

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Opening and Co-location of New Elementary School (09X294) and New Elementary School (09X311) with Existing School P.S. 64 Pura Belpre (09X064) in Building X064 Beginning in 2013-2014**

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

The New York City Department of Education (“DOE”) is proposing to co-locate two new zoned district elementary schools, 09X294 (“09X294”) and 09X311 (“09X311”), in building X064 and Temporary Classroom Unit (“TCU”) X924 (“X924”)<sup>1</sup> located at 1425 Walton Avenue, Bronx, NY 10452, in Community School District 9 (“District 9”). If this proposal is approved, new schools 09X294 and 09X311 will be co-located in building X064 with P.S. 64 Pura Belpre (09X064, “P.S. 64”), and 09X294 and 09X311 will share the zone with P.S. 64. Future students in that residential zone will be admitted to one of the new zoned elementary schools, 09X294 and 09X311, in accordance with Chancellor’s Regulation A-101. Families will be asked to submit an application indicating their preference for 09X294 or 09X311. If this proposal is approved, 09X294 and 09X311 will begin enrolling kindergarten through second grade students in 2013-2014 and will add one grade per year until they are at full scale and serve students in kindergarten through fifth grades in 2016-2017.

In a separate Educational Impact Statement (“EIS”), published on January 11, 2013, the DOE has proposed to gradually phase out and eventually close P.S. 64 because of its low performance and inability to improve quickly to better support student needs. That proposal can be found at:  
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

If the phase-out proposal is approved, P.S. 64 will no longer admit kindergarten students and will cease to serve first and second grade students after the conclusion of the 2012-2013 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. P.S. 64 will close after June 2016.

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

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), X064 has a target capacity of 874 students.<sup>2</sup> In 2012-2013, the building serves 867 students,<sup>3</sup> yielding a building utilization rate of 99%.<sup>4</sup>

The DOE believes there is sufficient space in building X064 to accommodate all schools over the course of

<sup>1</sup> All future references to building X064 include the TCU unit of building X924 unless otherwise specified.

<sup>2</sup> 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”) is available at:  
[http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012\\_Classic.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf).

<sup>3</sup> All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>4</sup> 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.

this proposal. In 2016-2017, once P.S. 64 has completed its phase-out and 09X294 and 09X311 are at full scale, it is projected that there will be approximately 765-885 students served in X064, thereby yielding an estimated building utilization rate of 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.

If this proposal is approved, 09X294 and 09X311 will replace the zoned elementary school seats that will be lost as a result of the phase-out and eventual closure of P.S. 64 and will provide new educational options for families in District 9.

### *Background on the DOE's Decision-Making Process*

The DOE has provided more detail on the decision to phase out and close P.S. 64 in a separate EIS, which can be found on the DOE's Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

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. The co-location of 09X294 and 09X311 in building X064 is intended to provide additional options to students and families in District 9 and the Bronx.

In determining the most optimal way to distribute space to high-quality schools, the DOE is proposing to co-locate two new zoned elementary schools in the X064 building that will serve the families in the X064 zone. In the past, the DOE has successfully replaced low-performing schools with smaller schools that are better able to serve the needs of students. In addition, due to the high percentage of ELL students in P.S. 64's current zone, the DOE intends to offer a dual-language program at 09X311.

## **II. Proposed or Potential Use of Building**

X064 has a target capacity of 874 students. (The concept of "target capacity" is explained below.) In 2012-2013, the building serves 867 students,<sup>5</sup> yielding a target utilization rate of 99%.<sup>6</sup> When P.S. 64 completes its phase-out and 09X294 and 09X311 complete their phase-ins, the DOE projects that X064 will have an estimated building utilization rate of 88%-101%. This means that X064 has adequate capacity to accommodate the new elementary schools.

If this proposal is approved, 09X294<sup>7</sup> will open in September 2013 serving approximately 230-260 students in kindergarten through second grades and 09X311 will open serving approximately 145-175 students in kindergarten through second grades, for a total of 375-435 students.<sup>8</sup> At scale, 09X294 will serve approximately 470-530 students and 09X311 will serve approximately 295-355 students, for a total of approximately 765-885 students in kindergarten through fifth grades.

<sup>5</sup> All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> 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.

If this proposal is approved, the grade spans for P.S. 64, 09X294, and 09X311 over a five-year period will be:

<b>Grade Spans</b>						
<b>DBN</b>	<b>School Name</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
09X064	P.S. 64 Pura Belpre	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

The total current and projected student enrollments for P.S. 64, 09X294, and 09X311, as well as the building utilization rates, over a five-year period are:

<b>DBN</b>	<b>School Name</b>	<b>2012-2013 Enrollment</b>	<b>2013-2014 Projected Enrollment</b>	<b>2014-2015 Projected Enrollment</b>	<b>2015-2016 Projected Enrollment</b>	<b>2016-2017 Projected Enrollment</b>
09X064	P.S. 64 Pura Belpre	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
<b>Total Building Enrollment</b>		867	820 - 910	800 - 900	765 - 875	765 - 885
<b>Utilization<sup>9</sup></b>		99%	94% - 104%	92% - 103%	88% - 100%	88% - 101%

Although all zoned students can 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 than in previous years, the DOE does not believe there will be a material impact to any one school, though impact cannot be precisely

<sup>9</sup> 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.

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 Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012\\_Classic.pdf](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 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 2011-2012. As described earlier in this Educational Impact Statement (“EIS”), 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 would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s 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 would decrease.

Although the projected utilization rates over the course of this proposal may exceed 100%, the DOE believes there is sufficient space to accommodate P.S. 64, 09X294, and 09X311. 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, as described above.

Therefore, the X064 building has the capacity to accommodate all existing and proposed new schools at full scale.

The DOE does not currently have other plans for the use of X064. However, any significant changes to school utilization would be proposed in a separate EIS in accordance with Chancellor’s Regulation A-190.

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

#### A. Students

##### *Impact on Students Currently Attending School in the X064 Building*

The proposed co-location of 09X294 and 09X311 in X064 is intended to replace the zoned seats lost by the phase-out and closure of P.S. 64 and to provide new educational options for District 9 families. The proposal to phase out and close P.S. 64 and its impact on current P.S. 64 students are outlined in a separate

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

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 grades. After the 2013-2014 school year, P.S. 64 will no longer enroll third-grade students. After the 2014-2015 school year, P.S. 64 will no longer enroll fourth-grade students. P.S. 64 will close after the 2015-2016 school year. 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.

While this proposal to co-locate 09X294 and 09X311 is not itself anticipated to impact P.S. 64, the DOE's concurrent proposal to phase out P.S. 64 will have significant implications for the school. The impact of that proposed change is discussed in detail in the EIS to phase out P.S. 64.

During the course of the phase-out of P.S. 64, 09X294 and 09X311 will phase into the X064 building beginning with kindergarten, first grade, and second grade in the 2013-2014 school year and adding one grade each subsequent year until they reach full scale serving kindergarten through fifth grades in the 2016-2017 school year. Current P.S. 64 kindergarten and first grade students will attend either 09X294 or 09X311. Starting in 2013-2014 new kindergarten students will be able to indicate their preference between the two new elementary schools, 09X294 and 09X311, by submitting an application. The Office of Student Enrollment will provide placement for all students in one of the two schools, based upon seat availability.

P.S. 64 currently offers Integrated Co-Teaching ("ICT") and Self-Contained ("SC") Special Education classes and Special Education Teacher Support Services ("SETSS"). It also has a Spanish dual-language program, an English as a Second Language ("ESL") program, and bilingual program for English Language Learner ("ELL") students. The existing ICT and SC classes and SETSS will continue to be provided as P.S. 64 phases out and 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 and participate in the dual-language program will continue to do so.

As mentioned above, the DOE intends to offer a Spanish dual-language program at one of the replacement schools for P.S. 64, 09X311. Current students enrolled in the Spanish dual-language program at P.S. 64, should they choose to enroll in 09X311, will have access to this program, though dual-language programming offered at a given school is always subject to demand.

With respect to academics, P.S. 64 will continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

P.S. 64 currently offers an after-school enrichment program as an extra-curricular activity.<sup>10</sup>

P.S. 64 currently partners with the following organizations:<sup>11</sup>

- New Settlement Housing

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<sup>10</sup> As reported on school Web site.

<sup>11</sup> As reported on school Web site.

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

The DOE does not anticipate the phase-out proposal will prevent P.S. 64 from continuing to offer any particular extra-curricular program currently offered at the school. That said, the availability of certain offerings at the school will inevitably be impacted as the school phases out, serves a decreasing student population, is allocated a decreasing amount of space in building X064,<sup>12</sup> and eventually closes.

The DOE remains focused on helping P.S. 64 students to succeed. If the proposal to phase out P.S. 64 is approved, the school will be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support will be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment. Moreover, as the school phases out, the DOE will work with P.S. 64 staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the phase-out period.

### *Impact on Future Elementary School Students in District 9*

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>.

Incoming kindergarten students who reside in the P.S. 64 zone will have two new zoned options for elementary school, 09X294 and 09X311, which will open in September 2013 in the building where P.S. 64 is currently located.

09X294 and 09X311 will share P.S. 64's zone, and admit students 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 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

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<sup>12</sup> Please see Section III.B for a more detailed discussion of the impact of space allocation.

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.

Students with IEPs (with the exception of those recommended for a District 75 or a non-public school placement) will follow the same process as their non-disabled peers. The DOE will support schools by reviewing students IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students with IEPs have access to learn alongside their non-disabled peers to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at their elementary school.

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.<sup>13</sup> If both the phase-out proposal and this 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.

As mentioned above, the DOE intends to offer a Spanish dual-language program at 09X311, though dual-language programming offered at a given school is always subject to demand.

## **B. Schools**

P.S. 64 currently enrolls 867 students in kindergarten through fifth grades. As previously noted, if this proposal and the proposal to phase-out P.S. 64 are both approved, the zoned elementary school seats lost as a result of P.S. 64's phase-out will be replaced as 09X294 and 09X311 phase in.

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<sup>13</sup> 2011-2012 Enrollment, Capacity, Utilization Report ("Blue Book")

Building X064 has the capacity to accommodate P.S. 64, 09X294, and 09X311 as P.S. 64 phases out and 09X294 and 09X311 phase in. In 2016-2017, once P.S. 64 has phased out, and 09X294 and 09X311 have reached full scale, there will be approximately 765–885 total students served in the building. The building will have a projected utilization rate of 88%-101%.

If the proposal to phase out P.S. 64 and this proposal to co-locate 09X294 and 09X311 in X064 are both approved, the DOE anticipates that there will be sufficient space to serve 09X294 and 09X311 as they phase in and P.S. 64 as it phases out. Please visit the DOE Web site to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf).

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size 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.

The Footprint allocates the number of baseline rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

According to a building walk-through and survey performed on January 9, 2013 by the Bronx Director of Space Planning, X064 has a total of 46 full-size rooms, 3 half-size rooms, 5 quarter-size rooms, and the equivalent of 5.5 full-size equivalency ("FSE") rooms of designed administrative/office space. If this proposal passes the below spaces will be shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- The school nurse currently occupies 1 FSE of designed administrative space
- School Based Support Services occupies 1.5 FSE of designed administrative space
- The Teacher's Lounge is occupies 1 FSE of designed administrative
- The UFT Teacher Center occupies 1 full-size room
- The New Settlement Afternoon Program occupies 1 quarter-size room

Excluding the proposed shared spaces outlined above, X064 has a total of 45 full-size classrooms, 3 half-size classrooms/spaces, 4 quarter-size spaces, and 2 FSE rooms of designed administrative office/space remaining, which totals 49.5 FSE rooms, that can be allocated to the co-located schools in building X064

per the Footprint during the proposed opening and co-location of 09X294 and 09X311 and the phase-out of P.S. 64.

Per the Footprint, P.S. 64 should be allocated 38 full-size rooms, 8 half-size rooms, and 5 FSE rooms for administrative use.<sup>14</sup> P.S. 64's baseline footprint allocation was adjusted based upon the lack of half-size spaces in the building. Therefore, P.S. 64 has an adjusted baseline footprint allocation of 45 full-size rooms, 1 half-size room, and the equivalent of 5 full-size rooms for administrative use allocation. Currently, the school is allocated 43 full-size rooms, 1 half-size room, and 6 FSE of administrative space which includes 2 FSE of designed administrative space, 2 full-size spaces, 2 half-size spaces, and 4 quarter-size spaces. This means that P.S. 64 is currently under footprint for instructional rooms and over footprint for administrative rooms. P.S. 64's baseline footprint will decrease each year as the school completes its phase-out and serves a decreasing population. P.S.'s adjusted baseline footprint for instructional full-size rooms over a four-year period is included in the chart below.

The DOE is proposing to open 09X294 and 09X311 in building X064. In 2016-2017 and beyond, when 09X294 has reached full scale, it will have a baseline footprint allocation of 21 full-size instructional rooms, 4 half-size rooms, and 3.5 FSE rooms of administrative space.<sup>15</sup> 09X294's adjusted baseline footprint allocation will be 25 full-size rooms and the equivalent of 3.5 full-size rooms for administrative use.

09X311 will have a baseline footprint allocation of 15 full-size instructional rooms, 3 half-size rooms, and 3 FSE rooms of administrative space.<sup>16</sup> The adjusted baseline footprint allocation of 09X311 will be 17 full-size rooms, 1 half-size room, and the equivalent of 3 full-size rooms for administrative use. The adjusted baseline allocations for instructional full-size rooms for 09X294 and 09X311 over the four years it will take to complete their phase-ins are included in the chart below.

P.S. 64 is currently slightly under footprint in building X064. In 2013-2014, the schools in building X064 will be further under footprint (though precise decisions about room allocations will be made by the Building Council). As the amount of space allocated to P.S. 64 decreases, P.S. 64 may have to make different decisions about class planning, which may cause class sizes to increase. As P.S. 64 phases out, and 09X294 and 09X311 phase in, this gap between the schools' adjusted baseline footprint allocations and their actual room allocations will decrease. After P.S. 64 has completed its phase-out and the new schools have completed their phase-ins in 2016-2017, both 09X294 and 09X311 will be at Footprint, with some excess space projected for the building. Any excess space will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The table below provides the adjusted baseline footprint allocations of full-size instructional rooms for each school throughout P.S. 64's phase-out and the phase-in of 09X294 and 09X311:

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<sup>14</sup> P.S. 64's baseline and adjusted footprint include the programming of three self-contained sections.

<sup>15</sup> 09X294's baseline and adjusted footprint assume the programming of two self-contained sections once the school has completed its phase-in.

<sup>16</sup> 09X311's baseline and adjusted footprint assume the programming of one self-contained sections once the school has completed its phase-in.

**Instructional Baseline Footprint Allocation  
for Full-Size Classrooms**

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
09X064	P.S. 64 Pura Belpre	45	23	16	6	-
09X294	New School 1	-	13	18	22	25
09X311	New School 2	-	10	12	16	17

**TOTAL  
ROOMS IN EXCESS  
OF  
(OR UNDER)  
FOOTPRINT**

<b>45</b>	<b>46</b>	<b>46</b>	<b>44</b>	<b>42</b>
<b>0</b>	<b>-1</b>	<b>-1</b>	<b>1</b>	<b>3</b>

There are no other proposed uses or plans for building X064.

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 as a resource guide,
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD),
- Technical assistance when incidents occur via the Borough Safety Directors,
- Professional development and support to CFN Safety Liaisons,
- Professional development and kits for Building Response Teams, and
- Monitoring and certifying School Safety Plans annually.

### **C. Community**

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The DOE is proposing to open two new elementary schools, 09X294 and 09X311, in X064, which would better serve the needs of the community and replace the zoned seats lost by the phase-out of P.S. 64. The DOE intends to offer a Spanish dual-language program at 09X311 to replace the program currently offered at P.S. 64, and to meet the needs of the existing zoned population, which has a high percentage of ELL students.

The proposal to phase out P.S. 64 is not expected to yield a net deficit of seats in 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 09X294 and 09X311 will collectively have a smaller kindergarten enrollment than P.S. 64. Though there could be some impact to neighboring elementary schools, which might need to accept more students, the DOE does not believe it will be a material impact on any particular school. 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 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, the X064 building will remain open but will offer new educational options that are intended to better support the learning needs of future elementary school students in District 9.

In addition to P.S. 64, the DOE is proposing to phase-out one other elementary school in District 9: P.S. 230 Dr. Roland H. Patterson (09X230, "P.S. 230"), located in building X229. The proposed replacement plan for P.S. 230 involves a new elementary school that, if approved, will be co-located in building X229 starting in 2013-2014. This replacement school will recover all of the seats lost by the proposed phase-out of P.S. 230, and create another new option for District 9 families that would better meet the needs of students.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X064. This proposal is not expected to impact the site accessibility of X064. Building X064 is not functionally programmatically accessible.

## IV. Enrollment, Admissions, and School Performance Information

### *P.S. 64*

#### Admissions Data

<b>Current Admissions</b>	K-5: Zoned
<b>Admissions During and After Proposed Opening and Co-location of 09X294 and 09X311</b>	N/A

### Enrollment Data<sup>17</sup>

	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 Data<sup>18</sup>

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%

### School Performance Data

P.S. 64 Pura Belpre	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	D	D
Quality Review Score	P		D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	20%	18%	18%
Math % Proficient (Levels 3 and 4)	29%	23%	27%
<b>Other Key Performance Indicators</b>			
Attendance Rate	92%	93%	93%
<b>2012-2013 State Accountability Status</b>			
Priority School <sup>19</sup>			

<sup>17</sup> All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>18</sup> All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>19</sup> 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>.

09X294

**Admissions Data**

<b>Current Admissions</b>	N/A
<b>Admissions During and After Proposed Opening and Co-location of 09X294 and 09X311</b>	K-5: Zoned

**Enrollment**<sup>20</sup>

	<b>Grade KG</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
2012-13 (unaudited)	-	-	-	-	-	-	-
2013-14 (projections)	70-80	80-90	80-90	-	-	-	230-260
2014-15 (projections)	70-80	80-90	80-90	80-90	-	-	310-350
2015-16 (projections)	70-80	80-90	80-90	80-90	80-90	-	390-440
2016-17 (projections)	70-80	80-90	80-90	80-90	80-90	80-90	470-530

**Demographic Data**

09X294 does not yet have enrollment. Therefore, there is no demographic data for the school. The DOE anticipates that 09X294 would have similar demographic data to that of P.S. 64, as it would serve students from P.S. 64's zone, likely having similar student characteristics and needs.

**School Performance Data**

09X294 does not yet have enrollment. Therefore, there is no performance data for the school.

<sup>20</sup> All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

## 09X311

### Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions During and After Proposed Opening and Co-location of 09X294 and 09X311</b>	K-5:Zoned

### Enrollment<sup>21</sup>

	<b>Grade KG</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
2012-13 (unaudited)	-	-	-	-	-	-	-
2013-14 (projections)	45-55	50-60	50-60	-	-	-	145-175
2014-15 (projections)	45-55	50-60	50-60	50-60	-	-	195-235
2015-16 (projections)	45-55	50-60	50-60	50-60	50-60	-	245-295
2016-17 (projections)	45-55	50-60	50-60	50-60	50-60	50-60	295-355

### Demographic Data

09X311 does not yet have enrollment. Therefore, there is no demographic data for the school. The DOE anticipates that 09X311 would have similar demographic data to that of P.S. 64, as it would serve students from P.S. 64's zone, likely having similar student characteristics and needs.

### School Performance Data

09X311 does not yet have enrollment. Therefore, there is no performance data for the school.

## V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil Other Than Personal Services ("OTPS") allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 09X294 will receive a fixed allocation of \$80,000 and approximately \$89,930-\$101,660 in new school OTPS start-up per-pupil allocations during its first year.<sup>22</sup> 09X311 will receive a fixed allocation of \$80,000 and approximately \$56,695-\$68,425 in new school OTPS start-up per-pupil allocations during its first year.<sup>23</sup>

<sup>21</sup> All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>22</sup> [FY13 School Allocation Memorandum 21: Other Than Personal Services "OTPS" for New Schools](#)

<sup>23</sup> [FY13 School Allocation Memorandum 21: Other Than Personal Services "OTPS" for New Schools](#)

In addition, the basic operating budgets for 09X294 and 09X311 will be determined by the 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 entitlement based on the grade level of the student.

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 09X294 and 09X311 as the schools phase in.

The FSF Guide is available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy12\\_13/FY13\\_PDF/sam21.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam21.pdf).

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

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](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html)

The budget and cost impact of the proposal to phase-out P.S. 64 is outlined in a separate EIS that can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>

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 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, Costs of Instruction, Administration, Transportation and Other Support Services**

### **A. Personnel Needs**

09X294 and 09X311 will need to hire additional teachers during each year of the grade expansion as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2013-2014 school year will be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve students in kindergarten through fifth will be determined based on annual enrollment projections available as the school grows to serve those grades.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. Where a new school’s hiring has an impact on a school that is closing or phasing out, the new school shall be required to hire no less than 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

New administrative staff and non-pedagogical positions will be created at 09X294 and 09X311 over the course of the schools' phase-ins. 09X294 and 09X311 are expected to hire additional administrative and non-pedagogical staff as each new grade is added.

A further description of the potential impact that the separately proposed phase-out of P.S. 64 would have on P.S. 64's pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

There is no anticipated impact of the co-location itself on the personnel needs of P.S. 64.

## **B. Administration**

09X294 and 09X311 may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the schools' phase-ins.

There is no anticipated impact of the co-location itself on the administrative needs of P.S. 64.

## **C. Transportation**

There will be no change to existing transportation practices at P.S. 64, throughout P.S. 64's phase-out. Transportation will be provided at P.S. 64, 09X294, and 09X311 according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

## **D. Other Support Services**

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

## VII. Building Information

<b>Building</b>		X064
<b>Type of Building</b>		PS
<b>Year Built</b>		1923
<b>Overall BCAS rating</b>		2.61
<b>2011-2012 Target Building Utilization</b>		102%
<b>2011-2012 Target Building Capacity</b>		805 <sup>24</sup>
<b>FY 2012 Maintenance Costs</b>	<b>Labor</b>	\$20,427
	<b>Materials</b>	\$7,922
	<b>Maintenance and repair contracts</b>	\$13,988
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs—Materials</b>	\$5,664
	<b>Custodial operations costs—Custodial Allocation</b>	\$225,961
<b>FY 2012 Energy Costs</b>	<b>Electric</b>	\$130,570
	<b>Gas</b>	\$3,125
	<b>Oil</b>	\$70,233
<b>Projects completed during the current or prior school year</b>		FY11 Reso A- Interactive White Board
<b>Projects proposed in the capital plan</b>		Toilet Upgrades, IP Surveillance Camera Installation, Walk-in Freezer Replacement
<b>Accessibility of the building</b>		Building is not functionally programmatically accessible
<b>Building attributes</b>		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Multipurpose Room, Nurse's Office

<sup>24</sup> The Target Building Capacity figure of 805 does not include the available seats in the TCU units. Throughout this EIS and the accompanying phase-out proposal, the DOE's projections include seat capacity made available both in the X064 and in TCU X924, resulting in a target building capacity of 874.