

EDUCATIONAL IMPACT STATEMENT: The Proposed Re-siting of P017X@P179X (75X017) to Building X043, Consolidation with P017X@P043X (75X017) and Co-location with P.S. 043 Jonas Bronck (07X043)

I. Summary of Proposal

P017X is an existing District 75 (“D75”) school¹ serving students in grades K-8 at four different sites in the Bronx.² X017@X040, also referred to as P017X@P179X (75X017, “X017@X040³”) is one of these sites, and serves students with an Individual Education Plan (“IEP”) classification of autistic in grades K-5 at 468 East 140th Street, Bronx, NY 10454, in Community School District 7, in Building X040 (“X040”). The New York City Department of Education (“DOE”) is proposing to re-site X017@X040 to Building X043 (“X043”), at 165 Brown Place, Bronx, NY 10454. Beginning in the 2011-2012 school year, all X017@X040 students would be served in the X043 building where the school will be consolidated with another P017X site, X017@X043⁴ (75X017, “X017@X043”), which also serves elementary school-aged students in grades K-5 with an IEP classification of autistic. The consolidated X017@X043 and X017@X040 programs would be “co-located” with P.S. 043 Jonas Bronck (07X043, “P.S. 043”), an existing zoned elementary school serving grades K-5 which also offers three sections of pre-kindergarten. The X043 building is approximately 0.4 miles from the X040 building.

A “re-siting” means a school will be located in a different building than the building it is located in currently. A “co-location” means that two or more school organizations will be located in the same building and may share common spaces such as auditoriums, gymnasiums, and cafeterias.

X017@X040 is currently co-located with two other schools in the X040 building: P.S. 179 (07X179, “P.S. 179”), an existing zoned elementary school serving grades K-5 which also offers two sections of pre-kindergarten, and Young Leaders Elementary School (07X369, “Young Leaders”), an existing district choice elementary school serving grades K-5 which also offers two sections of pre-kindergarten. This proposal is not anticipated to impact P.S. 179 or Young Leaders.

¹ 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, sensory impaired and/or multiply disabled. District 75 consists of 56 school organizations, home and hospital instruction and vision and hearing services. District 75 schools and programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island and Syosset, New York. For a complete list of District 75 organizations, please see the District 75 directory (http://schools.nyc.gov/documents/d75/schools/DIRECTORY_complete.pdf).

² P017X currently serves students in three sites other than X040: (1) P017X@P043X, which serves elementary-aged students at 165 Brown Place, Bronx, NY 10454; (2) P017X@P161X, which serves elementary-aged students at 628 Tinton Avenue, Bronx, NY 10455; and (3) P017X@I298X, which serves middle school-aged students at 778 Forest Avenue, Bronx, NY 10456. In a separate Educational Impact Statement issued on January 31, 2011, the DOE describes the impact of the proposed co-location of Hostos Lincoln-Academy of Science on P017X@I298X, which is located in the X184 building, available at: http://schools.nyc.gov/NR/rdonlyres/598655CB-694A-4EF8-91EE-00D6175A8055/0/EIS_HostosResiting_07X500_vfinal2.pdf.

³ While P017X@P179X is more familiar to parents and students and is listed in the District 75 directory (http://schools.nyc.gov/documents/d75/schools/DIRECTORY_complete.pdf), the school will be referred to in this document as X017@X040 to avoid confusion with X179, one of the other schools located in X040. X017@X040 refers to the X017 students who attend classes in the X040 building located at 468 East 140th Street, Bronx, NY 10454.

⁴ X017@X043 is also referred to as P017X@P043X. While P017X@P043X is more familiar to parents and students and is listed in the District 75 directory, the school will be referred to in this document as X017@X043. X017@X043 refers to the X017 students who attend classes in the X043 building located at 165 Brown Place, Bronx, NY 10454.

In 2009-2010, X043 had a capacity of 732 students, and schools in the building enrolled a total of 657 students, yielding a building utilization rate of 90%.^{5,6} The 2010-2011 total enrollment of X043 is 549 students and the utilization rate of the building is approximately 75%.⁷ In the 2011-2012 school year, once X017@X040 is consolidated with X017@X043 in the building, the utilization rate of the building will be approximately 88%.

II. Proposed or Potential Use of Building

X043's building capacity is 732 students. In 2009-2010 the building served 657 students, yielding a building target utilization rate of 90%.⁸ Mott Haven Academy Charter School (84X394) vacated building X043 before the 2010-2011 school year. In 2010-2011, without Mott Haven Academy Charter School, total enrollment in X043 is 549 students and the utilization rate of the building is approximately 75%.⁹ If the proposal to re-site X017@X040 to X043 is approved, the grade spans for the schools that are currently housed in the X043 building and the schools that would be housed in the X043 building in 2011-2012 are:

School Name	2010-11	2011-12
P.S. 043	PK, K-5	PK, K-5
X017@X043	K-5	K-5
X017@X040	N/A	K-5

With the addition of X017@X040's approximately 42 students in grades K-5, X043 is projected to enroll approximately 574-643 students in 2011-2012 and yield a target capacity of 88%. There are no other planned uses of the building.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goal for classroom capacities (which are aspirational targets lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. The DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond

⁵ Based on the 2009-2010 audited register.

⁶ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students who are projected to actually attend the school and do not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁷ Based on the 2010-2011 audited register.

⁸ Based on the 2009-2010 audited register.

⁹ Based on the 2010-2011 audited register.

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 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 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.

There are no proposed additional uses for the building.

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

A. Students

X017@X040¹⁰

P017X is a District 75 school serving students in grades K-8 in three different sites in addition to the X040 site: (1) P017X@P043X, which serves elementary-aged students at 165 Brown Place, Bronx, NY 10454; (2) P017X@P161X, which serves elementary-aged students at 628 Tinton Avenue, Bronx, NY 10455; and (3) P017X@I298X, which serves middle school-aged students at 778 Forest Avenue, Bronx, NY 10456. Students at X017@X040 are classified on their IEPs as autistic. In 2010-2011, X017@X040 enrolls 37 students in grades K-5.¹¹ This proposal will consolidate the P017X programs at X040 and X043 in the X043 building, and will impact the students who currently attend X017@X040 because they will attend school at a different location in the 2011-2012 school year. The X043 building is approximately 0.4 miles from the X040 building. The proposal is not anticipated to impact the students at P017X's other sites, other than the students at X017@X043. In a separate Educational Impact Statement issued on January 31, 2011, the DOE describes the impact of the proposed co-location of Hostos Lincoln-Academy of Science on P017X@I298X, which is located in the X184 building, available at: http://schools.nyc.gov/NR/ronlyres/598655CB-694A-4EF8-91EE-00D6175A8055/0/EIS_HostosResiting_07X500_vfinal2.pdf.

The principal of P017X supports the re-siting of X017@X040 to X043 because consolidation will benefit the students instructionally and socially. The P017X principal has discussed with the P.S. 043 principal the possibility of creating an inclusion program for P017X students with P.S. 043. X017@X040 students will also participate in X017@X043's more technology-oriented curriculum, and will have more access to after-school activities including the Title 3 English Language Learner ("ELL") services.

Students are placed in District 75 programs based on individual student needs/recommended special education services. X017@X040 currently offers a 6:1:1 (ratio of students: teacher: paraprofessional) class-size program and a 8:1:1 class-size program. Current and future students will continue to receive mandated services.

¹⁰ Once X017@X040 moves to the X043 building and is consolidated with X017@X043, the name of the school will change to X017@X043 to reflect the school's new location and consolidation.

¹¹ ATS download, February 2, 2011.

X017@X040 currently offers no extracurricular activities or special programs, nor does it have any Community Based Organization (“CBO”) partnerships. X017@X040 will have access to the extracurriculars offered at X017@X043 once the two schools are consolidated.

In accordance with DOE policy, students classified as ELLs are admitted to elementary schools in the same manner as their non-ELL peers. X017@X040 currently offers Spanish bilingual classes to students. Current and future ELL students at X017@X040 would continue to receive all mandated services.

Impact on Students Currently Attending Schools in the X043 Building

There are currently two groups of students in Building X043: students at P.S. 043 and at X017@X043.

The proposed co-location of X017@X040 is not expected to impact current or future student enrollment or programming at P.S. 043. The addition of X017@X040 students means that more students will be sharing common spaces in the X043 building. The consolidation of the X017@X040 with X017@043 will impact both P017X programs.

The DOE does not anticipate that this proposal would impact the partnerships of the schools currently located in the X043 building. Similarly, all school organizations in the building would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

P.S. 043

P.S. 043 is an existing zoned elementary school that also offers three sections of pre-kindergarten. In 2010-2011, P.S. 043 enrolls 477 students.¹²

P.S. 043 offers the following special programs:

- 4R's Program - Reading, Writing, Respect and Responsibility - literacy based program.
- Emotional Intelligence collaboration with Lehman College and the Anne Frank Institute
- CookShop – for Pre-K and grades K-2 and CookShop for parents
- Move to Improve for grades K-3
- Education Through Music for Pre-K and grades K-5

P.S. 043 offers the following extracurricular activities:

- Fifth-grade band
- Broadway in the Bronx- fourth- and fifth-grade music club

P.S. 043 has partnerships with the following CBOs:

- PRIME Leaders - 21st-century after-school program
- Wanaqua community garden
- Timberland- 40 employees planted a garden, built a tool shed, painted murals, and completed other activities with students
- Gellar and Company - donated books and supplies

¹² Based on the 2010-2011 audited register.

Neither the special programs, extracurricular activities nor CBO partnerships that P.S. 043 offers are expected to be impacted by this proposal. However, all schools modify extracurricular and programmatic offerings annually based on student demand and available resources, so there is no guarantee that the specific programs listed above would continue to be offered in the future. We anticipate that P.S. 043 would continue to offer comparable opportunities to its students.

P.S. 043 serves general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching (“CTT”) classes, self-contained (“SC”) classes, and receiving Special Education Teacher Support Services (“SETSS”). Upon admission, the schools work with parents to develop an individualized program that is appropriate for the 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.

In accordance with DOE policy, students classified as ELLs are admitted to elementary schools in the same manner as their non-ELL peers. P.S. 043 currently offers an English as a Second Language (“ESL”) program to students. Current and future students at P.S. 043 would continue to receive mandated special education and/or ELL services if this proposal is approved.

X017@X043

Students at X017@X043 are classified on their IEPs as autistic. In 2010-2011, X017@X043 enrolls 72 students in grades K-5.¹³ This proposal will impact the students who currently attend X017@X043 because X017@X040 students will be consolidated with the X017@X043 program. Other than students at X017@X040 and at X017@X043, this proposal is not anticipated to impact the students at P017X’s other sites. X017@X043 currently does not have an inclusion program with P.S. 043, but, as discussed above, an inclusion program may be developed in the future.

Students are placed in District 75 programs based on individual student needs/recommended special education services. X017@X043 currently offers a 6:1:1 (ratio of students: teacher: paraprofessional) class-size program and a 8:1:1 class-size program. Current and future students will continue to receive mandated services.

X017@X043 currently offers two extracurricular enrichment programs: a Title 3 Spanish bilingual program and an arts program (EASE Grant). In addition, the principal hopes to offer an after-school computer program once X017@X040 is consolidated with X017@X043.

X017@X043 does not currently have any CBO partnerships.

The extracurricular programs that X017@X043 offers are not expected to be impacted by this proposal. However, X017@X040 students will have access to X017@X043’s extracurricular offerings once the two schools are consolidated. In addition, all schools modify extracurricular and programmatic offerings annually based on student demand and available resources, so there is no guarantee that the specific programs listed would continue to be offered in the future.

In accordance with DOE policy, students classified as ELLs are admitted to elementary schools in the same manner as their non-ELL peers. X017@X043 currently offers Spanish bilingual classes to students in grades K-5. Current and future ELL students at X017@X043 would continue to receive all mandated services.

¹³ ATS download, February 2, 2011.

Impact on Future District 75 Students

Students will continue to be placed in District 75 schools based on individual student needs/recommended special education services.

District 75 students who are in a self-contained program in elementary school and who are articulating into middle school work with District 75 school and placement staff to identify the middle school program that best meets their needs. The following variables are taken into account when considering the best placement: whether the student needs a barrier-free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school.

Impact on Future Pre-Kindergarten Students

P.S. 043 currently offers three sections of full-day pre-kindergarten with a 2010-2011 total Pre-K enrollment of 47 students.¹⁴ Barring any changes in available funding or student enrollment, the pre-kindergarten program at P.S. 043 would continue to exist and should not be adversely affected by this proposal.¹⁵ The enrollment policy for pre-kindergarten admissions would also remain the same. Younger siblings of zoned students already enrolled in P.S. 043 would get first preference into pre-kindergarten admissions. Siblings from outside the zone would receive second preference.

B. Schools

X017@X040 currently enrolls 37 students.¹⁶

X043 has adequate capacity to accommodate X017@X040, P.S. 043 and X017@X043. If this re-siting and co-location proposal is approved, X043 is projected to enroll 574-643 students in 2011-2012, yielding a projected utilization rate of approximately 88%. There are currently no other plans for the building.

The estimated enrollments for the three organizations proposed to be located in X043 in 2011-2012 are shown in the tables below:¹⁷

X017@X040 estimated enrollment, over a period of 2 years:

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total enrollment
2010-11 (current)	1	2	6	8	19	1	37
2011-12 (estimated)	6	1	2	6	8	19	42

P.S. 043's estimated enrollment, over a period of 2 years:

	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2010-11 (current) ¹⁸	47	74	71	77	77	68	63	477
2011-12 (estimated) ¹⁹	45-54	70-80	70-80	70-80	70-80	70-80	65-75	460-529

¹⁴ Based on 2010-2011 audited register.

¹⁵ The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment.

¹⁶ Based on 2010-2011 audited register.

¹⁷ All figures in the charts are based on 2010-2011 audited register

¹⁸ ATS download, February 2, 2011.

¹⁹ District 75 projects enrollment by reviewing the enrollment data for the last three years for each program recommendation that District 75 supports and projects the percentage of growth, if any, for each program.

X017@X043's estimated enrollment, over a period of 2 years:

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total enrollment
2010-11 (current) ²⁰	16	10	5	23	6	12	72
2011-12 (estimated) ²¹	12	16	10	5	23	6	72

If this proposal is approved, there will be sufficient space in X043 to accommodate X017@X040, X017@X043 and P.S. 043 pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

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

All schools receive a baseline of the approximate equivalent of two full-size classrooms²² for administrative services, student support services and resource rooms. Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

According to the 2010-2011 building walk-through conducted by the Director of Space Planning, X043 has 71 total rooms, including 44 full-size rooms, 24 half-size rooms and 3 quarter-size rooms. X043 also has the following rooms, which will be shared by all schools after X017@X040's re-siting and consolidation: a cafeteria, gymnasium, auditorium, and a library. Outside, there is a play yard with a playground.

One CBO operates in X043: Prime Leaders. Prime Leaders has been allocated one quarter-size room. The co-location of X017@X040 is not expected to adversely affect the Prime Leaders' operation in the X043 school building and its space allocation is not expected to change. The School-Based Support Team, Nurse's office and Custodian's office are shared spaces occupying 4 half-size rooms.

²⁰ ATS download, February 2, 2011.

²¹ District 75 projects enrollment by reviewing the enrollment data for the last three years for each program recommendation that District 75 supports and projects the percentage of growth, if any, for each program.

²² Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of two full-size classrooms for student support services resource rooms, which could be equal to one full-size classroom and two half-size classrooms or zero full-size classrooms and four half-size classrooms, etc.

Based on the above information, there are 44 full-size rooms, 20 half-size rooms and 2 quarter-size rooms remaining in the X043 building to be allocated to the co-located organizations. The table below outlines the baseline allocation, adjusted baseline allocation and current space allocation for each of the organizations currently housed in X043:

2010-2011 Allocation of space in X043	P.S. 043			X017@X043		
	Full-size	Half-size	Quarter-size	Full-size	Half-size	Quarter-size
Baseline footprint allocation	23	5	0	1	14	0
Current space allocation	41	6	2	3	14	0

As illustrated above, P.S. 043 is currently operating with 18 full-size rooms, 1 half-size room, and 2 quarter-size rooms over its baseline allocation, and X017@X043 is operating 2 full-size rooms over its baseline allocation.

The table below outlines the number of full-size and half-size rooms that would be allocated to each school in X043 during the 2011-2012 school year if the proposal to re-site X017@X040 is approved:

2011-2012 Allocation of space in X043	P.S. 043			X017@X043 ²³		
	Full-size	Half-size	Quarter-size	Full-size	Half-size	Quarter-size
Baseline footprint allocation	23	5	0	1	21	0
Adjusted baseline allocation*				8	14	0

* The adjusted baseline allocation satisfies the baseline Footprint allocation while accounting for the specific design of the building.

The DOE has adjusted X017@X043's baseline allocation for the following reasons: X017@X043 is located on the third and fourth floors of the building. The fourth floor, and the area of the third floor where X017@X043 is located does not have a sufficient number of half-size classrooms available. Therefore, X017@X043's adjusted baseline allocation includes more full-size classrooms and fewer half-size classrooms than allocated by the Footprint.

In the 2011-2012 school year, a total of 31 full-sized rooms and 19 half-size rooms would be allocated to two schools in the building pursuant to their respective baseline or adjusted allocations. This leaves 13 full-size rooms, 1 half-size room, and 2 quarter-size rooms in excess of the schools' collective baseline footprint and adjusted baseline allocations. Thus, there will be sufficient instructional space in X043 for all schools. As discussed above, any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. Beginning in 2011-2012, P.S. 043 will likely receive fewer rooms than it is currently allocated, but will still receive rooms in excess of its baseline allocation.

As in other situations where schools are co-located, schools in X043 would share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. Any unallocated space would be equitably distributed among the schools based on student enrollment.

²³ The footprint allocations included below are for the consolidated X017@X043 and X017@X040 D75 school, which will retain the X017@X043 name.

C. Community

The re-siting of X017@X040 and consolidation with X017@X043 will enable the school to continue accommodating the students with disabilities in the Bronx and will provide the current X017@X040 students with better access to technology, after school activities and ELL programming. The re-siting also raises the possibility of the creation of an inclusion program with P.S. 043.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X043.

IV. Enrollment, Admissions and School Performance Information

X017@X040

Admissions Data

Current Admissions	Placement based on individual student needs/recommended special education services
Future Admissions	Placement based on individual student needs/recommended special education services

Enrollment Data

Current Grades Served	K-5
Current Enrollment 2010-2011	37
Grades Served in 2011-2012	K-5
Projected 2011-2012 Enrollment	42

Demographic Data

Percentage of Students Receiving CTT or SC Services²⁴	100%
Percentage of Students with an Individual Education Plan²⁵	100%
Percentage of English Language Learner Students²⁶	38%
Percentage of Students Eligible for Free or Reduced Lunch²⁷	98%

²⁴ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 audited register.

²⁵ Students with Individual Education Plans as percentage of total students from the 2010-2011 audited register.

²⁶ English Language Learner students as percentage of total P017X students enrolled at all sites from the 2010-2011 audited register.

²⁷ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data²⁸

P.S. X017 ²⁹	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	A
Quality Review Score	WD	P	N/A
Performance Data			
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	N/A	28.9%
Percentage of Standard Assessment Students at Level 2 or Above in Math	N/A	N/A	32.9%
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)	N/A	N/A	96.4%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)	N/A	N/A	97.3%
Other Key Indicators			
Attendance Rate	N/A	N/A	86%
<i>2010-2011 State Accountability Status</i>	N/A		

P.S. 043

Admissions Data

Current Admissions	Pre-Kindergarten: Standard Universal Pre-K Admissions Process Grades K-5: Zoned
Future Admissions	Pre-Kindergarten: Standard Universal Pre-K Admissions Process Grades K-5: Zoned

Enrollment Data

Current Grades Served	PK, K-5
Current Enrollment 2010-2011	477
Grades Served in 2011-2012	PK, K-5
Projected 2011-2012 Enrollment	460-529

²⁸ Site-specific performance data is not available for District 75 schools, therefore all information in the table above pertains to the P017X school as a whole.

²⁹ Source: 2009-2010 District 75 Progress Report.

Demographic Data

Percentage of Students Receiving CTT or SC Services ³⁰	11%
Percentage of Students with an Individual Education Plan ³¹	15%
Percentage of English Language Learner Students ³²	12%
Percentage of Students Eligible for Free or Reduced Lunch ³³	99%

School Performance Data

P.S. 043 Jonas Bronck	2007-2008	2008-2009	2009-2010 ³⁴
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score	WD	N/A	N/A
Performance Data³⁵			
English Language Arts % Proficient (Levels 3 and 4)	44%	57%	40%
Math % Proficient (Levels 3 and 4)	65%	77%	54%
Other Key Performance Indicators³⁶			
Attendance Rate	91%	91%	92%
2010-2011 State Accountability Status			
In Good Standing			

³⁰ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 audited register.

³¹ Students with Individual Education Plans as percentage of total students from the 2010-2011 audited register.

³² English Language Learner students as percentage of total students from the 2010-2011 audited register.

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

³⁴ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.

³⁵ Source: Progress Report.

³⁶ Source: Progress Report.

X017@X043**Admissions Data**

Current Admissions	Placement based on individual student needs/recommended special education services
Future Admissions	Placement based on individual student needs/recommended special education services

Enrollment Data

Current Grades Served	K-5
Current Enrollment 2010-2011	72
Grades Served in 2011-2012	K-5
Projected 2011-2012 Enrollment	72

Demographic Data

Percentage of Students Receiving CTT or SC Services³⁷	100%
Percentage of Students with an Individual Education Plan³⁸	100%
Percentage of English Language Learner Students³⁹	40%
Percentage of Students Eligible for Free or Reduced Lunch⁴⁰	100%

³⁷ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 audited register.

³⁸ Students with Individual Education Plan as percentage of total students from the 2010-2011 audited register.

³⁹ English Language Learner students as percentage of total P017X students enrolled at all sites from the 2010-2011 audited register.

⁴⁰ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data⁴¹

P.S. X017 ⁴²	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	A
Quality Review Score	WD	P	N/A
Performance Data			
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	N/A	28.9%
Percentage of Standard Assessment Students at Level 2 or Above in Math	N/A	N/A	32.9%
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)	N/A	N/A	96.4%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)	N/A	N/A	97.3%
Other Key Indicators			
Attendance Rate	N/A	N/A	86%
2010-2011 State Accountability Status	N/A		

V. Initial Costs and Savings

The cost to relocate P017X@X040 will be \$6,948.14

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

A. Personnel Needs

The proposed re-siting and co-location is not expected to change the number of personnel positions assigned to X017@X040, nor is it expected to alter the duties of current staff at P.S. 043 or X017@X043.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction for X017@X040, P.S. 043 or X017@X043.

The basic operating budget for those schools is determined by the same Fair Student Funding (FSF) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for

⁴¹ Site-specific performance data is not available for District 75 schools, therefore all information in the table above pertains to the P017X school as a whole.

⁴² Source: 2009-2010 District 75 Progress Report.

elementary schools was \$4,059.71. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$1,623.00 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, X017@X040, P.S. 043 and X017@X043 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 043 is currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students 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 special education students as defined by their Individualized Education Plans ("IEPs"). X017@X040, P.S. 043 and X017@X043 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

No change in school supervisory or administrator positions at X017@X040, P.S. 043 and X017@X043 is expected as a result of this proposal.

D. Transportation

Transportation will be provided according to Chancellor's regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at X017@X040, P.S. 043 or X017@X043 due to this proposal.

E. Other Support Services

Other support services will continue to be provided consistent with citywide policy.

VII. Building Information

X040⁴³

Type of Building	Elementary School
Year Built	1967
Overall BCAS rating	2.49 out of 5
Target Utilization	101%
Target Capacity	723
FY 2009 Maintenance Costs	Labor: \$16,373.66 Materials: \$16,775.72 Maintenance and repair contracts: \$1,914 Custodial operations costs—Materials: \$0 Custodial operations costs—Custodial Allocation: \$392,291
FY 2009 Energy Costs	Electric: \$108,328 Gas: \$1,664 Oil: \$49,622
Projects completed during the current or prior school year	N/A
Projects proposed in the capital plan	No Projects identified
Accessibility of the building	Building is not functionally programmatic accessible
Building attributes	Art room, Auditorium, Cafeteria, Gymnasium, Library

X043⁴⁴

Type of Building	Elementary School
Year Built	1907
Overall BCAS rating	2.59 out of 5
Target Utilization	91%
Target Capacity	732
FY 2009 Maintenance Costs	Labor: \$2,790.27 Materials: \$3,743.04 Maintenance and repair contracts: \$1,1370 Custodial operations costs—Materials: \$0 Custodial operations costs—Custodial Allocation: \$400,085
FY 2009 Energy Costs	Electric: \$82,454 Gas: \$33,127 Oil: \$0
Projects completed during the current or prior school year	Low-voltage electrical system
Projects proposed in the capital plan	Building upgrade-low-voltage electrical systems. Auxiliary signal/ Bell system, alarm system & public address system
Accessibility of the building	Building is not functionally programmatic accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Multi-purpose room

⁴³ Custodial services for this school are provided by a private contractor. Therefore, custodial data includes fringe benefits and custodial materials.

⁴⁴ Custodial services for this school are provided by a private contractor. Therefore, custodial data includes fringe benefits and custodial materials.