AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of New District Middle School (18K763) with Existing School P.S. 244 Richard R. Green (18K244) in Building K244 Beginning in 2014-2015

I. Summary of Proposal

On August 29, 2013, the New York City Department of Education ("DOE") issued an Educational Impact Statement ("EIS") describing a proposal to co-locate a new district middle school 18K763 ("18K763") in school building K244 ("K244") beginning in the 2014-2015 school year.[1] On September 18, 2013, the DOE issued an amended EIS clarifying P.S. 244 Richard R. Green's school application process. K244 is located at 5404 Tilden Avenue, Brooklyn, NY 11203, in Community School District 18 ("District 18"). If this proposal is approved, 18K763 will be co-located with P.S. 244 Richard R. Green (18K244, "P.S. 244"), an existing zoned district elementary school that serves students in kindergarten through fifth grades and offers four sections of half-day pre-kindergarten. P.S. 244 also offers an Autism Spectrum Disorders Nest ("ASD Nest") program for students in kindergarten through fifth grade,[2] where students with autism spectrum disorders ("ASD") are taught in a classroom alongside general education students.

If this proposal is approved, 18K763 will open in 2014-2015 with sixth grade, and add one grade per year until it reaches full-scale serving sixth through eighth grades in 2016-2017. 18K763 will admit students using a limited unscreened admissions method.

This amended EIS clarifies that P.S. 244 offers an ASD Nest program which currently serves students in kindergarten through fifth grade, not kindergarten through fourth grade.

According to the 2011-2012 Enrollment Capacity Utilization Report (the "Blue Book"), building K244 has a target capacity of 1,180 students. In 2013-2014, P.S. 244 is serving 720 kindergarten through fifth-grade students and 36 pre-kindergarten students[3].,[4] This yields a projected utilization rate of approximately 64%.[5] This means that the building is "underutilized"[6] and has space to accommodate additional students. In 2016-2017, when 18K763 reaches full-scale, P.S. 244 and 18K763 will serve a combined total of 976-1,066 students, yielding an estimated building utilization rate of 83%-90%. Thus, K244 has sufficient space to accommodate the proposed co-location.

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[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] The ASD Nest program uses a reduced class size Integrated Co-Teaching ("ICT") program model for higher functioning children with Autism Spectrum Disorders (ASD). Sited within supportive neighborhood schools, the ASD Nest program is designed to help children learn how to function well academically, behaviorally, and socially in school and in their community.

[3] Pre-kindergarten is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

[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 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.

[6] The most recent Under-Utilized Space Memorandum and List was updated on January 12, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/130053/UnderutilizedSpaceMemorandumUpdated011218.pdf

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 twelve DOE middle schools in District 18, and the proposed opening and co-location of 18K763 is intended to provide access to an additional middle school option for students in the district.

Additionally, the K244 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 18 families.

II. Proposed or Potential Use of Building

If this proposal is approved, 18K763 will open in K244 and be co-located with P.S. 244 beginning in 2014-2015. The proposed grade spans that 18K763 and P.S. 244 will serve at K244 over the course of four years are as follows:

		Grade Spans			
DBN	**School Name**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
18K763	18K763	-	6	6-7	6-8
18K244	P.S. 244	K-5	K-5	K-5	K-5

K244 has a target capacity of 1,180 students. In 2013-2014, P.S. 244 is serving approximately 720 kindergarten through fifth-grade students and 36 pre-kindergarten students. This yields a utilization rate of 64%. This is one indicator that the building is "underutilized" and has extra space to accommodate additional students. (The concepts of "target capacity" and "utilization rate" are described below.) If this proposal is approved, in 2014-2015, 18K763 is projected to serve 75-85 students and P.S. 244 is projected to serve 741-801 students, yielding a projected building utilization rate of approximately 69%-75%. Once 18K763 is at scale in 2016-2017, all schools in the building are projected to serve a total of 976-1,066 students combined, yielding a projected building utilization rate of 83%-90%. Therefore, there is sufficient space in K244 to open and co-locate 18K763. The DOE does not anticipate that the proposed co-location will affect the pre-kindergarten program at P.S. 244, which will continue to be offered subject to funding, demand, and available space. The table below demonstrates the projected enrollment of each school, as well as the building's projected utilization rates:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
18K763	18K763	-	75 - 85	150 - 170	225 - 255
18K244	P.S. 244	756	741 - 801	741 - 801	751 - 811
Total Building Enrollment		756	816 - 886	891 - 971	976 - 1,066
Utilization[7]		64%	69% - 75%	76% - 82%	83% - 90%

[7] All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book 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.

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 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 18K763 with P.S. 244 in K244 is intended to provide a new educational option for District 18 families.

Impact on Students Currently Attending P.S. 244

P.S. 244 is a District 18 zoned elementary school that serves students in kindergarten through fifth grades and offers four sections of a half-day pre-kindergarten program. If the proposal to co-locate 18K763 in K244 is approved, P.S. 244 will continue to serve kindergarten through fifth-grade students. The DOE's pre-kindergarten programs are maintained based on available funding, student enrollment, and space availability. The DOE anticipates that pre-kindergarten will continue to be offered at P.S. 244 in 2014-2015 and beyond, subject to continuing funding, demand, and space availability.

P.S. 244 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 ("IEPs"). Current and future students with IEPs will continue to receive appropriate services at P.S. 244. P.S. 244 has an English as a Second Language ("ESL") program for English Language Learners ("ELL") students. P.S. 244's ELL students will also continue to receive mandated services.

P.S. 244 also offers an ASD Nest program for students in kindergarten through fifth grade, where students with ASD are taught in a classroom alongside general education students, with other pull-out services offered to ASD students. P.S. 244's ASD Nest program reached full scale in the 2013-2014 school year, again, serving students in kindergarten through fifth grade.The DOE does not anticipate that this proposal will impact students in the ASD Nest program at P.S. 244.

P.S. 244 offers several special programs, initiatives, and extracurricular activities, including extended day two days per week, as well as test prep programs two days per week. Reading Recovery, Peer Intervention, Grade 2 Early Intervention, SCIS-3 Science, Everyday Math, Project Read Day and Project Read Plus Math, are also special programs offered at P.S. 244. P.S. 244 offers EXCEL classes for the gifted and talented on all grades .[8]

If this proposal is approved, P.S. 244 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 students as all schools modify extracurricular offerings annually based on student demand and available resources.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 244. 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. 244 will have first priority for admission to the pre-kindergarten program at P.S. 244. Students who reside in the P.S. 244 zone who do not have siblings enrolled at P.S. 244 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 244 will be subject to continued funding availability and demand.

Impact on Future Elementary School Students in District 18

This proposal is not expected to impact the admissions process at P.S. 244. P.S. 244 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.

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.

[8] Information gathered from 2012-2013 Middle School Directory as well as school leadership

c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;

d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;

e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;

f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;

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

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

Additionally, P.S. 244 currently offers an ASD Nest program. Upon referral, students can apply to ASD Nest programs through a centralized admissions process managed by the Division of Students with Disabilities and ELLs. This proposal is not expected to impact the ASD Nest admissions process.[9]

Elementary 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 will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any student requiring ELL services will continue to receive appropriate services at P.S. 244.

Impact on Future Middle School Students in District 18

This proposal is not expected to impact the admissions process at P.S. 244. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at P.S. 244.

The DOE is proposing to open a new middle school in K244, which is intended to provide an additional option for middle school students in District 18. If this proposal is approved, 18K763 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

[9] For additional information on ASD Nest programs and how to apply, please visit http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/ASD.htm.

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 18, 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.[10]

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 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 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 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 on Over-the-Counter ("OTC") Students

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

[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.

If this proposal is approved, 18K763 would also admit students through the OTC admissions process. P.S. 244 also admits students through the OTC admissions process. This proposal is not expected to impact the placement of OTC students in building k244.

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 co-location of 18K763 will provide a new middle school option for students and families in District 18. Building K244 has the capacity to accommodate P.S. 244 and 18K763. As noted previously, once 18K763 has reached full-scale in 2016-2017, there will be approximately 976-1,066 total students served in K244. The projected utilization for K244 at that point will be approximately 83%-90%.

The projected enrollments for the existing and proposed organizations in K244 are shown in Section IV.

If this co-location proposal is approved, there will be sufficient space in building K244 to accommodate P.S. 244 and 18K763 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/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 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

[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.

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 May 25, 2012 by the Office of Space Planning, building K244 has a total of 65 full-size classrooms/spaces,[13] 8 half-size classrooms/spaces,[14] 12 quarter-size spaces[15] that can be used for administrative purposes, and 3.75 full-size equivalent ("FSE") rooms of designed administrative space. The building also has the following rooms, which would be shared between P.S. 244 and 18K763: a gymnasium, an auditorium, a cafeteria, a library, and a multipurpose room. The below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- School nurse occupies 1 quarter-size room and 0.5 FSE designed administrative space.
- Custodian's room occupies 1 quarter-size space.
- Teacher's lounge room occupies 1 quarter-size space.
- UFT Teacher Center room occupies 1 full-size space and 1 half-size space.
- Teacher's cafeteria room occupies 1 full-size space.

Excluding the spaces outlined above, in K244 there are 63 full-size classrooms, 7 half-size classrooms/spaces, 9 quarter-size classrooms/spaces, and 3.25 FSE designed administrative office/space remaining that can be allocated to schools.

P.S. 244's baseline allocation includes 33 full-size rooms, 10 half-size rooms and the equivalent of 5.0 full size rooms for administrative purposes, as well as 1 full-size room and 2 half-size rooms for its ASD Nest program. This totals 34 full-size rooms and 12 half-size rooms for instructional purposes, and the equivalent of 5.0 full size rooms for administrative purposes. P.S. 244's baseline has been adjusted to include 7 additional full- size rooms in lieu of 7 half -size rooms due to the location of the school in the building. Therefore, P.S. 244's adjusted baseline allocation includes 41 full-size rooms and 5 half-

[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.

size rooms for instructional purposes, and the equivalent of 5.0 full size rooms for administrative purposes. Currently, P.S. 244 utilizes all the available spaces in K244.

If this proposal is approved, 18K763 will open in K244 in 2014-2015. According to the Footprint, 18K763's baseline allocation in 2014-2015 will include 4 full-size rooms and 1 half-size room for instructional use, at three sections per grade, and the equivalent of 1.5 rooms for administrative purposes. Once 18K763 is at full scale, the school's baseline allocation will include 10 full-size rooms and 1 half-size room for instructional use, and the equivalent of 2.5 full- size rooms for administrative purposes.

The baseline or adjusted baseline allocation of full-size instructional rooms over the 3 years of 18K763's phase-in are detailed in the chart below:

DBN	School Name	2013-2014 (projected	2014-2015	2015-2016	2016-2017
18K244	P.S. 244	41	41	41	41
18K763	18K763	-	4	7	10
	TOTAL	41	45	48	51
	ROOMS IN EXCESS OF ADJUSTED BASELINE ALLOCATIONS	22	18	15	12

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 K244 for P.S. 244 and 18K763, as 18K763 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 K244 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations. During the course of 18K763's phase-in, the number of excess rooms would decrease as 18K763's baseline footprint allocation increases to reflect its larger population.

There are no other proposed uses or plans for K244 at this time.

Building Safety and Security

If this proposal is approved, 18K763 and P.S. 244 will develop a safety and security plan for building K244 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 DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. There are currently twelve DOE middle schools in District 18, and the proposed opening and co-location of 18K763 is intended to meet those goals by ensuring access to an additional middle school option for students in the district.

The proposal to open and co-locate 18K763 in K244 is expected to add approximately 225-255 middle school seats to District 18 when it is completely phased in. There will be no change in the number of available elementary or high school seats as a result of this proposal.

This proposal is not expected to impact the site accessibility (partially accessible) of K244.

IV. Enrollment, Admissions and School Performance Information

P.S. 244

Admissions Data

Current Admissions	**PK:** Standard universal pre-kindergarten admissions process **K-5:** Zoned
Future Admissions	**PK:** Standard universal pre-kindergarten admissions process **K-5:** Zoned

Enrollment Data[16]

	PK[17]	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	36	123	126	120	114	127	110	756
2014-2015 (projections)	36	120-130	120-130	120-130	115-125	110-120	120-130	741-801

[16] Projections are based on the 2013-2014 Budget Register Projections.
[17] Pre-kindergarten (PK) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

2015-2016 (projections)	36	120-130	120-130	120-130	120-130	115-125	110-120	741-801
2016-2017 (projections)	36	120-130	120-130	120-130	120-130	120-130	115-125	751-811

Demographic Data[18]

Percentage of Students Receiving ICT or SC Services	17%
Percentage of Students with IEPs	22%
Percentage of ELLs	2%
Percentage of Students Eligible for Free or Reduced Lunch	80%

School Performance Data

P.S. 244	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	A	B
Quality Review Score[19]	N/A[20]	WD	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	49%	51%	46%
Math % Proficient (Levels 3 and 4)	58%	58%	57%
Other Key Performance Indicators			
Attendance Rate	94%	94%	94%
2012-2013 State Accountability Status	In Good Standing		

[18] All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).
[19] 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.
[20] Not all schools receive a Quality Review each year.

18K763

Admissions Data

Current Admissions	N/A
Future Admissions	Limited unscreened

Enrollment Data[21]

	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

Because 18K763 has not yet opened, there is currently no demographic data.

School Performance Data

Because 18K763 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, [New School] 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.[22]

In addition, 18K763'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 Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

[21] Projections are based on a standard phase-in plan of three sections per entry grade in the first year.
[22] FY14 School Allocation Memorandum 21: Other Than Personal Services "OTPS" for New Schools

Please refer to the FSF Guide[23] and FY14 School Allocation Memoranda 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 K244. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

New administrative staff and non-pedagogical positions will be created at 18K763 over the course of the school's phase-in at K244. 18K763 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

The proposed co-location of 18K763 in K244 is not expected to change the number of personnel positions assigned to P.S. 244, nor is it expected to significantly alter the duties of current staff in K244.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and the UFT

B. Administration

18K763 may hire school supervisors and/or administrative 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. 244 is expected as a result of this proposal.

C. Transportation

There will be no change to existing transportation practices at P.S. 244 throughout 18K763's phase in. Transportation will be provided at this school and at 18K763 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.

[23] [23] The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

VII. Building Information

K244

Building		K244
Type of Building		PS
Year Built		1939
Overall BCAS rating		2.27
2011-2012 Target Building Utilization		68%
2011-2012 Target Building Capacity		1,180
FY 2012 Maintenance Costs	**Labor**	$16,898
	Materials	$6,755
	Maintenance and repair contracts	$24,555
	Service contracts	$4,450
	Custodial operations costs—Materials	$9,021
	Custodial operations costs—Custodial Allocation	$336,341
FY 2012 Energy Costs	**Electric**	$189,702
	Gas	$72,162
	Steam	$0
	Oil	$9,750
Projects completed during the current or prior school year		FY13 Reso A Technology
Projects proposed in the capital plan		None
Accessibility of the building		Partially Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer

	Rooms, Gymnasium, Library, Multi-purpose Room, Nurse's Office