

EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New District Middle School 31R012 with Existing School I.S. 2 George L. Egbert (31R002) Beginning in the 2014-2015 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new district middle school, 31R012 (“31R012”), that will serve students in grades six through eight, in building R002 (“R002”), located at 333 Midland Avenue, Staten Island, NY 10306 in Community School District 31 (“District 31”), beginning in the 2014-2015 school year.¹ 31R012 would be co-located in R002 with I.S. 2 George L. Egbert (31R002, “I.S. 2”); an existing middle school serving students in grades six through eight. R002 also provides space to the School of One Program.²

I.S. 2 is a zoned middle school serving approximately 976 students in sixth through eighth grades in R002 during the 2013-2014 school year.³ I.S. 2 currently admits students residing within the R002 zone.

Currently, the DOE is planning to reduce the enrollment at I.S. 2 beginning in September 2014 over a period of three years. Details of the year by year reduction are included in Section III.B below. By 2016-2017, enrollment at I.S. 2 will decrease by approximately 560-590 students so that, at scale, it will serve approximately 390-420 students in sixth through eighth grades. Concurrently, 31R012 will open in building R002 and grow to scale. The DOE does not anticipate reducing I.S. 2’s enrollment if this proposal to co-locate 31R012 is not approved.

If this proposal is approved, 31R012 would open as a new middle school in September 2014 in R002, where it will be co-located with I.S. 2. 31R012 will grow to serve students in sixth through eighth grade and will admit students through the middle school application process administered by the Office of Student Enrollment (“OSE”). 31R012 will be open to students and residents in the R002 zone. Because 31R012 and I.S. 2 will share a zone, all students will indicate their preference for one of these schools by submitting a middle school application. Students in the zone will be matched to one of the schools based on preference and seat availability. In 2014-2015, 31R012 will enroll approximately 170-180 students in sixth grade. In 2015-2016, 31R012 will serve approximately 340-360 students in sixth and seventh grades. In 2016-2017, 31R012 would complete its phase-in reaching “full scale,” and serving approximately 510-540 students in grades six through eight.

The proposed co-location of 31R012 in building R002 is part of the DOE’s central goal to create new school options that will better serve current and future students and the community at large and to provide another option in the R002 building.

R002 has the capacity to serve 1,089 students.⁴ In the 2013-2014 school year, the building is projected to serve approximately 976 students, yielding an estimated utilization rate of 90%.⁵

¹ 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.

² <http://schoolofone.org/concept.html>

³ All figures are from the 2013-2014 Budget Register Projections.

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

If this co-location proposal is approved, 31R012 will gradually phase into R002 while I.S. 2 simultaneously scales back its enrollment. The new school will serve students in sixth grade in the 2014-2015 school year and will add one grade level every year until the school reaches its full grade span of sixth through eighth grades in the 2016-2017 school year, serving approximately 510-540 students. In 2016-2017, once I.S. 2 has completed its enrollment reduction and 31R012 is at full scale, it is projected that there will be approximately 900-960 students served in R002, thereby yielding an estimated building utilization rate of approximately 83%-88%. This projection is based on current enrollment, which includes a large eighth grade cohort that will articulate out of I.S.2 in 2013-2014, thereby reflecting a lower projected total enrollment in R002 when the building is at scale and enrollment is stable in 2016-2017.

If this proposal is approved, the middle school seats that will be lost as a result of the enrollment reduction at I.S. 2 will be recovered by the new seats created by the opening of 31R012.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The opening and co-location of 31R012 in building R002 is intended to provide an additional option to students and families in District 31. As mentioned above, beginning in September 2014, I.S. 2 will enroll approximately 130-140 sixth grade students, as opposed to the 285-370 sixth grade students it has enrolled in recent years.⁶

The enrollment reduction of I.S. 2 is driven by the school's performance. I.S. 2 received overall C grades on its Progress Report in 2011-2012 for the third consecutive year. Additionally, in 2011-2012, the school received D grades in both Student Progress and School Environment.

At this time, the DOE believes that reducing the enrollment of I.S. 2 beginning in September 2014 and providing a new option for middle school students in the R002 building will benefit current and future students at I.S. 2. The enrollment reduction is intended to provide an opportunity for I.S. 2 to concentrate on a smaller cohort of students, and allow for a new school option to develop in building R002.

The DOE believes that the District 31 community and Staten Island as a whole will benefit from having an additional option in the R002 building.

II. Proposed or Potential Use of Building

Building R002 has a target capacity of 1,089 students. (The concept of "target capacity" is explained below.) In 2013-2014, the building is serving 976 total students, yielding an estimated utilization rate of 90%. If this proposal is approved, 31R012 would serve approximately 170-180 students in sixth grade during the 2014-2015 school year, approximately 340-360 students in sixth and seventh grades during the 2015-2016 school year, and approximately 510-540 students in grades six through eight during the 2016-2017 school year.⁷

⁵ 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.

⁶ This range reflects enrollment since 2007-2008.

⁷ Enrollment projections at the new school, 31R012, are based on a phase-in plan of six general education or Integrated Co-Teaching sections and one self-contained section per entry grade in the first year. Actual enrollment for 2014-2015, however, depends on applicant demand.

If this proposal is approved, the grade spans for all existing and proposed school organizations in the R002 building over a four-year period would be:

Grade Spans					
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017
31R012	New School	-	6	6-7	6-8
31R002	I.S. 2	6-8	6-8	6-8	6-8

The chart below shows the current and projected enrollment and building utilization for building R002, if this proposal is approved:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
31R012	New School	-	170 – 180	340 - 360	510 - 540
31R002	I.S. 2	976	720 – 750	555 - 585	390 - 420
Total Building Enrollment		976	890 – 930	895 - 945	900 - 960 ⁸
Utilization		90%	82% - 85%	82% - 87%	83% - 88%

If this proposal is approved, there will be approximately 900-960 total students served in R002 in 2016-2017. In 2016-2017, when 31R012 would complete its phase-in and reach full scale, and I.S. 2 completes the enrollment reduction, the projected utilization for R002 as a result of the co-location would be approximately 83%-88%. Therefore, the building has adequate capacity to accommodate 31R012 at full scale alongside I.S. 2.

As described in more detail in the Enrollment, Capacity, and Utilization Report (“Blue Book”),⁹ a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on

⁸ This projection is based on current enrollment, which includes a large eighth grade cohort that will articulate out of I.S.2 in 2013-2014, thereby reflecting a lower projected total enrollment in R002 when the building is at scale and enrollment is stable in 2016-2017.

⁹ Available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf.

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 above, 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, 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 fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class would 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.

Section III.B sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number of rooms in a building to provide a more complete picture of the availability of space in a building.

The DOE anticipates that building R002 will still have excess space once I.S. 2 has completed its enrollment reduction and 31R012 has completed its phase-in. The DOE does not currently have plans for the use of this space. However, any potential changes would be proposed in a separate EIS in accordance with Chancellor's Regulation A-190.

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

A. Students

The proposed co-location of 31R012 in R002 is intended to provide a new educational option for District 31 families. If this proposal is approved, 31R012 and I.S. 2 will be zoned middle schools that will admit students through the middle school admissions process and will be open to students residing in the R002 zone. Students will then be matched to a school in R002 based on student preference and seat availability.

If this proposal is approved, I.S. 2 will admit fewer sixth-grade students after the end of this school year and will subsequently continue to admit fewer sixth grade students in future years. During the course of the enrollment reduction of I.S. 2, 31R012 will phase into the R002 building beginning with sixth grade in the 2014-2015 school year and will add one grade each subsequent year until it reaches full scale serving students in grades six through eight in the 2016-2017 school year.

Impact on Current Middle School Students at I.S. 2

If this proposal is approved, all current I.S. 2 students will have the opportunity to finish their middle school education at I.S. 2. If this co-location proposal is approved and I.S. 2's enrollment is reduced, there may be an impact on some of the educational options of students currently attending I.S. 2. With respect to academics, I.S. 2 will continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, I.S. 2 may need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented as decisions

will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school. However, the school will still have 390-420 students by the end of the enrollment reduction, and this is a sufficient size to continue offering a wide array of academic offerings.

I.S. 2 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). The existing ICT, SC, and SETSS classes at I.S. 2 will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. Additionally, I.S. 2 serves English Language Learners (“ELLs”). All current and future ELL students attending I.S. 2 will receive ELL services in accordance with DOE policy.

According to the Middle School Directory, I.S. 2 currently offers the following special programs and initiatives, extracurricular activities, clubs, sports, and partnerships in R002:¹⁰

- **Special Programs & Initiatives:** Enrichment Classes in Instrumental Music; Chorus; Ecology Forum
- **Extracurricular Activities:** United Activities Unlimited; Borough-wide Band
- **School Sports:** Boys Basketball; Girls Basketball; Cheerleading
- **Partnerships:** Evelyn L. Spiro School of Nursing at Wagner College; Urban Advantage; American Museum of Natural History; Staten Island Zoo

The DOE does not anticipate that this proposal will affect the extra-curricular programs or partnerships currently offered at I.S. 2. I.S. 2 will continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as a result of the enrollment reduction. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on Future Middle School Students in District 31

I.S. 2 is a zoned middle school serving students residing in the R002 zone. Although the enrollment reduction will reduce the number of sixth-grade seats available at I.S. 2 in the 2014-2015 school year and beyond, the overall number of seats available to the R002 zone is anticipated to remain the same.

The DOE is proposing to open a new zoned middle school in R002, which is intended to provide an additional option for middle school students in the R002 zone. If this proposal is approved, 31R012 will serve students in sixth through eighth grade and will share a zone with I.S. 2. 31R012 will admit students that reside in the shared zone through the middle school application process administered by the OSE. 31R012 will be open to students residing within the R002 zone.

Because 31R012 and 31R002 share a zone, all students in the zone will indicate their preference for one of these schools by submitting a middle school application. Students in the zone will be matched to one of the schools based on preference and seat availability.

¹⁰ <http://schools.nyc.gov/NR/rdonlyres/BBE0BC78-0EFA-4A68-8937-6373CA40EB26/0/201213D31MSD.pdf>

District 31 students typically enroll in their zoned middle school, continue in their K-8 school, or apply to one of the district, borough-wide or Citywide options through the Centralized middle school application process.

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 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 31, some students do not complete the application and instead articulate directly to their zoned middle school 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-101.¹¹

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 screened, 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 an unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- K-12 school with an unscreened 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 2013. 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 Panel for Educational Policy ("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,¹² are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

¹¹ The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

¹² 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>.

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, both 31R012 and I.S. 2 would also admit students through the OTC admissions process. This proposal is not expected to impact the placement of OTC students in building R002.

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;¹³ 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 many districts, students may simply report to their zoned middle school.

Impact on School of One Program

Building R002 currently provides space to the School of One Program.¹⁴ School of One is currently the full-time mathematics curriculum in three New York City public middle schools which differentiates instruction based on each student’s unique needs and learning styles. School of One is not expected to lose any space or reduce the services offered as a result of this proposal. This organization would continue to operate in the R002 building.

B. Schools

If this proposal is approved, 31R012 would be co-located with I.S. 2 starting in the 2014-2015 school year. R002 has the capacity to accommodate I.S. 2 and 31R012 as I.S. 2 undergoes an enrollment reduction and 31R012 phases-in. In 2016-2017, once I.S. 2 has completed its enrollment reduction, and 31R012 has reached full scale, there will be approximately 900-960 total students served in the building. The projected utilization rate for R002 at that point is approximately 83%-88%.

The estimated enrollment for both organizations in R002 over a four-year period is shown in Sections II and IV.

¹³ 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.

¹⁴ <http://schoolofone.org/concept.html>

If this proposal is approved, there will be sufficient space to accommodate I.S. 2 and 31R012 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period in which 31R012 phases in. 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.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by a representative of the Office of Space Planning (“OSP”) and the school’s principal.

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 classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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 the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with OSP.

According to the building walk-through conducted by a representative from OSP on July 22, 2013, R002 has 47 full-size instructional rooms, 12 half-size instructional rooms, 1 quarter-size space, and 5.0 full-size equivalent (“FSE”) of designed administrative space. The building also has the following rooms: one gymnasium, one cafeteria, one auditorium, and one library. School of One is housed in 3 full size and 1 half-size rooms. The nurse’s office is housed in 1 half-size designed administrative space; the custodian occupies 1 half-size room; and School Based Support Services occupies 1 half-sized room and 1 full size room of designed administrative space.

Excluding the shared spaces outlined above, R002 has a total of 44 full-size rooms, 9 half-size rooms, 1 quarter-size room, and 3.5 FSE rooms of designed administrative office/space remaining that can be allocated to the co-located schools in R002 per the Footprint during the proposed phasing-in and co-location of 31R012 with I.S. 2.

The DOE projects the enrollment at I.S. 2 to be 976 students during the 2013-2014 school year. Per the Footprint, I.S. 2 would be allocated a baseline of 34 full-size instructional rooms, 10 half-size instructional rooms, and the equivalent of 6.0 FSE administrative spaces. Adjusting for the lack of half-size rooms in the building, I.S. 2’s adjusted baseline Footprint is 41 full-size rooms, 3 half-size rooms, and 6.0 FSE of administrative space. If this proposal is approved, in 2014-2015, I.S. 2 would serve between 720-750 students. In the 2014-2015 school year, per the Footprint, I.S. 2 would have a baseline space allocation of 27 full-size rooms, 9 half-size rooms, and the equivalent of 4.5 FSE administrative spaces. In 2015-2016, I.S. 2 would serve between 555-585 students. I.S. 2 would then have a baseline allocation of 22 full-size rooms, 7 half-size rooms, and the equivalent of 4.0 FSE administrative spaces. In the 2016-2017 school year, I.S. 2 would serve between 390- 420 students. I.S. 2 would then have a baseline allocation of 16 full-

size classrooms, 5 half-size rooms, and the equivalent of 3.0 full-size administrative spaces. The footprint of I.S. 2 over the three years it will take for 31R012 to phase in is included in the chart below.

If this proposal is approved, in 2014-2015, 31R012 would serve between 170-180 students in sixth grade. In the 2014-2015 school year, per the Footprint, 31R012 would have a baseline space allocation of 7 full-size rooms, 3 half-size rooms, and the equivalent of 2.0 FSE administrative spaces. In 2015-2016, 31R012 would serve between 340-360 students in sixth and seventh grades. 31R012 would then have a baseline allocation of 13 full-size rooms, 5 half-size rooms, and the equivalent of 3.0 FSE administrative spaces. In the 2016-2017 school year, 31R012 would serve between 510-540 students in sixth through eighth grades. 31R012 would then have a baseline allocation of 19 full-size classrooms, 6 half-size rooms, and the equivalent of 3.5 full-size administrative spaces. The footprint of 31R012 over the three years it will take for 31R012 to phase in is included in the chart below.¹⁵

The baseline or adjusted Footprint of full-size instructional rooms over the three years of 31R012’s phase in are detailed in the chart below:

DBN	School Name	2013-14 (current)	2014-15	2015-16	2016-17
31R002	I.S. 2	41	27	22	16
31R012	31R012	-	7	13	19
TOTAL		41	34	35	35
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		3	10	9	9

Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms may be allocated for administrative purposes. The Building Council will determine the equitable distribution of excess rooms among existing schools in the building as described below. There will be sufficient instructional space in R002 as I.S. 2 reduces its enrollment and 31R012 phases in.

If this proposal is approved, OSP would work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, OSP 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, OSP would work with the schools in building R002 to ensure a smooth transition, if necessary, of any rooms currently being used above schools’ footprint allocations.

If this proposal is approved, 31R012 and I.S. 2 would develop a safety and security plan for R002 prior to the first day of school in September 2014.

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

- Best Practice Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the

¹⁵ The Footprint for the new school, 31R012, is based on a phase-in plan of six general education or Integrated Co-Teaching sections and one self-contained class per entry grade in the first year. Depending on actual enrollment, the school’s Footprint may be adjusted for self-contained sections.

- Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams, 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 educational options that meet their children’s needs. The proposed opening and co-location of 31R012 is intended to meet those goals by providing an additional middle school option for students in the R002 zone.

Beginning in September 2014, I.S. 2 will enroll approximately 130-140 sixth grade students, as opposed to the 285-370 sixth grade students it has enrolled in recent years. The DOE anticipates that this reduction in seats at I.S. 2 will be recovered through the phase in of 31R012. By 2016-2017, when 31R012 serves approximately 510-540 students in grades six through eight and I.S. 2’s enrollment reduction has been fully implemented, the DOE projects the building will serve approximately 900-960 students, yielding a utilization rate of 83%-88%.

In addition to zoned and non-zoned options, students in District 31 may also apply to attend several charter schools that serve middle school grades and provide a preference to District 31 students through the charter school lottery application process. Detailed information about charter schools is also 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 R002. This proposal is not expected to impact the site accessibility of R002.

Enrollment, Admissions and School Performance Information

31R012

Admissions Data

Current Admissions	N/A
Admissions after Co-location	Grades 6-8: Zoned

Projected Enrollment Data¹⁶

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	-	-	-	-
2014-2015 (projections)	170-180	-	-	170-180
2015-2016 (projections)	170-180	170-180	-	340-360
2016-2017 (projections)	170-180	170-180	170-180	510-540

Demographic Data

31R012 has no current enrollment, and therefore, there is no demographic data for the school.

Performance Data

31R012 has no current enrollment, and therefore, there is no school performance data for the school.

I.S. 2

Admissions Data

Current Admissions	Grades 6-8: Zoned
Admissions after Co-location	Grades 6-8: Zoned

Enrollment Data¹⁷

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	299	372	329	976
2014-2015 (projections)	130-140	295-305	295-305	720-750
2015-2016 (projections)	130-140	130-140	295-305	555-585
2016-2017 (projections)	130-140	130-140	130-140	390-420

¹⁶ The enrollment projections for a new school are based on the planned number of sections for the entry grade.

¹⁷ All figures are from the 2013-2014 Budget Register Projections.

Demographic Data¹⁸

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students IEPs	21%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	68%

School Performance Data

I.S. 2	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score ¹⁹	WD	N/A ²⁰	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	41%	41%	49%
Math % Proficient (Levels 3 and 4)	46%	55%	55%
Other Key Performance Indicators			
Attendance Rate	91 %	92%	93%
2012-2013 State Accountability Status		In Good Standing ²¹	

IV. 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, 31R012 will receive a fixed allocation of \$80,000 and approximately \$75,310 - \$79,740 in new school OTPS start-up per-pupil allocations during its first year.

In addition, 31R012’s basic operating budget will be allocated on a per pupil basis, based on current by the Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

As a result of the enrollment reduction, the total number of students enrolled at I.S. 2 would decline each year, meaning that the school’s budget would decrease each year, and the school would need fewer teachers

¹⁸ All figures are a percentage of total students from the 2012-2013 audited Register (as of October 26, 2012).

¹⁹ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

²⁰ Not all schools receive a Quality Review every year.

²¹ 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>.

and fewer supplies to meet the needs of its smaller student population. If the overall school enrollment grows again, the overall budget would increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide²² and FY14 School Allocation Memoranda²³ for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 31R012 and I.S. 2. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

31R012 will need to hire additional teachers during each year of the phase-in as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2014-2015 school year will be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in sixth through eighth grade will be determined based on annual enrollment projections 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.

New administrative staff and non-pedagogical positions will be created at 31R012 over the course of the school's phase-in. 31R012 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

As student enrollment at I.S. 2 declines, the school's staffing needs may be reduced. All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area. Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed; the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

B. Administration

²² http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

²³ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

31R012 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

Some school supervisor and/or administrator positions at I.S. 2 may be exceeded as student enrollment declines. Again, all excessing would take place in accordance with existing labor contracts.

C. Transportation

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

This proposal is not expected to impact the transportation schedules of I.S 2.

D. Other Support Services

The provision of certain support services is described above. Other support services would be provided as consistent with Citywide policy.

VI. Building Information

Building		R002
Type of Building		MIDDLE
Year Built		1963
Overall BCAS rating		2.56
2011-2012 Target Building Utilization		91%
2011-2012 Target Building Capacity		1089
FY 2012 Maintenance Costs	Labor	\$80,420
	Materials	\$29,808
	Maintenance and repair contracts	\$52,147
	Service contracts	\$0
	Custodial operations costs—Materials	\$10,912
	Custodial operations costs—Custodial Allocation	\$328,550
FY 2012 Energy Costs	Electric	\$95,360
	Gas	\$10,848
	Steam	\$0
	Oil	\$84,663
Projects completed during the current or prior school year		Low Voltage Electrical Systems, CEC Gymnasium Upgrade, Emergency Protective Measures-Hurricane Sandy
Projects proposed in the capital plan		Exterior Masonry, Classroom Connectivity, New/Retrofit Telephone/Intercom Systems
Accessibility of the building		Building is not Functionally Fully Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab