

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-location of New District Middle School 16K762 (16K672) with Existing Schools P.S. 335 Granville T. Woods (16K335) and M.S. 584 (16K584) in Building K335 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new district middle school 16K762 (“16K762”) in school building K335 (“K335”) beginning in the 2014-2015 school year. K335 is located at 130 Rochester Avenue, Brooklyn, NY 11213, in Community School District 16 (“District 16”).¹ If this proposal is approved, 16K762 will be co-located with P.S. 335 Granville T. Woods (16K335, “P.S. 335”) and M.S. 584 (16K584, “M.S. 584”). P.S. 335 is an existing zoned district elementary school that serves students in kindergarten through fifth grade and offers one section of full-day pre-kindergarten. M.S. 584 is an existing district middle school that serves students in sixth through eighth grade. M.S. 584 admits students using a screened admissions method.²

If this proposal is approved, 16K762 will open in 2014-2015 with sixth grade, and add one grade per year until it reaches full-scale serving sixth through eighth grade in 2016-2017. 16K762 will admit students using a limited unscreened admissions method.³

According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”), building K335 has a target capacity of 1,036 students. In 2013-2014, P.S. 335 is serving approximately 360 kindergarten through fifth-grade students and 18 pre-kindergarten students, while M.S. 584 is serving approximately 125 sixth-through eighth-grade students, for a combined total building enrollment of 503.⁴ This yields a projected utilization rate of approximately 49%. This means that the building is “underutilized” and has space to accommodate additional students.⁵ In 2016-2017, when 16K762 reaches full-scale, P.S. 335, M.S. 584 and 16K762 would serve a combined total of 683-803 students, yielding an estimated building utilization of 66%-78%. Thus, K335 has sufficient space to accommodate the proposed co-location.

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. There are currently thirteen DOE middle schools in District 16, and the proposed opening and co-location of 16K762 is intended to provide access to an additional middle school option for students in the district.

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, libraries, and cafeterias.

² A screened admissions methods means that admission is based on criteria designated by the school. M.S. 584 admits students using an Essay/Writing Sample; Review of Attendance and Punctuality; and Review of Grades and Test Scores.

³ 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 one of the Middle School Fairs.

⁴ 2013-2014 Budget Register Projections.

⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and the 2013-2014 Budget Register Projections. Enrollment projections for new district schools opening in 2014-2015 are based on a standard phase-in plan of three sections and one self-contained section. 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.

Additionally, the K335 building is currently underutilized. This means that the space in the building is not being used as efficiently as possible and could be used to create or support new educational opportunities for District 16 families.

II. Proposed or Potential Use of Building

If this proposal is approved, 16K762 will open in K335 and be co-located with P.S. 335 and M.S. 584 beginning in 2014-2015. The proposed grade spans that 16K762, P.S. 335, and M.S. 584 will serve at K335 over the course of four years are as follows:

DBN	School Name	Grade Spans			
		2013-2014	2014-2015	2015-2016	2016-2017
16K762	16K762	-	6	6-7	6-8
16K335	P.S. 335	K-5	K-5	K-5	K-5
16K584	M.S. 584	6-8	6-8	6-8	6-8

K335 has a target capacity of 1,036 students. In 2013-2014, P.S. 335 is serving approximately 360 kindergarten through fifth-grade students and 18 pre-kindergarten students, while M.S. 584 is serving approximately 125 students in grades six to eight, for a combined total building enrollment of 503 students.⁶ This yields a utilization rate of 49%. This is one indicator that the building is “underutilized” and has extra space to accommodate additional students.⁷ (The concepts of “target capacity” and “utilization rate” are described below.) If this proposal is approved, in 2014-2015, 16K762 is projected to serve 85-95 students, P.S. 335 is projected to serve 353-413 students, and M.S. 584 is projected to serve 85-115 students, yielding a projected building utilization rate of approximately 50%-60%. Once 16K762 is at scale in 2016-2017, all schools in the building are projected to serve a total of approximately 683-803 students combined, yielding a projected building utilization rate of 66%-78%. Therefore, there is sufficient space in K335 to open and co-locate 16K762. The DOE does not anticipate that the proposed co-location will affect the pre-kindergarten program at P.S. 335, which will continue to be offered subject to resources, demand, and available space.

The table below demonstrates the projected enrollment of each school, as well as the building’s projected utilization rates:⁸

⁶ 2013-2014 Budget Register Projections.

⁷ The Under-Utilized Space Memorandum was published on the DOE’s Web site on October 24, 2012 and updated on February 1, 2013. The updated memorandum can be accessed at: <http://schools.nyc.gov/NR/ronlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/138473/UUMemorandumAddendumlanguage2013POsTER2114.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/ronlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

⁸ All projections referenced for P.S. 335 and M.S. 584 for the 2013-2014 school year and beyond are based on the 2013-2014 Budget Register Projections. Enrollment projections for 16K762 are based on a standard phase-in plan of three general education sections and one self-contained section per entry grade in the first year.

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
16K762	16K762	-	85 - 95	170 - 190	255 - 285
16K335	P.S. 335	378	353 - 413	353 - 413	353 - 413
16K584	M.S. 584	125	85 - 115	75 - 105	75 - 105
Total Building Enrollment		503	523 - 623	598 - 708	683 - 803
Utilization		49%	50% - 60%	58% - 68%	66% - 78%

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 goal 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 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 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 high school 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 standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

The proposed opening and co-location of 16K762 with P.S. 335 and M.S. 584 in K335 is intended to provide a new educational option for District 16 families.

Impact on Students Currently Attending P.S. 335

The proposed opening and co-location of 16K762 is not expected to impact current or future student enrollment or instructional programming at P.S. 335. P.S. 335 is a District 16 zoned elementary school that serves students in kindergarten through fifth grades and offers one section of full-day pre-kindergarten. If the proposal to co-locate 16K762 in K335 is approved, P.S. 335 will continue as a District 16 zoned elementary school serving kindergarten through fifth-grade students. The DOE's pre-kindergarten programs are maintained based on available funding, student enrollment and space availability, and the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 335 in 2014-2015 and beyond, subject to continuing funding, demand and space availability.

P.S. 335 currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). The existing ICT and SC special education classes and SETSS services will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their individualized education programs ("IEP"). Current and future students with IEPs will continue to receive appropriate services at P.S. 335. P.S. 335 has an English as a Second Language ("ESL") program for English Language Learners ("ELL") students. P.S. 335's ELL students will also continue to receive mandated services.

P.S. 335 offers several special programs, initiatives, and extracurricular activities, including:⁹

- **Special Programs:** Legal Lives with the DA's office, Technology-based Literacy Enrichment Program, Extended Day Literacy and Mathematics Program K-5
- **Extracurricular Activities:** Basketball team, PAL recreation after-school, special on-site music and dance instruction, performances by professional artists, Swimming Program, Chess in the Schools, Special Arts Program, Robin Hood Library, Peace First Program, UFT School Communities Programs
- **Partnerships:** Weeksville Learning Center, Columbia University Reading and Writing Workshop, Shubert Artists in Residence, Donors Choose.org.

If this proposal is approved, P.S. 335 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. The DOE does not anticipate that this proposal would impact P.S. 335's current partnerships.

Impact on Students Currently Attending M.S. 584

As noted above, M.S. 584 is an existing middle school currently located in K335, serving sixth through eighth-grade students. M.S. 584 enrolls students via a screened admissions method. The screened admissions method for M.S. 584 involves reviewing applicants' attendance and punctuality, grades and test

⁹ Compiled from school-reported data.

scores, and administering an essay/writing sample. If the proposal to co-locate 16K762 in K335 is approved, M.S. 584 will continue to serve sixth through eighth-grade students, and the admissions method will remain the same. The DOE does not anticipate that the proposed co-location of 16K762 will impact enrollment or instructional programming at M.S. 584.

M.S. 584 serves general education students and students requiring special education services, including students currently enrolled in ICT classes, students enrolled in SC classes, and students receiving SETSS. Upon admission, the school works with parents to develop IEPs that reflects the resources that the schools can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as ELL are enrolled at M.S. 584 and receive ESL services. All students enrolled at M.S. 584 will continue to receive all their mandated special education and/or ESL services if this proposal is approved. In accordance with DOE policy, ELL students are admitted to middle schools in the same manner as their non-ELL peers. Current and future ELL students at M.S. 584 would continue to receive their mandated services.

M.S. 584 currently offers the following extracurricular activities and partnerships:¹⁰

- **Extracurricular Clubs and Activities:** Community Service Outreach, Yearbook, Musical Theater, Count Me In Choral Program, Student Council, Girls and Boys Mentor Programs, Scholars Who Cook, Yearbook, Boys and Girls Mentor Program, PeaceFirst.
- **Special Programs:** Jazz at Lincoln Center, Community Counseling & Mediation (CCM), PeaceFirst, Broadway Junior – Musical Theater Program, Robotics, Double Period English and Math, Field Trips/Travel, Resource Room for Parents and Students, Comp2Kids, Center for Arts Education (CAE) and School Arts Support Initiative (SASI), Count Me In (Carnegie Hall Choral Program), Specialized High School Prep (Test, Monologue, Dance Auditions), Penny Harvest, Spirit Days, Brooklyn Academy of Music (BAM) DanceAfrica Residency Program, CHAMPS, SilkRoads, Weeksville Historical Society, Irondale Theater Company.
- **Sports:** Boys Basketball, Girls Basketball, Co-ed Handball, Co-ed Indoor/ Outdoor Track.

There are no proposed changes to the extracurricular programs currently offered at M.S. 584. The proposed co-location of 16K762 will not impact the availability of those extracurricular programs, 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. The DOE does not anticipate that this proposal would impact M.S. 584's current partnerships.

Impact on Future Elementary School Students in District 16

This proposal is not expected to impact the admissions process at P.S. 335. P.S. 335 will continue to give priority to students who live in its zone, as it has in the past and 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>.

¹⁰ Compiled from school-reported data.

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 in the school 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.

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. Any students requiring ELL services will continue to receive appropriate services at P.S. 335.

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 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>.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 335. 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. 335 will have first priority for admission to the pre-kindergarten program at P.S. 335. Students who reside in the P.S. 335 zone who do not have siblings enrolled at P.S. 335 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 335 will be subject to continued funding availability and demand.

Impact on Future Middle School Students in District 16

This proposal is not expected to impact the admissions process at M.S. 584. M.S. 584 currently admits students through the middle school application process using a screened admissions method.

M.S. 584's screened program, which has a focus on technology, admits students through the middle school application process, which is described below, and would continue to do so if this proposal is approved. The school's screened program has the following criteria:

- Essay/Writing Sample
- Review of Attendance and Punctuality
- Review of Grades and Test Scores

The DOE is proposing to open a new middle school in K335, which is intended to provide an additional option for middle school students in District 16. If this proposal is approved, 16K762 will be a limited unscreened middle school that admits students through the middle school application process. 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 one 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 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);
- 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 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 D75 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, 16K762 would also admit students through the OTC admissions process. M.S. 584 currently admits OTC students. This proposal is not expected to impact the placement of OTC students in building K335. 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 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.

B. Schools

The proposed opening and co-location of 16K762 would provide a new middle school option for students and families in District 16. Building K335 has the capacity to accommodate P.S. 335, M.S. 584 and 16K762. Once 16K762 has reached full-scale in 2016-2017, there would be approximately 683-803 total

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.

students served in K335 by P.S. 335, M.S. 584 and 16K762. The projected utilization for K335 at that point would be approximately 66%-78%.

The projected enrollments for the existing and proposed organizations in K335 are shown in Section IV.

If this co-location proposal is approved, there will be sufficient space in building K335 to accommodate P.S. 335, M.S. 584 and 16K762 pursuant to the Citywide Instructional Footprint (the "Footprint"). Please refer to the following DOE's Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size remains 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 or 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 classroom for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each self-contained 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 classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms are 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 would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

According to the building walk-through performed on August 2, 2013 by a representative of the Office of Space Planning, building K335 has a total of 52 full-size classrooms/spaces,¹³ 17 half-size classrooms/spaces,¹⁴ 1 quarter-size space,¹⁵ and 3.5 full-size equivalent ("FSE") rooms of designed administrative office/space. The building also has the following rooms, which would be shared between P.S. 335, M.S. 584 and 16K762: a cafeteria, an auditorium, a library and a gymnasium. The below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

¹³ Full-size classrooms have an area of 500 square feet or more.

¹⁴ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

¹⁵ Quarter-size classrooms have an area of less than 240 square feet.

- School nurse occupies 0.5 full-size equivalent of designed administration space.
- School Based Support Team room occupies 1 FSE of designed administration space.
- Custodian’s room occupies 1 half-size room.
- Teachers’ Cafeteria room occupies 1 full-size room.
- Office of School Food occupies 1 full-size room.

Excluding the spaces outlined above, in building K335 there are 50 full-size classrooms, 16 half-size classrooms/spaces, 1 quarter-size classrooms/spaces, and 2.0 FSE of designed administrative office/space remaining that can be allocated to schools.

According to the Footprint, P.S. 335’s baseline allocation is 21 full-size rooms, 4 half-size rooms, and the equivalent of 3.0 FSE of designed administrative/office space for administrative use. P.S. 335 currently uses 31 full-size rooms, 8 half-size rooms, and the equivalent of 3.5 FSE rooms for administrative use, which totals 38.5 FSE rooms. The current allocation is 10 full-size rooms, 4 half-size rooms, and 0.5 FSE of designed administrative space above the footprint.

According to the Footprint, M.S. 584’s baseline allocation is 7 full-size rooms, 2 half-size rooms, and the equivalent of 2.0 FSE of designed administrative/office space for administrative use. The instructional footprint for M.S. 584 was adjusted to include 1 additional full-size room in lieu of 1 half-size room because of a lack of half-size rooms are suitable for self-contained instruction. M.S. 584’s adjusted footprint allocation is 8 full-size rooms, 1 half-size room, and the equivalent of 2.0 FSE of designed administrative/office space for administrative use. M.S. 584 currently uses 18 full-size rooms, 1 half-size room, and the equivalent of 3.0 FSE rooms for administrative use, which totals 21.5 FSE rooms. The current allocation is 10 full-size rooms and 1.0 FSE of designed administrative space above the adjusted baseline footprint.

If this proposal is approved, 16K762 would open in K335 beginning in the 2014-2015 school year. The room allocations for all three schools throughout the course of this proposal are included below. According to the Footprint, 16K762’s baseline allocation in 2014-2015 will include 4 full-size rooms and 2 half-size rooms for instructional use, at three sections per grade. In 2015-2016, 16K762’s baseline allocation will be 7 full-size rooms and 3 half-size rooms for instructional use. Once 16K762 is at full scale, the school’s allocation will include 10 full-size rooms and 4 half-size rooms for instructional use.

The adjusted baseline allocation of full-size instructional rooms in 2013-2014 and over the three years of 16K762’s phase in are detailed in the chart below:

DBN	School Name	2013-2014 (current)	2014-2015	2015-2016	2016-2017
16K335	P.S. 335	21	21	21	21
16K584	M.S. 584	8	8	8	8
16K762	16K762	-	4	7	10

TOTAL	29	33	36	39
ROOMS IN EXCESS OF BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS	21	17	14	11

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 K335 for P.S. 335, M.S. 584, and 16K762, as 16K762 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 K335 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations. During the course of 16K762's phase-in, the number of excess rooms would decrease as 16K762's adjusted baseline Footprint allocation increases to reflect its larger population.

There are no other proposed uses or plans for K335 at this time.

Building Safety and Security

If this proposal is approved, 16K762, M.S. 584 and P.S. 335 will develop a safety and security plan for building K335 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 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 proposed opening and co-location of 16K762 is intended to provide an additional middle school option to students and families in District 16. 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 proposal to open and co-locate 16K762 in K335 is expected to add approximately 255-285 middle school seats to District 16 when it is completely phased in in 2016-2017. There will be no change in the number of available elementary and high school seats as a result of this proposal.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K335.

IV. Enrollment, Admissions and School Performance Information

P.S. 335

Admissions Data

Current Admissions	PK: Standard universal pre-kindergarten admissions process. K-5: Zoned
Admissions During and After the Proposed Co-location of 16K762	PK: Standard universal pre-kindergarten admissions process. K-5: Zoned

Enrollment Data

	PK ¹⁶	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	18	51	78	69	58	58	46	378
2014-2015 (projections)	18	45-55	75-85	65-75	55-65	55-65	40-50	353-413
2015-2016 (projections)	18	45-55	75-85	65-75	55-65	55-65	40-50	353-413
2016-2017 (projections)	18	45-55	75-85	65-75	55-65	55-65	40-50	353-413

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	17%
Percentage of Students with IEPs	22%
Percentage of ELLs	4%
Percentage of Students Eligible for Free or Reduced Lunch	87%

School Performance Data

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).

P.S. 335	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	A	A
Quality Review Score ¹⁸	N/A ¹⁹	P	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	56%	54%	54%
Math % Proficient (Levels 3 and 4)	64%	65%	67%
Other Key Performance Indicators			
Attendance Rate	90%	90%	90%
2012-2013 State Accountability Status	In Good Standing ²⁰		

M.S. 584

Admissions Data

Current Admissions	Grades 6-8: District 16 Middle School Choice Process Admissions Method: Screened
Admissions During and After the Proposed Co-location of 16K762	Grades 6-8: District 16 Middle School Choice Process Admissions Method: Screened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	29	38	58	125
2014-2015 (projections)	25-35	25-35	35-45	85-115
2015-2016 (projections)	25-35	25-35	25-35	75-105
2016-2017 (projections)	25-35	25-35	25-35	75-105

¹⁸ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

¹⁹ Not all schools receive a Quality Review each year.

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>

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	23%
Percentage of Students with IEPs	34%
Percentage of ELLs	7%
Percentage of Students Eligible for Free or Reduced Lunch	97%

School Performance Data

M.S. 584	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score ²²	N/A ²³	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	8%	12%	18%
Math % Proficient (Levels 3 and 4)	17%	22%	32%
Other Key Performance Indicators			
Attendance Rate	89%	88%	91%
2012-2013 State Accountability Status	Priority School		

16K762

Admissions Data

Current Admissions	N/A
Admissions During and After the Proposed Co-location of 16K762	Grades 6-8: District 16 Middle School Choice Process Admissions Method: Limited Unscreened

Enrollment Data

²¹ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

²² Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²³ Not all schools receive a Quality Review each year.

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	-	-	-	-
2014-2015 (projections)	85-95	-	-	85-95
2015-2016 (projections)	85-95	85-95	-	170-190
2016-2017 (projections)	85-95	85-95	85-95	255-285

Demographic Data

Because 16K762 has not yet opened, there is currently no demographic data.

School Performance Data

Because 16K762 has not yet opened, there is currently no performance data.

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, 16K762 will receive a fixed allocation of \$80,000 and approximately \$37,655 -\$42,085 in new school OTPS start-up per-pupil allocations during its first year.²⁴

In addition, 16K762’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 Guide²⁵ and FY14 School Allocation Memoranda²⁶ 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 P.S. 335 and M.S 584. 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. 335 and M.S. 584.

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

A. Personnel Needs

The proposed opening and co-location of 16K762 in K335 is not expected to change the number of personnel positions assigned to P.S. 335 or M.S. 584, nor is it expected to significantly alter the duties of current staff in K335.

²⁴ [FY14 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools](#)

²⁵ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

²⁶ 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

New administrative staff and non-pedagogical positions will be created at 16K762 over the course of the school's phase-in at K335. 16K762 is expected to hire additional administrative and non-pedagogical staff 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

16K762 may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

No change in school supervisory or administrative positions at P.S. 335 or M.S. 584 are expected as a result of this proposal.

C. Transportation

There will be no change to existing transportation practices at P.S. 335 or M.S. 584 as a result of this proposal. Transportation will be provided at these schools and at 16K762 according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		K335
Type of Building		PS
Year Built		1968
Overall BCAS rating		2.67
2011-2012 Target Building Utilization		54%
2011-2012 Target Building Capacity		1,036
Maintenance Costs	Labor - FY 2012	\$329
	Materials - FY 2012	\$0
	Maintenance and repair contracts - FY 2012	\$45,237
	Service contracts - FY 2012	\$0
	Custodial operations costs—Materials	--
	Custodial operations costs—Custodial Allocation - FY 2013²⁷	\$400,222
FY 2012 Energy Costs	Electric	\$114,148
	Gas	\$4,114
	Steam	--
	Oil	\$73,440
Projects completed during the current or prior school year		Roof/Ext Masonry, Lighting Replacement
Projects proposed in the capital plan		IP Surveillance Camera Installation
Accessibility of the building		Building is not Functionally Fully Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

²⁷ Custodial services are by private contractor and are included in base custodial amount.