

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New District Elementary School (12X458) with Existing Schools P.S. 050 Clara Barton (12X050) and Fairmont Neighborhood School (12X314) in Building X050 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new, non-zoned district elementary school, 12X458, in building X050, located at 1550 Vyse Avenue, Bronx, NY 10460 in Community School District 12 (“District 12”), beginning in the 2014-2015 school year. If this proposal is approved, 12X458 will be co-located in building X050 (“X050”) with P.S. 050 Clara Barton (12X050, “P.S. 050”), an existing elementary school that is in the process of phasing out and is currently serving students in third through fifth grades; and Fairmont Neighborhood School (12X314, “Fairmont”), an existing elementary school that is currently serving students in kindergarten through second grades in the X050 building and is phasing in to serve students in kindergarten through fifth grades. Additionally, Fairmont offers a pre-kindergarten program. 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, 12X458 will serve 100-120 students in the X050 building in kindergarten and first grade, and will add one grade per year until the school has reached full scale and serves 300-360 students in kindergarten through fifth grades in 2018-2019. The DOE anticipates that 12X458 will offer a Spanish dual-language program in order to meet the needs of English language learner (“ELL”) students and provide an opportunity for non-ELL students to develop fluency in a second language, though ELL programming offered at a given school is always subject to demand.

On March 11, 2013, the Panel for Educational Policy (“PEP”) approved the proposal to gradually phase out and eventually close P.S. 050 because of its low performance and inability to improve quickly to better support student needs. As a result, P.S. 050 stopped admitting kindergarten, first, and second grade students after the conclusion of the 2012-2013 school year. One grade will be phased out each subsequent year. During the 2013-2014 school year, P.S. 050 serves students in third, fourth, and fifth grades; in 2014-2015, it will serve students in fourth and fifth grade; and in 2015-2016, P.S. 050 will serve students in fifth grade. The school will close after June 2016. The Educational Impact Statement (“EIS”) describing the approved proposal to phase out and close P.S. 050 is available at:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

On March 11, 2013, the PEP also approved the proposal to co-locate Fairmont in X050 beginning in the 2013-2014 school year. Fairmont currently serves kindergarten, first, and second grade students, and offers a pre-kindergarten program. Fairmont will add one grade per year until the school has reached full scale and serves students in kindergarten through fifth grade in 2016-2017. Fairmont admits students according to standard zoned admissions priorities as described in Chancellor’s Regulation A-101. The EIS describing the approved proposal to open and co-locate Fairmont in X050 is available at:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), X050 has a target capacity of 709 students, but in 2013-2014, the building is serving approximately only 409 students,¹

¹ Based on 2013-2014 Budget Register Projections.

yielding a building utilization rate of 58%.² This means that the building is “under-utilized” and has extra space to accommodate additional students.³

In 2018-2019, once P.S. 050 has completed its phase-out and Fairmont and 12X458 have both reached full scale, it is projected that there will be approximately 636-756 students served in X050, thereby yielding an estimated building utilization rate of approximately 90%-107%. As discussed in Section II below, while the building utilization rate may exceed 100%, all schools will receive at least their baseline (or adjusted) footprint allocation of instructional space.

One community-based organization (“CBO”) occupies space in the X050 building: Children’s Aid Society. This proposal is not expected to impact the continued siting of this program.

II. Proposed or Potential Use of Building

As stated above, X050 has a target capacity of 709 students (the concept of “target capacity” is explained below).⁴ In 2013-2014, P.S. 050 and Fairmont are collectively serving 409 students in X050. This yields an estimated utilization rate of 58%. This is one indicator that the building is “under-utilized” and has sufficient space to accommodate additional students.

If this proposal is approved, 12X458 will open in September 2014 serving approximately 100-120 students in kindergarten and first grades. At scale, 12X458 will serve approximately 300-360 students in kindergarten through fifth grades in 2018-2019. Once 12X458 has reached full scale in 2018-2019, X050 will serve approximately 636-756 students across 12X458 and Fairmont, which yields a projected utilization rate of 90%-107%.

Despite a projected utilization rate slightly over 100%, the building has sufficient space to provide all schools with at least their baseline (or adjusted baseline) room allocations. 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 in more detail in Section II, all existing and proposed schools will receive space appropriate for their needs.

If this proposal to co-locate 12X458 is approved, the grade spans for P.S. 050, Fairmont, and 12X458 over a six-year period will be:

² 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.

³ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

⁴ 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”).

Grade Spans

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
12X458	12X458	-	K-1	K-2	K-3	K-4	K-5
12X050	P.S. 050	3-5	4-5	5	-	-	-
12X314	Fairmont	K-2	K-3	K-4	K-5	K-5	K-5

The total current and projected student enrollment for P.S. 050, Fairmont, and 12X458, as well as the building utilization rate, over a six-year period will be:

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
12XTBD	12X458	-	100 - 120	150 - 180	200 - 240	250 - 300	300 - 360
12X050	P.S. 050	185	105 - 125	60 - 70	-	-	-
12X314 ⁵	Fairmont	224	256 - 296	306 - 356	356 - 416	346 - 406	336 - 396
Total Building Enrollment		409	461 - 541	516 - 606	556 - 656	596 - 706	636 - 756
Utilization		58%	65% - 76%	73% - 85%	78% - 93%	84% - 100%	90% - 107%

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 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 goals for maximum classroom capacities (which are lower than the United Federation 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 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

⁵ Total current and projected enrollment at Fairmont 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.

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 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.

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

A. Students

12X458 will enroll kindergarten and first grade students in the 2014-2015 school year. As a non-zoned school, 12X458 will be open to all District 12 students. If this proposal is approved, beginning in 2014-2015, 12X458 will serve kindergarten and first grade students in the X050 building and will be co-located with P.S. 050 and Fairmont. The proposed co-location of 12X458 is not expected to impact current or future student enrollment, admissions or instructional programming at Fairmont or the ongoing phase-out of P.S. 050.

On March 11, 2013, the PEP approved proposals to phase out and close P.S. 050 and to co-locate a new district elementary school, Fairmont, in the building. The details of those proposals and their anticipated impact on current P.S. 050 students are outlined in separate EISs available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

P.S. 050 is in the process of phasing out and no longer admits new kindergarten, first, and second-grade students. P.S. 050 will subsequently phase out one grade per year until it closes in June 2016. Fairmont, which serves the same zone as P.S. 050, is in the process of phasing-in and currently serves students in grades kindergarten through second. Fairmont will reach its full grade span of kindergarten through fifth grade in the 2016-2017 school year. Fairmont also offers a pre-kindergarten program, and will continue to offer a pre-kindergarten program pending continued demand and availability of funding.

Academic Impact on Students Currently Attending Schools in the X050 Building

P.S. 050 and Fairmont currently offer 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. 050 and Fairmont will continue to receive their mandated special education services throughout the implementation of this proposal and beyond.

P.S. 050 and Fairmont currently offer English as a Second Language ("ESL") services and Spanish Transitional Bilingual Education ("TBE") programs for ELL students. If this proposal is approved, P.S. 050 and Fairmont will continue to offer these programs, subject to demand, and ELL students will continue

to receive mandated services in accordance with DOE policy.

In addition, the DOE anticipates that 12X458 will offer a Spanish dual-language program in order to meet the needs of ELL students and provide an opportunity for non-ELL students to develop fluency in a second language.

Impact on Extracurricular Programming and Partnerships

According to school reported data, P.S. 050 currently offers the following special programs and extracurricular activities:

- Read Well Program,
- 100 Book Challenge,
- Kaplan Advantage for Reading and Math,
- Turnaround for Children,
- Stock Market Challenge, and
- ELA and Math extended day programs

According to school reported data, P.S. 050 also has partnerships with Children's Aid Society and Fordham University. P.S. 050 is also part of the Teacher Effectiveness Program.⁶

This proposal will not prevent P.S. 050 from continuing to offer any of these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. It is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extracurricular offerings annually based on student demand and available resources.

According to school reported data, Fairmont offers an afterschool program with Children's Aid Society. As the school continues to phase-in, the school anticipates offering additional programming. Fairmont will continue to offer special programs and 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. 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.

Admissions Impact for Future Elementary School Students

If this proposal is approved, 12X458 will open in September 2014 as a non-zoned school, meaning that admissions will be open to all students district-wide in accordance with Chancellor's Regulation A-101. As such, District 12 families will have access to a new elementary school option, and in particular, a new Spanish dual-language program intended to meet the needs of ELL students and provide an opportunity for non-ELL students to develop fluency in a second language.

This proposal is not expected to impact the admissions process at P.S. 050 or Fairmont.

⁶ More information about the Teacher Effectiveness Program is available on the DOE's Web site at: <http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/TeacherEffectiveness/default.htm>

As a result of the approved proposal to phase-out P.S. 050 beginning in 2013-2014, P.S. 050 no longer admits new students. Incoming kindergarten students who reside in the X050 zone are served by Fairmont. Fairmont 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 to enroll in a zoned elementary school, please visit the DOE Web site: <http://schools.nyc.gov/choicesenrollment/elementary>.

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

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 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 K-5 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 K-5 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 K-5 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 K-5 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 placement in a District 75 school,⁷ 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

⁷ 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 Web site for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at Fairmont. 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 Fairmont will have first priority for admission to the pre-kindergarten program at Fairmont. Students who reside in the school's zone who do not have siblings enrolled at Fairmont will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at Fairmont will be subject to continued funding availability and demand. 12X458 is not currently slated to offer a pre-kindergarten program, however the school may open such a program in future years, subject to funding and demand.

Impact on Children's Aid Society

This proposal is not expected to impact the space allocated to, or the services provided by, the Children's Aid Society, which is a CBO that provides afterschool programming.

B. Schools

Building X050 has the capacity to accommodate P.S. 050 as it phases out and Fairmont and 12X458 as they phase in. In 2018-2019, once P.S. 050 has closed, and Fairmont and 12X458 have reached full scale, there will be approximately 636-756 total students served in the building. The projected utilization for X050 at that point is approximately 90%-107%.

If this co-location proposal is approved, there will be sufficient space to accommodate P.S. 050, Fairmont, and 12X458, pursuant to the Citywide Instructional Footprint (the "Footprint") while P.S. 050 phases out and Fairmont and 12X458 phase in. Please visit the DOE 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 sections per grade, assuming class size will 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's representative.

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 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 on November 30, 2012 and a desk review performed on March 13, 2013 by the Office of Space Planning, X050 has a total of 43 full-size rooms, 1 half-size room, 3 quarter-size rooms, and 4.25 full-size equivalent ("FSE") rooms of designed administrative space. In addition, the building contains a cafeteria, a multi-purpose room, 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 Children's Aid Society, a community-based organization, occupies 1 full-size space
- The nurse's office currently occupies 1 half-size designed administrative space
- The custodian's office currently occupies 1 quarter-size space
- The School Based Support Team ("SBST") occupies 1 full-size space

Excluding the shared spaces outlined above, X050 has a total of 41 full-size rooms, 1 half-size room, 2 quarter-size rooms, and 3.75 FSE rooms of designed administrative space remaining to be allocated between the co-located schools in X050 per the Footprint during and after the proposed phase-in of 12X458, the ongoing phase-in of Fairmont, and the ongoing phase-out of P.S. 050.

Currently, in the 2013-2014 school year, Fairmont has a baseline footprint allocation of 12 full-size rooms, 4 half-size rooms, and 2.5 FSE of administrative space. Due to a shortage of half-size rooms in X050, Fairmont's baseline space allocation has been adjusted to include 4 full-size rooms in lieu of 4 half-size rooms. Thus, the current adjusted baseline space allocation is 16 full-size rooms and 2.5 FSE of administrative space, which is comprised of 1 full-size room and 1.5 FSE rooms of designed administrative space. Fairmont is currently allocated 21 full-size rooms, 1 half-size room, and 1.75 FSE of designed administrative space. This includes 4 full-size rooms, 1 half-size room, and 0.25 FSE of designed administrative space in excess of its adjusted Footprint allocation.

As discussed above, Fairmont currently serves students in kindergarten through second grades, as well as a pre-kindergarten program, and is in the process of phasing in to serve students in grades kindergarten through five as well as pre-kindergarten. Over the course of its phase-in, the school will serve more students and more class sections each year. As such, Fairmont's adjusted baseline allocation will be increased each year. In 2018-2019, when Fairmont is at full-scale and has reached stable enrollment, its adjusted baseline allocation will include 17 full-size rooms and 3.0 FSE of administrative space.

Currently, in the 2013-2014 school year, P.S. 050 has a baseline footprint allocation of 10 full-size rooms, 5 half-size rooms, and 2.5 FSE of administrative space. Due to a shortage of half-size rooms in X050, P.S. 050's baseline space allocation has been adjusted to include 5 full-size rooms in lieu of 5 half-size rooms. Thus, the current adjusted baseline space allocation is 15 full-size rooms and 2.5 FSE of administrative space, which is comprised of 1 full-size room and 1.5 FSE rooms of designed administrative space. P.S. 050 is currently allocated 20 full-size rooms, 2 quarter-size rooms, and 2.0 FSE of designed administrative space. This includes 4 full-size rooms, 2 quarter-size rooms, and 0.5 FSE of designed administrative space in excess of its adjusted Footprint allocation.

As discussed above, P.S. 050 currently serves students in grades three through five and is in the process of phasing out. Over the course of its phase-out, the school will serve fewer students and fewer class sections each year until it closes after the 2015-2016 school year. As such, P.S. 050's adjusted baseline allocation will be decreased each year until it is no longer allocated space in X050 following the 2015-2016 school year.

If this proposal is approved, the enrollment and grade levels served by 12X458 will increase each year until it reaches full-scale in 2018-2019. In 2014-2015, the first year of phase-in during which 12X458 will serve kindergarten and first grade-students, 12X458's baseline space allocation will be 5 full-size rooms, 1 half-size room, and 2.0 FSE for administrative use. Due to a shortage of half-size rooms in X050, 12X458's baseline space allocation has been adjusted to include 1 full-size room in lieu of 1 half-size room. Thus, the adjusted baseline space allocation is 6 full-size rooms and 2.0 FSE for administrative use. Each subsequent year, through the 2018-2019 school year, 12X458 will be allocated additional rooms for instructional and administrative use per the Footprint as the school phases in. In 2018-2019, when 12X458 has reached full scale and serves students in grades kindergarten through five, 12X458's adjusted baseline allocation will be 17 full-size rooms and 3.5 FSE for administrative use.

The adjusted baseline allocation of full-size instructional rooms over the course of 12X458's phase-in, Fairmont's phase-in, and P.S. 050's phase-out 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
07X050	P.S. 050	15	10	5	N/A	N/A	N/A
12X314	Fairmont	16	20	22	24	23	22
12X458	12X458	N/A	6	10	12	15	17

TOTAL	31	36	37	36	38	39
ROOMS IN EXCESS OF (OR UNDER) ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS	10	5	4	5	3	2

As discussed previously, during the course of 12X458's phase-in, the number of excess rooms will decrease as 12X458's baseline Footprint allocation increases during its phase-in to reflect its larger population and growing grade span. 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 X050 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 X050.

Building Safety and Security

If this proposal is approved, all schools will develop a safety and security plan for the X050 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.

B. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet the needs of all children. The proposed co-location of 12X458 is intended to serve as an additional elementary school choice option for students in District 12. In particular, pending demand 12X458 will provide a new Spanish dual-language option intended to meet the needs of ELL students and provide an opportunity for non-ELL students to develop fluency in a second language.

The opening of 12X458 may have a mild impact on the enrollment at other District 12 elementary schools by enrolling students who would otherwise attend another District 12 elementary school. However, at present, there is no way to reliably predict which elementary schools would be impacted, or by how many seats. The DOE does not expect this proposal to have a material impact on any individual District 12 elementary school.

Students in District 12 may also apply to attend one of several charter elementary schools that provides a preference to District 12 students through the charter school lottery application process. More information on these schools is available 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 X050. This proposal is not expected to impact the site accessibility (no accessibility) of X050.

IV. Enrollment, Admissions, and School Performance Information

P.S. 050 (12X050)

Admissions Data

Current Admissions	N/A
Admissions If This Proposal Is Approved	N/A

Enrollment Data⁸

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	-	-	-	67	50	68	185
2014-2015 (projections)	-	-	-	-	60-70	45-55	105-125
2015-2016 (projections)	-	-	-	-	-	60-70	60-70
2016-2017 (projections)	-	-	-	-	-	-	-
2017-2018 (projections)	-	-	-	-	-	-	-
2018-2019 (projections)	-	-	-	-	-	-	-

Demographic Data⁹

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with IEPs	23%
Percentage of ELL Students	15%
Percentage of Students Eligible for Free or Reduced Lunch	85%

School Performance Data

P.S. 050 Clara Barton	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	C	F
Quality Review Score ¹⁰	P	N/A ¹¹	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	21%	20%	16%
Math % Proficient (Levels 3 and 4)	31%	38%	33%
Other Key Performance Indicators			
Attendance Rate	89%	90%	91%
2012-2013 State Accountability Status	Priority School		

⁸ All figures represent enrollment data from the 2013-2014 Budget Register Projections.

⁹ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

¹⁰ For more information about Quality Reviews, please visit the DOE Web site at:

<http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹¹ Not all schools receive Quality Reviews every year.

Fairmont (12X314)

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions Process K-5: Zoned
Admissions If This Proposal Is Approved	Pre-K: Standard Universal Pre-K Admissions Process K-5: Zoned

Enrollment Data¹²

	PK ¹³	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	36	55	67	66	-	-	-	224
2014-2015 (projections)	36	50-60	50-60	60-70	60-70	-	-	256-296
2015-2016 (projections)	36	50-60	50-60	50-60	60-70	60-70	-	306-356
2016-2017 (projections)	36	50-60	50-60	50-60	50-60	60-70	60-70	356-416
2017-2018 (projections)	36	50-60	50-60	50-60	50-60	50-60	60-70	346-406
2018-2019 (projections)	36	50-60	50-60	50-60	50-60	50-60	50-60	336-396

Demographic Data

Fairmont opened during the 2013-2014 school year, therefore, demographic data for the school is not yet available. The DOE anticipates that Fairmont will have similar demographic data to that of P.S. 050, as it would serve students from P.S. 050's zone, likely having similar student characteristics and needs.

School Performance Data

Fairmont opened this year, therefore, there is no performance data for the school.

¹² All figures represent enrollment data from the 2013-2014 Budget Register Projections.

¹³ Pre-Kindergarten (PK) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

12X458**Admissions Data**

Current Admissions	N/A
Admissions If This Proposal Is Approved	K-5: District-wide choice

Enrollment Data¹⁴

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	-	-	-	-	-	-	-
2014-2015 (projections)	50-60	50-60	-	-	-	-	100-120
2015-2016 (projections)	50-60	50-60	50-60	-	-	-	150-180
2016-2017 (projections)	50-60	50-60	50-60	50-60	-	-	200-240
2017-2018 (projections)	50-60	50-60	50-60	50-60	50-60	-	250-300
2018-2019 (projections)	50-60	50-60	50-60	50-60	50-60	50-60	300-360

Demographic Data

12X458 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

12X458 does not yet have enrollment. Therefore, there is no performance data for the school.

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 Other Than Personal Services (“OTPS”) allocation of funds to cover start-up costs. Based on current one-time

¹⁴ Projections referenced for 12X458 are based on a standard phase-in plan of two general education sections in the entry grades..

allocations for new schools, 12X458 will receive a fixed allocation of \$80,000 and approximately \$39,100-\$46,920 in new school OTPS start-up per-pupil allocations during its first year.¹⁵

In addition, 12X458's basic operating budget will be determined by the Fair Student Funding ("FSF") formula used at all other New York City district public schools. Most funding in school's budgets is allocated on a per pupil basis, based on current FSF per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

This proposal is not expected to impact the budget or cost of instruction at P.S. 050 or Fairmont.

However, as stated above, future enrollment of P.S. 050 will be reduced as the school phases out. The DOE will decrease its allocation of funds to P.S. 050 and repurpose funds previously allocated to P.S. 050. As a result of fewer students being served at P.S. 050, P.S. 050's budget will decrease, and the school will need fewer teachers and fewer supplies to meet the needs of the smaller student population.

Additionally, Fairmont's funding will increase as it phases in to serve more students. In any case, funding will be provided in accordance with enrollment levels, allowing the schools to meet the instructional needs of their 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 refer to the Fair Student Funding ("FSF") Guide¹⁶ and FY13 School Allocation Memoranda¹⁷ for additional information on cost of instruction and how any changes to FSF funding and other school allocations might be impacted as a result of register changes at P.S. 050 and Fairmont.

Staffing changes are at the discretion of the schools within the limits of contractual and mandated obligations.

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

A. Personnel Needs

The proposed co-location of 12X458 is not anticipated to impact the personnel needs of P.S. 050 or Fairmont. However, a description of the potential impact that the phase-out of P.S. 050 and phase-in of Fairmont will have on those schools' respective pedagogical, administrative, and non-pedagogical personnel are outlined in separate EISs that are available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

New administrative staff and non-pedagogical positions will be created at 12X458 over the course of the school's phase-in. 12X458 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would 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 grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades. New district schools follow the hiring

¹⁵ For more information about OTPS for New Schools please visit: [FY14 School Allocation Memorandum 21: Other Than Personal Services "OTPS" for New Schools](#)

¹⁶ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf

¹⁷ The FY14 School Allocation Memoranda are available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html

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

B. Administration

This proposal is not anticipated to impact the supervisory or administrative needs of P.S. 050 or Fairmont. Information regarding the potential impact of the phase-out of P.S. 050 and phase-in of Fairmont on those school's respective administrations is available in EISs available at the link above.

12X458 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

C. Transportation

There will be no change to existing transportation practices at P.S. 050 or Fairmont. Transportation will be provided at 12X458, Fairmont, and P.S. 050 according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. 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

Building		X050
Type of Building		PS
Year Built		1914
Overall BCAS rating		2.66
2011-2012 Target Building Utilization		71%
2011-2012 Target Building Capacity		709
FY 2012 Maintenance Costs	Labor	\$27,485
	Materials	\$20,776
	Maintenance and repair contracts	\$33,522
	Service contracts	\$614
	Custodial operations costs— Materials	\$5,175
	Custodial operations costs— Custodial Allocation	\$217,299
FY 2012 Energy Costs	Electric	\$91,887
	Gas	\$3,305
	Steam	\$0
	Oil	\$47,853
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Interior:Structural:Fou ndation Walls, Walk-in Freezer Replacement
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Multipurpose Room, Nurse's Office