

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New Elementary School (07X429) in Building X001 with Existing School P.S. 001 Courtlandt School (07X001) 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 district elementary school (07X429, “07X429”), which will serve students in kindergarten through fifth grades in building X001 (“X001”), located at 335 East 152 Street Bronx, NY 10451, in Community School District 7 (“District 7”), beginning in the 2014-2015 school year. Building X001 currently houses P.S. 001 Courtlandt School (07X001, “P.S. 1”), an existing elementary school currently serving students in kindergarten through fifth grades and offering a pre-kindergarten program. If this proposal is approved, 07X429 will be co-located with P.S. 1 in building X001 beginning in 2014-2015. 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.

If this proposal is approved, 07X429 will begin serving approximately 45-55 kindergarten students in the 2014-2015 school year in building X001. 07X429 will serve one additional grade each subsequent year until 2019-2020, the final year of phase-in, when 07X429 will serve approximately 270-330 students in kindergarten through fifth grades. The school will admit students via the District 7 Elementary School Choice Admissions Process. As discussed in greater detail in Section III.A of this proposal, on November 26, 2012, the District 7 Community Education Council (“CEC”) independently voted to un-zone the elementary schools in District 7.

Concurrently, the DOE is planning to reduce enrollment at P.S. 1 over the course of six years. Beginning in September 2014, P.S. 1 will admit a smaller incoming kindergarten class of approximately 45-55 students, as opposed to approximately 97 kindergarten students it is serving this year.¹ The school will continue to take in approximately 45-55 kindergarten students in future years until all grades, kindergarten through five, serve fewer sections in 2019-2020. At that point, enrollment will stabilize at a new, lower level. This reduction of P.S. 1’s enrollment will enable 07X429 to open in building X001 and grow to scale. P.S. 1 will continue to offer its pre-kindergarten program at its current size, assuming continued demand and funding. P.S. 1 will continue to participate in the District 7 Elementary School Choice Admissions Process. If this co-location proposal is not approved by the Panel for Educational Policy (“PEP”), the DOE may reconsider reducing P.S. 1’s enrollment.

According to the 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”), X001 has a target capacity of 757 students. In the 2013-2014 school year, P.S. 1 is serving approximately 635 students in kindergarten through fifth grades and pre-kindergarten,² yielding a building utilization rate of approximately 84%.³ If this proposal is approved, in 2019-2020, once 07X429’s kindergarten through fifth grades have fully phased in and P.S. 1’s enrollment reduction is complete, 07X429 will serve approximately 270-330

¹ Based on the 2013-2014 Budget Register Projections

² Based on the 2013-2014 Budget Register Projections

³ 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.

students and P.S.1 will serve approximately 288-348 students. Combined, the building will serve a total of approximately 558-678 students, yielding a building utilization rate of approximately 74%-90%.⁴ As described in greater detail in Section II below, the building has sufficient space to accommodate both schools throughout the enrollment reduction at P.S.1 and phase-in of 07X429.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. The co-location of 07X429 in X001 is intended to provide an additional high-quality elementary school option to students and families in District 7 and the Bronx. In addition, due to the high percentage of English Language Learner (“ELL”) students in District 7, the DOE intends to offer a Spanish dual-language program at 07X429, though ELL programming offered at a given school is always subject to demand.

As discussed above, the DOE will work with the P.S. 1 community to gradually decrease the school’s enrollment over the course of six years. P.S. 1 has struggled to provide quality outcomes for its students. P.S. 1 received an overall grade of “C” on its most recent Progress Report in 2011-2012, with a “D” in both the Progress and Performance subsections of the Progress Report. Additionally, P.S. 1 received overall grades of “D” and “C” in 2010-2011 and 2009-2010, respectively. The DOE believes that reducing the enrollment of P.S. 1 beginning in September 2014 and providing a new option for elementary school students in the X001 building will benefit current and future students at P.S. 1 and in the Bronx. The enrollment reduction is intended to provide an opportunity for P.S. 1 to concentrate on a smaller cohort of students, and to allow for a new school option to develop in building X001. The DOE is committed to supporting P.S. 1 as it reduces its enrollment and focuses on improving.

II. Proposed or Potential Use of Building

According to the 2011-2012 Enrollment Capacity Utilization Report (“the Blue Book”), building X001 has a target capacity of 757 students.⁵ (The concept of “target capacity” is explained below.) In 2013-2014, the building is serving approximately 635 students,⁶ yielding a utilization rate of approximately 84%.⁷ If this proposal is approved, 07X429 will open in September 2014 serving approximately 45-55 students in kindergarten in X001.⁸ At scale, 07X429 will serve approximately 270-330 students in kindergarten through fifth grades. In 2019-2020, when 07X429 has completed its phase-in and P.S. 1 has completed its planned enrollment reduction, the DOE projects that building X001 will serve approximately 558-678 students, yielding a utilization rate of approximately 74%-90%.

⁴ 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.

⁵ 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”)

⁶ 2013-2014 Budget Register Projections

⁷ 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.

⁸ Enrollment Projections are based on a phase-in plan of two general education or Integrated Co-Teaching sections per grade and one self-contained special education section in the first year.

If this proposal is approved, the grade spans for P.S. 1 and 07X429 in X001 over a seven-year period will be as follows:

Grade Spans								
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
07X429	07X429	-	K	K-1	K-2	K-3	K-4	K-5
07X001	P.S. 1	K-5						

The total current and projected student enrollments for P.S. 1 and 07X429 in X001 over a seven-year period, as well as the building utilization rates, are detailed in the table below:

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
07X429	07X429	-	45 - 55	90 - 110	135 - 165	180 - 220	225 - 275	270 - 330
07X001 ⁹	P.S. 1	635	558 - 618	513 - 573	458 - 518	398 - 458	333 - 393	288 - 348
Total Building Enrollment		635	603 - 673	603 - 683	593 - 683	578 - 678	558 - 668	558 - 678
Utilization¹⁰		84%	80% - 89%	80% - 90%	78% - 90%	76% - 90%	74% - 88%	74% - 90%

As described in more detail in the 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 standards for goal classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ

⁹ Total current and projected enrollment at P.S. 1 includes pre-kindergarten enrollment. Pre-kindergarten is a program that can be offered both half-day and full-day; the projection figures represent the full-day equivalency.

¹⁰ 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.

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 building 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 2013-2014 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 classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 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 high school 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.

The X001 building has the capacity to accommodate P.S. 1 during and after 07X429’s proposed phase-in. Any further significant changes to school utilization will be proposed in a separate EIS in accordance with Chancellor’s Regulation A-190 and will be subject to approval by the PEP.

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.

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

A. Students

The proposed co-location of new district school 07X429 in X001 is intended to provide a new educational option for District 7 families. 07X429 will open in the X001 building for the 2014-2015 school year and enroll kindergarten students through the District 7 Elementary School Choice Process. 07X429 is expected to reach full scale in X001 in 2019-2020 and serve approximately 270-330 students in kindergarten through fifth grades.

Concurrently, the DOE is planning to reduce enrollment at P.S. 1. P.S. 1 will begin admitting fewer kindergarten students for the 2014-2015 school year, and will continue enrolling a reduced kindergarten cohort of this size in future years. Beginning in September 2014, P.S. 1 will admit an incoming kindergarten class of approximately 45-55 students, as opposed to the 97 kindergarten students it is serving this year. If this proposal is approved, all current P.S. 1 students will have the opportunity to finish their primary education at P.S. 1, and P.S. 1 will remain an option for future students. Additionally, P.S. 1 will continue to offer its pre-kindergarten program at its current size, assuming continued demand and funding.

Impact on Students Currently Attending P.S. 1

As described in greater detail below, P.S. 1 admits students through the District 7 Elementary Choice Process. Families may apply to all schools in District 7. There are no school zones in District 7, however the district is divided into two areas: northern and southern. Families living in the northern area have

priority to schools in that area, and families living in the southern area have priority to the schools in that area. More information concerning the admissions process, including the order in which applicants are considered for placement, is available at the following website:

<http://schools.nyc.gov/ChoicesEnrollment/Elementary/District7>.

P.S. 1 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). Students with disabilities receive services in accordance with the Individualized Education Program (“IEP”) developed for each student. Thus, 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 at P.S. 1 will continue to receive their mandated special education services throughout the implementation of this proposal and beyond.

P.S. 1 currently offers English as a Second Language (“ESL”) services in all grades and maintains a transitional bilingual program. If this proposal is approved, P.S. 1 will continue to offer this program, subject to demand, and ELL students will continue to receive mandated services in accordance with DOE policy.

In addition, P.S. 1 currently maintains a pre-kindergarten program. If approved, this proposal is not anticipated to impact P.S. 1’s pre-kindergarten program, which like all pre-kindergarten programs in DOE schools, is subject to continued funding and demand.

With respect to academics, P.S.1 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 Programs and Partnerships

According to the District 7 Elementary School Directory, P.S. 1 offers the following special programs and initiatives, extra-curricular activities, and partnerships including:¹¹

- **Language Classes:** English, Spanish Native Language Arts
- **Community Partnerships:** Ballroom Dancing, Chess-in-the-Schools, Cookshop, RAMAPO, DreamYard, The Leadership Program, Bronx Arts Ensemble, Annenberg Grant
- **Extra-curricular Activities:** Art, Dance, Choir, Sports, Channel One News/ Talk Show
- **School Sports:** Baseball, Basketball

P.S. 1 will continue to offer special programs, initiatives, and extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Additionally, the enrollment reduction planned for P.S. 1 may cause a number and range of extra-curricular programs to diminish gradually due to declining student enrollment. It is difficult to predict precisely how those changes might be implemented as decisions will rest with the school administrators and will be made based on student interests and available resources. That is true for any City school, as all schools modify extra-curricular offerings annually based on student demand and available resources.

¹¹ The 2013-2014 District 7 Elementary School Directory is available at the DOE Web site found here:
<http://schools.nyc.gov/NR/rdonlyres/D40EB780-0F23-4F5E-A8F7-58A0D9829958/0/201314D7ESD.pdf>.

Impact on Future Elementary School Students in District 7

The DOE strives to ensure that all students in New York City have access to a high-quality school option for each stage of their education. If this proposal is approved, the co-location of 07X429 in X001 is intended to serve as a new Spanish dual-language elementary school option for future District 7 elementary school students. 07X429 will admit students in accordance with the District 7 Elementary School Choice Process described below.

This proposal is not expected to impact the admissions process at P.S. 1, as it will continue to admit students through the District 7 Elementary School Choice Process 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>. P.S. 1 will, however, enroll a smaller number of kindergarten students each year due to the planned enrollment reduction.

On November 26, 2012, the District 7 CEC voted to implement an un-zoning of the elementary schools in District 7 in order to provide greater access to educational opportunities for District 7 families. Beginning in the 2013-2014 school year, all elementary and K-8 schools in District 7 are un-zoned. Families have the opportunity to rank their preferences among all elementary schools in the district, similar to the Middle School Choice Process.

As part of the District 7 un-zoning, the DOE has created two admissions priority areas within District 7 that will maintain regional priority without zone priority, and ensure that all students have access to nearby public schools and transportation as appropriate. Families living in the northern area have priority to schools in that area, and families living in the southern area have priority to the schools in that area.

In accordance with Chancellor's Regulation A-101, kindergarten students are admitted to District 7 elementary schools in the following order of admissions priority:

- First Priority: Students with verified siblings who will be enrolled in kindergarten through fifth grades in the school as of September 2013
 - Within priority area first, then
 - Out of priority area, then
 - Out of district;
- Second Priority: Students who are currently enrolled in pre-kindergarten in the school without siblings enrolled in the school
 - Within priority area first, then
 - Out of priority area, then
 - Out of district;
- Third Priority: Students other than those in (a) or (b) above
 - Within priority area first, then
 - Out of priority area, then
 - Out of district

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,¹² are admitted to schools in the same manner as general education students. Schools will ensure

¹² 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>.

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. 1.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 1. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified siblings of students enrolled at P.S. 1 will have first priority for admission to the pre-kindergarten program at P.S. 1. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 1 will be subject to continued funding availability and demand.

B. Schools

Building X001 has adequate capacity to accommodate both P.S. 1 and 07X429 during and after the phase-in of 07X429 and the enrollment reduction at P.S. 1. In 2019-2020, once 07X429 has reached full scale and P.S. 1 has reached a stable enrollment, there will be approximately 558-678 total students being served in the building. The projected utilization rate for X001 at that point is approximately 74%-90%.

If this proposal is approved, there will be sufficient space in X001 to serve students at P.S. 1 and 07X429 throughout the period during which 07X429 gradually phases in and P.S. 1 reduces its enrollment pursuant to the Citywide Instructional Footprint (the “Footprint”). 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/ronlyres/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 sections per grade, assuming class size would remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school representative.

For elementary schools serving kindergarten through fifth grade (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 kindergarten through fifth grade 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 rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. As in other situations where schools are co-located, the schools would 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 a building walk-through conducted by the Bronx Director of Space Planning on July 17, 2013, X001 has a total of 41 full-size rooms, 5 half-size rooms, and 3.5 full-size equivalent (“FSE”) rooms of designed administrative space. In addition, the building contains a cafeteria, a gym, a library, and an auditorium.

In addition to those spaces, the below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- The school nurse currently occupies 1 FSE of designed administrative space
- A school-based support team currently occupies 1 half-size space
- The custodian’s office currently occupies 1 half-size space

Excluding the shared spaces outlined above, X001 has a total of 41 full-size rooms, 3 half-size rooms and 2.5 FSE rooms of designed administrative space remaining to be allocated between the co-located schools in X001 per the Footprint during and after the proposed phase-in of 07X429 and enrollment reduction of P.S. 1.

Currently, in the 2013-2014 school year, P.S. 1 has a baseline footprint allocation of 31 full-size rooms, 9 half-size rooms, and 4 FSE of administrative space. Due to a shortage of half-size rooms in X001, P.S. 1’s baseline space allocation was adjusted to include 9 full-size rooms in lieu of 9 half-size rooms. Thus, the current adjusted baseline space allocation is 40 full-size rooms and 4 FSE of administrative space, which is comprised of 3 half-size rooms and 2.5 FSE rooms of designed administrative space. P.S. 1 is currently allocated 41 full-size rooms, 3 half-size rooms, and 2.5 FSE of designed administrative space. This includes 1 full-size room in excess of its adjusted Footprint allocation.

As discussed above, the DOE plans to reduce the enrollment of P.S. 1 over the course of six years, beginning in 2014-2015 school year. Over the course of the school’s enrollment reduction, the school will serve fewer students and fewer class sections each year. Beginning in September 2014, P.S. 1 will admit a smaller incoming kindergarten class of approximately 45-55 students, as opposed to the 97 kindergarten students it is serving this year. As such, P.S. 1’s adjusted baseline allocation will be reduced each year. In 2019-2020, when P.S. 1 reaches a stable, reduced enrollment, the school’s adjusted baseline allocation will be 20 full-size rooms and 2.5 FSE of administrative space.

If this proposal is approved, the enrollment and grade levels served by 07X429 will increase each year until it reaches full-scale in 2019-2020. In 2014-2015, the first year of phase-in during which 07X429 will serve kindergarten students, 07X429’s baseline space allocation will be 3 full-size rooms, 2 half-size rooms, and 1.5 FSE for administrative use. Due to a shortage of half-size rooms in X001, 07X429’s baseline space allocation will be adjusted to include 2 full-size rooms in lieu of 2 half-size rooms. Thus, the adjusted baseline space allocation is 5 full-size rooms and 1.5 FSE for administrative use. Each subsequent year, through the 2019-2020 school year, 07X429 will be allocated additional rooms for instructional and administrative use per the Footprint as the school phases in. In 2019-2020, when 07X429 has reached full scale and serves students in kindergarten through fifth grade, 07X429’s baseline space allocation will be 15 full-size rooms, 4 half-size rooms, and 2.5 FSE for administrative use. Due to a shortage of half-size rooms in X001, 07X429’s baseline space allocation will be adjusted to include 4 full-size rooms in lieu of 4 half-size rooms. Thus, their final adjusted baseline allocation will be 19 full-size rooms and 2.5 FSE for administrative use.

The adjusted baseline allocation of full-size instructional rooms over the seven years of P.S. 1's enrollment reduction and 07X429's phase-in are detailed in the chart below:

**Adjusted Baseline
Footprint Allocation for
Full-Size Classrooms**

DBN	School Name	2013-2014 (Current)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
07X001	P.S. 1	40	35	33	28	25	22	20
07X429	07X429	N/A	5	7	11	14	17	19

TOTAL	40	40	40	39	39	39	39
ROOMS IN EXCESS OF (OR UNDER) ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS	1	1	1	2	2	2	2

As discussed previously, during the course of 07X429's phase-in and the planned enrollment reduction at P.S. 1, the number of rooms allocated to P.S. 1 will decrease, and concurrently, 07X429's baseline footprint allocation will increase during its phase-in to reflect its larger population and growing grade span. Thus, 07X429 will occupy the space vacated by P.S. 1's enrollment reduction. 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.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning 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, the Office of Space Planning would also work with the schools in building X001 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

There are no other proposed uses or plans for building X001 at this time.

Building Safety and Security

If this proposal is approved, all schools will develop a safety and security plan for the X001 building prior to the first day of school in September 2014.

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

- Providing "Best Practices 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 the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;

- Providing professional development and support to Children’s First Network (“CFN”) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

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 co-location of 07X429 is intended to meet this goal. Further, given the high percentage of ELL students in District 7, the DOE intends to offer Spanish dual-language programming at 07X429.

Beginning in September 2014, P.S. 1 will enroll 45-55 kindergarten students annually, as opposed to the 97 kindergarten students it currently enrolls. By 2019-2020, when 07X429 serves 270-330 students in grades kindergarten through five and P.S. 1’s enrollment reduction has been fully implemented, the DOE projects the building will serve approximately 558-678 students, yielding a utilization rate of approximately 74%-90%.

In addition to District 7 elementary schools, students in District 7 may also apply to attend several charter schools that serve elementary school grades. Detailed information about New York City charter schools is published annually and is available in print or on the DOE’s Web site here:

<http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X001. This proposal is also not expected to impact the site accessibility of X001, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

07X429

Admissions Data

Current Admissions	N/A
Admissions After the Proposed Co-location of 07X429	Grades K-5: District 7 Elementary School Choice Admissions

Enrollment Data¹³

	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

There is no demographic data available for the school because 07X429 has not yet opened.

Performance Data

There is no performance data available for the school because 07X429 has not yet opened.

P.S. 1

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions Grades K-5: District 7 Elementary School Choice Admissions ¹⁴
Admissions After the Proposed Co-location of 07X429	Pre-K: Standard Universal Pre-K Admissions Grades K-5: District 7 Elementary School Choice Admissions

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

¹⁴ More information about the District 7 Choice Process is available on the DOE Web site:
<http://schools.nyc.gov/ChoicesEnrollment/Elementary/District7>.

Enrollment Data¹⁵

	PK ¹⁶	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	18	97	113	112	103	93	99	635
2014-2015 (projections)	18	45-55	90-100	110-120	105-115	100-110	90-100	558-618
2015-2016 (projections)	18	45-55	45-55	90-100	110-120	105-115	100-110	513-573
2016-2017 (projections)	18	45-55	45-55	45-55	90-100	110-120	105-115	458-518
2017-2018 (projections)	18	45-55	45-55	45-55	45-55	90-100	110-120	398-458
2018-2019 (projections)	18	45-55	45-55	45-55	45-55	45-55	90-100	333-393
2019-2020 (projections)	18	45-55	45-55	45-55	45-55	45-55	45-55	288-348

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with IEP	18%
Percentage of ELL Students	31%
Percentage of Students Eligible for Free or Reduced Lunch	95%

¹⁵ All figures are from the 2013-2014 Budget Register Projections.

¹⁶ Pre-Kindergarten (PK) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

¹⁷ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

Performance Data

P.S. 1	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	D	C
Quality Review Score ¹⁸	N/A ¹⁹	D	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	28%	24%	25%
Math % Proficient (Levels 3 and 4)	35%	34%	36%
2012-2013 State Accountability Status	Focus School ²⁰		

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, 07X429 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.

In addition, 07X429’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, ELL students, and those with other supplemental academic needs.

As a result of the enrollment reduction, the total number of students enrolled at P.S. 1 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.

Please refer to the FSF Guide²¹ and FY14 School Allocation Memoranda²² for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a

¹⁸ For more information about Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹⁹ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Thus, P.S. 1 does not have a Quality Review for the 2009-2010. In 2010-2011, P.S. 1 received a “D” rating, which represents Developing. In 2011-2012, P.S. 1 received a “P”, which represents Proficient.

²⁰ 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>

²¹ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

²² The FY14 School Allocation Memoranda are available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

result of register changes at P.S. 1 and 07X429. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

07X429 will need to hire teachers during each year of its phase-in as the total number of students enrolled in the school increases over each of the next four 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.

New district 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 07X429 over the course of the school's phase-in. 07X429 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

As student enrollment at P.S. 1 declines, the school's staffing needs may be reduced. All excessing would be conducted in accordance with existing labor contracts. For example, the current 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 teachers who did not find a permanent position would be placed in the Absent Teacher Reserve ("ATR") 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 regarding teachers' seniority.

B. Administration

07X429 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

Some school supervisor and/or administrator positions at P.S. 1 may be excessed as student enrollment declines. Again, all excessing would take place in accordance with existing labor contracts.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

This proposal is not expected to impact the transportation schedules of P.S.1.

D. Other Support Services

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

VII. Building Information

Building		X001
Type of Building		PS
Year Built		1961
Overall BCAS rating		2.5
2011-2012 Target Building Utilization		90%
2011-2012 Target Building Capacity		757
FY 2012 Maintenance Costs	Labor	\$14,543
	Materials	\$21,150
	Maintenance and repair contracts	\$5,887
	Service contracts	--
	Custodial operations costs—Materials	\$6,713
	Custodial operations costs—Custodial Allocation	\$233,794
FY 2012 Energy Costs	Electric	\$73,329
	Gas	\$910
	Steam	NA
	Oil	\$92,100
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Building Upgrade-Boiler Conversion, Building Upgrade-Climate Control System, Playground Redevelopment, IPSurveillance Camera Installation
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office