

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of One Grade of a New District Elementary School, Teacher's College Elementary School, with Existing School P.S. 133 Fred R. Moore (05M133) in Building M133**

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

The New York City Department of Education ("DOE") is proposing a one-year incubation of the Teacher's College Elementary School ("TC Elementary"), a new choice elementary school that would serve students in kindergarten through fifth grade, in Building M133 ("M133"), located at 2121 Fifth Avenue in Manhattan, in Community School District 5. TC Elementary would be co-located in M133 with an existing DOE zoned elementary school serving grades kindergarten through five, P.S. 133 Fred R. Moore (05M133, "P.S. 133") which also offers a pre-kindergarten program. 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.

This is a proposal to open TC Elementary in M133 with kindergarten in 2011-2012. The DOE and TC are planning to lease space for TC Elementary for its long-term site. TC would relocate for the 2012-2013 school year and add one grade each year until it serves approximately 300 students in kindergarten through fifth grade at full scale.

TC Elementary would admit students through a school-based application process, with preference to District 5 residents in accordance with Chancellor's Regulation A-101.<sup>1</sup> TC Elementary would be overseen by Teacher's College Graduate School of Education, and operated in partnership between the DOE and Teacher's College. If the DOE were to propose extending the co-location of TC Elementary in M133 beyond the 2011-2012 school year, it would be required to submit a new Educational Impact Statement ("EIS") for vote by the Panel for Educational Policy ("PEP").

P.S. 133 is a zoned district elementary school that serves 286 students in kindergarten through fifth grade and also serves 18 students in pre-kindergarten.<sup>2</sup>

M133 has the capacity to serve 479 students. In 2010, the building only served 304 students,<sup>3</sup> yielding a utilization rate of just 63%,<sup>4</sup> and was therefore included in the DOE's underutilized building list. If this proposal to incubate TC Elementary in M133 were approved, TC Elementary would be co-located with P.S. 133 for one school year. In 2011-2012, TC Elementary would enroll approximately 40-50 students in kindergarten and M133 would serve approximately 325-395<sup>5</sup> students, yielding a building utilization rate of 68%-82%.<sup>6</sup>

<sup>1</sup> A-101 regulates student admissions to schools. Full text is available at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>

<sup>2</sup> 2010-2011 Audited Register data.

<sup>3</sup> 2010-2011 Audited Register data.

<sup>4</sup> The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. 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.

<sup>5</sup> Estimate based on projected enrollment at P.S. 133 and TC Elementary.

## II. Proposed or Potential Use of Building

The building in which TC Elementary is proposed to incubate, M133, has the capacity to serve 479 students. In 2010-2011, the building served only 304 students,<sup>7</sup> yielding a utilization rate of just 63%.

In 2011-2012, the proposed grade spans and projected enrollment for TC Elementary and P.S. 133 are as follows:

School Year	2010-11 <sup>8</sup>	2011-12
P.S. 133		
Grades	K-5	K-5
Projected Enrollment <sup>9</sup>	304	285-345
TC Elementary		
Grades	N/A	K
Projected Enrollment	N/A	40-50
<b>Total</b>	<b>304</b>	<b>325-395</b>

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at [http://source.nycsca.org/pdf/capitalplan/2009-10/BB\\_2009\\_2010.pdf](http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf), a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the 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 2009-2010. As described earlier in this EIS, the DOE’s projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 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 2010-2011 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 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.

<sup>6</sup> The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

<sup>7</sup> 2010-2011 Audited Register data.

<sup>8</sup> 2010-2011 Audited Register data.

<sup>9</sup> Includes students in the pre-kindergarten program at P.S. 133.

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

#### A. Students

TC Elementary is a new choice elementary school that would admit students through a school-based application process, with preference given to District 5 residents. In 2011-2012, TC Elementary would serve kindergarten. All incoming kindergarten students in District 5 would be eligible to apply to TC Elementary. Admissions would follow Chancellor's Regulation A-101.

After relocating to leased space, TC Elementary would then add one grade per year until it achieves full scale in 2016-2017. If this proposal is approved, by 2016-2017 TC Elementary would create approximately 300 additional high-quality kindergarten through fifth grade elementary school seats in District 5.

A central tenet of the school's vision is that it serves the surrounding community with integrated services for children and families that encourage happy/healthy living, high educational aspirations and social engagement. Early childhood education, family literacy, social and behavioral health services and out of school learning experiences will establish the school as a hub for community programming.

Teachers College will have an ongoing role in the school, and share accountability for student success. Through this affiliation TC commits to:

- Assist in the development and evaluation of curriculum;
- Participate in school governance, planning and operations;
- Provide professional development for teachers;
- Provide mentors, tutors and interns to enrich learning;
- Build public and private partnerships to support the school.

The proposed co-location of TC Elementary is not expected to impact current or future student enrollment or instructional programming at P.S. 133.

#### *Impact on Students Currently Attending Schools in the M133 Building*

P.S. 133 is a zoned district elementary school. According to the DOE website, P.S. 133 offers

- Special academic programs: Every Day Counts, Breakthrough to Literacy, Project Critical, Cornerstone Literacy and Math, and Lightspan.
- Extracurricular activities: band, chorus, Lego Club, basketball, tennis, chess, Steel Band, Computer Club, Math Club, dance, Spanish Club, Book Club & Literacy Round Table, Student Council, Spelling Bees, Storytelling Club, and Art Club.
- Partnerships with: New York Cares, New York Junior Tennis League, Learning Leaders Program, the NYC Police Dept., D.A.R.E. Program, Harlem Abstinence Program, VH1 and Breakthrough to Literacy Affiliations.<sup>10</sup>

The DOE does not anticipate that this proposal would impact the partnerships and programs of P.S. 133. P.S. 133 would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would 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

<sup>10</sup> <http://schools.nyc.gov/SchoolPortals/05/M133/default.htm>

resources.

P.S. 133 currently offers Collaborative Team Teaching (“CTT”) classes, Self-Contained classes (“SC”), and Special Education Teacher Support Services (“SETSS”). The existing CTT, SC, and SETSS classes would continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). Similarly, current and future students with IEPs will continue to receive mandated services at P.S. 133.

In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to schools in the same manner as their peers who are not ELLs. Current and future ELL students at P.S. 133 would continue to receive mandated services. In addition, P.S. 133 offers Transitional Bilingual, Dual Language and English as a Second Language (ESL) class sections, which would not be impacted by this proposal.

#### *Impact for Future Elementary School Students in District 5*

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. If the proposal to site TC Elementary in M133 were approved, TC Elementary would add approximately 300 new kindergarten through fifth grade seats in District 5. A TC faculty committee advised on design principles and curriculum and will continue to participate in planning the instructional program. As one of the pre-eminent schools of education in the country, Teacher’s College’s involvement in the school curriculum and professional development for teachers are expected to create a high-quality school environment and outcomes for students.

There are currently 15 district elementary and K-8 schools in District 5.<sup>11</sup> The long-term siting of TC Elementary in District 5 may have a mild impact on the enrollment at these other District 5 schools if students choose to attend TC Elementary instead of these schools. By 2016-2017, TC Elementary would serve 240-300 students in kindergarten through fifth grade. If all 240-300 students come from District 5, there could be a slight decrease in enrollment at other District 5 elementary schools. However, at present there is no way to reliably predict which District 5 elementary schools would be impacted, or by how many seats. The short-term incubation set forth in this proposal is expected to have only minor impact on the total enrollment of other District 5 schools.

#### *Impact on Future Pre-kindergarten Students*

P.S. 133 currently offers a pre-kindergarten program that serves 18 students.<sup>12</sup> Barring any changes in available funding or student enrollment, the pre-kindergarten program at P.S. 133 would continue to exist and should not be adversely affected by this proposal.<sup>13</sup> The enrollment policy for pre-kindergarten admissions would also remain the same. Younger siblings of zoned students already enrolled in P.S. 133 would get first preference into pre-kindergarten admissions. Siblings from outside the zone would receive second preference.

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<sup>11</sup> 2010-2011 Audited Register data.

<sup>12</sup> 2010-2011 Audited Register data.

<sup>13</sup> The DOE’s Pre-kindergarten programs are maintained based on available funding and student enrollment.

## B. Schools

The proposed siting of TC Elementary in District 5 would create an additional elementary school option in the district.

The estimated enrollment for both schools in M133 for 2011-2012 are shown in the tables below.

P.S. 133's estimated enrollment:<sup>14</sup>

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Estimated Enrollment
2010-11 <sup>15</sup>	44	52	60	43	47	40	286
2011-12 <sup>16</sup>	40-50	40-50	45-55	55-65	40-50	45-55	265-325

TC Elementary's estimated enrollment, over a period of 5 years:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Estimated Enrollment
2010-11	N/A						
2011-12 <sup>17</sup>	40-50	N/A	N/A	N/A	N/A	N/A	40-50
2012-2013	40-50	40-50	N/A	N/A	N/A	N/A	80-100
2013-2014	40-50	40-50	40-50	N/A	N/A	N/A	120-150
2014-2015	40-50	40-50	40-50	40-50	N/A	N/A	160-200
2015-2016	40-50	40-50	40-50	40-50	40-50	N/A	200-250
2016-2017	40-50	40-50	40-50	40-50	40-50	40-50	240-300

If this proposal were approved, there would be sufficient space to accommodate TC Elementary and P.S. 133 in M133 for 2011-2012, pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools:

[http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

<sup>14</sup> Excludes pre-kindergarten.

<sup>15</sup> 2010-2011 Audited Register data.

<sup>16</sup> A parochial school near P.S. 133 is expected to close prior to the beginning of the 2011-2012 school year; this may result in an increase in enrollment above these projections. There is sufficient space in M133 to accommodate more substantial increases in enrollment, as will be shown by the room allocation in this section.

<sup>17</sup> This proposal is limited to the proposed one-year incubation in 2011-12. If necessary, the DOE will issue a separate proposal regarding the long-term siting of the school.

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 the Borough Director of Space Planning and the school's principal. 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 CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 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.

All schools receive a baseline of the approximate equivalent of 3.5 full-size classrooms for administrative services, student support services and resource rooms.<sup>18</sup> Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. 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.

According to the 2009-2010 Room Survey conducted by the principal of P.S. 133, M133 has 32 full-size rooms, 7 half-size rooms, and 1 quarter-size room. M133 also has the following rooms, which will be shared by all schools during TC Elementary's incubation: a cafeteria, auditorium, gymnasium, and library.

Of this total, 2 full-size rooms are allocated to CBOs, 1 full-size room is allocated to the nurse's office, and 1 half-size and 1 quarter-size room are allocated to the School-Based Support Team. These rooms are not available to be allocated to the schools.

If this proposal is approved, in 2011-2012, P.S. 133 would serve 265-325 students in 14 sections (including Self-Contained special education sections) in grades kindergarten through five, and 18 students in one section of pre-kindergarten. Per the Footprint, P.S. 133 would be allocated a baseline space allocation of 15 full-size classrooms, 5 half-size classrooms, and 3.0 administrative spaces.

TC Elementary would serve 40-50 students in 2 sections of kindergarten. Per the Footprint, TC Elementary should receive a baseline space allocation of 3 full-size classrooms, 1 half-size classroom, and 1.5 administrative spaces.

Because there are not sufficient half-size classrooms, P.S. 133 would receive one full-size classroom in lieu of one half-size classroom in its baseline.

The Office of Space Planning will work with the Principals of P.S. 133 and TC Elementary to determine the precise location for TC Elementary within the building.

After P.S. 133 and TC Elementary have received the baseline allocation of classrooms according to the Footprint, 6 full size rooms will remain in the M133 building. P.S. 133 will receive 6 additional full size classrooms.

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<sup>18</sup> Due to the configuration of various DOE buildings across New York City, schools may be given the equivalent of 3 full-size classrooms and one half-size resource room, which could be equal to 2 full size and 3 half-size classrooms, or one full size and five half-size rooms, etc.

The 2011-2012 allocation of space is detailed in the chart below:

2011-2012	Full-Size Rooms	Half-Size Rooms	Administrative Spaces				Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms
			Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
P.S. 133	16	4	3	0	0	3.0	6	0	0
TC Elementary	3	1	1	1	0	1.5	0	0	0

These room totals are based on information set forth in the 2009-2010 Room Survey. The totals may change slightly following a pending walkthrough by the Office of Space Planning. The final allocation of space within the building will be made by the Building Council, and may change based on the location of half-size rooms in 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, namely the cafeteria, auditorium, indoor play area, and courtyard playground. 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 Office of Space Planning.

**C. Community**

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed incubation of TC Elementary in M133 is intended to meet those goals by adding 40-50 new kindergarten seats in District 5 in 2011-2012, and 240-300 new kindergarten through fifth grade seats when TC Elementary reaches full scale in 2016-2017.

Two public “community conversations” co-hosted by Teachers College and Community Board 9 engaged 75 parents and community leaders in prioritizing their expectations and desired programming at the school. A planning team of five New York City public school teachers and leaders advised on aspects of the design. The planning process will continue under the leadership of the founding principal and core staff.

M133 has the capacity to serve 479 students. In 2010, the building only served 304 students, yielding a utilization rate of just 63%.<sup>19</sup>

<sup>19</sup> 2010-2011 Audited Register data.

There are three charter schools and one district school currently phasing in elementary school grades in District 5. These schools are listed below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 <sup>20</sup>	Admissions Criteria
P.S. 36 Margaret Douglas ("P.S. 36", 05M036)	123 Morningside Drive	K-4	K-5	569	Zoned
Harlem Success Academy Charter School 2 ("HSA 2", 84M384)	144-176 East 128 Street	K-3	K-8	481	K-2 Lottery; preference to District 5 residents
Harlem Success Academy Charter School 5 ("HSA 5", 84M482)	301 West 140 Street	K-1	K-8	188	K-2 Lottery; preference to District 5 residents
KIPP Infinity Charter School ("KIPP Infinity", 84M336)	625 West 133 Street	K, 5-10	K-12	509	Lottery, all grades; preference to District 5 residents

As P.S. 36 expands to serve fifth grade, it will increase the number of district elementary school seats in District 5. As HSA 2, HSA 5 and KIPP Infinity phase in, they will increase the number of public charter elementary school seats for which District 5 residents get a preference.

Detailed information about charter schools will also be published annually and would be available in print or on the DOE website here: <http://schools.nyc.gov/community/planning/charters>.

As discussed above, the long-term siting of TC Elementary may have a mild impact on the enrollment at other District 5 schools if all 240-300 students served at TC Elementary come from District 5. However, at present there is no way to reliably predict which District 5 elementary schools would be impacted, or by how many seats. The proposed incubation of 40-50 kindergarteners in M133 is expected to have no more than a minor impact on overall enrollment at District 5 schools.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M133.

<sup>20</sup> 2010-2011 Audited Register data.

## IV. Enrollment, Admissions and School Performance Information

### P.S. 133

#### Admissions Data

<b>Current Admissions</b>	<p><b>Pre-kindergarten:</b> Standard Universal Pre-K Admissions Process</p> <p><b>Grades K-5:</b> Zoned.</p>
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#### Enrollment Data<sup>21</sup>

<b>Current Grades Served</b>	K-5
<b>2010-2011 Enrollment<sup>22</sup></b>	286
<b>Grades Served 2011-2012</b>	K-5
<b>2011-2012 Projected Enrollment</b>	265-325

#### Demographic Data

<b>Percentage of Students Receiving CTT or SC Services<sup>23</sup></b>	22%
<b>Percentage of Students with an Individual Education Plan<sup>24</sup></b>	24%
<b>Percentage of English Language Learner Students<sup>25</sup></b>	9%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>26</sup></b>	89%

<sup>21</sup> Excludes pre-kindergarten.

<sup>22</sup> 2010-2011 Audited Register data.

<sup>23</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register data..

<sup>24</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register data..

<sup>25</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register data..

<sup>26</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

P.S. 133 Fred R Moore	2007-2008	2008-2009	2009-2010 <sup>27</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	A	C
Quality Review Score	P		P
<b>Performance Data<sup>28</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	39%	51%	19%
Math % Proficient (Levels 3 and 4)	62%	75%	33%
<b>Other Key Performance Indicators<sup>29</sup></b>			
Attendance Rate	91%	91%	90%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 1) - Comprehensive			

TC Elementary

Admissions Data

<b>Projected Admissions</b>	<b>Grades K-5:</b> Choice; School based application process.
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Enrollment Data<sup>30</sup>

<b>Current Grades Served</b>	N/A
<b>2010-2011 Enrollment</b>	N/A
<b>Proposed Grades Served 2011-2012</b>	K
<b>2011-2012 Projected Enrollment</b>	40-50
<b>Grades Served at Full Scale 2016-2017</b>	K-5
<b>2016-2017 Projected Enrollment</b>	240-300

<sup>27</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ raw scores on the tests remained largely unchanged relative to the prior year.

<sup>28</sup> Source: Progress Report Data

<sup>29</sup> Source: Progress Report Data

<sup>30</sup> Projected enrollment for 2011-2012 includes kindergarten at M133.

### Demographic Data

TC Elementary does not yet enroll students. Therefore, there is no demographic data for the school

### School Performance Data

TC Elementary does not yet enroll students. Therefore, there is no school performance data for the school.

## V. Initial Costs and Savings

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, TC Elementary will receive a fixed allocation of \$80,000 during its first year. In addition, TC Elementary will receive approximately \$4,059.71 in per-pupil allocations. Beginning in their second year of operation, TC Elementary will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

### A. Personnel Needs

The proposed siting and co-location of TC Elementary is not expected to change the number of personnel positions assigned to P.S. 133, nor is it expected to significantly alter the duties of current staff at P.S. 133.

New administrative staff and non-pedagogical positions will be created at TC Elementary over the course of the school's phase-in. TC Elementary is expected to hire additional teachers as each new grade is added. New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

### B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P.S. 133. The basic operating budget for P.S. 133 is determined by the same Fair Student Funding ("FSF") formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per-pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for elementary schools was \$4059.71. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$1623.00 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price

lunch. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, P.S. 133 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 133 is currently eligible for Title I funding. Assuming that the school continues to meet Title I criteria, the size of its respective Title I funding award would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individualized Education Plans ("IEPs"). P.S. 133 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

### **C. Administration**

No change in school supervisory or administrator positions at P.S. 133 is expected as a result of this proposal. TC Elementary may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of its phase-in.

### **D. 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>.  
There will be no change to existing transportation practices at P.S. 133 throughout the incubation.

### **E. Other Support Services**

The provision of certain support services is described above.

## VII. Building Information

### M133

<b>Type of Building</b>	PS
<b>Year Built</b>	1949
<b>Overall BCAS rating</b>	2.74 out of 5
<b>Target Utilization</b>	67%
<b>Target Capacity</b>	479
<b>FY 2009 Maintenance Costs</b>	Labor: \$35932.12 Materials: \$27422.34 Maintenance and repair contracts: \$45907.17 Custodial operations costs—Materials: \$4755.24 Custodial operations costs—Custodial Allocation: \$210530.9
<b>FY 2009 Energy Costs</b>	Electric: \$72617 Gas: \$4362 Oil: \$63463
<b>Projects completed during the current or prior school year</b>	FY10 Reso "A" computer, smartboard & lab
<b>Projects proposed in the capital plan</b>	Classroom connectivity. New/retrofit telephone/intercom systems
<b>Accessibility of the building</b>	Building is not functionally programmatic accessible
<b>Building attributes</b>	Auditorium, Cafeteria, Computer rooms, Gymnasium & Library