

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of a New Elementary School (09X274) with Existing Schools P.S. 230 Dr. Roland N. Patterson (09X230) and I.S. 229 Roland Patterson (09X229) in Building X229 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new elementary school, 09X274 (“09X274”), in building X229 located at 275 Harlem River Park Bridge, Bronx, NY 10453, in Community School District 9 (“District 9”).¹ If this proposal is approved, 09X274 will be co-located in building X229 with P.S. 230 Dr. Roland N. Patterson (09X230, “P.S. 230”) and I.S. 229 Roland Patterson (09X229, “I.S. 229”). P.S. 230 is an existing elementary school that serves students in kindergarten through fifth grades. I.S. 229 is an existing middle school serving students in grades six through eight.

In a separate Educational Impact Statement (“EIS”), also published on January 22, 2013, the DOE has proposed to gradually phase out and eventually close P.S. 230 because of its low performance and inability to improve quickly to better support student needs. If the phase-out proposal is approved, P.S. 230 will no longer admit kindergarten, first-grade, or second-grade students after the conclusion of the 2012-2013 school year. One grade will then be phased out each subsequent year: during the 2013-2014 school year, P.S. 230 will serve students in third, fourth, and fifth grades; in 2014-2015, it will serve students in fourth and fifth grades; in 2015-2016, it will serve students in fifth grade. P.S. 230 will then close after June 2016.

If this proposal is approved, 09X274 will replace the elementary school seats that will be lost as a result of the phase-out and eventual closure of P.S. 230 and will provide a new educational option for students zoned to P.S. 230. 09X274 will be a zoned district elementary school serving the same zone as P.S. 230, and will admit students according to standard zoned admissions priorities as described in Chancellor’s Regulation A-101. The educational offerings at 09X274 will include a bilingual program and a full-day pre-kindergarten program.² The school will begin to enroll kindergarten, first-grade, and second-grade students and offer pre-kindergarten in 2013-2014. 09X274 will then add one grade per year until it reaches full scale and serves students in pre-kindergarten and grades kindergarten through five in 2016-2017.

Background on the DOE’s Decision-Making Process

The DOE has provided more details on the decision to phase-out and close P.S. 230 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/Mar112013Proposals.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 09X274 in building X229 is intended to provide an additional option to students and families in District 9 and the Bronx.

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² The exact nature of the bilingual program at 09X274 has yet to be determined. For more information on bilingual programs please visit <http://schools.nyc.gov/Academics/ELL/default.htm>.

II. Proposed or Potential Use of Building

The X229 building has a target capacity of 1,720 students.³ (The concept of “target capacity” is explained below.) In 2012-2013, the building is serving 671 students,⁴ yielding a target utilization rate of 39%.⁵ In 2016-2017, when P.S. 230 completes its phase-out and 09X274 completes its phase-in and reaches full scale, the DOE projects that X229 will serve an estimated 801-891 students, which yields an estimated building utilization rate of 47-52%. This means that X229 has adequate capacity to accommodate 09X274 and that there will be sufficient space to accommodate an increase in student enrollment if actual demand for the new school becomes higher than the current projections.

Over five years, the grade spans for each proposed and existing school are as follows:⁶

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
09X230	P.S. 230 Dr Roland N. Patterson	K-5	3-5	4-5	5	-
09X274	New School	-	K-2	K-3	K-4	K-5
09X229	I.S. 229 Roland Patterson	6-8	6-8	6-8	6-8	6-8

Over five years, the projected enrollments for each proposed and existing school and the projected building utilization rate at the X229 building are as follows:⁷

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
09X230	P.S. 230 Dr Roland N. Patterson	451	185 - 215	130 - 150	55 - 65	-
09X274	New School	-	321 - 351	416 - 456	511 - 561	606 - 666
09X229	I.S. 229 Roland Patterson	220	195 - 225	195 - 225	195 - 225	195 - 225
Total Building Enrollment		671	701 - 791	741 - 831	761 - 851	801 - 891
Utilization		39%	41% - 46%	43% - 48%	44% - 49%	47% - 52%

³ 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”).

⁴ Based on the 2012-2013 Unaudited Register (as of October 26, 2012).

⁵ 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.

⁶ Note that pre-kindergarten is not considered part of a given school’s grade span because it is offered at the principal’s discretion, subject to funding and demand.

⁷ The projected enrollment totals include anticipated pre-kindergarten enrollment numbers at 09X274.

If this proposal is approved, 09X274 will open in September 2013 serving a total of approximately 321-351 students in the pre-kindergarten program and grades kindergarten through second.⁸ At scale, 09X274 will serve approximately 606-666 students in pre-kindergarten and kindergarten through fifth grades. The projected enrollment for 09X274 when it reaches full scale (and, subsequently, the projected total building enrollment in X229) will be larger than the current enrollment at P.S. 230 for two reasons. First, 09X274 will offer two sections of a full-day pre-kindergarten program, which P.S. 230 does not currently offer. Second, P.S. 230's current kindergarten and first grade cohorts, which will be served at 09X274 next year, are bigger than the current third-, fourth-, and fifth-grade cohorts. The DOE anticipates that this enrollment trend will continue, which means the elementary school enrollment in the X229 building will continue to grow as these larger cohorts phase in.

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, 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 goals 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 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, goal 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.

The DOE anticipates that building X229 will still have excess space once P.S. 230 has completed its phase-out and 09X274 has completed its phase-in. The DOE does not currently have plans for the use of this space. However, if any significant changes to school utilization are planned, they 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 X229 Building

The proposed co-location of 09X274 in X229 is intended to replace the seats lost by the phase-out and

⁸ Enrollment projections are based on a phase-in plan of four general education or integrated co-teaching sections and one self-contained section in the first year.

closure of P.S. 230 and to provide a new educational option for District 9 families. The proposal to phase out and close P.S. 230 and its impact on current P.S. 230 students are outlined in a separate EIS available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If the proposal to phase out P.S. 230 is approved, that school will no longer admit new kindergarten, first-grade, or second-grade students after the end of this school year. P.S. 230 will subsequently phase out one grade per year and close after the completion of the 2015-2016 school year. During the course of the phase-out of P.S. 230, 09X274 will phase into the X229 building beginning with kindergarten, first grade, and second grade in the 2013-2014 school year, when it will also begin to offer two sections of full-day pre-kindergarten. 09X274 will then add one grade each subsequent year until it reaches full scale, offering a pre-kindergarten program and serving kindergarten through fifth grades in the 2016-2017 school year. Throughout the phase-in period and beyond, 09X274 will admit kindergarten students according to standard zoned admissions priorities as described in Chancellor's Regulation A-101.

Current P.S. 230 kindergarten and first-grade students, as well as second grade students who do not meet promotional standards, will be served in 09X274 beginning in September 2013. Current P.S. 230 third-, fourth-, and fifth-grade students who do not meet promotional standards will continue to be served in P.S. 230. In the future, P.S. 230 students who are held over in grades which are no longer offered at P.S. 230 will be served in 09X274.

I.S. 229 is an existing middle school co-located with P.S. 230 in the X229 building. I.S. 229 serves students in grades six through eight and admits students through the District 9 and 10 Middle School Choice Process.⁹ The school maintains both a zoned and a screened program. The DOE does not anticipate that this proposed co-location of 09X274 will impact admissions, enrollment, or instructional programming at I.S. 229.

P.S. 230 currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") classes, and Special Education classes and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program for English Language Learner ("ELL") students. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"), and current students at P.S. 230 who receive ELL services will continue to receive their mandated services as P.S. 230 phases out and 09X274 phases in.

P.S. 230 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹⁰

- Computerized Instruction
- Literacy Golden Hour
- Mathematics Silver Hour
- Project Arts
- Partnerships: Wingspan Arts, SCAN NY

This co-location proposal will not prevent P.S. 230 from continuing to offer any of these options, but if the phase-out proposal is approved, the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Again, it is difficult to predict precisely how those 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.

⁹ 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.

¹⁰ Special Program and extra-curricular activity information is drawn from the P.S. 230 Web site, which can be accessed at: <http://schools.nyc.gov/SchoolPortals/09/X230/default.htm>.

The proposed phase-out is not expected to impact academic or extracurricular program offerings or partnerships at I.S. 229. Multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

The DOE notes that P.S. 230 is currently partnered with Wingspan Art and SCAN NY. As the school phases out, the DOE will work with P.S. 230 staff to enhance these existing partnerships or develop new partnerships if new student needs emerge during the phase-out period. The DOE will also work with I.S. 229 and, if approved, 09X274, to foster opportunities for them to work with the community organizations that have supported P.S. 230 students in the past. This proposal is not expected to impact any extra-curricular programs or partnerships at I.S. 229.

Enrollment Impact for Future Elementary School Students

P.S. 230 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>.

As noted earlier, this proposal to site 09X274 in the X229 building, if approved, will lead to the creation of a new zoned elementary school which will serve the same zone as P.S. 230. If both this co-location proposal and the proposal to phase-out P.S. 230 are approved, the 451 elementary school seats eliminated by P.S. 230's phase-out and eventual closure will be fully recovered through the phase-in of 09X274.

Incoming kindergarten students who reside in the P.S. 230 zone will be zoned to 09X274.

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 school 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, including P.S. 230 and 09X274, 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 addition, ELL students are admitted to schools in the same manner as all other students. In an effort to improve the educational options available to ELL students, 09X274 will offer bilingual programming in accordance with community need based on parent choice.¹¹

B. Schools

P.S. 230 currently enrolls a total of 451 students in kindergarten through fifth grades. As previously noted, if this co-location proposal and the proposal to phase-out P.S. 230 are both approved, the elementary school seats lost as a result of the phase-out will be replaced as 09X274 phases in.

Building X229 has the capacity to accommodate I.S. 229, P.S. 230, and 09X274 as P.S. 230 phases out and 09X274 phases in. In 2016-2017, once P.S. 230 has phased out, and 09X274 has reached full scale, there will be approximately 801-891 total students served in the building. The projected utilization for X229 at that point will be approximately 47-52%.

There will also be sufficient space in X229 to accommodate an increase in student enrollment, which might result from increased demand for zoned elementary school seats or an increase in the number of families residing in the district or zone.

If the proposal to phase out P.S. 230 and this proposal to co-locate 09X274 in X229 are both approved, there will be sufficient space to serve P.S. 230, 09X274 (including the proposed two sections of full-day pre-kindergarten), and I.S. 229 pursuant to the Citywide Instructional Footprint (the “Footprint”) while P.S. 230 phases out and 09X274 phases in. 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.

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.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline 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 will 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

¹¹ For more information about educational programs geared toward ELL students, please visit: <http://schools.nyc.gov/Academics/ELL/default.htm>.

of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

According to the walk-through conducted by the Office of Space Planning on October 17, 2012, X229 has a total of 71 full-size rooms, 7 half-size rooms, 44 quarter-size rooms, and the equivalent of 5.5 full-size rooms ("FSE") of designed administrative/office space. In addition, the building contains 4 cafeteria rooms, a gym, an auditorium, a library, and an outdoor playground, which are currently shared between P.S. 230 as it phases out and I.S. 229, and which will continue to be shared with those schools as well as 09X274. The below spaces are 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 room of designed administrative space
- The custodian's office currently occupies 1 quarter-size space
- School Based Support Services occupies 2 quarter-size spaces

As in other situations where schools are co-located, the schools will 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.

Excluding the shared spaces outlined above, X229 has a total of 71 full-size classrooms, 7 half-size classrooms/spaces, 41 quarter-size spaces, and the equivalent of 4.5 FSE rooms of designed administrative office/space remaining that can be allocated to the co-located schools in X229 during the phase-in of 09X274 and phase-out of P.S. 230. Below is a description of each school's baseline footprint and current space allocations. Please note that given the limited number of half-size instructional rooms and designed administrative spaces, a number of excess quarter-size and full-size instructional rooms may be used to meet instructional and administrative space needs.

Per the Footprint, currently, I.S. 229's baseline allocation is 8 full-size rooms and 5 half-size rooms for instruction, and the equivalent of 2.5 full-size rooms for administrative use, which totals 13 FSE spaces. However, based upon the lack of half-size rooms and designed administrative spaces in the building, I.S. 229's baseline allocation has been adjusted to include 9 full-size rooms and 4 half-size rooms for instruction, and the equivalent of 2.5 full-size rooms for administrative use, which totals 13.5 FSE spaces. Currently, I.S. 229 is using 37 full size rooms, 4 half size rooms, 24 quarter-size rooms, and 2 full-size rooms of designed administrative space, which totals 47 FSE spaces. In other words, I.S. 229 is currently operating 33.5 FSE spaces in excess of its adjusted footprint. While the excess space that I.S. 229 has access to may decrease as a result of this proposal, as demonstrated in the chart below, this proposal is not expected to have an impact on the number of full-size instructional rooms in I.S. 229's adjusted footprint.

Per the Footprint, currently, P.S. 230's baseline allocation is 21 full-size rooms and 8 half-size rooms for instruction, and the equivalent of 3.5 full-size rooms for administrative use, which totals 28.5 FSE spaces. However, based upon the lack of half-size spaces and designed admin spaces in the building, P.S. 230's baseline allocation was adjusted to include 26 full-size rooms and 3 half-size rooms for instruction, and the equivalent of 3.5 full-size rooms for administrative use, which totals 31.0 FSE spaces. Currently, P.S. 230 is using 34 full-size rooms, 3 half-size rooms, 17 quarter-size rooms, and 2.5 full-size rooms of designed administrative space, which totals 40.25 FSE spaces. In other words, P.S. 230 is currently operating 9.25 FSE spaces in excess of its adjusted footprint. If the proposal to phase out P.S. 230 is approved, its enrollment and the grade levels it serves will decrease each year and the spaces vacated by P.S. 230 will likely be back-filled by 09X274 as that school phases in. Changes to P.S. 230's adjusted footprint allocation of full-size instructional rooms over the course of P.S. 230's phase-out are shown in the chart below.

Per the Footprint, in 2013-2014, when 09X274 serves students in a pre-kindergarten program and in kindergarten through second grades, 09X274 baseline Footprint allocation will be 17 full-size rooms and 3 half-size room for instruction, and the equivalent of 3 full-size rooms for administrative use, which totals

21.5 FSE spaces. This total includes 2 full-size rooms for the pre-kindergarten program. However, based upon the lack of half-size spaces and designed admin spaces in the building, 09X274's baseline allocation will likely be adjusted to include 20 full-size rooms and the equivalent of 3 full-size rooms for administrative use, which totals 23.0 FSE spaces. Each subsequent year, up through the 2016-2017 school year, 09X274 will be allocated 5 additional full-size rooms and the equivalent of 1 full-size room for administrative use to accommodate the increased enrollment and gradespan as 09X274 phases in. In 2016-2017, once 09X274 has reached full scale and P.S. 230 has fully phased out, the 09X274 baseline Footprint allocation will include 35 full-size rooms and the equivalent of 4.5 full-size rooms for administrative use.

The table below provides the baseline Footprint allocations of full-size instructional rooms for each school throughout P.S. 230's phase-out and the phase-in of 09X274:

DBN	School Name	2012-2013 (current)	2013-2014	2014-2015	2015-2016	2016-2017
09X230	P.S. 230 Dr. Roland N. Patterson	26	14	9	4	0
09X229	I.S. 229 Roland Patterson	9	9	9	9	9
09X274	New Elementary School	--	20	25	30	35
TOTAL		35	43	43	43	44
EXCESS		36	28	28	28	27

As noted in the chart above, during the course of P.S. 230's phase-out and 09X274's phase-in, the number of excess rooms in the X229 building will likely decrease, however there will continue to be a substantial number of excess rooms in the building. The Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

If this proposal is approved, 09X274 will develop a safety and security plan for the X229 building 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.

There are no other proposed uses or plans for building X229.

C. Community

P.S. 230 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.

The DOE is proposing to open 09X274 in X229, in an effort to better serve the needs of the community and to replace the seats lost by the phase-out of P.S. 230. The seats eliminated by P.S. 230's phase-out and eventual closure in District 9 will be fully recovered by the phase-in of 09X274.

As a result, the proposal to phase out P.S. 230 is not expected to yield a net loss of elementary school seats in X229 or in District 9.

In addition to P.S. 230, the DOE is proposing to phase-out one other elementary school in District 9: P.S. 64 Pura Belpre (09X064, "P.S. 64"), located in X064. The proposed replacement plan for P.S. 64 involves two schools that, if approved, will be co-located in building X064 starting in 2013-2014. These replacement schools will recover all of the zoned seats lost by the proposed phase-out of P.S. 64.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X229. This proposal is not expected to impact the site accessibility of X229. Building X229 is functionally, fully, and programmatically accessible.

IV. Enrollment, Admissions, and School Performance Information

New Elementary School - 09X274

Admissions Data

Current Admissions	N/A
Admissions In 2013-2014 If The Co-Location Proposal Is Approved	Pre-K: Standard Universal Pre-K Admissions Grades K-5: Zoned

Enrollment Data¹²

	Grade PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-	-	-	
2013-2014 (projections)	36	95-105	95-105	95-105	-	-	-	321-351
2014-2015 (projections)	36	95-105	95-105	95-105	95-105	-	-	416-456
2015-2016 (projections)	36	95-105	95-105	95-105	95-105	95-105	-	511-561
2016-2017 (projections)	36	95-105	95-105	95-105	95-105	95-105	95-105	606-666

Demographic Data

09X274 does not yet exist. Therefore, demographic data is not available. The DOE anticipates that 09X274 will have similar demographic data to that of P.S. 230, as it will serve students from P.S. 230's zone, who

¹² All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

are likely to have similar student characteristics and needs.

School Performance Data

09X274 does not yet exist. Therefore, school performance data is not yet available.

P.S. 230

Admissions Data

Current Admissions	Grades K-5: Zoned
Admissions In 2013-2014If the Phase-Out Proposal Is Approved	N/A

Enrollment Data¹³

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (unaudited)	96	97	58	80	61	59	451
2013-14 (projections)	-	-	-	55-65	75-85	55-65	185-215
2014-15 (projections)	-	-	-	-	55-65	75-85	130-150
2015-16 (projections)	-	-	-	-	-	55-65	55-65
2016-17 (projections)	-	-	-	-	-	-	-

Demographic Data¹⁴

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	15%
Percentage of Students Eligible for Free or Reduced Lunch	75%

¹³ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

¹⁴ 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. 230 Dr Roland N. Patterson	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	F
Quality Review Score ¹⁵	P	D	N/A ¹⁶
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	23%	25%	16%
Math % Proficient (Levels 3 and 4)	29%	31%	23%
Other Key Performance Indicators			
Attendance Rate	90%	89%	90%
2012-2013 State Accountability Status	Priority School		

I.S. 229

Admissions Data

Current Admissions	Grades 6-8: Zoned, Screened
Admissions In 2013-2014 And Beyond	Grades 6-8: Zoned, Screened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	68	68	84	220
2013-2014 (projections)	65-75	65-75	65-75	195-225
2014-2015 (projections)	65-75	65-75	65-75	195-225
2015-2016 (projections)	65-75	65-75	65-75	195-225
2016-2017 (projections)	65-75	65-75	65-75	195-225

¹⁵ For more information on Quality Reviews, please visit the DOE Web Site at: <http://schools.nyc.gov/Accountability/tools/review>.

¹⁶ Not all schools receive a Quality Review every year.

Demographic Data

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with Individualized Education Programs	27%
Percentage of English Language Learner Students	19%
Percentage of Students Eligible for Free or Reduced Lunch	87%

School Performance Data

I.S. 229 Roland Patterson	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	B	B
Quality Review Score	N/A	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	19%	9%	15%
Math % Proficient (Levels 3 and 4)	30%	31%	32%
Other Key Performance Indicators			
Attendance Rate	90%	89%	91%
2012-2013 State Accountability Status	In Good Standing		

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, 09X274 will receive a fixed allocation of \$80,000 and approximately \$125,511-\$137,241 in new school OTPS start-up per-pupil allocations during its first year.

In addition, 09X274’s basic operating budget 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 Guide¹⁷ and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 09X274 as the school phases in.¹⁸

The budget and cost impact of the proposal to phase out P.S. 230 is outlined in a separate EIS that can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

¹⁷ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

¹⁸ The School Allocation Memorandum No. 21, FY 13 can be accessed at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam21.pdf.

In addition, if this proposal is approved, and pending the outcome of ongoing teacher evaluation negotiations between the DOE and UFT, the DOE will seek guidance from the New York State Education Department to determine if 09X274 is eligible for additional state funding as a new school being sited alongside a phasing-out Priority School.

This proposal is not expected to impact initial costs or allocations at I.S. 229 in building X229.

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

A. Personnel Needs

A further description of the potential impact that the phase-out of P.S. 230 would have on that school'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/Mar112013Proposals.htm>.

09X274 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 grades 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 09X274 over the course of the school's phase-in. 09X274 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

There is no anticipated impact on the personnel needs of the other existing organizations in the building.

B. Administration

09X274 may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

If this proposal and the proposal to phase-out P.S. 230 are both approved, all school supervisor and/or administrator positions assigned to P.S. 230 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.

There is no anticipated impact on the administration of I.S. 229.

C. Transportation

There will be no change to existing transportation practices at P.S. 230 or I.S. 229 throughout P.S. 230's phase out. Transportation will be provided at these schools and at 09X274 according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/ronlyres/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

Building		X229
Type of Building		PS
Year Built		1977
Overall BCAS rating		2.52
2011-2012 Target Building Utilization		38%
2011-2012 Target Building Capacity		1720
FY 2012 Maintenance Costs	Labor	\$28,414
	Materials	\$20,271
	Maintenance and repair contracts	\$85,850
	Service contracts	\$11,413
	Custodial operations costs—Materials	\$11,127
	Custodial operations costs—Custodial Allocation	\$366,480
FY 2012 Energy Costs	Electric	\$452,173
	Gas	\$332
	Oil	\$109,685
Projects completed during the current or prior school year		Planyc Boiler/Climate Control, IEH PO18 Expansion Joint Replace
Projects proposed in the capital plan		Boiler Conversion, Climate Control, Elevator Upgrade, IP Surveillance Camera Installation
Accessibility of the building		Building is functionally fully programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab