

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-Out of P.S. 64 Pura Belpre (09X064) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out P.S. 64 Pura Belpre (09X064, “P.S. 64”), an existing elementary school in building X064 (“X064”) and Temporary Classroom Unit (“TCU”) X924 (“X924”)¹ located at 1425 Walton Avenue, Bronx, NY 10452, in Community School District 9 (“District 9”). It currently serves students in kindergarten through fifth grades and offers a Spanish dual-language program. The DOE is proposing to phase out P.S. 64 based on its poor performance and the DOE’s assessment that the school lacks the capacity to improve quickly to better support student needs. In a separate Educational Impact Statement (“EIS”) also posted on January 11, 2013, the DOE is proposing to co-locate two new zoned elementary schools in building X064, 09X294 and 09X311, which will serve students in kindergarten through fifth grades when they reach full scale in 2016-2017. This proposal can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

If this proposal is approved, P.S. 64 will no longer admit new kindergarten students and will no longer offer kindergarten through second grades beginning in the 2013-2014 school year. Beginning in the 2013-2014 school year, after P.S. 64’s kindergarten, first, and second grades have been phased out, P.S. 64 will serve one less grade in each subsequent year until it completes its phase-out and closes in June 2016.

If this proposal and the related new school co-location proposal are approved, current zoned students in kindergarten and first grade—whether or not they meet promotional standards—will be served by two new, smaller zoned elementary schools, 09X294 and 09X311, that will open in building X064. The Office of Student Enrollment (“OSE”) will work with these students to determine in which school, 09X294 or 09X311, they will enroll. These two new school options are proposed in a separate EIS, which can be found at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

Current students in second grade who meet promotional standards will continue to progress at P.S. 64. However, any students who do not meet promotional requirements will repeat second grade at 09X294 or 09X311. OSE will work with these students to determine in which school, 09X294 or 09X311, they will enroll.

Current students in third and fourth grades will continue their education at P.S. 64, regardless of whether they meet promotional standards. Current fifth-graders will proceed to apply to middle school via the District 9 Middle School Choice process,² unless they do not meet promotional standards, in which case they will continue fifth grade at P.S. 64. In cases where students do not meet promotional requirements by June 2016, they will be served in 09X294 or 09X311.

In addition, due to the existing Spanish dual-language program at P.S. 64 and the high percentage of Spanish speaking English Language Learner (“ELL”) students in P.S. 64’s current zone, the DOE intends to offer a Spanish dual-language program at 09X311, though ELL programming offered at a given school is always subject to demand.

If the proposal to open these new schools is approved, they will serve as new zoned elementary school options for District 9 families and replace the zoned seats lost by the proposed phase-out of P.S. 64. The new schools will offer priority to students residing in building X064’s residential zone. Future students residing in building X064’s residential zone will enroll in one of the new zoned elementary schools, 09X294 or 09X311, in accordance with Chancellor’s Regulation A-101. Families will be asked to indicate their preference for 09X294

¹ All future references to building X064 implicitly include the TCU unit of building X924 unless otherwise specified.

² District 9 shares a Middle School Choice Process with District 10. While students in each district get priority to attend their respective districts’ middle schools, elementary school students in District 9 may rank District 10 middle schools when applying to middle school programs.

or 09X311 on an application. If all relevant proposals are approved, 09X294 and 09X311 will be co-located in X064 with P.S. 64 as it phases out.

Background on the DOE Decision-Making Process

Schools are identified for possible phase-out for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as a Priority School, defined by SED as one of the bottom 5% of schools in the state.³ In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City. Elementary schools are identified as Priority based on the school’s state test performance. Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out. Progress Reports are released by the DOE each fall and evaluate schools on a scale of A through F based on Student Progress, Student Performance, School Environment, and, new to the Progress Report in 2011-2012, College and Career Readiness. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

P.S. 64 received an overall D grade on its Progress Report in 2011-2012 for the second consecutive year. It received a C grade on its Progress Report in 2009-2010. The school received a “Developing” on its most recent Quality Review in 2011-2012 indicating deficiencies in the way that the school is organized to support student learning. The school was also designated a Priority School by SED.

As a result, the DOE initiated a comprehensive review of P.S. 64, with the goal of determining what intensive supports and interventions will best benefit its students and the P.S. 64 community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of P.S. 64—will address the school’s performance struggles and allow for new school options to develop in building X064 that the DOE believes will better serve future students and the broader community.

Performance and School Environment at P.S. 64

As noted above, P.S. 64 has struggled, and the school’s performance during the 2011-2012 school year further demonstrates that the school lacks capacity to improve quickly to better support student needs.

- The overwhelming majority of P.S. 64 students remain below grade level in English Language Arts and Math. Only 18% of students were performing on grade level in English—putting the school in the bottom 1% of elementary schools Citywide. Only 27% of students were performing on grade level in Math—putting the school in the bottom 1% of elementary schools Citywide.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. P.S. 64 earned a D grade on its 2011-2012 annual Progress Report, including a C grade for Student Progress, an F grade for Student Performance, and a D grade for School Environment. P.S. 64 has a history of low performance, including a D grade on the 2010-2011 Progress Report and a C grade on the 2009-2010 Progress Report.
- P.S. 64 was identified by the SED as a Priority School, defined by the SED as one of the bottom 5% of schools in the state.
- P.S. 64 was rated “Developing” on its most recent Quality Review in 2011-2012, indicating deficiencies in the way that the school is organized to support student learning.

³ In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City.

- Safety issues have been a concern at the school. On the 2011-2012 New York City School Survey, only 27% of teachers believed that discipline and order were maintained at P.S. 64.
- Demand for P.S. 64 is low. P.S. 64 is a zoned school, but as of last school year, only 51% of students residing in the P.S. 64 zone chose to attend the school, suggesting that families are seeking better options.

The chart below summarizes key performance data for P.S. 64 over the past three years:

P.S. 64	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Progress Report Progress Grade	B	F	C
Progress Report Performance Grade	D	D	F
Progress Report Environment Grade	B	B	D
Quality Review Score ⁴	P	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	20%	18%	18%
Math % Proficient (Levels 3 and 4)	29%	23%	27%
Other Key Performance Indicators			
Attendance Rate	92%	93%	93%
2012-2013 State Accountability Status			
Priority School ⁵			

Overview of Past Strategic Improvement Efforts at P.S. 64

P.S. 64 has struggled for years and its performance during the 2011-2012 school year only confirms the DOE's assessment that the elementary school lacks the capacity to turn around quickly to better support student needs.

Staff members have worked hard to improve P.S. 64, but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports, including:

Leadership Support:

- Providing extensive coaching and professional development for the principal and assistant principals in the use of classroom observations and feedback to improve teacher effectiveness.
- Supporting school leadership in aligning curriculum to Citywide instructional expectations to raise standards for teacher practice and student learning.

⁴ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁵ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

- Assisting the principal and assistant principals in the development of instructional plans and goals for the school year, in support of the school’s Comprehensive Education Plan.

Instructional Support:

- Coaching teachers in improving instructional strategies and monitoring the academic progress of English Language Learners.
- Facilitating professional development opportunities for school staff to enhance instructional practice in literacy and math.
- Providing targeted training and mentoring to new teachers in methods for differentiating instruction to increase student engagement and academic achievement.
- Coaching teachers on the development of rigorous curriculum and challenging student work in English Language Arts, with a focus on increasing student understanding of complex non-fiction and informational texts.

Operational Support:

- Supporting school staff in student data tracking systems to ensure efficient and effective monitoring of student attendance and academic programming.
- Advising the school on budgeting, human resources, staff recruitment, compliance issues and building management.
- Advising the school on grant opportunities and working with the principal to align the budget with the school wide instructional goals.

Student Support:

- Assisting the school in the development of a school safety plan and discipline code, and coaching school staff in best practices for reducing the number of safety incidents and suspensions.
- Facilitating a town hall meeting on safety issues, including bullying, for students, parents and school staff, aimed at fostering support for a positive learning environment among the entire school community.

P.S. 64 has received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 64 community about strategies to better support students and improve outcomes at the school. This fall, Superintendent Dolores Esposito held meetings—with parents at the school, with the teachers, and with the School Leadership Team (“SLT”)—on October 15, 2012 to discuss what is and is not working at P.S. 64 and how joint efforts could serve students better.

Approximately 10 people attended the SLT meeting, 50 people attended the staff meeting, and approximately 100 people attended the parent meeting.

The SLT, staff, and parents provided some positive feedback about improvements in discipline throughout the building, increased support for teachers from the administration, the positive impact of the Turnaround for Children program, improved parent engagement, and the principal and assistant principal-led classroom observations. However, they also expressed several concerns:

- Though the building is safer than in previous years, there are still safety issues.
- Large class sizes are impeding student learning.
- There is a need for the school to focus on Common Core Learning Standards.⁶

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/bronx/feedback?id=225>.

While some members of the P.S. 64 community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback as it continues to support current P.S. 64 students working toward middle school completion and develops plans to replace P.S. 64 with new schools that better meet student and community needs.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the PEP.

II. Proposed or Potential Use of Building

X064 has the capacity to serve 874 students.⁷ (The concept of “target capacity” is described below.) In 2012-2013, the building is serving 867 total students,⁸ yielding a target utilization rate of 99%.⁹

If this proposal is approved, P.S. 64 will no longer admit new kindergarten students and will no longer offer kindergarten through second grades beginning in the 2013-2014 school year. Beginning in the 2014-2015 school year, P.S. 64 will continue phasing out one grade at a time and would complete its phase-out after the 2015-2016 school year.

As part of the replacement strategy for P.S. 64, the DOE has also issued a separate EIS proposing to co-locate two new, smaller zoned elementary schools, 09X294 and 09X311, in the X064 building beginning in the 2013-2014 school year. If that proposal and this phase-out proposal are approved, the proposed grade spans for the schools in X064 over a five-year period are as follows:

Grade Spans						
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
09X064	P.S. 64	K-5	3-5	4-5	5	-
09X294	New School 1	-	K-2	K-3	K-4	K-5
09X311	New School 2	-	K-2	K-3	K-4	K-5

⁶ Please follow the link to learn more about the Common Core Standards

<http://schools.nyc.gov/Academics/CommonCoreLibrary/About/Standards/default.htm>.

⁷ 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”).

⁸ 2012-2013 Unaudited Register (as of October 26, 2012).

⁹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. 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.

Over five years, the current and projected enrollments for each school organization in the building, as well as the projected building utilization rates, are as follows:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
09X064	P.S. 64	867	445 - 475	295 - 315	130 - 140	-
09X294	New School 1	-	230 - 260	310 - 350	390 - 440	470 - 530
09X311	New School 2	-	145 - 175	195 - 235	245 - 295	295 - 355
Total Building Enrollment		867	820 - 910	800 - 900	765 - 875	765 - 885
Utilization¹⁰		99%	94% - 104%	92% - 103%	88% - 100%	88% - 101%

If the phase-out and co-location proposals are approved, in 2016-2017, once P.S. 64 has fully phased out and 09X294 and 09X311 have phased in, there will be approximately 765-885 students served in X064. 09X294 will serve approximately 470–530 students in kindergarten through fifth grade at full scale¹¹ and 09X311 will serve approximately 295–355 students in kindergarten through fifth grade at full scale.¹²

The projected utilization rate for X064 in 2016-2017 is approximately 88%-101%. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. Despite the possibility of a utilization rate slightly over 100%, the DOE believes there is the building has sufficient space in building X064 to accommodate all schools over the course of this proposal.

If this proposal and the co-location proposal are approved, all zoned students will be accommodated at 09X294 or 09X311 as they phase in, or at P.S. 64 as it phases out. However, although all zoned students will be accommodated in building X064, 09X294 and 09X311 will likely accept fewer out-of-zone kindergarten students than P.S. 64, because 09X294 and 09X311 will collectively have a smaller kindergarten enrollment than P.S. 64. Although there may be some impact to neighboring elementary schools, which might need to accept more kindergarten students, the DOE does not believe there will be a material impact to any one school, though impact cannot be precisely quantified at this time. In the future, if demand from zoned students increases beyond historical levels, the DOE will take necessary measures to address the issue.

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 the school

¹⁰ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. 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.

¹¹ Enrollment projections for the new school, 09X294, are based on a phase-in plan of three sections per entry grade in the first year. Actual enrollment in 2013-2014, however, depends on applicant demand.

¹² Enrollment projections for the new school, 09X311, are based on a phase-in plan of two sections per entry grade in the first year. Actual enrollment in 2013-2014, however, depends on applicant demand.

organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on 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. The DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 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 will 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 will 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 goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

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

A. Students

If this proposal is approved, P.S. 64 will be phased out gradually over the next several years and will no longer admit new kindergarten, first grade, or second grade students at the end of this school year. In 2013-2014, P.S. 64 would only serve students in third, fourth, and fifth grades; in 2014-2015, P.S. 64 will only serve students in fourth and fifth grades; and in 2015-2016, P.S. 64 will only serve students in fifth grade. P.S. 64 would close after June 2016.

All students currently attending Title 1 schools that are designated as “Priority” or “Focus” schools under SED’s state accountability system are eligible to apply for a transfer to another school through the DOE’s Public School Choice (“PSC”) Process. More information about this process can be found at the DOE’s website at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

This year, pending approval from SED, the DOE will prioritize students in eligible current and proposed phase-outs, including P.S. 64, to get first priority within the PSC process. This would mean that students at p.s. 64 would be considered for a public school transfer first before other eligible applicants in non-phase out schools. By doing this, the DOE is seeking to maximize the availability of a transfer for students from phase-outs who are interested in completing their educational program elsewhere.¹³

P.S. 64 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). It also has a dual-language program, Bilingual program, and English as a Second Language (“ESL”) program for English Language Learners (“ELLs”). Current students will be able to continue in their existing ICT and SC classes and SETSS will continue to be provided as P.S. 64 phases out. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current students at P.S. 64 who receive ELL services will continue to receive their mandated services as P.S. 64 phases out and 09X294 and 09X311 phase in.

As mentioned above, the DOE intends to offer a Spanish dual-language program at 09X311. Current students enrolled in the Spanish dual-language program at P.S. 64, should they choose to enroll in 09X311, will have

¹³ Based on data from the past two years, less than 1% of eligible students Citywide historically transfer out of their school through the PSC process. This revised PSC prioritization structure could increase the percentage of students transferring out of eligible phase-out schools. However, the DOE cannot predict with certainty whether or to what extent the impact of this policy change will impact projected enrollment at P.S. 64. As a result, the enrollment projections in this EIS assume historical transfer rates.

access to this program, though dual-language programming offered at a given school is always subject to demand.

Current Kindergarten and First Grade Students in P.S. 64 Students

If this proposal is approved, current kindergarten and first-grade students attending P.S. 64 will be able to indicate their preference between two new elementary schools, 09X294 or 09X311, by submitting an application. OSE will provide placements for all students in one of the two schools, based upon seat availability. Taking into account the 260–300 new first and second-grade seats that will become available at 09X294 and 09X311, there is sufficient capacity to serve all existing kindergarten and first grade students that are zoned to P.S. 64. All students will be supported as they progress towards completion of elementary school and transition to middle school.

Current Second, Third, Fourth, and Fifth Grade Students in P.S. 64 Students

Current second grade students, who meet promotional requirements, will continue to progress at P.S. 64. If this proposal is approved, P.S. 64 will gradually stop serving elementary school students. After the 2012-2013 school year, P.S. 64 will no longer enroll students in kindergarten through second grade. After the 2013-2014 school year, P.S. 64 will no longer enroll kindergarten through third-grade students. After the 2014-2015 school year, P.S. 64 will no longer enroll kindergarten through fourth-grade students. After the 2015-2016 school year, P.S. 64 will close.

In each of those years, there may be students who do not meet promotional standards and are required to repeat a grade that the school will no longer serve. These students will be enrolled in 09X294 or 09X311 in the grade which the student is repeating. This applies to current second-graders in 2012-2013, third-graders in 2013-2014, fourth-graders in 2014-2015, and fifth-graders in 2015-2016.

Impact on Academic and Extracurricular Offerings at P.S. 64

The DOE does not anticipate that this proposal will prevent P.S. 64 from continuing to offer any particular academic or extra-curricular program currently offered at the school during its phase-out. That said, the availability of certain offerings at the school will inevitably be impacted as the school phases out, serves a decreasing student population, and eventually closes. It is difficult to predict precisely how those any changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources

P.S. 64 currently offers an after-school enrichment program as an extra-curricular activity.¹⁴

P.S. 64 currently partners with the following organizations:¹⁵

- New Settlement Housing
- Robin Hood Library
- Cook Shop
- Turn Around For Children
- Montefiore Hospital
- Cool Culture Past

As the school phases out, the DOE will work with P.S. 64 staff to enhance existing partnerships or develop new

¹⁴ As reported on school Web site.

¹⁵ As reported on school Web site.

partnerships if specific, new student needs emerge during the phase-out period.

P.S. 64 is not currently co-located with any other schools in the X064 building. Therefore, no other existing schools would be affected by this proposal.

The impact of the proposed opening and co-location of 09X294 and 09X311 in the X064 building are described in detail in a separate EIS that the DOE posted on January 11, 2013. That proposal can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

Enrollment Impact for Future Elementary School Students

P.S. 64 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site: <http://schools.nyc.gov/choicesenrollment/elementary>.

In a separate proposal released on January 11, 2013, the DOE proposed the co-location of two new zoned elementary schools in X064 that will serve the same zone as P.S. 64. If this phase-out proposal and the proposal to co-locate 09X294 and 09X311 are approved, the zoned K-5 seats eliminated by P.S. 64's phase-out and eventual closure will be recovered through the phase-in of both 09X294 and 09X311 in building X064. In addition, due to the high percentage of ELL students in P.S. 64's current zone, the DOE intends to offer a Spanish dual-language program at 09X311 though ELL programming offered at a given school is always subject to demand.

09X294 and 09X311 will give priority to students who live in P.S. 64's zone, in accordance with Chancellor's Regulation A-101. The full details of 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.

- 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.

Elementary students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at the school.

Building X064 has the capacity to serve 874 students.¹⁶ If both this phase-out proposal and the proposal to co-locate 09X294 and 09X311 are approved, 09X294 and 09X311 will accept and serve students zoned for P.S. 64 including students requiring SC or ICT classes, students who are ELLs, and students requiring SETSS. Based on historical enrollment patterns at P.S. 64, the DOE anticipates that 09X294 and 09X311 will be able to accommodate all zoned students who wish to attend the new schools. If zoned families' demand fluctuates, the DOE will address the issue as needed.

B. Schools

P.S. 64 currently enrolls 867 students in kindergarten through fifth grades. If this proposal is approved, P.S. 64 will phase out gradually, but the zoned school seats lost as a result of that phase-out will be replaced as 09X294 and 09X311 phase in.

As described in a separate EIS, the DOE is proposing to open and co-locate 09X294 and 09X311 in X064 beginning in 2013-2014. That proposal can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

If these proposals are approved, in 2016-2017, once P.S. 64 has phased out and 09X294 and 09X311 have reached full scale, approximately 765–885 total students will be served in X064. The projected utilization at that point will be approximately 88%-101%. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. The DOE believes there is sufficient space in building X064 to accommodate all schools over the course of this proposal. Please visit the New York City Department of Education Web site to access the Instructional Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

For elementary schools serving grades kindergarten through five the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms 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.

As in other situations where schools are co-located, the schools in building X064 may need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces are made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

¹⁶ 2011-2012 Enrollment, Capacity, Utilization Report ("Blue Book")

The details of the proposal to open and co-locate 09X294 and 09X311 in X064 are discussed in a separate EIS that is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

P.S. 64, 09X294, and 09X311 will develop a safety and security plan for X064 prior to the first day of school in September 2013.

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 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. P.S. 64 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, building X064 will remain open, but it will offer new educational options that are intended to better support the learning needs of future elementary school students in District 9, and replace the zoned seats lost by the phase-out of P.S. 64. As a result, the proposal to phase out P.S. 64 is not expected to yield a net loss of zoned elementary school seats in building X064.

Although all zoned students will be accommodated in building X064, 09X294 and 09X311 will likely accept fewer out-of-zone kindergarten students than P.S. 64 because they will collectively have a smaller kindergarten enrollment than P.S. 64. Although there may be some impact to neighboring elementary schools, which might need to accept more kindergarten students, the DOE does not believe there will be a material impact to any one school, though impact cannot be precisely quantified at this time. In the future, if demand from zoned students increases beyond historical levels, the DOE will take necessary measures to address the issue.

P.S. 64 is one of two elementary schools in District 9 that the DOE has proposed to phase out this year. In addition to P.S. 64, the DOE has proposed to phase out P.S. 230 Dr. Roland N. Patterson (09X230, "P.S. 230") located in building X229. The replacement plan for P.S. 230 includes a new zoned elementary school that will be housed in building X229.¹⁷ The proposed phase-out and replacement of P.S. 230 is not expected to yield a net loss of elementary school seats. In total, if the proposals to phase out P.S. 064 and P.S. 230 and the proposals to replace these schools are approved, there will continue to be an excess in seat capacity in District 9 elementary schools.

This proposal is not expected to impact the ability of community members to apply for or receive permits to use the building outside of school hours. This proposal is not expected to impact the site accessibility of X064. Building X064 is not functionally programmatically accessible.

¹⁷ Additional details regarding the proposals to phase-out and replace P.S. 230 are available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

IV. Enrollment, Admissions, and School Performance Information

P.S. 64

Admissions Data

Current Admissions	K-5: Zoned
Admissions During and After Proposed Phase-out of P.S. 64	N/A

Enrollment Data¹⁸

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (unaudited)	132	125	135	171	157	147	867
2013-14 (projections)	-	-	-	130-140	165-175	150-160	445-475
2014-15 (projections)	-	-	-	-	130-140	165-175	295-315
2015-16 (projections)	-	-	-	-	-	130-140	130-140
2016-17 (projections)	-	-	-	-	-	-	-

Demographic Data¹⁹

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with IEPs	17%
Percentage of ELL students	38%
Percentage of Students Eligible for Free or Reduced Lunch	81%

¹⁸ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

¹⁹ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

P.S. 64	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Quality Review Score	P	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	20%	18%	18%
Math % Proficient (Levels 3 and 4)	29%	23%	27%
Other Key Performance Indicators			
Attendance Rate	92%	93%	93%
2012-2013 State Accountability Status			
Priority School			

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the phase-out of P.S. 64 is fully implemented, the DOE will cease to allocate funds to P.S. 64 and repurpose all remaining funds previously allocated to the school. Most funding in schools' budgets is allocated on a per-pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels, which are subject to annual variation. 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 a result of the phase-out, the total number of students enrolled at P.S. 64 will decline each year, meaning that the school's budget will decrease each year, and the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please refer to the FSF Guide and FY13 School Allocation Memorandum 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 09X064. The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memorandum is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

As a school identified by the State as a Priority School, P.S. 64 must implement a school intervention model. Under this proposal in which P.S. 64 is phased out and replaced by two new schools serving the same grade levels, P.S. 64 is eligible to apply for funding from the SED to support this type of whole school reform intervention model.

If this proposal is approved, the DOE, in collaboration with the school, will submit an application to the SED for P.S. 64 to implement the Federal Turnaround model. The Federal Turnaround model allows for a school to be phased out and replaced by a new school over time.

If the application is approved, this funding will support both P.S. 64 and the new schools proposed to be co-located in building X064. Funding will be available to both the school phasing out to ensure that it continues to provide students with support towards graduation, and funding will also be available for the new schools to support student achievement.

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

A. Personnel

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at P.S. 64 will be excessed over the course of the phase-out.²⁰ This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

Students who will otherwise have enrolled in P.S. 64 may now enroll in new schools 09X294 and 09X311, which the DOE has proposed to phase into the X064 campus, or in other new schools opening borough-wide, and those schools might need to hire additional staff. 09X294 and 09X311 will follow a hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT, and hire no less than 50% of their staff from the most senior qualified staff from the P.S. 64, if sufficient number of staff apply, until the impacted school has completed its phase-out.

New staff positions will also be created due to the phase-in of new or replacement schools Citywide.

Consequently, this proposal will not necessarily result in an overall loss of teaching positions within the Citywide system.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to P.S. 64 will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves a decreasing student population. Again, all excessing will take place in accordance with existing labor contracts.

C. Transportation

If this proposal is approved, transportation will continue to 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. 64 as the school phases out.

D. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved.

²⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

VII. Building Information

Building		X064
Type of Building		PS
Year Built		1923
Overall BCAS rating		2.61
2011-2012 Target Building Utilization		102%
2011-2012 Target Building Capacity		805 ²¹
FY 2012 Maintenance Costs	Labor	\$20,427
	Materials	\$7,922
	Maintenance and repair contracts	\$13,988
	Service contracts	\$0
	Custodial operations costs— Materials	\$5,664
	Custodial operations costs— Custodial Allocation	\$225,961
FY 2012 Energy Costs	Electric	\$130,570
	Gas	\$3,125
	Oil	\$70,233
Projects completed during the current or prior school year		FY11 Reso A- Interactive White Board
Projects proposed in the capital plan		Toilet Upgrades, IP Surveillance Camera Installation, Walk-in Freezer Replacement
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Multipurpose Room, Nurse's Office

²¹ The Target Building Capacity figure of 805 does not include the available seats in the TCU. Throughout this EIS and the accompanying replacement proposal, the DOE's projections include seat capacity made available both in the X064 and in TCU space, resulting in a target building capacity of 874.