

EDUCATIONAL IMPACT STATEMENT:
**Proposed Co-location of New School P.S. 414 (14K414) with P.S. 019
Roberto Clemente (14K019) in School Building K019 Beginning in
2012-2013**

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new zoned elementary school, P.S. 414 (14K414, “P.S. 414”), in school building K019 (“K019”), located at 325 South 3rd Street, Brooklyn NY 11211, in Community School District 14. P.S. 414 will serve students in kindergarten through fifth grade when it reaches full scale. Currently, K019 houses P.S. 019 Roberto Clemente (14K019, “P.S. 019”), an existing zoned elementary school serving students in kindergarten through fifth grade. In a separate Educational Impact Statement (“EIS”) that was published on December 13, 2011, and which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>, the DOE has proposed that P.S. 019 gradually phase-out because of its low performance. P.S. 019 is an existing zoned elementary school serving students in kindergarten through fifth grade. If both proposals are approved, P.S. 414 would be co-located with P.S. 019 in K019 for three school years. 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. P.S. 019 is currently the only school organization housed at K019. However, District 79’s Office of Adult and Continuing Education (“OACE”) holds evening classes at K019. The DOE does not anticipate that this proposal will impact the evening classes offered at K019.

If the proposal to phase-out P.S. 019 is approved, P.S. 019 would no longer admit kindergarten students after the conclusion of the 2011-2012 school year. Multiple grades would be phased-out at P.S. 019 in 2012-2013, the first year of phase-out, and one grade would be phased-out in each of the following three years. Therefore, during the 2012-2013 school year, P.S. 019 would only serve students in grades three, four and five. In 2013-2014, P.S. 019 would only serve students in grades four and five. In 2014-15, P.S. 019 would only serve students in grade five. The school would close after June 2015.

P.S. 414 would open in K019 as a zoned district elementary school serving the same zone as P.S. 019. In the 2012-2013 school year, P.S. 414 would serve the kindergarten, first, and second grade students who would otherwise have attended P.S. 019 if it were not being phased-out. P.S. 414 would then expand one grade each year until it reaches full scale in 2015-2016 and serves students in kindergarten through fifth grade. During the years that P.S. 019 is phasing-out, P.S. 414 and P.S. 019 would be co-located in K019. Once P.S. 414 has completed its phase-in and P.S. 019 has completed its phase-out, P.S. 414 will be the only school in K019.

According to the 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”), in 2010-2011, K019 had a target capacity to serve 759 students, and the building enrolled 378 students,¹

¹ 2010-2011 audited register.

yielding a building utilization rate of 50%.² Currently, 355 students are enrolled in K019,³ yielding a building utilization rate of 47%.⁴ This means that the building is “underutilized” and has extra space to accommodate additional students.

Background on the DOE’s Decision-Making Process

As detailed in the EIS proposing to phase-out P.S. 019, the DOE has concluded that phasing-out P.S. 019 is necessary due to this school’s history of poor performance.

P.S. 019 earned an overall F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, P.S. 019 earned an overall D grade. On the 2008-2009 Progress Report, P.S. 019 earned an overall B grade.

As a result, the DOE initiated a comprehensive review of P.S. 019 with the goal of determining what intensive supports and interventions would best benefit the P.S. 019 community. During that review, the DOE looked at recent and historical performance, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention, the gradual phase-out and eventual closure of P.S. 019, will best serve the school’s students and community. Phasing-out and closing P.S. 019 will allow for new school options to develop in the K019 building that will provide better options for families.

If the proposal to phase out and close P.S. 019 is approved, the space made available by the phase-out of P.S. 019 will be used to house P.S. 414. If the separate phase-out proposal is not approved, the DOE would review the plan to site P.S. 414 in K019 and potentially revise the plan and issue a revised EIS.

The replacement process would be gradual; P.S. 414 would be opened in K019 and would begin enrolling zoned kindergarten, first, and second grade students in September 2012. P.S. 414 would gradually grow as P.S. 019’s enrollment decreases. P.S. 414 would serve the same zone as P.S. 019.

II. Proposed or Potential Use of Building

K019 has the capacity to serve 759 students. In 2010-2011, the building only served 378 students,

² All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

³ Based on the 2011-2012 unaudited register as of October 31, 2011.

⁴ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. 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.

yielding a building utilization rate of 50%. Currently, there are 355 students enrolled in K019, yielding a building utilization rate of 47%. This is one indicator that the building is “underutilized” and has extra space to accommodate additional students.

If the proposals to phase-out P.S. 019 and to open and co-locate P.S. 414 at K019 are approved, the proposed grade spans served by the schools in K019 would be as follows:

Grade Spans						
DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
14K019	P.S. 019	K-5	3-5	4-5	5	-
14K414	P.S. 414	-	K-2	K-3	K-4	K-5

During the 2012-2013 school year, P.S. 019 would serve students in grades three, four and five, with students in kindergarten, first, and second grade being served at P.S. 414. In 2013-2014, P.S. 019 would serve students in grades four and five and P.S. 414 would serve students in kindergarten through third grade. In 2014-15, P.S. 019 would serve students in grade five and P.S. 414 would serve students in kindergarten through fourth grade. In 2015-2016, P.S. 019 would be phased-out and closed and P.S. 414 would serve students in kindergarten through fifth grade.

P.S. 414 will open in K019 in 2012-2013 and will serve approximately 145-175 students in kindergarten, first, and second grade.⁵ When P.S. 019 is phased-out and P.S. 414 reaches full scale in 2015-2016, P.S. 414, and therefore K019, will serve approximately 380-440 students in kindergarten through fifth grade, yielding a projected building utilization rate of 50%-58%. The enrollment projections for P.S. 414 are based on current enrollment at P.S. 019 as well as the DOE’s anticipation that a new option would attract more families. If P.S. 414 were to see additional increased demand in the form of more zoned students attending the school, K019 would have the capacity to serve them.

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s target capacity is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the United Federation

⁵ Enrollment projections are based on a standard phase-in plan of two general education sections and one self-contained special education section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on zoned and applicant demand.

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 2010-2011. As described earlier in this EIS, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Admissions Impact on Current P.S. 019 Students

The proposed co-location of P.S. 414 in K019 is part of the replacement strategy for P.S. 019. The proposal to phase-out and close P.S. 019 and its impact on current and future P.S. 019 students is outlined in a separate EIS which is available at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

If this proposal is approved, in September 2012, current P.S. 019 students in kindergarten and first grade will be offered a seat in P.S. 414 beginning in September 2012. Students currently enrolled in second, third, and fourth grades at P.S. 019 would continue to attend P.S. 019 through fifth grade while the phase-out is implemented. All current fifth grade students at P.S. 019 who meet promotional standards will participate in the District 14 Middle School Choice process and transition to middle school for sixth grade enrollment in September 2012. P.S. 019 students who do not meet promotional requirements during the phase-out period would continue to have access to instructional support to assist their progress toward promotion. For example, if a current fifth grade student does not meet promotional standards to enter sixth grade in 2012-2013, he or she may repeat the fifth grade at P.S. 019. Any student who does not meet promotional standards for a grade no longer offered by P.S. 019 in the following school year will be supported in transitioning to P.S. 414.

Admissions Impact for Future Elementary School Students

P.S. 019 is, and P.S. 414 will be, a zoned elementary school. A student’s zoned school is

determined by his or her home address. For more information about school zoning and the admissions processes to enroll in a zoned elementary school, please visit the DOE website at <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm>. If you are interested in determining your zoned school, please visit the DOE website's School Search function: <http://schools.nyc.gov/SchoolSearch>.

If both this proposal and the proposal to phase-out and close P.S. 019 are approved, the kindergarten through fifth grade seats eliminated by P.S. 019's phase-out and eventual closure will be recovered through the phase-in of P.S. 414 at K019. In that case, P.S. 414 would become the zoned elementary school serving students who currently reside in the P.S. 019 zone. If the two proposals are approved, all students who have already pre-registered for kindergarten in 2012-2013 at P.S. 019 will be transferred to the kindergarten register of P.S. 414 and all students who pre-register after the Panel for Educational Policy ("PEP") vote will be pre-registered for kindergarten in 2012-2013 at P.S. 414.

P.S. 019 shares a zone with P.S. 319,⁶ an Early Childhood Center serving students in kindergarten through first grade, in addition to offering a pre-kindergarten program. If this proposal is approved, zoned students may attend P.S. 319 for kindergarten and first grade and then move to P.S. 414 or they may attend P.S. 414 for grades kindergarten through five. As P.S. 019 will no longer serve students in second grade starting in 2012-2013, students articulating out of P.S. 319 will no longer have the option to enroll in P.S. 019 if this proposal is approved.

Incoming kindergarten students who reside in the P.S. 019 zone would be offered a seat in the new elementary school that would open next September in the building where P.S. 019 is located. This includes students who seek to enroll "over-the-counter" ("OTC"). OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of three categories:

- New students to the New York City school system; or
- Students who left the New York City school system and have returned; or
- Students seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);⁷ or
- Students who did not participate in the admissions process for some other reason.

When a student arrives for an OTC placement, his or her elementary school assignment is determined by his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students may simply report to their zoned elementary school at the start of the year. The DOE expects that all zoned students will continue to be accommodated at the zoned school.

In cases where the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and, if space allows, adjusted in some schools. Should a zoned elementary school reach capacity, the school may be "capped," in which case

⁶ In the current school year, 113 kindergarten and first grade students zoned for P.S. 019 chose to attend P.S. 319.

⁷ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

OTC arrivals may be directed to a different district school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

Until the phase-out and phase-in are complete, P.S. 019 will serve OTC students in the grade levels it still offers, and P.S. 414 will serve OTC students in the grades levels that it offers.

Approximately 463 students in kindergarten through fifth grade are zoned to P.S. 019 for the 2011-2012 school year. During the 2011-2012 school year, approximately 176, or 38%, of these students attended P.S. 019, which means that 62% of students who were guaranteed a seat in the school chose to attend elementary school elsewhere.^{8,9} If in the coming years more zoned students choose to attend P.S. 414 than attended P.S. 019, the school building has the capacity to accommodate them.

P.S. 019 currently offers Integrated Co-teaching (“ICT”) classes, Self-Contained (“SC”) special education classes and Special Education Teacher Support Services (“SETSS”). The existing ICT and SC classes and SETSS will continue to be provided as the school phases-out, and students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). Similarly, as P.S. 414 phases-in, its students with IEPs will receive appropriate services. If both this phase out proposal and the proposal to co-locate P.S. 414 are approved, P.S. 414 will accept and serve all students zoned for P.S. 019, including students requiring SC or ICT classes or SETSS.

In accordance with DOE policy, the student support staff at P.S. 019, in consultation with the Office of English Language Learners, will continue to assist students with identifying services for English Language Learner (“ELL”) students that will meet their specific needs. Similarly, as P.S. 414 phases in, its students requiring ELL services will receive appropriate services. If both this phase out proposal and the proposal to co-locate P.S. 414 are approved, P.S. 414 will accept and serve all students zoned for P.S. 019, including students requiring ELL services.

The chart below demonstrates the proposed changes in zoned elementary school options for new students who move into the current P.S. 019 zone:

⁸ Current zoned and attending figures are based on the 2011-2120 unaudited register as of October 31, 2011.

⁹ P.S. 019 currently shares a zone with P.S. 319, an Early Childhood Center (“ECC”) serving students in kindergarten through first grade, in addition to offering a pre-kindergarten program. In the current school year, 113 kindergarten through first grade students zoned for P.S. 019 chose to attend P.S. 319, the other zoned option for students in this zone.

School Year	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
2011-12 Enrollment Option	Zoned to P.S. 019 and P.S. 319	Zoned to P.S. 019 and P.S. 319	Zoned to P.S. 019			
2012-13 Enrollment Option	Zoned to P.S. 414 and P.S. 319	Zoned to P.S. 414 and P.S. 319	Zoned to P.S. 414	Zoned to P.S. 019	Zoned to P.S. 019	Zoned to P.S. 019
2013-14 Enrollment Option	Zoned to P.S. 414 and P.S. 319	Zoned to P.S. 414 and P.S. 319	Zoned to P.S. 414	Zoned to P.S. 414	Zoned to P.S. 019	Zoned to P.S. 019
2014-15 Enrollment Option	Zoned to P.S. 414 and P.S. 319	Zoned to P.S. 414 and P.S. 319	Zoned to P.S. 414	Zoned to P.S. 414	Zoned to P.S. 414	Zoned to P.S. 019
2015-16 Enrollment Option	Zoned to P.S. 414 and P.S. 319	Zoned to P.S. 414 and P.S. 319	Zoned to P.S. 414			

Admissions Impact on Students Currently Attending P.S. 319

Zoned students currently attending kindergarten and first grade at P.S. 319 will also be zoned for P.S. 414 and may choose to attend first or second grade at P.S. 414 for the 2012-2013 school year, if this proposal is approved. As P.S. 019 will no longer serve students in second grade starting in 2012-2013, students articulating out of P.S. 319 will no longer have the option to enroll in P.S. 019 if this proposal is approved.

Impact on Academic, Extracurricular Programs, and Community Partnerships at P.S. 019

According to the P.S. 019 website¹⁰, P.S. 019 currently offers the following extracurricular activities and special programs:

- **Extracurricular Activities:** North Brooklyn Programs (Physical Education, Art, Reading and Mathematics); City Harvest; Read-At-Home; P.S. 019 Chorus; Book Character Day; Brooklyn Center for the Urban Environment; Scholastic Book Fair.
- **Special Programs:** Brooklyn D.A.’s Legal lives; Project Praise (attendance); NY State Land Grant Education (gardening); Violence Prevention Program; Leadership Development and Latino for a Better Brooklyn; the NYU Creative Arts Team (CAT); Learning Through an Expanded Arts Program; REA; Supplemental Educational Services; Saturday Academy; and Reading is Fundamental.

The DOE does not anticipate that these programs and partnerships will be impacted by the co-location of P.S. 414, though it is possible that the nature and scope of those partnerships will change based on shifting need and resource availability. The DOE will work with P.S. 019 staff to enhance existing partnerships or develop new partnerships as the school phases-out if specific, new student needs emerge during the phase-out period. In addition, the DOE will work with P.S. 414 to foster opportunities for it to work with the community based organizations that have supported P.S. 019 students in the past.

¹⁰ Source: <http://schools.nyc.gov/SchoolPortals/14/K019/default.htm>

B. Schools

P.S. 019 currently enrolls 355 kindergarten through fifth grade students. If this proposal is approved, P.S. 019 will phase-out gradually, but the elementary school seats lost as a result of that phase-out will be replaced as P.S. 414 phases into K019.

In 2015-2016, once P.S. 019 has phased-out and P.S. 414 has reached full scale, approximately 380-440 total students would be served in K019. The projected building utilization rate for K019 at that point would be approximately 50%-58%. This means that K019 has adequate capacity to accommodate the new elementary school. The estimated enrollment for all organizations over a five year period is detailed in Section IV.

If the proposal to phase-out P.S. 019 and this proposal to open P.S. 414 are approved, there would be sufficient space in K019 to serve P.S. 019 and P.S. 414 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while P.S. 019 phases-out and while P.S. 414 gradually phases-in until 2015-2016. Please visit the DOE’s website 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 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 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, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any excess space will be allocated by the Building Council.

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 recent building walkthrough conducted by a space planner of the Division of School Facilities, K019 has 41 full-size rooms, 2 half-size rooms, 6 quarter-size rooms, and 1.5 full-size equivalent designed administration rooms. K019 also has the following rooms, which

will be shared during P.S. 019’s phase-out and P.S. 414’s phase-in: a cafeteria, a gymnasium, an auditorium, and a library.

Once P.S. 019 has completed its phase-out and P.S. 414 reaches full-scale, P.S. 414 will be the only school in K019 and there will be sufficient instructional space in K019 for P.S. 414 to grow to scale. During the phase-in of P.S. 414 and phase-out of P.S. 019, each school in the building will be allocated sufficient full-size instructional classrooms and cluster rooms in accordance with their baseline allocations under the Footprint, as indicated in the chart below:

School	2011-12	2012-13	2013-14	2014-15	2015-2016
P.S. 019	22	16	12	6	N/A
P.S. 414	N/A	10	13	16	19
TOTAL	22	26	25	22	19

Half-size classrooms can be used as SC special education classrooms, as resource rooms, or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school’s Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school.¹¹

Building Safety and Security

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
- Monitoring and certifying School Safety Plans annually

C. Community

The proposed opening of P.S. 414 in K019 is projected to create 420-480 kindergarten through fifth grade seats and is therefore expected to maintain a net surplus of elementary seats in the zone.¹²

As noted elsewhere in this document, the elementary school seats in District 14 eliminated by P.S. 019’s phase-out and eventual closure would be recovered through the phase-in of P.S. 414. As a result, the proposal to phase-out P.S. 019 is not expected to yield a net loss of seats in K019 or District 14. As previously noted, P.S. 414’s projected enrollment would be higher than P.S.

¹¹ P.S. 019’s baseline Footprint has been adjusted to allocate 3 full-size classrooms in 2011-2012, 2 full-size classrooms in 2012-2013 and 2013-2014, and 1 full-size classroom in 2014-2015 for self-contained classes due to a lack of half-size classrooms in K019.

¹² This is the projected enrollment in 2017-2018 once the school has fully realized its planned enrollment and section counts.

019’s current enrollment and K019 would have the capacity to serve additional students if enrollment at the school increases beyond the projection. In 2011-2012, K019 has a building utilization rate of 47%. When P.S. 414 completes its phase-in and achieves full scale, the DOE projects the building will have a 50%-58% utilization rate. Any future proposals for significant changes to the utilization of space in K019 would be proposed in an EIS and would be subject to PEP approval.

Students who live in the P.S. 019 zone also have the option to submit applications for the lotteries of four charter schools that give preference to District 14 residents and will serve elementary school grades at full scale. These schools are listed in the below table:

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment	Admissions Method	Specialized Programs
84K367	Brooklyn Success Academy 1	K-1	K-5	180	Lottery	Sports, Art, Chess
84K701	Brooklyn Charter School	K-5	K-5	240	Lottery	Music, Art, Dance, Karate, Mad Science
84K703	Beginning With Children Charter School	K-8	K-8	444	Lottery	Sports, Chess in the Schools, READ, Band
84K734	The Ethical Community Charter School	K-3	K-5	193	Lottery	Music, Art, Dance, Sports, Reading, Writing

The chart above also includes, where available, details about specialized academic programs planned for these charter schools. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE website here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K019.

IV. Enrollment, Admissions and School Performance Information

P.S. 019

Admissions Data

Current Admissions	K-5: Zoned
Future Admissions (2012-2013)	K-2: N/A 3-5: Zoned
Future Admissions (2013-2014)	K-3: N/A 4-5: Zoned
Future Admissions (2014-2015)	K-4: N/A 5: Zoned
Future Admissions (2015-2016)	K-5: N/A

Enrollment Data

P.S. 019	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	32	20	67	82	86	68	355
2012-13 (proj.) ¹³	-	-	-	60 - 70	75 - 85	80 - 90	215-245
2013-14 (proj.)	-	-	-	-	60 - 70	75 - 85	135-155
2014-15 (proj.)	-	-	-	-	-	60 - 70	60-70
2015-16 (proj.)	-	-	-	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁴	11%
Percentage of Students with IEPs ¹⁵	20%
Percentage of ELL Students ¹⁶	28%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁷	91%

¹³ All projections referenced for the 2012-2013 school year and beyond are based on the 2011-2012 unaudited register as of October 31, 2011 and reflect the forward promotion of the current first through fifth grade cohorts, and a stable kindergarten cohort.

¹⁴ Students receiving ICT and SC services as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

¹⁵ Students with IEPs as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

¹⁶ ELL students as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

¹⁷ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

P.S. 019 Roberto Clemente	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	D	F
Quality Review Score ¹⁸	Proficient	Proficient	Developing
Performance Data¹⁹			
English Language Arts % Proficient (Levels 3 and 4)	51%	21%	22%
Math % Proficient (Levels 3 and 4)	65%	27%	22%
Other Key Performance Indicators			
Attendance Rate	95%	94%	94%
2010-2011 State Accountability Status²⁰	Restructuring (advanced) Comprehensive		

P.S. 414

Admissions Data

Current Admissions	N/A
Future Admissions (2012-2013)	K-2: Zoned
Future Admissions (2013-2014)	K-3: Zoned
Future Admissions (2014-2015)	K-4: Zoned
Future Admissions (2015-2016)	K-5: Zoned

¹⁸ Source: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>

¹⁹ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁰ Source: <http://www.p12.nysed.gov/irs/accountability/>

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (proj.)	45 - 55	45-55	55-65	-	-	-	145-175
2013-14 (proj.)	45 - 55	55 - 65	65-75	55-65	-	-	220-260
2014-15 (proj.)	45 - 55	55 - 65	80 - 90	65-75	55-65	-	300-350
2015-16 (proj.)	45 - 55	55 - 65	80 - 90	80 - 90	65-75	55-65	380-440

Demographic Data

P.S. 414 does not yet exist. Therefore there is no demographic data for the school.

School Performance Data

P.S. 414 does not yet exist. Therefore there is no performance data for the school.

V. Initial Costs and Savings

Once the phase-out of P.S. 019 is fully implemented, the DOE will cease to allocate or repurpose all funds currently allocated to P.S. 019.

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, P.S. 414 will receive a fixed allocation of \$80,000 during its first year. In addition, P.S. 414 will receive approximately \$68,425 in new school start-up per-pupil allocations. Beginning in its second year of operation, P.S. 414 will receive \$100 per pupil enrolled in each new grade level, until it reaches its full grade span.

All schools receive approximately \$225,000 in annual fixed Fair Student Funding (“FSF”) foundation allocations to fund administrative costs and an additional \$50,000 in Children First supplemental funding. Estimated FSF for P.S. 414 in its first year is \$714,928. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

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

A. Personnel Needs

All administrative staff, teachers, and non-pedagogical positions at P.S. 019 will be excessed over the course of the phase-out. This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced. A more detailed description of the potential impact that the phase-out of P.S. 019 would have on P.S. 019's pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS which is available at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

P.S. 414 would need to hire additional teachers during each year of the grade expansion as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2012-2013 school year would be determined once annual budget register enrollment projections are released in the spring of 2012. Similarly, the number of new positions created to serve students in kindergarten through fifth grade would be determined based on annual enrollment projections available as the school grows to serve those grades.

It is also important to understand that the students who would otherwise have enrolled in P.S. 019 may enroll in P.S. 414 or other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

All new district schools opening in campuses where an existing school is phasing out must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from the closing or phasing-out school apply, no less than 50% of the new schools' pedagogical positions shall be selected from among the appropriately licensed most senior applicants from the closing or phasing-out school—in this case, P.S. 019—who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary and paraprofessional positions are also subject to Article 18-D.

New administrative staff and non-pedagogical positions will be created at P.S. 414 over the course of the school's phase-in. P.S. 414 is expected to hire additional teachers as each new grade is added.

There is no anticipated impact on the personnel needs of the other existing organizations in the building.

B. Cost of Instruction

A more detailed description of the potential impact that the phase-out of P.S. 019 would have on cost of instruction at P.S. 019 is outlined the EIS describing P.S. 019's phase-out.

P.S. 414 is expected to receive \$4,085.30 in total additional per-pupil funding annually based on projected increases in total enrollment. These estimates are based on current FSF per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools received an additional \$1,633.71 per pupil for each ELL student they enrolled. It is difficult to project the total supplemental funding that P.S. 414 will receive as it phases in because future students' achievement levels and needs cannot be predicted for each of the next five years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools Citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools Citywide, P.S. 414 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. If P.S. 414 is a Title I school and the school continues to meet Title I criteria, the school's Title I funding award would grow as the school population grows.

While schools do receive supplemental support for students with disabilities through Fair Student Funding, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. As P.S. 414 expands, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

There is no anticipated impact on the cost of instruction for the other existing organizations in the building.

C. Administration

All school supervisor and/or administrator positions assigned to P.S. 019 will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves an increasingly

smaller student population. All excessing will take place in accordance with applicable law and labor contracts.

P.S. 414 is expected to hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school’s phase-in.

There is no anticipated impact on the administration of the other existing organizations in the building.

D. 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>. There will be no change to existing transportation practices at P.S. 019 throughout its phase-out.

E. Other Support Services

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

VII. Building Information

Building		K019
Type of Building		Elementary
Year Built		1911
Overall BCAS rating		2.64
2010-2011 Target Building Utilization		50%
2010-2011 Target Building Capacity		759
FY 2011 Maintenance Costs	Labor	\$45,760
	Materials	\$30,308
	Maintenance and repair contracts	\$45,064
	Service contracts	\$0
	Custodial operations costs— Materials	\$6,503
	Custodial operations costs— Custodial Allocation	\$253,352
FY2011 Energy Costs	Electric	\$87,783
	Gas	\$2,039
	Oil	\$96,964

Projects completed during the current or prior school year		Ansul System
Projects proposed in the capital plan		N/A
Accessibility of the building		Building not functionally accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library