

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Co-Location of a New Elementary School (08X392) with Urban Assembly Academy of Civic Engagement (08X366), Urban Institute of Mathematics (08X371), and Mott Hall Community School (08X467) in Building X192 Beginning in 2014-2015**

#### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to co-locate a new district elementary school (08X392, “08X392”), in building X192, located at 650 Hollywood Avenue, Bronx, NY 10465, in Community School District 8 (“District 8”). If this proposal is approved by the Panel for Educational Policy (“PEP”), 08X392 will be co-located in building X192 with Urban Assembly Academy of Civic Engagement (08X366, “UAACE”), Urban Institute of Mathematics (08X371, “Urban Institute of Mathematics”), and Mott Hall Community School (08X467, “Mott Hall”), all three of which are existing district middle schools currently serving students in sixth through eighth grades. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

If this proposal is approved, 08X392 will open in X192 in September 2014 and serve students in kindergarten through fifth grades at full scale. In the 2014-2015 school year, 08X392 will serve approximately 45-55 students in kindergarten, and will subsequently add one grade each year until it reaches full-scale in 2019-2020, serving approximately 270-330 students in kindergarten through fifth grades.

Additional elementary school capacity is urgently needed in District 8, particularly in the Throggs Neck portion of the district where building X192 is located. The organization utilization rates of the other four schools in the neighborhood that serve elementary grades range from 93%-132%, indicating a need for additional elementary capacity in this area of District 8.<sup>1</sup> The DOE strives to ensure that all students in New York City have access to a high-quality school in an appropriate environment at every stage of their education. The DOE believes that siting 08X392 in District 8 will help to alleviate overcrowding both in the immediate area and in District 8 more broadly.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), X192 has a target capacity to serve 1,406 students. In 2013-2014, the building is serving approximately 742 students, yielding a building utilization rate of 53%.<sup>2</sup>

In 2019-2020, once 08X392 has reached full scale, it is projected that there will be approximately 930-1,080 students served in X192, thereby yielding an estimated building utilization rate of approximately 66%-77%. Thus, X192 has sufficient space to accommodate the proposed co-location.

<sup>1</sup> Schools represented in this utilization range are the following: P.S. 014 (08X014), P.S. 071 Rose E. Scala (08X071), P.S. 072 Dr. William Dorney (08X072), and P.S. 304 Early Childhood School (08X304).

<sup>2</sup> 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.

## II. Proposed or Potential Use of Building

Building X192 has a target capacity to serve 1,406 students.<sup>3</sup> (The concept of “target capacity” is explained below.) In the 2013-2014 school year, the building is serving approximately 742 students,<sup>4</sup> yielding a building utilization rate of 53%. The building is currently “under-utilized,” meaning that it has extra space to accommodate additional students.<sup>5</sup> When 08X392 completes its phase-in and achieves full-scale, the DOE projects that X192 will have an estimated utilization rate of 66%-77%.

If this proposal is approved, 08X392 will open in September 2014 serving approximately 45-55 students in kindergarten.<sup>6</sup> At scale, 08X392 will serve approximately 270-330 students in kindergarten through fifth grades.

If this proposal is approved, the grade spans for 08X392, UAACE, Urban Institute of Mathematics, and Mott Hall at X192 over a seven-year period will be:

Grade Spans								
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
08X392	08X392	-	K	K-1	K-2	K-3	K-4	K-5
08X371	Urban Institute of Mathematics	6-8	6-8	6-8	6-8	6-8	6-8	6-8
08X366	UAACE	6-8	6-8	6-8	6-8	6-8	6-8	6-8
08X467	Mott Hall	6-8	6-8	6-8	6-8	6-8	6-8	6-8

<sup>3</sup> 2010-2011 Enrollment, Capacity, Utilization, Report (the “Blue Book”)

<sup>4</sup> All figures are from the 2013-2014 Budget Register Projections

<sup>5</sup> 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](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](http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf).

<sup>6</sup> Enrollment Projections are based on a phase-in plan of two general education or Integrated Co-Teaching sections per grade and one self-contained special education section in the first year.

The projected student enrollment for 08X392, UAACE, Urban Institute of Mathematics, and Mott Hall at X192 over a seven-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	2019-2020 Projected Enrollment
08X392	08X392	-	45 - 55	90 - 110	135 - 165	180 - 220	225 - 275	270 - 330
08X371	Urban Institute of Mathematics	290	280 - 310	285 - 315	285 - 315	285 - 315	285 - 315	285 - 315
08X366	UAACE	174	155 - 185	150 - 180	150 - 180	150 - 180	150 - 180	150 - 180
08X467	Mott Hall	278	235 - 265	225 - 255	225 - 255	225 - 255	225 - 255	225 - 255
<b>Total Building Enrollment</b>		742	715 - 815	750 - 860	795 - 915	840 - 970	885 - 1,025	930 - 1,080
<b>Utilization</b>		53%	51% - 58%	53% - 61%	57% - 65%	60% - 69%	63% - 73%	66% - 77%

In 2019-2020, once 08X392 has reached full scale, there will be approximately 930-1,080 total students served in building X192. The projected utilization for building X192 at that point is approximately 66%-77%.

As described in more detail in the Blue Book, which is available at [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012\\_Classic.pdf](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 standards for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE's projected utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal for maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity

would increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

#### A. Students

If this proposal is approved, 08X392 will eventually serve approximately 270-330 kindergarten through fifth-grade elementary school students in District 8, in building X192.

#### *Academic Impact on Students Currently Attending Schools in the X192 Building*

The proposed co-location of 08X392 is not expected to impact the educational options of students currently attending UAACE, Urban Institute of Mathematics, or Mott Hall.

UAACE, Urban Institute of Mathematics, and Mott Hall serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”) at UAACE, Urban Institute of Mathematics, and Mott Hall. 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 addition, UAACE, Urban Institute of Mathematics, and Mott Hall serve students classified as English Language Learners (“ELLs”). All middle schools in the X192 building offer English as a Second Language (“ESL”) classes.<sup>7</sup> If this proposal is approved, all students enrolled in schools in the X192 building will continue to receive their mandated ELL services.

#### *Impact on Extracurricular Programming and Partnerships*

UAACE, Urban Institute of Mathematics, and Mott Hall will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities, but it 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. Students will 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.

According to the District 8 Middle School Directory, UAACE currently offers the following special programs and initiatives, extracurricular activities, and partnerships:<sup>8</sup>

<sup>7</sup> According to the District 8 Middle School Directory: <http://schools.nyc.gov/NR/ronlyres/A3A59580-0B5C-43CC-8822-AA32BDEE1C6B/0/201213D8MSD.pdf>.

<sup>8</sup> According to the District 8 Middle School Directory: <http://schools.nyc.gov/NR/ronlyres/A3A59580-0B5C-43CC-8822-AA32BDEE1C6B/0/201213D8MSD.pdf>.

- **Regents Classes:** Living Environment
- **Higher Education Institutions:** Fordham University Careers Program, The City University of New York (CUNY) Graduate Center, Lehman College, New York University (NYU)
- **Program Partners:** Beacon, PCI-Media Impact, Family Cook Productions, Learning Cultures
- **Cultural Institutions:** Young Urban Christians and Artists (YUCA), Gotham Center for New York City History
- **Resource Partners:** inMotion, Bronx Borough President's Office, New York City Councilman's Office, New York Senator's Office, State Assemblyman's Office, The Urban Assembly, The Thomas and Jeanne Elmezzi Foundation, City Year (AmeriCorps), Citizens Union, The Bronx Times
- **Extracurricular Activities:** Chorus, Drama, Music, Yearbook, Chess, Cheerleading
- **Special Programs:** Lego Robotics, Debate Team, Community Art, Yearbook, Student Government, Community Service, Green Thumb, Martial Arts
- **Co-ed Sports:** Basketball, Softball

According to the District 8 Middle School Directory, Urban Institute of Mathematics currently offers the following special programs and initiatives, extracurricular activities, and partnerships:

- **Higher Education Institutions:** Fordham University
- **Resource Partners:** Michael Jordan Foundation, iLearn Online
- **Extracurricular Activities:** Extended Day Tutoring & Enrichment
- **Special Programs:** Web Design, Mathematical Art, Lego Robotics, Academic Games, Math Explorations, Young Author's Club, Geography Bee Team, Student Government, Visual Art, School Musical, Chess Team, Backgammon Team, Mathematics Team, Spelling Bee, Technology Club, National Honor Society Junior (NJHS), Choir, Orchestra
- **Boys Sports:** Basketball
- **Girls Sports:** Basketball
- **Co-ed Sports:** Basketball, Olympic Handball, Flag Football

According to the District 8 Middle School Directory, Mott Hall currently offers the following special programs and initiatives, extracurricular activities, and partnerships:

- **Higher Education Institutions:** The City College of New York (CCNY), Hunter College, New York University (NYU), Fordham University
- **Extracurricular Activities:** Chess, Robotics, Band, Chorus, Science Regents Club, Student Council
- **Special Programs:** Science, Technology, Engineering and Math (STEM) Discovery Program

### *Enrollment Impact for Future Elementary School Students in District 8*

At present, 08X392 will open in September 2014 as a non-zoned school, but the school may become zoned in the future pending interest of the District 8 Community Education Council ("CEC 8"). If CEC 8 expresses interest, the DOE will engage the community in an effort to create a zone for 08X392 by rezoning the Throggs Neck portion of the District. If the DOE presents a plan to CEC 8 to create a zone for 08X392 that is approved by CEC 8 in accordance with Chancellor's Regulation A-185 by November 2013, 08X392 will be able to open as a zoned school in September 2014, as described in more detail below. If the CEC does not approve a zoning plan by November 2013, 08X392 will open as a non-zoned school and may become zoned in a future school year.

If CEC 8 approves a proposal to create a zone for 08X392, this would help ensure that the new school would alleviate the most overcrowded areas of District 8. As a zoned school, 08X392 would give priority to students who live in its zone in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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.

If this proposal is approved, the DOE will engage with CEC 8 about the possibility of creating a zone for 08X392 for the 2014-2015 school year and/or beyond pending CEC 8 interest

If CEC 8 does not approve a re-zoning plan for the 2014-2015 school year, 08X392 will open as a non-zoned school, meaning that admissions would be open to all students district-wide in accordance with Chancellor's Regulation A-101. The DOE also anticipates that 08X392 will have the capacity to enroll students overflowed from neighboring schools who cannot be accommodated at their zoned schools. Due to the fact that schools nearby cannot accommodate all students zoned to them, the co-location of 08X392 will help alleviate the overcrowding in the Throggs Neck area of District 8 by providing more seats for these students and offering an additional educational option for District 8 families.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>9</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at 08X392.

### *Enrollment Impact for Future Middle School Students in District 8*

This proposal is not expected to impact the admissions processes at UAACE, Urban Institute of Mathematics, or Mott Hall. In addition, the DOE does not anticipate that this proposal will impact enrollment at UAACE, Urban Institute of Mathematics, or Mott Hall. All three schools currently admit students through the middle school application process through an unscreened Campus Choice Admissions method, in which fifth graders zoned to the X192 campus rank in order their middle school preferences among the three schools on a centralized application and are matched to schools based on student preference and the school selection criteria. Students zoned to the X192 campus may also apply to a range of programs provided on the application, described in more detail below.

Through the middle school application process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directory which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

In District 8, some students do not complete the application and instead are list-noticed to their zoned middle school directly from their elementary school upon graduation. A student's zoned school is determined by his or her home address. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. A zoned school gives priority to incoming sixth graders who reside in its zone, in accordance with the Chancellor's Regulation A-101.<sup>10</sup>

With the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;

<sup>9</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>10</sup> The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened or screened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth-graders to submit middle school applications for the 2014-2015 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2014-2015 school year will be available for students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a “new schools” application. Information about middle school application deadlines will be available at the following link:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school, 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 are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

### *Enrollment Impact for Over-the-Counter (“OTC”) Students*

This proposal is not expected to impact the placement of OTC students in middle school grades in building X192. 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 four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;<sup>11</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school.

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<sup>11</sup> 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.

## B. Schools

Building X192 has adequate capacity to accommodate UAACE, Urban Institute of Mathematics, and Mott Hall, along with 08X392 as it phases in. In 2019-2020, once 08X392 has reached full scale, there will be approximately 930-1,080 total students being served in the building. The projected utilization rate for X192 at that point is approximately 66%-77%.

The estimated enrollments for UAACE, Urban Institute of Mathematics, and Mott Hall, and 08X392 are shown in Section IV below.

If this co-location proposal is approved, there will be sufficient space to serve students at UAACE, Urban Institute of Mathematics, Mott Hall, and 08X392 pursuant to the Citywide Instructional Footprint (the “Footprint”) during and after the phase-in of 08X392. 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](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 walkthrough 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.

For grades six through twelve the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

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. 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 walkthrough completed on November 21, 2011 and updated desk survey performed on March 13, 2013 by a representative of the Office of Space Planning, X192 has a total of 66 full-size rooms,<sup>12</sup> 15 half-size rooms,<sup>13</sup> and 7.0 full-size equivalent (“FSE”) rooms of designed administrative space. Of this total, the below spaces are shared spaces or contain building services and will not be included in the allocation of space for any individual school:

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<sup>12</sup> Full-size classrooms have an area of 500 square feet or more.

<sup>13</sup> Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

- The custodian’s office currently occupies 1 half-size space
- The nurse’s office currently occupies 1 FSE of designed administrative space
- School Based Support Services occupies 1 FSE of designed administrative space
- The Museum occupies 1 half-size space
- Beacon, a community based organization (“CBO”) housed in the building, occupies 2 full-size spaces
- The dance room occupies 2 full-size spaces
- 4 full-size rooms are currently allocated as shared building spaces

Excluding the shared spaces outlined above, X192 has a total of 58 full-size classrooms, 13 half-size classrooms/spaces, and 5.0 FSE rooms of designed administrative space remaining, which totals 69.5 FSE rooms, that can be allocated to the schools in X192 during the proposed opening and co-location of 08X392 with UAACE, Urban Institute of Mathematics, and Mott Hall. X192 also has a gymnasium, auditorium, cafeteria, and library. 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.

Currently in the 2013-2014 school year, UAACE has a baseline footprint allocation of 10 full-size rooms, 3 half-size rooms, and 2 FSE rooms for administrative use. The school’s current space allocation is 22 full-size rooms, 6 half-size rooms, and 2.5 FSE rooms for administrative use. This means that UAACE is currently allocated 12 full-size rooms, 3 half-size rooms, and 0.5 FSE rooms for administrative use above its footprint.

Currently in the 2013-2014 school year, Urban Institute of Mathematics has a baseline footprint allocation of 12 full-size rooms, 3 half-size rooms, and 2.5 FSE rooms for administrative use. The school’s current space allocation is 17 full-size rooms, 5 half-size rooms, and 2.5 FSE rooms for administrative use. This means that UAACE is currently allocated 5 full-size rooms and 2 half-size rooms above its footprint.

Currently in the 2013-2014 school year, Mott Hall has a baseline footprint allocation of 10 full-size rooms, 4 half-size rooms, and 2.5 FSE rooms for administrative use. Due to the location of half-size rooms in the building, Mott Hall’s footprint has been adjusted to include 3 full-size rooms in lieu of 3 half-size rooms, making the school’s adjusted footprint allocation 13 full-size rooms, 1 half-size room, and 2.5 FSE rooms for administrative use. The school’s current space allocation is 17 full-size rooms, 1 half-size rooms, and 2.5 FSE rooms for administrative use. This means that Mott Hall is allocated 4 full-size rooms above its adjusted footprint.

If this proposal is approved, the enrollment and grade levels served by 08X392 will increase each year. In 2014-2015, the first year of phase-in during which 08X392 will serve students in kindergarten, 08X392’s baseline space allocation will be 3 full size rooms, 2 half-size rooms, and 1.5 FSE rooms for administrative use. Each subsequent year, through the 2019-2020 school year, 08X392 will be allocated additional rooms for instructional space and administrative space per the Footprint as the school phases in. In 2019-2020, when 08X392 has reached full scale and serves students in kindergarten through fifth grade, 08X392’s baseline space allocation will be 15 full-size rooms, 5 half-size rooms, and 2.5 FSE for administrative use.

The table below provides the adjusted baseline footprint allocation of full-size instructional rooms for each school throughout the phase-in of 08X392:

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

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
08X366	UAACE	10	10	10	10	10	10	10
08X371	Urban Institute of Mathematics	12	13	13	13	13	13	13
08X467	Mott Hall	13	13	13	13	13	13	13
08X392	08X392	N/A	3	6	8	10	13	15

TOTAL	35	39	42	44	46	49	51
<b>TOTAL TO BE ALLOCATED</b>	58	58	58	58	58	58	58
<b>TOTAL BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS</b>	23	19	16	14	12	9	7

As discussed previously, during the course of 08X392's phase-in, the number of excess rooms will decrease as 08X392'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, and quarter-size rooms for administrative purposes. Therefore, some of the excess full-size rooms may be allocated for administrative purposes.

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 X192 to ensure a smooth transition, if necessary, of any rooms currently being used above the schools' footprint allocations.

There are no other proposed uses or plans for building X192 at this time.

### *Building Safety and Security*

All schools will develop a safety and security plan for the X192 building prior to the first day of school in September 2014.

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

- Providing "Best Practices Standards for Creating and Sustaining a Safe and Supportive School," as a resource guide;

- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (“CFN”) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

### C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed co-location of 08X392 is intended to serve as an additional elementary school choice option for students in District 8.

Further, additional elementary school capacity is needed urgently in District 8, particularly in the Throggs Neck portion of the district where building X192 is located. The utilization rates of the other four schools in the neighborhood that serve elementary grades range from 93%-132%, indicating a need for additional capacity in this area of District 8.<sup>14</sup>

The DOE strives to ensure that all students in New York City have access to a high-quality school in an appropriate environment at every stage of their education. The DOE believes that siting 08X392 in this area of District 8 will help to alleviate overcrowding both in the immediate area and in District 8 more broadly.

In addition to existing elementary school options, student in District 8 may also apply to attend several charter schools that serve elementary school grades and provide a preference to District 8 residents through the charter lottery application process. Detailed information about charter schools will also be published annually and would be available in print or on the DOE’s Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X192. This proposal is also not expected to impact the fact that building X192 is fully programmatically accessible.

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<sup>14</sup> Schools included in this utilization range are the following: P.S. 014 (08X014), P.S. 071 Rose E. Scala (08X071), P.S. 072 Dr. William Dorney (08X072), and P.S. 304 Early Childhood School (08X304).

## IV. Enrollment, Admissions, and School Performance Information

### 08X392 (08X392)

#### Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions if this Proposal is Approved</b>	<b>Grades K-5:</b> District wide choice or Zoned (pending CEC 8 approval)

#### Enrollment Data<sup>15</sup>

	<b>Grade KG</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
2013-2014 (projections)	-	-	-	-	-	-	-
2014-2015 (projections)	45-55	0	0	0	0	0	45-55
2015-2016 (projections)	45-55	45-55	0	0	0	0	90-110
2016-2017 (projections)	45-55	45-55	45-55	0	0	0	135-165
2017-2018 (projections)	45-55	45-55	45-55	45-55	0	0	180-220
2018-2019 (projections)	45-55	45-55	45-55	45-55	45-55	0	225-275
2019-2020 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	270-330

#### Demographic Data

08X392 does not yet have enrollment. Therefore, there is no demographic data for the school.

#### School Performance Data

08X392 does not yet have enrollment. Therefore, there is no performance data for the school.

<sup>15</sup> Projections are based on a standard phase-in plan of two sections in the entry grade.

## Urban Assembly of Civic Engagement (08X366)

### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8: Zoned Campus Choice</b> <b>Admissions Method: Unscreened</b>
<b>Admissions if this Proposal is Approved</b>	<b>Grades 6-8: Zoned Campus Choice</b> <b>Admissions Method: Unscreened</b>

### Enrollment Data<sup>16</sup>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2013-2014 (projections)	55	60	59	174
2014-2015 (projections)	50-60	50-60	55-65	155-185
2015-2016 (projections)	50-60	50-60	50-60	150-180
2016-2017 (projections)	50-60	50-60	50-60	150-180
2017-2018 (projections)	50-60	50-60	50-60	150-180
2018-2019 (projections)	50-60	50-60	50-60	150-180
2019-2020 (projections)	50-60	50-60	50-60	150-180

### Demographic Data<sup>17</sup>

Percentage of Students Receiving ICT or SC Services	32%
Percentage of Students with IEPs	34%
Percentage of ELL Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	83%

<sup>16</sup> All figures are from the 2013-2014 Budget Register Projections.

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

### School Performance Data

<b>Urban Assembly Academy of Civic Engagement</b>	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	D
Quality Review Score <sup>18</sup>	N/A <sup>19</sup>	D	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	17%	22%	22%
Math % Proficient (Levels 3 and 4)	21%	31%	19%
<b>Other Key Performance Indicators</b>			
Attendance Rate	87%	89%	91%
<b>2012-2013 State Accountability Status</b>	Focus School <sup>20</sup>		

### Urban Institute of Mathematics (08X371)

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> Zoned Campus Choice <b>Admissions Method:</b> Unscreened
<b>Admissions if this Proposal is Approved</b>	<b>Grades 6-8:</b> Zoned Campus Choice <b>Admissions Method:</b> Unscreened

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

<sup>19</sup> Schools do not receive Quality Reviews each year.

<sup>20</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

### Enrollment Data<sup>21</sup>

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	101	97	92	290
2014-2015 (projections)	95-105	95-105	90-100	280-310
2015-2016 (projections)	95-105	95-105	95-105	285-315
2016-2017 (projections)	95-105	95-105	95-105	285-315
2017-2018 (projections)	95-105	95-105	95-105	285-315
2018-2019 (projections)	95-105	95-105	95-105	285-315
2019-2020 (projections)	95-105	95-105	95-105	285-315

### Demographic Data<sup>22</sup>

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with IEPs	19%
Percentage of ELL Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	73%

### School Performance Data

Urban Institute of Mathematics	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	B
Quality Review Score	N/A	N/A	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	42%	43%	56%
Math % Proficient (Levels 3 and 4)	53%	55%	58%
<b>Other Key Performance Indicators</b>			
Attendance Rate	91%	90%	92%
<b>2012-2013 State Accountability Status</b>	In Good Standing		

<sup>21</sup> All figures are from the 2013-2014 Budget Register Projections.

<sup>22</sup> All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

## Mott Hall Community School (08X467)

### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> Zoned Campus Choice <b>Admissions Method:</b> Unscreened
<b>Admissions if this Proposal is Approved</b>	<b>Grades 6-8:</b> Zoned Campus Choice <b>Admissions Method:</b> Unscreened

### Enrollment Data<sup>23</sup>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2013-2014 (projections)	81	91	106	278
2014-2015 (projections)	75-85	75-85	85-95	235-265
2015-2016 (projections)	75-85	75-85	75-85	225-255
2016-2017 (projections)	75-85	75-85	75-85	225-255
2017-2018 (projections)	75-85	75-85	75-85	225-255
2018-2019 (projections)	75-85	75-85	75-85	225-255
2019-2020 (projections)	75-85	75-85	75-85	225-255

### Demographic Data<sup>24</sup>

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with IEPs	25%
Percentage of ELL Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	69%

<sup>23</sup> All figures are from the 2013-2014 Budget Register Projections.

<sup>24</sup> All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

### School Performance Data

Mott Hall Community School	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A <sup>25</sup>	B	C
Quality Review Score	N/A	N/A	D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	30%	23%	29%
Math % Proficient (Levels 3 and 4)	58%	54%	43%
<b>Other Key Performance Indicators</b>			
Attendance Rate	92%	92%	92%
<b>2012-2013 State Accountability Status</b>	Focus 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 allocations for new schools, 08X392 will receive a fixed allocation of \$80,000 and approximately \$17,595-\$21,505 in new school OTPS start-up per-pupil allocations during its first year.<sup>26</sup>

In addition, 08X392’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.

Please refer to the FSF Guide<sup>27</sup> and FY14 School Allocation Memoranda<sup>28</sup> for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 08X392. Staffing changes are at the discretion of the school within the limits of contractual mandated obligations.

This proposal is not expected to impose any costs on the other schools located in the X192 building.

<sup>25</sup> Mott Hall Community School opened in the 2009-2010 school year, thus there is no performance data available before the 2010-2011 school year.

<sup>26</sup> For more information about OTPS for New Schools please visit: [FY14 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools](#)

<sup>27</sup> The FSF Guide is available at: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam01\\_1c.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf)

<sup>28</sup> The FY14 School Allocation Memoranda is available at: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam21.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf)

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

### A. Personnel Needs

This proposed co-location is not expected to change the number of personnel positions assigned to UAACE, Urban Institute of Mathematics, and Mott Hall, nor is it expected to significantly alter the duties of current staff at these schools.

New administrative staff and non-pedagogical positions will be created at 08X392 over the course of the school's phase-in. 08X392 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 process consistent with the procedures set forth in the collective bargaining agreement between the DOE and United Federation of Teachers.

### B. Administration

No change in school supervisory or administrator positions at UAACE, Urban Institute of Mathematics, and Mott Hall.

08X392 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

### C. Transportation

Transportation will be provided at Civic Engagement, Urban Institute of Mathematics, and Mott Hall, and 08X392 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 Civic Engagement, Urban Institute of Mathematics, and Mott Hall due to this proposal.

### 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 as 08X392 phases in.

## VII. Building Information

<b>Building</b>		X192
<b>Type of Building</b>		MIDDLE
<b>Year Built</b>		1972
<b>Overall BCAS rating</b>		2.47
<b>2011-2012 Target Building Utilization</b>		57%
<b>2011-2012 Target Building Capacity</b>		1406
<b>FY 2012 Maintenance Costs</b>	<b>Labor</b>	\$100,916
	<b>Materials</b>	\$45,683
	<b>Maintenance and repair contracts</b>	\$43,715
	<b>Service contracts</b>	\$4,038
	<b>Custodial operations costs—Materials</b>	\$12,143
	<b>Custodial operations costs—Custodial Allocation</b>	\$324,875
<b>FY 2012 Energy Costs</b>	<b>Electric</b>	\$201,721
	<b>Gas</b>	\$756
	<b>Steam</b>	\$0
	<b>Oil</b>	\$154,576
<b>Projects completed during the current or prior school year</b>		None
<b>Projects proposed in the capital plan</b>		Elevators, Flood Elimination
<b>Accessibility of the building</b>		Building is Functionally Fully Programmatic ally Accessible
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office, Science Lab