

EDUCATIONAL IMPACT STATEMENT: The Proposed Two-Year Co-location of a New District Elementary School, Castle Bridge School (06M513), with Existing School P.S. 128 Audubon (06M128) in Building M128

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and temporarily site the Castle Bridge School (06M513, “Castle Bridge”), a new DOE choice admissions elementary school that would serve students in kindergarten through fifth grade, in Building M128 (“M128”), located at 560 West 169th Street in Manhattan, in Community School District 6. Castle Bridge would be co-located in M128 with an existing DOE zoned elementary school serving grades kindergarten through five and also offering a pre-kindergarten program, P.S. 128 Audubon (06M128, “P.S. 128”). 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 proposal is for a two-year temporary co-location beginning in school year 2012-2013. At the end of this period, the DOE would evaluate the space available at M128 and other buildings in District 6 to identify a permanent location for Castle Bridge. At that time, the DOE would issue a new EIS to propose the permanent location for Castle Bridge.

Castle Bridge is a new choice elementary school that would admit students through a school based application process, with preference to District 6 residents and following Chancellor’s Regulation A-101 for admissions. Castle Bridge will be modeled after Central Park East I (04M497), and the proposed school leader is the current principal of Central Park East I. Central Park East I was a pioneer in making the progressive education models found in many private schools available to public school families in low-income neighborhoods.

The mission of Castle Bridge will be to provide each student with a high-quality, arts-infused, project-based elementary school experience that will develop the skills and passions for inquiry and engagement in support of the students’ growth as scholars, workers and citizens. All of the classes will be mixed-grade, and students will stay with their teacher for two years. Castle Bridge will open with kindergarten and first-grade classes in 2012-2013, and add one grade each year until it serves approximately 180-210 students in kindergarten through fifth grade at full scale.¹ If this proposal were approved, Castle Bridge would be co-located with P.S. 128 in building M128 during the first two years of its ramp-up to full scale.

P.S. 128 is a zoned district elementary school. In the 2010-11 school year, P.S. 128 served 687 students in kindergarten through fifth grade, and also served 34 students in two sections of full-day pre-kindergarten.² Projected enrollment for 2011-2012 is 656 students in kindergarten through fifth grade and 36 students in two sections of full-day pre-kindergarten.³

¹ Castle Bridge would also like to offer a pre-kindergarten program, if funding is available. The DOE’s pre-kindergarten programs are maintained based on available funding and student enrollment.

² Based on the 2010-2011 Audited Register

³ Based on the 2011-2012 Budget Register Projections

M128 has the capacity to serve 920 students.⁴ In 2010-2011 the building only served 721 students,⁵ yielding a utilization rate of just 78%.⁶ (The concepts of “capacity” and “utilization rate” are explained in more detail below.) If this proposal to temporarily site Castle Bridge in M128 were approved, Castle Bridge would be co-located with P.S. 128 for two years. In the first year, 2012-2013, Castle Bridge would enroll approximately 60-70 students (30-35 students in kindergarten and 30-35 students in first grade). P.S. 128 would enroll 636-726 students, yielding a total building enrollment of 696-796 students, and a building utilization rate of 76-87%. In 2013-2014, Castle Bridge would serve approximately 90-105 students in Kindergarten through second grade. During that year, M128 would serve approximately 631-721⁷ students, yielding a total building enrollment of 715-825, and a building utilization rate of 78% - 90%.

II. Proposed or Potential Use of Building

Castle Bridge’s proposed location, M128, has the capacity to serve 920⁸ students. In 2010-2011, the building served only 721⁹ students, yielding a utilization rate of just 78%.

Under this proposal, Castle Bridge would be co-located with P.S. 128. P.S. 128 is a zoned district elementary school that served 687 students in kindergarten through fifth grade during the 2010-11 school year, and also served 34 students in two sections of full-day pre-kindergarten.¹⁰ According to the 2011-12 budget register, P.S. 128 is projected to enroll 656 students in kindergarten through fifth grade, and 36 students in two sections of full-day pre-kindergarten.

Over the period of the proposed co-location, the proposed grade spans for Castle Bridge and P.S. 128 are as follows:

DBN	School Name	2011-12	2012-13	2013-14
06M513	Castle Bridge School	N/A	K-1	K-2
06M128	P.S. 128 Audubon	K-5	K-5	K-5

⁴ The official target capacity and utilization rates for the 2011-2012 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 2010-11 Blue Book. As discussed below, 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).

⁵ Includes student in the pre-kindergarten program. Pre-kindergarten students are included in total building enrollment numbers throughout this EIS.

⁶ The utilization rate reported here may differ from that published in the 2010-2011 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 31, 2010. 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 projected number of students who are actually projected to attend the school and do 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.

⁷ Estimate based on projected enrollment at Castle Bridge and projected enrollment at P.S. 128 with the current kindergarten class size (2010-2011 audited register) used to project the size of future incoming kindergarten classes.

⁸ Based on 2010-2011 Blue Book

⁹ Based on 2010-2011 Audited Register

¹⁰ Based on 2010-2011 Audited Register

Projected enrollment for these schools is as follows:

School Name	2010-2011 Audited Register	2011-2012 Projected Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment
Castle Bridge School	N/A	N/A	60 - 70	90 - 105
P.S. 128 Audubon	721	692	636 - 726	631 - 721
Building Utilization	78%	75%	76% - 87%	78% - 90%

In addition to the schools, two Community Based Organizations (“CBOs”) have been allocated space in M128: Turn 2 Us (offering extracurricular activities with a focus on social, emotional and psychological well-being) , and a school based health clinic sponsored by Columbia Presbyterian Hospital. There is also an administrative office for SAPIS – Project Soar, a drug prevention program. These programs and space allocation would not be affected by this proposal.

In 2013-2014, the last year covered by this proposal, there would be approximately 721-826 students served in M128, yielding a building utilization rate of 78-90%. Therefore, the building has adequate capacity to accommodate the temporary co-location of Castle Bridge.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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 2011-2012 school year and beyond are based on the 2010-2011 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.

There are no other planned uses for M128. At the end of the period covered by this proposal, the DOE will evaluate the space available in M128 and at other buildings in District 6 to propose a permanent location for Castle Bridge. The DOE would propose any future use for space in M128 in a separate EIS.

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

A. Students

Castle Bridge is a new choice elementary school that would admit students through a school based application process, with preference to District 6 residents. All interested families will contact the school to request an application during the Kindergarten intake period the winter/spring prior to the September when the student would enroll. The school will also offer visits with the Principal and tours, although attendance at these events is not required for admission and will not be considered should the school have more applicants than seats available. Castle Bridge will make admission offers in accordance with Chancellor's Regulation A-101. This means the school will admit students in the following order:

- Siblings of currently enrolled students who reside in District 6 (not applicable in 2012-2013)
- Siblings of currently enrolled students who reside in other Districts (not applicable in 2012-2013)
- District 6 residents
- Residents of other Districts

If there are more applicants in any of the above groups than can be accommodated, the school will randomize the applicants within the group and maintain a wait list should spaces become available at a later date.

In 2012-2013, Castle Bridge would open to serve students in kindergarten and first grade. All current and incoming kindergarten students in District 6 would be eligible to apply to Castle Bridge. Castle Bridge would then add one grade per year. While the co-location in this proposal will only extend through 2013-2014, Castle Bridge would add approximately 180-210 additional kindergarten through fifth grade elementary school seats when it reaches full scale in 2016-2017.

Castle Bridge will be modeled after Central Park East I (04M497), and the proposed school leader is the current principal of Central Park East I. The mission of Castle Bridge will be to provide each student with a high quality, arts-infused, project-based elementary school experience that will develop the skills and passions for inquiry and engagement in support of the students' growth as scholars, workers and citizens. Castle Bridge will offer Integrated Co-Teaching ("ICT") classes. In addition, all of the classes will be mixed-grade, and students will stay with their teachers for two years. Castle Bridge believes this structure lessens competition among students, and increases the individuation of learning expectations, as the increased age span in the classroom ensures that students are at different levels from each other, thus requiring more individualized instruction from the classroom teacher. Finally, the mixed grade setting allows all children to experience having younger and older classmates, which results in broader opportunities for leadership and more varying relationships with fellow students. All students will have the opportunity to learn to play an instrument, and cooking, sewing, building, and gardening will be part of the program. Skating, swimming, camping and farm visits will shape the wellness curriculum.

Castle Bridge has a partnership with the Fortune Society, a Community Based Organization ("CBO") that works to educate the public about criminal justice, and supports successful reentry into community life. The Fortune Society operates housing located within District 6; the proposed location for Castle Bridge in

District 6 provides Fortune Society housing residents admission priority equal to that of any District 6 resident.¹¹

The proposed co-location of Castle Bridge is not expected to impact current or future student enrollment or instructional programming at P.S. 128.

Impact on Students Currently Attending Schools in the M128 Building

P.S. 128 is a zoned district elementary school.

- Special programs at P.S. 128 include Healthy Schools, Healthy Families, and an art therapy program.
- Extracurricular activities developed by Turn 2 Us, which fosters children’s physical, emotional, social and psychological well-being. These programs are supported in part by Columbia Presbyterian Hospital.
- Columbia Presbyterian Hospital also sponsors a school-based health clinic. Health services are available to all students in the building, and would be available to Castle Bridge students as well.

The DOE does not anticipate that this proposal would impact the partnerships and programs of P.S. 128. Similarly, P.S. 128 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 resources.

P.S. 128 currently offers Integrative Co-Teaching (“ICT”) classes, self-contained special education classes (“SC”) and Special Education Teacher Support Services (“SETSS”). The existing ICT, 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. 128. Students with IEPs are admitted to elementary schools in the same manner as their non-disabled peers. The DOE will support elementary schools by reviewing students’ IEPs to address the needs of students with disabilities, through individualized service models that ensure these students have access to the general education curriculum to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at the elementary school in which they are enrolled.

Current and future English Language Learner (“ELL”) students at P.S. 128 would continue to receive mandated services. In addition, P.S. 128 offers Bilingual and Transitional Bilingual class sections, including Bi-lingual ICT and SC sections, which would not be impacted by this proposal. In accordance with DOE policy, ELL students are admitted to schools in the same manner as their peers who are not ELLs.

Impact for Future Elementary School Students in District 6

The DOE strives to ensure that all students in New York City have access to a range of choices at every stage of their education. Central Park East I, the model for Castle Bridge, has consistently ranked in the top

¹¹ This admission priority is the same for any choice school located in District 6.

2% of schools citywide in parent satisfaction since 2007-2008. If the proposal to open Castle Bridge in M128 were approved, Castle Bridge would add 90-105 Kindergarten through 2nd grade seats, and 180-210 new Kindergarten through fifth grade seats in District 6 when at full scale.

All pre-Kindergartners and all current Kindergarten students will have the opportunity to apply to Castle Bridge. Castle Bridge will be a choice admissions elementary school, and will follow Chancellor’s Regulation A-101 regarding admissions; this regulation gives preference to District 6 residents.

There are currently 24 district elementary schools and one public charter elementary school in District 6. The siting of Castle Bridge may have a mild impact on the enrollment at these other District 6 schools if students choose to attend Castle Bridge instead of these schools. There are no similar choice schools in the immediate neighborhood of M128. However, at present there is no way to reliably predict which District 6 elementary schools would be impacted, or by how many seats.

Impact on Future Pre-kindergarten Students

P.S. 128 currently offers two sections of full-day pre-kindergarten with capacity to serve 36 students. Barring any changes in available funding or student enrollment, the pre-kindergarten program at P.S. 128 would continue to exist and should not be adversely affected by this proposal.¹² The enrollment policy for pre-kindergarten admissions would also remain the same. Younger siblings of zoned students already enrolled in P.S. 128 would get first preference into pre-kindergarten admissions. Siblings from outside the zone would receive second preference.

In addition, Castle Bridge would like to offer a pre-kindergarten program if funding is available. If Castle Bridge is able to offer pre-kindergarten, that would mean more pre-kindergarten seats for children residing in District 6.

B. Schools

The proposed siting of Castle Bridge in District 6 would create an additional choice elementary school option in the district. In the second year of this proposal, there would be approximately 721-826 students served in M128, yielding a building utilization rate of 78-90%. M128 therefore has adequate capacity to house the incubation of Castle Bridge and P.S. 128.

The estimated enrollment for both schools in M128 over the period of this incubation proposal are shown in the tables below.

P.S. 128	PK ¹³	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2010-11 (audited)	34	96	111	126	103	124	127	721

¹²The DOE’s Pre-kindergarten programs are maintained based on available funding and student enrollment.

¹³ Pre-kindergarten is a program that can be offered both full-day or half-day; the projection figures represent the full-day equivalency.

2011-12 (proj.)	36	102	106	107	119	107	115	692
2012-13 (proj.)	36	95 - 110	95 - 110	100 - 115	100 - 115	110 - 125	100 - 115	636 - 726
2013-14 (proj.)	36	95 - 110	95 - 110	95 - 110	100 - 115	100 - 115	110 - 125	631 - 721

06M513 “Castle Bridge”	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Projected Enrollment
2012-13 (proj.)	30-35	30-35	N/A	N/A	N/A	N/A	60-70
2013-14 (proj.)	30-35	30-35	30-35	N/A	N/A	N/A	90-105

Enrollment in M128 has declined in recent years, suggesting that additional space to extend the Castle Bridge co-location may be available in the future.

P.S. 128	Audited Register (includes long term absences)					% Change from 2006-07 to 2010-11
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	
All Students All Grades	887	817	782	735	722	-19%

If this proposal were approved, there would be sufficient space to accommodate Castle Bridge and P.S. 128 in M128, 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

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 ICT 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.

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. 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. All schools receive a baseline of the approximate equivalent of three full-size classrooms for administrative services, student support services and resource rooms when at full scale. 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 building walk-through conducted by the Director of Space Planning on September 28, 2011, M128 has a total 54 full-size rooms, 8 half-size rooms, two quarter-size rooms (which can be used for administrative purposes), and 1 designed administrative room equivalent to 1.5 full-size spaces. M128 also has the following rooms: two cafeterias, auditorium, gymnasium, a library, and a small playground. Although these spaces are currently used solely by P.S. 128, they will be shared by both schools during Castle Bridge's incubation. In addition, there is a Parks Department playground located across a side street from the school.

Of this total, three full size rooms are allocated to the Nurse's Office, the School Based Support Team ("SBST") and the SAPIS program office. One half-size room is allocated to a CBO, 2 half-size rooms are allocated to a school based health clinic, and one half-size room is allocated for the Custodian's Office, and therefore are not available to be allocated to the schools. This leaves 51 full-size rooms, four half-size rooms, two quarter size rooms, and the equivalent of 1.5 full-sized designed administrative rooms available to be allocated to schools.

If this proposal were approved, in 2012-2013, P.S. 128 would serve 600-690 students in 28 general education sections and three self-contained sections in grades kindergarten through five, and 36 students in two sections of pre-kindergarten. Per the Footprint, P.S. 128 would be allocated a baseline space allocation of 33 full-size classrooms, eight half-size classrooms, and 4.5 administrative spaces. Since there are not sufficient half-size spaces in the building, P.S. 128 would receive an adjusted baseline of 38 full-size rooms, three half-size rooms, and 4.5 administrative spaces.

Castle Bridge would serve 60-70 students in three sections in Kindergarten and first grades. Per the Footprint, Castle Bridge would be allocated four full-size classrooms, one half-size classroom, and 1.5 administrative spaces in 2012-2013. Since there are not sufficient half-size rooms available, Castle Bridge would receive an adjusted baseline using all full-size rooms. One full size room would need to be used for both resource and administrative purposes. The total allocation of space would be equal to the baseline amount.

The 2012-2013 adjusted baseline allocation of space is detailed in the chart below:

	Non-Admin Spaces		Administrative Spaces				
	Full Size Rooms	Half Size Rooms	Designed Admin (FSE)	Full Size Rooms	Half Size Rooms	Quarter Size Rooms	Total Admin (FSE)
06M128	38	3	1.5	2	1	2	4.5
06M513	5	0	-	1	-	-	1

Baseline Footprint Allocation

DBN	School Name	Full-Size Rooms	Half-Size Rooms	Admin Rooms	Add'l FS Rooms	Add'l HS Rooms	Add'l Admin Rooms
06M513	Castle Bridge School	4	1	1.5	1		
06M128	P.S. 128 Audubon	36	5	4.5	4		
TOTAL		40	6	6	5	0	0

After P.S. 128 and Castle Bridge have received the baseline allocation of full-size classrooms according to the Footprint, seven full size rooms would remain to be allocated between the schools based on factors such as projected enrollment, expected future growth, and location in the building.

The allocation of excess space in the building is made by the Building Council – consisting of the Principal of each co-located school – with assistance from the Office of Space Planning

Currently, P.S. 128 operates with approximately 11 more cluster, resource, support and administrative rooms than a school of its scale and grades would typically have. If this proposal were approved, in 2012-13 P.S. 128 would lose the use of six full-size classrooms. Despite the loss of these rooms, P.S. 128 would continue to receive more than its baseline allocation of space in the building. As a result, the DOE believes that P.S.128 would be able to operate effectively in its new space allocation

In 2013-2014, Castle Bridge would serve 90-105 students in four sections in grades kindergarten through two. Per the Footprint, Castle Bridge would be allocated five full-size classrooms, one half-size classroom, and 1.5 administrative spaces.

P.S. 128 would serve 595-685 students in 28 general education sections and three self-contained sections in grades kindergarten through five and 36 students in two sections of pre-kindergarten. Per the Footprint, P.S. 128 would retain the same adjusted baseline allocation as in 2012-2013.

After P.S. 128 and Castle Bridge have received the baseline allocation of full-size classrooms according to the Footprint, five full size rooms will remain in the M128 building. The allocation of these classrooms would be made by the Building Council based on factors such as projected enrollment, expected future growth, and location 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, gymnasium, and 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. The Office of Space Planning would work with the Building Council to determine where in the building Castle Bridge’s classrooms would be located.

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 siting of Castle Bridge in M128 is intended to meet those goals by providing an alternative school model in the central area of District 6. There are no other choice elementary schools located in this immediate area. District 6 residents have a history of applying to Central Park East I and Central Park East II, both of which are located in District 4; currently 12% of students at these two schools are District 6 residents, demonstrating the interest of District 6 families in attending a school like Castle Bridge. The opening of Castle Bridge in District 6 would provide this opportunity closer to where these applicants live.

As previously noted, M128 has space to enroll additional students. The co-location proposal would result in more students being served within M128, and thus more efficient use of building space within the District, while simultaneously providing parents with additional choices for their children.

As discussed above, the siting of Castle Bridge may have a mild impact on the enrollment at other District 6 schools if all students served at Castle Bridge come from District 6. However, at present there is no way to reliably predict which District 6 elementary schools would be impacted, or by how many seats.

Currently, there is one charter school phasing in elementary school grades in District 6. KIPP S.T.A.R (84M726) opened in September 2011 in M115, located at 586 West 177th Street in District 6. KIPP S.T.A.R. enrolls approximately 100 students per grade.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M128. This proposal is not expected to impact the partial site accessibility of the M128 building.

IV. Enrollment, Admissions and School Performance Information

P.S. 128

Admissions Data

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

	PK ¹⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2010-11 (audited)	34	96	111	126	103	124	127	721
2011-12 (proj.)	36	102	106	107	119	107	115	692
2012-13 (proj.)	36	95 - 110	95 - 110	100 - 115	100 - 115	110 - 125	100 - 115	636 - 726
2013-14 (proj.)	36	95 - 110	95 - 110	95 - 110	100 - 115	100 - 115	110 - 125	631 - 721

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁵	7%
Percentage of Students with Individual Education Plans ¹⁶	15%
Percentage of English Language Learner Students ¹⁷	38%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁸	94%

School Performance Data

P.S. 128 Audubon	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	B
Progress Report Progress Grade	A	B	C
Progress Report Performance Grade	A	D	C
Progress Report Environment Grade	B	A	A

¹⁴ Pre-kindergarten is a program that can be offered either full-day or half-day; the projection figures represent the full-day equivalency.

¹⁵ Students receiving ICT and SC services as percentage of total students from the 2010-2011 Audited Register.

¹⁶ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

¹⁷ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

¹⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	57%	27%	33%
Math % Proficient (Levels 3 and 4)	79%	44%	39%
Other Key Performance Indicators			
Attendance Rate	94.3%	93.6%	93.5%
2010-2011 State Accountability Status		Restructuring (year 2) Comprehensive	

Castle Bridge

Admissions Data

Projected Admissions	<p>Pre-kindergarten (if funds become available): Standard Universal Pre-K Admissions Process</p> <p>Grades K-5: Choice; School based application process following Chancellor’s Regulation A-101</p>
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Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Projected Enrollment
2011-12 (proj.)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13 (proj.)	30-35	30-35	N/A	N/A	N/A	N/A	60-70
2013-14 (proj.)	30-35	30-35	30-35	N/A	N/A	N/A	90-105
2014-15 (proj.) ¹⁹	30-35	30-35	30-35	30-35	N/A	N/A	120-140
2015-16 (proj.)	30-35	30-35	30-35	30-35	30-35	N/A	150-175
2016-17 (proj.)	30-35	30-35	30-35	30-35	30-35	30-35	180-210

¹⁹ 2014-2015 and 2015-2016 enrollment is not covered by this EIS. A new EIS will propose the permanent location for Castle Bridge

Demographic Data

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

School Performance Data

Castle Bridge 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, Castle Bridge will receive a fixed allocation of \$80,000 during its first year. In addition, Castle Bridge will receive approximately \$27,370 in new school start-up per pupil allocations. Beginning in its second year of operation, Castle Bridge will receive \$100 per pupil enrolled in each new grade level, until it reaches its full grade span.

All schools receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$50,000 in Children First supplemental funding. Estimated Fair Student Funding (FSF) for Castle Bridge in its first year is \$265,544. 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 12 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 Castle Bridge is not expected to change the number of personnel positions assigned to P.S. 128, nor is it expected to significantly alter the duties of current staff at P.S. 128.

New administrative staff and non-pedagogical positions will be created at Castle Bridge over the course of the school's phase-in. Castle Bridge 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. 128. The basic operating budget for P.S. 128 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 2011-2012, the base per-pupil allocation for elementary schools was \$4,085.30. 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 2011-2012 school year, elementary schools received an additional \$1,633.71 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. 128 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. 128 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. 128 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 FY12 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. 128 is expected as a result of this proposal. Castle Bridge 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/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at P.S. 128.

E. Other Support Services

The provision of certain support services is described above.

VII. Building Information

Building	M128	
Type of Building	Elementary	
Year Built	1961	
Overall BCAS rating	2.56	
2010-2011 Target Building Utilization	78%	
2010-2011 Target Building Capacity	920	
FY 2011 Maintenance Costs²⁰	Labor	\$47,357
	Materials	\$17,153
	Maintenance and repair contracts	\$1,106
	Service contracts	\$3,900
	Custodial operations costs— Materials	\$7,483
	Custodial operations costs— Custodial Allocation	\$303,281
Energy Costs²¹	FY2011 Electric	\$127,395
	FY2011 Gas	\$2,901
	FY2010 Oil	\$88,468
Projects completed during the current or prior school year	N/A	
Projects proposed in the capital plan	N/A	
Accessibility of the building	Functionally Partially Programmatic Accessible	
Building attributes	Art room, Auditorium, Cafeteria, Computer rooms (2), Gymnasium & Library	

²⁰ Includes costs associated with M828, a mini-building across the street from M128

²¹ Includes costs associated with M828, a mini-building across the street from M128