

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-location of a New Elementary School (12X314) with Existing School P.S. 050 Clara Barton (12X050) in Building X050 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, 12X314 (“12X314”), in building X050 located at 1550 VYSE Avenue, Bronx, NY 10460 in Community School District 12 (“District 12”).¹ If this proposal is approved, 12X314 will be co-located in building X050 with P.S. 050 Clara Barton (12X050, “P.S. 050”), an existing elementary school serving students in kindergarten through fifth grade. Additionally, P.S. 050 offers a pre-kindergarten program. 12X314 will serve students in kindergarten through fifth grade and will offer a pre-kindergarten program (pending continued demand and availability of funding). 12X314 will admit students according to standard zoned admissions priorities as described in Chancellor’s Regulation A-101. If this proposal is approved, 12X314 will begin enrolling kindergarten, first, and second grade students in 2013-2014, as well as offering a pre-kindergarten program, and will add one grade per year until the school has reached full scale and serves students in kindergarten through fifth grade in 2016-2017.

In a separate Educational Impact Statement (“EIS”), published in January 2013, the DOE has proposed to gradually phase out and eventually close P.S. 050 because of its low performance and inability to improve quickly to better support student needs. The EIS describing that proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. If the phase-out proposal is approved, P.S. 050 will no longer admit kindergarten, first, and second grade students after the conclusion of the 2012-2013 school year, and will cease offering its pre-kindergarten program. One grade will then be phased out each subsequent year. During the 2013-2014 school year, P.S. 050 will serve students in third, fourth, and fifth grade; in 2014-2015, it will serve students in fourth and fifth grade; and in 2015-2016, P.S. 050 will serve students in fifth grade. The school will close after June 2016.

If this co-location proposal is approved, 12X314 will open in X050 as a zoned district elementary school serving the same zone as P.S. 050. In the 2013-2014 school year, 12X314 will serve kindergarten, first, and second grade students who would have otherwise attended P.S. 050 if it were not being phased out. 12X314 will then expand one grade each year until it reaches full scale in 2016-2017 and serves students in kindergarten through fifth grade. 12X314 will also offer a pre-kindergarten program, subject to continued demand and funding.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), in 2012-2013, X050 had a target capacity of 709 students, but the building served only 440 students,² yielding a building utilization rate of 62%.³ This means that the building is “under-utilized” and has extra space to

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

³ 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.

accommodate additional students.⁴

In 2016-2017, once P.S. 050 has completed its phase-out and 12X314 reaches full scale, it is projected that there will be approximately 351-411 students served in X050, thereby yielding a estimated building utilization rate of approximately 50%-58%. The DOE anticipates that building X050 will still have excess space once P.S. 050 has completed its phase-out and 12X314 has completed its phase-in. The DOE plans to propose the co-location of an additional elementary school in X050 in the future. Any such significant changes in school utilization will be described in a separate EIS in accordance with Chancellor's Regulation A-190.

12X314 will replace the majority of elementary school seats that will be lost as a result of the phase-out and eventual closure of P.S. 050 and will provide a new educational option for families in District 12. As discussed below, while there will be fewer zoned seats than P.S. 050 currently offers, the DOE anticipates that 12X314 will be able to accommodate the current demand from zoned families.

Background on the DOE's Decision-Making Process

The DOE has provided more detail on the decision to gradually phase out and close P.S. 050 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 12X314 in building X050 is intended to provide an additional option that will better serve students and families in District 12 and the Bronx.

II. Proposed or Potential Use of Building

X050 has the capacity to serve 709 students.⁵ (The concept of "target capacity" is explained below.) In 2012-2013, the building is serving 440 students,⁶ yielding a target utilization rate of 62%.⁷ When P.S. 050 completes its phase-out and 12X314 completes its phase-in and achieves full scale, the DOE projects that X050 will have an estimated building utilization rate of 50%-58%. Therefore, the X050 building has the capacity to accommodate the proposed schools at full scale.

If this proposal is approved, 12X314 will open in September 2013 serving approximately 180-210 students in kindergarten through second grade, as well as 36 pre-kindergarten students. At scale, 12X314 would serve approximately 351-411 students in kindergarten through fifth grade and its pre-kindergarten program.

⁴ The 2011-2012 Under-Utilized Space Memorandum and List was published on the DOE's website on October 24, 2012 and revised on November 20, 2012. The revised memo can be accessed at <http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/130053/UnderutilizedSpaceMemorandumUpdated011218.pdf> http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.

⁵ 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book")

⁶ Based on the 2012-2013 Unaudited Register (as of October 26, 2012).

⁷ 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.

The proposed grade spans for P.S. 050 and 12X314 over a five-year period are:

Grade Spans						
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
12X050	P.S. 050	K-5	3-5	4-5	5	-
12X314	12X314	-	K-2	K-3	K-4	K-5

The total current and projected student enrollments for P.S. 050 and 12X314 over a five-year period will be:^{8,9}

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
12X050	P.S. 050	440	190 - 220	125 - 145	65 - 75	-
12X314	12X314	-	216 - 246	261 - 301	306 - 356	351 - 411
Total Building Enrollment		440	406 - 466	386 - 446	371 - 431	351-411
Utilization¹⁰		62%	57% - 66%	54% - 63%	52% - 61%	50% - 58%

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 goal 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. As described earlier in this EIS, the DOE’s projected utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that

⁸ All projections referenced for P.S. 050 for the 2012-2013 and beyond are based on the 2012-2013 Unaudited Register (as of October 26, 2012).

⁹ All projections referenced for 12X314 are based on a phase-in plan of two general education/integrated co-teaching sections and one self contained section per entry grade in the first year. Actual enrollment in 2013-2014 and beyond, however, depends on applicant demand.

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.

target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 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 goal 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.

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

A. Students

Impact on Students Currently Attending School in the X050 Building

The proposed co-location of 12X314 in X050 is intended to replace the majority of the seats lost by the phase-out and closure of P.S. 050 and to provide a new educational option for District 12 families. The proposal to phase out and close P.S. 050 and its impact on current P.S. 050 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. 050 is approved, that school will no longer admit new kindergarten, first, and second grade students, or offer a pre-kindergarten program at the end of this school year and will subsequently phase out one grade per year until it closes in June 2016. During the course of the phase-out of P.S. 050, 12X314 will phase into the X050 building beginning with kindergarten, first, and second grades and a pre-kindergarten program (assuming there is demand and available funding) in the 2013-2014 school year and adding one grade each subsequent year until it reaches full scale serving kindergarten through fifth grade in the 2016-2017 school year. 12X314 will admit kindergarten students according to standard zoned admissions priorities, as described in Chancellor's Regulation A-101.

If the proposals to phase-out P.S. 050 and co-locate 12X314 in X050 are approved, in September 2013, current P.S. 050 students in kindergarten and first grade will be transferred to 12X314. These students will be guaranteed a seat at 12X314 beginning in September 2013. Students currently enrolled in second, third, and fourth grades at P.S. 050 will continue to attend P.S. 050 through fifth grade while the school phases out.

As planned, all current fifth-grade students who meet promotional standards will transition to middle school for sixth grade enrollment in September 2013. For students who have a zoned middle school, those students will be given priority to a seat at their zoned middle school. Students who do not meet promotional requirements during the phase-out plan will continue to have access to instructional support to assist their progress toward promotion. For example, if a current fifth grader does not meet promotion standards to enter sixth grade in 2013-2014, he or she may continue to be served at P.S. 050. Any student who does not meet promotional standards for a grade no longer offered by P.S. 050 in the following school year will be supported in transitioning to 12X314. For example, current P.S. 050 second-grade students who do not meet promotional standards at the end of this school year will have the opportunity to enroll as second grade students at 12X314.

Impact on Academic, Extra-curricular Programs, and Community Partnerships in the X050 Building

According to school reported data, P.S. 050 currently offers the following special programs and extra-curricular activities:

- Read Well Program,
- 100 Book Challenge,
- Kaplan Advantage for Reading and Math,
- Turnaround for Children,
- Stock Market Challenge, and
- ELA and Math extended day programs

According to school reported data, P.S. 050 also has partnerships with Children’s Aid Society and Fordham University. P.S. 050 is also part of the Teacher Effectiveness Program.¹¹

P.S. 050 is currently the only school in the X050 building. This proposal will not prevent P.S. 050 from continuing to offer any of these options, but 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.

P.S. 050 currently offers Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) 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 their mandated services in accordance with their Individualized Education Programs (“IEPs”). Current ELL students will also continue to receive their mandated services as the school phases out. 12X050 currently offers a Spanish Transitional Bilingual Education (“TBE”) program. All current and future students enrolled in the schools in X050 will continue to receive appropriate ELL services if this proposal is approved. In addition, 12X314 plans to offer bilingual programming in accordance with community need and parent choice.

Admissions Impact for Future Elementary School Students

P.S. 050 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 website: <http://schools.nyc.gov/choicesenrollment/elementary>.

If both the proposals to phase out P.S. 050 and co-locate 12X314 are approved, the majority of the kindergarten through fifth-grade seats eliminated by P.S. 050’s phase-out and eventual closure will be recovered through the phase-in of 12X314, which will serve the same zone as P.S. 050. While there will be fewer zoned elementary school seats, 12X314 will be able to accommodate the current demand from zoned families. In the 2012-2013 school year, only 54% of the students zoned to P.S. 050 chose to attend that school. These zoned students comprise approximately 77% of P.S. 050’s student population. In the event that the demand from the zoned families increases beyond the number of available seats at 12X314, those students will be accommodated consistent with the Chancellor’s Regulation A-101. To the extent that there will be fewer seats for out of zone students, these students can be accommodated at their zoned school of

¹¹ More information about the Teacher Effectiveness Program is available on the DOE’s Web site at: <http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/TeacherEffectiveness/default.htm>

other elementary schools within the district.

If the proposal to phase-out P.S. 050 and co-locate 12X314 are approved, all students who have already pre-registered for kindergarten in 2013-2014 at P.S. 050 will be transferred to the kindergarten register of 12X314 and all students who pre-register after the PEP vote will be pre-registered for kindergarten in the 2013-2014 at 12X314. Incoming kindergarten students who reside in the P.S. 050 zone will be served by 12X314.

When a student seeks to enroll in a New York City public school, his or her elementary school assignment is determined by his or her home address. New students may simply report to their zoned elementary school at any time during the year. The DOE expects that all zoned students will continue to be accommodated at the zoned school, whether it is 12X314 or P.S. 050.

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 kindergarten through fifth grade 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 kindergarten through fifth grade 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 kindergarten through fifth grade 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 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 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.

12X314 will accept students zoned for P.S. 050 including students requiring SC or ICT classes, students who are ELLs, and students requiring SETSS services.

As discussed above, 12X314 will offer a pre-kindergarten program equivalent to what is currently offered at P.S. 050 subject to continued demand and availability for funding.

Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Siblings of students enrolled at P.S. 050 or 12X314 have first priority for admission. Students who reside in the P.S. 050 zone, but do not have a sibling enrolled at P.S. 050 or 12X314, have second priority for admission.

B. Schools

P.S. 050 currently enrolls kindergarten through fifth-grade students. As previously noted, if this proposal and the proposal to phase-out P.S. 050 are both approved, the elementary school seats lost as a result of the phase-out will be replaced in larger part as 12X314 phases in.

Building X050 has the capacity to accommodate P.S. 050 as it phases out and 12X314 as it phases in. In 2016-2017, once P.S. 050 has phased out, and 12X314 has reached full scale, there will be approximately 351-411 total students served in the building. The projected utilization for X050 at that point is approximately 50%-58%.

The estimated enrollment for the existing and proposed organizations in X050 over a five-year period is shown below:

P.S. 050:

	Pre-K¹²	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	36	68	76	70	63	69	58	440
2013-2014 (projections)	-	-	-	-	65-75	60-70	65-75	190-220
2014-2015 (projections)	-	-	-	-	-	65-75	60-70	125-145
2015-2016 (projections)	-	-	-	-	-	-	65-75	65-75
2016-2017 (projections)	-	-	-	-	-	-	-	-

¹² Pre-K is a program that can be offered both half-day or full-day; The projection figures represent the full day equivalency.

12X314:

	Pre-K	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-	-	-	-
2013-2014 (projections)	36	45-55	65-75	70-80	-	-	-	216-246
2014-2015 (projections)	36	45-55	45-55	65-75	70-80	-	-	261-301
2015-2016 (projections)	36	45-55	45-55	45-55	65-75	70-80	-	306-356
2016-2017 (projections)	36	45-55	45-55	45-55	45-55	65-75	70-80	351-411

If the proposal to phase out P.S. 050 and the proposal to co-locate 12X314 in X050 are both approved, there will be sufficient space to serve P.S. 050 and 12X314 pursuant to the Citywide Instructional Footprint (the “Footprint”) during their respective phase-out and phase-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.

Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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 the walk-through conducted by the Office of Space Planning on November 30, 2012, X050 has a total of 42 full-size rooms, 1 half-size room, 2 quarter-size rooms, and the equivalent of 3.75 full-size rooms of designed administrative/ office space. Thus, building X050 has a total of 46.75 full-size

equivalent (“FSE”) rooms for instructional and administrative use. The building also has the following rooms: a cafeteria, an auditorium, a library, a multi-purpose room, and a gymnasium. The School-Based Support Team (“SBST”) is housed in 1 full-size room on the second floor, the nurses office is housed in 1 half-size room of designed administrative/office space on the first floor, and the custodian’s office is housed in a quarter-size room on the first floor. Thus, there 41 full-size rooms, 1 half-size room, 1 quarter-size room and 3.25 full-size rooms of designed administrative space to be allocated between the co-located schools.

Per the Footprint, currently, P.S. 050’s baseline allocation is 21 full-size rooms, 6 half-size rooms, and the equivalent of 3 full-size rooms for administrative use. P.S. 050’s baseline footprint was adjusted based upon the lack of half-size spaces in the building. Therefore, P.S. 050 has an adjusted baseline footprint allocation 26 full-size rooms, 1 half-size room, and the equivalent of 3 full-size rooms for administrative use. Currently, P.S. 050 is using 46.75 FSE rooms, which is 17.25 FSE above its total baseline Footprint.

If the proposal to phase out P.S. 050 is approved, the enrollment and grade levels served will decrease each year. Beginning in 2013-2014, the first year of phase out, P.S. 050’s adjusted baseline Footprint allocation will decrease by 10 full-size rooms. The space vacated by P.S. 050 will be back-filled by 12X314 as that school phases in.

Per the Footprint, in 2013-2014, during the first year of this proposal, 12X314’s baseline allocation is 8 full-size rooms and 3 half-size rooms, and the equivalent of 2 full-size rooms for administrative use, for a grand total of 11.5 FSE rooms. 12X314 will be allocated 3 full-size rooms in lieu of 3 half-size rooms because of the shortage of half-size rooms. During the first year of the proposal, 12X314 will have an adjusted baseline Footprint allocation of 11 full-size rooms and the equivalent of 2 full-size rooms for administrative use. Each subsequent year, up to the 2016-2017 school year, 12X314 will be allocated additional instructional and administrative space to accommodate its increased enrollment and grade span as 12X314 phases-in.

Once 12X314 is at full scale, and P.S. 050 has fully phased out in 2015-2016. 12X314’s baseline allocation will be 15 full-size and 3 half-size rooms , and the equivalent of 3 full-size rooms for administrative purposes. Because of the shortage of half-size spaces, 12X314 will have an adjusted baseline of 18 full-size instructional rooms and the equivalent of 3 full-size rooms for administrative purposes.

The table below provides the adjusted baseline Footprint allocations of full-size instructional rooms for each school throughout P.S. 050’s phase-out and the phase-in of 12X314.

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
12X050	P.S. 050	21	11	7	4	0
12X314	12X314	0	8	10	12	15

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.

Although there are no other proposed uses for building X050 at this time, the DOE anticipates proposing the co-location of an additional elementary school in the future. Any such significant changes to school utilization in building X050 will be described in a separate EIS and would be subject to approval by the PEP.

Building Safety and Security

12X314 would develop a safety and security plan for X050 prior to the first day of school in September 2013.

The DOE makes available the following supports to schools relating to safety and security:

- Providing “Best Practices 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 the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

B. Community

P.S. 050 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 the proposal to co-locate 12X314 in X050, the building will remain open, but will offer a new educational option that is intended to better support the learning needs of future students zoned to P.S. 050 and across District 12. As discussed above, the seats eliminated by P.S. 050’s phase-out and eventual closure in District 12 will be recovered in large part by the phase-in of 12X314. As discussed above, while there will be fewer zoned seats than P.S. 050 currently offers, the DOE anticipates that 12X314 will be able to accommodate the current demand from zoned families.

As previously noted, X050 has the capacity to serve additional students. In 2012-2013, X050 had a utilization rate of 62%. Once 12X314 completes its phase-in and achieves “full-scale,” the DOE projects that building will have a 50%-58% utilization rate.

Students in District 12 may also apply to attend one of several charter elementary schools that provide a preference to District 12 students through the charter school lottery application process. These schools are listed in the table below:

District Charter Options				
DBN	School Name	Grade Span 2012-13	Grade Span at Scale	Enrollment 2012-13 ¹³
84X124*	Children's Aid Society Community Charter School	K-1	K-5	131
84X185*	Bronx Lighthouse Charter School	K-10	K-11	569
84X346*	South Bronx Classical Charter School	K-5	K-6	331

* Signifies as school that is currently phasing in.

¹³ Based on the charter headcount as of October 1, 2012.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X050. This proposal is not expected to impact the site accessibility (no accessibility) of X050.

IV. Enrollment, Admissions, and School Performance Information

P.S. 050

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions K-5: Zoned
Admissions During and After Proposed Phase-out of P.S. 050	N/A

Enrollment Data¹⁴

	PK ¹⁵	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (unaudited)	36	68	76	70	63	69	58	440
2013-14 (projections)	-	-	-	-	65-75	60-70	65-75	190-220
2014-15 (projections)	-	-	-	-	-	65-75	60-70	125-145
2015-16 (projections)	-	-	-	-	-	-	65-75	65-75
2016-17 (projections)	-	-	-	-	-	-	-	-

Demographic Data¹⁶

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with IEPs	21%
Percentage of ELL Students	12%
Percentage of Students Eligible for Free or Reduced Lunch	76%

¹⁴ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

¹⁵ Pre-K is a program that can be offered both half-day or full-day; The projection figures represent the full day equivalency.

¹⁶ 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. 050 Clara Barton	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	C	F
Quality Review Score ¹⁷	P	N/A ¹⁸	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	21%	20%	16%
Math % Proficient (Levels 3 and 4)	31%	38%	33%
Other Key Performance Indicators			
Attendance Rate	89%	90%	91%
2012-2013 State Accountability Status	Priority School ¹⁹		

12X314

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Phase-out of P.S. 050	Pre-K: Standard Universal Pre-K Admissions K-5: Zoned

Enrollment Data²⁰

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (unaudited)	-	-	-	-	-	-	-	-
2013-14 (projections)	36	45-55	65-75	70-80	-	-	-	216-246
2014-15 (projections)	36	45-55	45-55	65-75	70-80	-	-	261-301
2015-16 (projections)	36	45-55	45-55	45-55	65-75	70-80	-	306-356
2016-17 (projections)	36	45-55	45-55	45-55	45-55	65-75	70-80	351-411

¹⁷ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

¹⁸ Not all schools receive Quality Reviews every year, thus P.S. 050 does not have a Quality Review for the 2010-2011 school year.

¹⁹ 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>.

²⁰ The enrollment projections for a new school are based on the planned number of sections for the entry grade.

Demographic Data

12X314 does not yet have enrollment. Therefore, there is no demographic data for the school. The DOE anticipates that 12X314 will have similar demographic data to that of P.S. 050, as it will serve students from P.S. 050's zone, likely having similar student characteristics and needs.

School Performance Data

12X314 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, 12X314 will receive a fixed allocation of \$80,000 and approximately \$84,456-\$96,186 in new school OTPS start-up per-pupil allocations during its first year.²¹

In addition, 12X314'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 Guide and Fiscal Year 2013 (“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 12X314 as the school phases in. The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The budget and cost impact of the proposal to phase out P.S. 050 is outlined in a separate EIS that can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

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 12X314 is eligible for additional state funding as a new school being sited alongside a phasing-out Priority School.

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. 050 will 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>.

12X314 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

²¹ FY13 Achool Allocation Memorandum 21: Other Than Personal Service “OTPS” for New Schools can be found here: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam21.pdf

in the spring of 2013. Similarly, the number of new positions created to serve students in kindergarten through fifth grade 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 12X314 over the course of the school's phase-in. 12X314 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

There are no other schools in the building.

B. Administration

12X314 may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

C. Transportation

There will be no change to existing transportation practices at P.S. 050 throughout P.S. 050's phase-out. Transportation will be provided at P.S. 050 and 12X314 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		X050
Type of Building		PS
Year Built		1914
Overall BCAS rating		2.66
2011-2012 Target Building Utilization		71%
2011-2012 Target Building Capacity		709
FY 2012 Maintenance Costs	Labor	\$27,485
	Materials	\$20,776
	Maintenance and repair contracts	\$33,522
	Service contracts	\$614
	Custodial operations costs—Materials	\$5,175
	Custodial operations costs—Custodial Allocation	\$221,810
FY 2012 Energy Costs	Electric	\$99,872
	Gas	\$3,825
	Oil	\$59,635
Projects completed during the current or prior school year		Auditorium Upgrade
Projects proposed in the capital plan		Flood Elimination, Walk-in Freezer Replacement
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Multipurpose Room, Nurse's Office
Comments from DSF		Merged with X817