOE projects the building will serve 726-846 students, yielding a utilization rate of 88%-102%.

In addition to zoned and non-zoned options, students in District 31 may also apply to attend charter schools that serve elementary school grades and provide a preference to District 31 students through the charter school lottery application process. Detailed information about charter schools is also published annually and will be available in print or on the DOE Web site here:

<http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at R016. This proposal is not expected to impact the site accessibility of R016.

IV. Enrollment, Admissions and School Performance Information

31R010

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Opening and Co-location of 31R010	Grades K-5: Zoned

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	-	-	-	-	-	-	-
2014-2015 (projections)	45-55	-	-	-	-	-	45-55
2015-2016 (projections)	45-55	45-55	-	-	-	-	90-110
2016-2017 (projections)	45-55	45-55	45-55	-	-	-	135-165
2017-2018 (projections)	45-55	45-55	45-55	45-55	-	-	180-220
2018-2019 (projections)	45-55	45-55	45-55	45-55	45-55	-	225-275
2019-2020 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	270-330

Demographic Data

31R010 does not yet have enrollment. Therefore, there is no demographic data for the school. The DOE anticipates that 31R010 will have similar demographic data to that of P.S. 16, as it would serve students from P.S. 16’s zone, likely having similar student characteristics and needs.

School Performance Data

31R010 does not yet have enrollment. Therefore, there is no performance data for the school.

P.S. 16

Admissions Data

Current Admissions	Grades K-5: Zoned
Admissions During and After Proposed Opening and Co-location of 31R010	Grades K-5: Zoned

Enrollment Data¹³

	PK ¹⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	28	94	96	120	113	123	152	726
2014-2015 (projections)	36	70-80	90-100	90-100	115-125	110-120	120-130	631-691
2015-2016 (projections)	36	70-80	70-80	90-100	90-100	115-125	110-120	581-641
2016-2017 (projections)	36	70-80	70-80	70-80	90-100	90-100	115-125	541-601
2017-2018 (projections)	36	70-80	70-80	70-80	70-80	90-100	90-100	496-556
2018-2019 (projections)	36	70-80	70-80	70-80	70-80	70-80	90-100	476-536
2019-2020 (projections)	36	70-80	70-80	70-80	70-80	70-80	70-80	456-516

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	20%
Percentage of ELL Students	29%
Percentage of Students Eligible for Free or Reduced Lunch	94%

¹³ All figures are from the 2013-2014 Budget Register Projections.

¹⁴ Pre-Kindergarten (PK) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

¹⁵ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

P.S. 16 John J. Driscoll	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score ¹⁶	N/A ¹⁷	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	21%	26%	27%
Math % Proficient (Levels 3 and 4)	27%	33%	37%
Other Key Performance Indicators			
Attendance Rate	92%	91%	93%
2012-2013 State Accountability Status	12-13 In Good Standing ¹⁸		

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up other than personal services (“OTPS”) costs. Based on current one-time allocations for new schools, 31R010 will receive a fixed allocation of \$80,000 and approximately \$17,595 - \$21,505 in new school OTPS start-up per-pupil allocations during its first year.¹⁹

In addition, 31R010’s basic operating budget will be allocated on a per pupil basis, based on current by the Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs and those with other supplemental academic needs.

As a result of the enrollment reduction, the total number of students enrolled at P.S. 16 would decline each year, meaning that the school’s budget would decrease each year, and the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. If the overall school enrollment grows again, the overall budget would 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 increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

¹⁶ For more information about Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹⁷ Not all schools receive Quality Reviews every year, thus P.S. 16 does not have a Quality Review for the 2009-2010 and 2010-2011 school years.

¹⁸ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Please refer to the FSF Guide²⁰ and FY14 School Allocation Memoranda²¹ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 16 and 31R010. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

31R010 will need to hire additional teachers during each year of the school's phase-in as the total number of students enrolled in the school increases over each of the next six years. The precise number of positions needed for the 2014-2015 school year will be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in kindergarten through fifth grade will be determined based on annual enrollment projections available as the school grows to serve those grades.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

New administrative staff and non-pedagogical positions will be created at 31R010 over the course of the school's phase-in. 31R010 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

As student enrollment at P.S. 16 declines, the school's staffing needs may be reduced. All excessing will be conducted in accordance with existing labor contracts. For example, the current UFT contract will require excessing to take place in reverse seniority order within each given teaching license area. Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in their school in a teacher's license area within one year of the teacher being excessed, the teacher will have a return of return to the school, consistent applicable contractual provisions regarding teachers' seniority.

B. Administration

31R010 will hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

Some school supervisor and/or administrator positions at P.S. 16 may be excessed as student enrollment declines. Again, all excessing would take place in accordance with existing labor contracts.

²⁰ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

²¹ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

C. Transportation

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>.

This proposal is not expected to impact the transportation schedules of P.S. 16.

D. Other Support Services

The provision of certain support services is described above. Other support services would be provided as consistent with Citywide policy

VII. Building Information

Building		R016
Type of Building		PS
Year Built		1966
Overall BCAS rating		2.44
2011-2012 Target Building Utilization		104%
2011-2012 Target Building Capacity		827
FY 2012 Maintenance Costs	Labor	\$23,771
	Materials	\$7,068
	Maintenance and repair contracts	\$39,493
	Service contracts	\$153
	Custodial operations costs—Materials	\$6,434
	Custodial operations costs—Custodial Allocation	\$266,672
FY 2012 Energy Costs	Electric	\$107,040
	Gas	\$0
	Steam	\$0
	Oil	\$68,250
Projects completed during the current or prior school year		Lighting Fixtures
Projects proposed in the capital plan		Classroom Connectivity, New/Retrofit Telephone/Intercom Systems
Accessibility of the building		Building is not Functionally Fully Programmatically Accessible
Building attributes		Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office