EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New District Middle School (06M209) with Existing Schools P.S. 192 Jacob H. Schiff (06M192) and P.S. 325 (06M325) in Building M192 Beginning in the 2014-2015 School Year

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to co-locate a new district middle school (06M209, "06M209") in building M192 ("M192") located at 500 West 138th Street, New York, NY 10031 in Community School District 6 ("District 6"). If this proposal is approved, 06M209 will be co-located in building M192 with two existing zoned elementary schools, P.S. 192 Jacob H. Schiff (06M192, "P.S. 192"), which currently serves kindergarten through fifth-grade students and offers a pre-kindergarten program; and P.S. 325 (06M325, "P.S. 325"), which currently serves kindergarten through fifth-grade students. Building M192 also has a mini-building, M848, which is currently shared by P.S. 192 and P.S. 325. If this proposal is approved, P.S. 192, P.S. 325 and 06M209 would share building M192 and mini-building M848, heretofore referred to collectively as M192. A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

If this proposal is approved, 06M209 will serve sixth-grade students in 2014-2015 and will add one grade per year until it reaches full scale and serves students in grades six through eight in 2016-2017 in M192. 06M209 will admit students through the middle school application process and will give priority to students zoned to or attending P.S. 192 and P.S. 325. 06M209 will admit students using a limited unscreened admissions method, which gives priority to students who demonstrate interest in the school by attending a school information session, school tour, open house event, or by visiting the school's exhibit at the Middle School Fair.

P.S. 192 and P.S. 325 share an elementary school zone and will continue to do so if this proposal is approved. Students are admitted to P.S. 192 and P.S. 325 in accordance with Chancellor's Regulation A-101. P.S. 192 currently offers two sections of half-day pre-kindergarten and admits pre-kindergarten students through the centralized pre-kindergarten admissions process. Admissions procedures for P.S. 192 and P.S. 325 are discussed in more detail in Section III. A below.

In addition, there are also three community-based organizations ("CBO") occupying space in the M192 building: Aspira, Saint Luke's Hospital, and Heritage Health Care. This proposal is not expected to impact the siting of these programs.

According to the 2011-2012 Enrollment, Capacity, Utilization Report ("Blue Book"), M192 has a target capacity to serve 937 students. During the 2013-2014 school year, the building serves a total of approximately 628 students,[1] yielding a building utilization rate of 67%.[2] This means that the building is "underutilized" and has space to accommodate additional students.[3]

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[1] 2013-2014 Budget Register Projections.

[2] All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter projections as of June 2013 or the 2013-2014 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

[3] The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-

The proposed opening and co-location of 06M209 in M192 is part of the DOE's central goal to create new school options. The DOE supports the co-location of 06M209 in M192. This proposal is intended to increase the number of middle school options available to families in District 6.

II. Proposed or Potential Use of Building

M192 has a target capacity to serve 937 students.[4] (The concept of "target capacity" is explained below.) During the 2013-2014 school year, the building serves a total of approximately 628 students, yielding a building utilization rate of 67%, which means that the building is "under-utilized" and has space to accommodate additional students.

In 2016-2017, the final year of 06M209's phase-in, 06M209 is projected to serve approximately 225-255 students in grades six through eight; P.S. 192 is projected to serve approximately 333-393 students in grades kindergarten through five and its pre-kindergarten program; and P.S. 325 is projected to serve approximately 200-260 students in grades kindergarten through five. Combined, this yields a total enrollment of approximately758-908 students and a projected building utilization rate of 81%-97%.

If this proposal is approved, the grade spans for P.S. 192, P.S. 325, and 06M209 over a four year period will be:

		Grade Spans			
DBN	**School Name**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
06M209	06M209	-	6	6-7	6-8
06M192[5]	P.S. 192 Jacob H. Schiff	K-5	K-5	K-5	K-5
06M325	P.S. 325	K-5	K-5	K-5	K-5

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

[4] 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").

[5] P.S. 192 currently offers two half-day pre-kindergarten classes. The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment. As such, the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 192 in 2014-2015 and beyond, subject to continued funding and demand.

The table below demonstrates the total current and projected student enrollment for P.S. 192, P.S. 325, and 06M209, as well as the projected building utilization rates for M192 over a four year period.

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
06M209	06M209	-	75 - 85	150 - 170	225 - 255
06M192[6]	P.S. 192 Jacob H. Schiff	361	338 - 398	328 - 388	333 - 393
06M325[7]	P.S. 325	267	230 - 290	215 - 275	200 - 260
Total Building Enrollment		628	643 - 773	693 - 833	758 - 908
Utilization[8]		67%	69% - 82%	74% - 89%	81% - 97%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for 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 Educational Impact Statement ("EIS"), the DOE's 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, 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

[6] Figures include two half-day pre-kindergarten classes for P.S. 192. Pre-Kindergarten is a program that can be offered both half-day and full-day; the projections represent the full-day equivalency.

[7] P.S. 325's current kindergarten cohort is smaller than previous kindergarten cohorts at the school. The DOE's projections assume that future kindergarten cohorts will be at or near the current year's level.

[8] 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 charter projections as of June 2013 or 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.

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

The building capacity assigned to M192 in the 2011-2012 Blue Book is based on elementary school use of the space. Future projected utilization rates do not account for the fact that adding a middle school to M192 will increase the building capacity, as middle school classrooms are assigned a larger capacity than elementary school classrooms. If this proposal is approved, P.S. 192, P.S. 325, and 06M209 will receive their baseline allocation pursuant to the Citywide Instructional Footprint. More details about space are available in Section III.B of this EIS. Therefore, building M192 has the capacity to accommodate P.S. 192, P.S. 325, and 06M209 at full scale.

Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

As mentioned above, there are currently three CBOs occupying space in the M192 building: Aspira, St. Luke's Hospital, and Heritage Health Care. This proposal is not expected to affect the siting of these programs.

The DOE does not have currently have other plans for the use of M192. Any future significant changes to school utilization would be proposed in a separate EIS and subject to separate approval by the Panel for Educational Policy ("PEP") in accordance with Chancellor's Regulation A-190.

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

A. Students

Impact on Students Currently Attending P.S. 192 and P.S. 325

The proposed co-location of 06M209 is not expected to impact the enrollment or educational options of students currently attending P.S. 192 and P.S. 325.

P.S. 192 and P.S. 325 are existing zoned elementary schools that share an elementary school zone. A student's zoned elementary school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site: http://schools.nyc.gov/choicesenrollment/elementary.

P.S. 192 and P.S. 325 currently serve kindergarten through fifth-grade students. In addition, P.S. 192 offers two sections of half-day pre-kindergarten. The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment. The DOE anticipates that pre-kindergarten will continue to be offered at P.S. 192 in 2014-2015 and beyond, subject to continued funding and demand.

P.S. 192 and P.S. 325 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, students enrolled in self-contained ("SC") special education classes, and students receiving Special Education Teacher Support Services ("SETSS"). Students with disabilities receive services in accordance with the Individualized Education Program ("IEP") developed for each student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled at the schools in M192 will continue to receive their mandated special education services throughout the implementation of this proposal and beyond.

In addition, P.S. 192 and P.S. 325 serve students classified as English Language Learners ("ELL") who receive English as a Second Language ("ESL") or transitional bilingual services. Additionally, P.S. 192 provides Spanish dual-language programming and will continue to do so, subject to demand. All ELL students enrolled at these schools will continue to receive appropriate ELL services in future years.

Impact on Extra-curricular Programs and Partnerships at Existing Schools in M192

P.S. 192 and P.S. 325 will continue to offer extra-curricular 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 school's Web site and principal-reported information, P.S. 192's clubs, extra-curricular activities, and partnerships include:[9]

Clubs	Extra-curricular Activities	Partnerships
▪ Literacy Club ▪ Homework Help ▪ National Honor's Society	▪ Art ▪ Band ▪ Chess ▪ Music ▪ Math IXL ▪ Technology ▪ Basketball ▪ Debate ▪ Drama ▪ Word Processing/Computer ▪ Yoga	▪ Music Outreach ▪ Police Athletic League ▪ AIDP ▪ Junior Achievement ▪ New York Cares ▪ Washington Heights-Inwood Coalition ▪ Harlem School of the Arts ▪ Creative Arts Workshop ▪ America Scores ▪ Reading Partners ▪ Columbia University ARO Program ▪ Columbia University Adult Learning Center ▪ City College Arts Program ▪ National Dance Institute

[9] For more information, please visit: http://schools.nyc.gov/SchoolPortals/06/M192/default.htm

According to the school's Web site and principal-reported information, P.S. 325's special programs and extra-curricular activities include:[10]

Special Programs	Extra-curricular Activities
▪ Literacy ▪ Mathematics ▪ ESL ▪ Science ▪ Social Studies ▪ Physical Education ▪ ELL Saturday Academy ▪ Rigby Reading Program	▪ Art ▪ Basketball ▪ Baseball ▪ Dance ▪ Book Club

Impact on the Pre-Kindergarten Program at P.S. 192

This proposal is not expected to impact the pre-kindergarten program at P.S. 192. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified zoned siblings of students enrolled at P.S. 192 will have first priority for admission to the pre-kindergarten program at P.S. 192. Students who reside in the shared P.S. 192 and P.S. 325 zone who do not have siblings enrolled at P.S. 192 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 192 will be subject to continued funding availability and demand.

Impact on Future Elementary School Students in District 6

This proposal is not expected to impact the admissions processes at P.S. 192 or P.S. 325. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at P.S. 192 or P.S. 325. P.S. 192 and P.S. 325 are zoned elementary schools that share an elementary school zone and will continue to give priority to students who live in their shared elementary school zone, as they have in the past and in accordance with Chancellor's Regulation A-101. Families that reside in this shared elementary school zone can submit applications to both P.S. 192 and P.S. 325 and have zoned entitlement to attend P.S. 192 or P.S. 325. 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 kindergarten through five 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

[10] For more information, please visit: http://schools.nyc.gov/SchoolPortals/06/M325/default.htm

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.

b. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades kindergarten through five 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;

c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades kindergarten through five at the start of the following school year in September who are residents of another district;

d. 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 kindergarten through five at the school in the following school year;

e. 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 kindergarten through five at the school in the following school year;

f. Students other than those in (c) and (e) above who are residents of that district; and

g. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,[11] 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. All students requiring ELL services will continue to receive appropriate services at P.S. 192 and P.S. 325.

Impact on Future Middle School Students in District 6

The DOE is proposing to open 06M209 in M192, which is intended to provide an additional option for middle school students in District 6. If this proposal is approved, 06M209 will be a limited unscreened middle school that admits students through the middle school application process. In addition, 06M209 will give priority to students zoned to or attending P.S. 192 and P.S. 325. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any of the Middle School Fairs.

Through the middle school application process, students will be 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

[11] 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 310 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.

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.

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;
- K-8 schools with a zoned, screened, or 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 methods.

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

If this proposal is approved, 06M209 would also admit students through the OTC admissions process. This proposal is not expected to impact the placement of OTC students in building M192.

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; [12] 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 students arrives for OTC placement, his or her school assignment is

[12] 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.

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 at the start of the year.

B. Schools

Building M192 has adequate capacity to accommodate P.S. 192, P.S. 325, and 06M209 at full scale. In 2016-2017, once 06M209 has reached full scale, there will be approximately 758-908 students served in the building. The projected utilization rate for M192 at that point is approximately 81%-97%.

As described earlier, the building capacity assigned to M192 in the 2011-2012 Blue Book is based on use by elementary schools; adding a middle school to M192 will increase overall building capacity.

If this proposal to co-locate 06M209 in M192 is approved, there will be sufficient space to accommodate P.S. 192, P.S. 325, and 06M209 pursuant to the Citywide Instructional Footprint during and after the phase-in of 06M209. Please visit the DOE Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. A representative from the Office of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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 will 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 shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

According to a building walk-through completed on December 21, 2010 and an updated survey performed on April 3, 2013 by a representative of the Office of Space Planning, building M192 and mini-building M848 have a combined total of 57 full-size rooms, 15 half-size rooms, 5 quarter-size rooms and 2.5 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:

- CBO Aspira occupies 1 half-size room.
- CBO Saint Luke's Hospital occupies 1 quarter-size room.
- CBO Heritage Health Care occupies 1 full-size room.
- The custodian's office occupies 1 half-size room.
- The School-Based Support Team ("SBST") occupies 1.0 FSE of designed administrative space.

This leaves 56 full-size rooms, 13 half-size rooms, 4 quarter-size rooms, and 1.5 FSE of designed administrative space available to be allocated to the schools during the proposed opening and co-location of 06M209 with P.S. 192 and P.S. 325. M192 also has a gymnasium, auditorium, cafeteria, and library. These spaces will be shared by P.S. 192, P.S. 325, and 06M209, if this proposal is approved.

Currently, P.S. 192 has a baseline footprint allocation of 19 full-size rooms, 5 half-size rooms and 3.0 FSE rooms for administrative use. Due to a lack of half-size rooms suitable for instruction, P.S. 192 is allocated 2 full-size rooms in lieu of 2 half-size rooms, making the school's adjusted footprint 21 full-size rooms, 3 half-size rooms, and 3.0 FSE rooms for administrative use. The school's current space allocation is 31 full-size rooms, 3 half-size rooms, and 3.0 FSE rooms for administrative use. This means that P.S. 192 is allocated 10 full-size rooms above its adjusted baseline footprint allocation.

Currently, P.S. 325 has a baseline footprint allocation of 15 full-size rooms, 5 half-size rooms, and 2.5 FSE rooms for administrative use. Due to a lack of half-size rooms suitable for instruction, P.S. 325 is allocated 1 full-size room in lieu of 1 half-size room, making the school's adjusted footprint 16 full-size rooms, 4 half-size rooms, and 2.5 FSE rooms for administrative space. The school's current space allocation is 25 full-size rooms, 4 half-size rooms, and 2.5 FSE rooms for administrative use. This means that P.S. 325 is allocated 9 full-size rooms above its baseline footprint allocation.

If this proposal is approved, in 2014-2015, 06M209 will serve approximately 75-85 sixth grade students in three general education or ICT sections and will have a baseline footprint allocation of 4 full-size rooms, 1 half-size room, and 1.5 FSE rooms for administrative use.

In 2015-2016, 06M209 will serve approximately 150-170 students in grades six and seven in six general education or ICT sections and will have a baseline footprint allocation of 7 full-size rooms, 1 half-size room, and 2.0 FSE rooms for administrative use.

In 2016-2017, 06M209 will be at full-scale and will serve approximately 225-255 students in grades six through eight in nine general education or ICT sections and will have a baseline footprint allocation of 10 full-size rooms, 1 half-size room, and 2.5 FSE rooms for administrative use.

The baseline or adjusted baseline allocation of full-size instructional rooms for each school in M192 over the three years of 06M209's phase in are detailed in the chart below:

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017
06M192	P.S. 192	21	21	21	21
06M325	P.S. 325	16	16	16	16
06M209	06M209	N/A	4	7	10
	TOTAL	**37**	**41**	**44**	**47**
	ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS	**19**	**15**	**12**	**9**

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. The Building Council will determine the equitable distribution of excess rooms among existing schools in the building as described below. There will be sufficient instructional space in M192 for P.S. 192, P.S. 325, and 06M209, as 06M209 phases in.

If this proposal is approved, the Office of Space Planning would 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 work with the schools in building M192 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations. During the course of 06M209's phase-in, the number of excess rooms would decrease as 06M209's baseline footprint allocation increases to reflect its larger population.

There are no other proposed uses or plans for building M192.

Building Safety and Security

If this proposal is approved, all schools will develop a safety and security plan for M192 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 06M209 in M192 is intended to meet this goal by providing access to an additional middle school option in District 6. 06M209 will create approximately 225-255 new middle school seats in District 6 when it reaches full-scale.[13]

Currently, students residing in P.S. 192 and P.S. 325's shared zone are zoned to J.H.S. 052 Inwood (06M052, "J.H.S. 52") for middle school. The DOE does not anticipate that this proposal will have a material impact on J.H.S. 52's enrollment, because in recent years, very few students from P.S. 192 or P.S. 325 enrolled in J.H.S. 52 for middle school. If this proposal is approved, students residing in P.S. 192 and P.S. 325's shared zone will continue to be zoned to J.H.S. 52 for middle school. Students zoned to or attending P.S. 192 and P.S. 325 will also receive priority to 06M209 in M192.

Although this proposal is not anticipated to have a material impact on J.H.S. 52, this proposal may have an impact on middle schools that enroll larger numbers of students from P.S. 192 or P.S. 325, as some students who would have attended those middle schools may instead choose to attend 06M209.

Although demand for these middle schools may be impacted as a result of this proposal, the impact is anticipated to be spread across the middle schools that currently enroll students from P.S. 192 or P.S. 325,

[13] Based on the projected middle school enrollment at 06M209 in the 2016-2017 school year.

and therefore, the DOE does not anticipate a material impact on enrollment at any particular middle school.

In addition to existing middle school options, students in District 6 may also apply to attend several charter schools that serve middle school grades and provide a preference to District 6 residents through the charter school lottery application process. Detailed information about charter schools is published annually and will be available in print or on the DOE Web site here: http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M192. This proposal is also not expected to impact the accessibility of M192 or mini-building M848, which are partially accessible.

IV. Enrollment, Admissions, and School Performance Information

06M209 (06M209)

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Co-location of 06M209	**Grades 6-8**: District 6 Middle School Choice Process **Admissions Method**: Limited Unscreened; Priority to students zoned to or attending P.S. 192 and P.S. 325

Enrollment Data[14]

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	-	-	-	-
2014-2015 (projections)	75-85	-	-	75-85
2015-2016 (projections)	75-85	75-85	-	150-170
2016-2017 (projections)	75-85	75-85	75-85	225-255

Demographic Data

There is no demographic data for 06M209 as the school has not yet opened.

School Performance Data

There is no school performance data for 06M209 as the school has not yet opened.

[14] Projections are based on a standard phase-in plan of three sections in the entry grade.

P.S. 192 (06M192)

Admissions Data

Current Admissions	**PK:** Standard universal pre-kindergarten admissions process **Grades K-5:** Zoned
Admissions During and After Proposed Co-location of 06M209	**PK:** Standard universal pre-kindergarten admissions process **Grades K-5:** Zoned

Enrollment Data[15]

	PK[16]	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	18	62	57	51	54	72	47	361
2014-2015 (projections)	18	55-65	55-65	50-60	45-55	50-60	65-75	338-398
2015-2016 (projections)	18	55-65	55-65	55-65	50-60	45-55	50-60	328-388
2016-2017 (projections)	18	55-65	55-65	55-65	55-65	50-60	45-55	333-393

Demographic Data[17]

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	33%
Percentage of Students Eligible for Free or Reduced Lunch	92%

[15] All figures are from the 2013-2014 Budget Register Projections.
[16] Pre-Kindergarten (PK) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.
[17] All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

P.S. 192	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	B
Quality Review Score[18]	N/A[19]	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	25%	29%	32%
Math % Proficient (Levels 3 and 4)	36%	45%	56%
Other Key Performance Indicators			
Attendance Rate	93%	92%	93%
2012-2013 State Accountability Status	In Good Standing[20]		

P.S. 325 (06M325)

Admissions Data

Current Admissions	**Grades K-5:** Zoned
Admissions During and After Proposed Co-location of 06M209	**Grades K-5:** Zoned

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

[19] A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Thus, P.S. 192 does not have a Quality Review for the 2009-2010 and 2010-2011 school years. In 2011-2012, P.S. 192 received a "D" rating, which represents Developing.

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

Enrollment Data[21]

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	33	40	50	52	50	42	267
2014-2015 (projections)	30-40	30-40	35-45	45-55	45-55	45-55	230-290
2015-2016 (projections)	30-40	30-40	30-40	35-45	45-55	45-55	215-275
2016-2017 (projections)	30-40	30-40	30-40	30-40	35-45	45-55	200-260

Demographic Data[22]

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with Individualized Education Programs	25%
Percentage of English Language Learner Students	39%
Percentage of Students Eligible for Free or Reduced Lunch	95%

School Performance Data

P.S. 325	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	B
Quality Review Score	N/A	P	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	21%	25%	28%
Math % Proficient (Levels 3 and 4)	33%	43%	56%
Other Key Performance Indicators			
Attendance Rate	93%	93%	93%
2012-2013 State Accountability Status	In Good Standing		

[21] All figures are from the 2013-2014 Budget Register Projections.
[22] All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up other than personal services ("OTPS") costs. Based on current one-time allocations for new schools, 06M209 will receive a fixed allocation of $80,000 and approximately $33,225-$37,655 in new school OTPS start-up per-pupil allocations during its first year.[23]

In addition, 06M209'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 schools' budgets is allocated on a per pupil basis, based on current by the 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[24] and FY14 School Allocation Memoranda[25] 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 06M209. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

This proposal is not expected to impact initial costs or allocations at P.S. 192 and P.S. 325.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to P.S. 192 or P.S. 325, nor is it expected to significantly alter the duties of current staff at P.S. 192 or P.S. 325.

New administrative staff and non-pedagogical positions will be created at 06M209 over the course of the school's phase-in. 06M209 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 the new 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 UFT.

B. Administration

No change in school supervisory or administrator positions at P.S. 192 or P.S. 325 are expected as result of this proposal.

06M209 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

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[23] For more information about OTPS for New Schools please visit: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

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

[25] 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

C. Transportation

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

This proposal is not expected to impact the transportation schedules of the other schools located in the M192 building.

D. Other Support Services

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

VII. Building Information

Building		M192
Type of Building		PS
Year Built		1952
Overall BCAS rating		2.61
2011-2012 Target Building Utilization		77%
2011-2012 Target Building Capacity		799
FY 2012 Maintenance Costs	**Labor**	$50,772
	Materials	$19,549
	Maintenance and repair contracts	$49,327
	Service contracts	$3,120
	Custodial operations costs—Materials	$7,762
	Custodial operations costs—Custodial Allocation	$288,690
FY 2012 Energy Costs	**Electric**	$103,472
	Gas	$44,493
	Steam	$10,650
	Oil	$10,650
Projects completed during the current or prior school year		Sidewalk Shed/Flood Elimination, FY13 Reso A Technology, Sidewalk Bridging
Projects proposed in the capital plan		None
Accessibility of the building		Partially Accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office