



Dennis M. Walcott, Chancellor

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-location of a New District Middle School (02M177) with Existing School P.S. 158 Bayard Taylor (02M158) in Building M158 Beginning in the 2014-2015 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new district middle school (02M177, “New Middle School”) in building M158 (“M158”) located at 1458 York Avenue, Manhattan, NY 10075, in Community School District 2 (“District 2”).¹ If this proposal is approved, New Middle School will be co-located in building M158 with P.S. 158 Bayard Taylor (02M158, “P.S. 158”), an existing zoned elementary school that currently serves kindergarten through fifth-grade students. P.S. 158 also offers two sections of a full-day pre-kindergarten program.

P.S. 158 is the only school organization currently in building M158.

If this proposal is approved, New Middle School will open in M158 in September 2014 and will admit students through the District 2 Middle School Choice Process where 50% of the seats will be filled through a screened admissions method and 50% of the seats will be filled through a limited unscreened admissions method. New Middle School will begin enrolling sixth-grade students in 2014-2015 and will add one grade per year until it has reached full scale and serves students in grades six through eight in 2016-2017.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), M158 has a target capacity to serve 957 students. In 2012-2013 the building is serving only 775 students,² yielding a building utilization rate of 81%.³

In 2016-2017, once New Middle School has reached full scale, it is projected that there will be approximately 1,081-1,171 students served in M158, thereby yielding an estimated building utilization rate of approximately 113%-122%.

The DOE, in collaboration with community members, supports the co-location of New Middle School in M158. This proposal is intended to increase the number of middle school options in District 2.

II. Proposed or Potential Use of Building

M158 has a target capacity of 957 students.⁴ (The concept of “target capacity” is explained below.) In

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 2012-2013 Audited Register (as of October 26, 2012)

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 charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 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.

⁴ 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”)

2012-2013, the building is serving a total of 775 students, yielding a building utilization rate of 81%. This means that the building is “underutilized.”⁵ When New Middle School completes its phase-in and achieves full scale, the DOE projects that M158 will have an estimated building utilization rate of 113%-122%.

Despite a projected utilization rate over 100%, the building has sufficient space to provide both schools with their baseline room allocations. 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. Both P.S. 158 and New Middle School will receive their baseline allocation pursuant to the Citywide Instructional Footprint. More details about space are available in Section III.B of this Educational Impact Statement (“EIS”). Therefore, the M158 building has the capacity to accommodate both P.S. 158 and New Middle School at full scale.

If this proposal is approved, New Middle School will serve approximately 75-85 sixth-grade students during the 2014-2015 school year.⁶ At scale, New Middle School will serve approximately 225-255 students in sixth through eighth grade.

If this proposal is approved, the grade spans for P.S. 158 and New Middle School over a five-year period will be:

		Grade Spans				
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
02M177	New Middle School	-	-	6	6-7	6-8
02M158	P.S. 158 Bayard Taylor	K-5	K-5	K-5	K-5	K-5

⁵ The most recent Under-Utilized Space Memorandum and List was updated on February 1, 2013, and can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/138473/UUMemorandumAddendumlanguage2013POsTER2114.pdf>

⁶ Enrollment projections for New Middle School are based on a phase-in plan of three sections per entry grade in the first year. However, actual enrollment in 2014-2015 and beyond depends on applicant demand.

The table below demonstrates the total current and projected student enrollment for P.S. 158 and New Middle School over a five-year period, as well as the projected building utilization rates.

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
02M177	New Middle School	-	-	75 - 85	150 - 170	225 - 255
02M158	P.S. 158 Bayard Taylor	775	771 - 831	806 - 866	841 - 901	856 - 916
Total Building Enrollment		775	771 - 831	881 - 951	991 - 1,071	1,081 - 1,171
Utilization⁷		81%	81% - 87%	92% - 99%	104% - 112%	113% - 122%

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 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 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 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.

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 charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 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.

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

A. Students

Impact on Students Currently Attending P.S. 158

The proposed co-location of New Middle School is not expected to impact the admissions, enrollment, or educational options of students currently attending P.S. 158.

P.S. 158 is an existing zoned elementary school that currently serves kindergarten through fifth-grade students and students in two full-day sections of pre-kindergarten. This proposal is not expected to impact the pre-kindergarten program at P.S. 158. P.S. 158 will continue to offer a full-day pre-kindergarten program, subject to demand and funding availability.

P.S. 158 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). Current students will be able to continue in their existing ICT and SC classes and SETSS will continue to be provided. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”).

Current students at P.S. 158 who receive English Language Learner (“ELL”) services will continue to receive appropriate services.

According to the school website, P.S. 158’s special programs, extra-curricular activities, and partnerships include:⁸

Special Programs:

- Math Olympiad
- Enrichment in the Arts
- Studio Art
- Instrumental Music and Band
- Theater Arts
- Chess
- Art
- Theater Arts

Extracurricular Activities:

- Student Council
- Chess Club
- Debate Club
- Drama and Chorus Club
- Sports Club
- Track and Tennis Teams
- "Club 158" after-school program

Partnerships:

- Arts Connection Corp.
- 92nd St. Y
- Harkness Ballet

⁸ For more information, please visit <http://schools.nyc.gov/SchoolPortals/02/M158/default.htm> and the school’s Web site at www.ps158.org

- National Dance Institute
- New York University
- Fordham University
- Jr. Achievement
- NYC School Volunteers
- America Reads Tutors
- Whitney Museum of Art
- Young Audiences

This proposal is not expected to impact P.S. 158’s special programs, extra-curricular activities, and partnerships. Extra-curricular activities are 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. If this proposal is approved, P.S. 158 will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposal will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all school modify extracurricular offerings annually based on student demand and available resources. The DOE does not anticipate that this proposal will impact P.S. 158’s current partnerships.

Impact on Future Elementary School Students

This proposal is not expected to impact the admissions process at P.S. 158. P.S. 158 admits kindergarten through fifth grade students who reside in its zone, in accordance with Chancellor’s Regulation A-101. The full details of A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades kindergarten through five 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 kindergarten through five 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 kindergarten through five 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 kindergarten through five 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 kindergarten through five 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 recommended for a District 75 placement, 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 have access to learn alongside their non-disabled peers to the greatest extent possible.

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

Impact on Future Middle School Students

If approved, this proposal will create a new option for future District 2 middle school students. Through the District 2 Middle School Choice Process, students are offered the opportunity to apply to a range of middle schools within their district and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm#Manhattan>. Please note that this directory is updated yearly.

New Middle School will offer an admissions method where 50% of seats will be filled through a screened admissions method and 50% of seats will be filled through a limited unscreened admissions methods. Programs with screened admissions methods typically rank students based on a range of factors which may include final report card grades from the prior school year, reading and math standardized test scores, and attendance and punctuality. There may also be other requirements that schools use to screen applicants such as an interview, essay, teacher recommendation, or additional diagnostics. The criteria for the new school's program have not been determined yet. Programs with limited unscreened admissions methods give priority to students who demonstrate interest in the school by attending a school information session or open house event, or by visiting the school's exhibit at the Middle School Fair.

Under the District 2 Middle School Choice process, students will rank their preferences from among District 2 Choice middle schools.⁹ These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Zoned middle schools;
- K-8 schools with a zoned, screened, school-based application, or limited unscreened admissions method that have available seats for middle school students;
- 6-12 schools with a screened, school-based application, or limited unscreened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

In addition, screened and audition middle schools and alternative programs are offered through referrals. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

⁹ The District 2 Middle School Directory is available at: <http://schools.nyc.gov/NR/rdonlyres/06C7611A-4AAE-451C-BD21-BF6A9C34E14B/0/201213D2MSD.pdf>

Through the District 2 Middle School Choice process, students receive priority admission into their zoned program when they rank that program on their District 2 Middle School Choice application. After a zoned school admits all zoned students matched during the middle school choice process, the school's remaining spaces are open to out-of-zone District 2 students who indicated a preference for that school.

Families that would like their children to attend one of the District 2 choice middle schools, or a zoned middle school program to which the family does not receive zone priority, should participate in the District 2 Middle School Choice Process available to every fifth grade student in the District or attending a district 2 elementary school each year.

New middle schools designated to open throughout the City for the 2013-2014 school year will be available for students to consider. After the Panel for Educational Policy ("PEP") votes on this and other proposals to open new schools for 2014-2015, those new schools will also be available for students to consider during the middle school admissions process for the 2014-2015 school year.

Students who do not participate in the process may still enroll in a District 2 Middle School through over-the-counter ("OTC") placement. When a student eligible for middle school needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address, seat availability and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student address is zoned for middle school. In un-zoned areas the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many areas, students may simply report to their zoned middle school at the start of the year.

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 have access to the general education environment to the greatest extent possible.

In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Students who are ELL students are placed according to the same placement criteria as their English-speaking peers. Students requiring ELL services will continue to receive appropriate services at the middle school they attend.

Over-the-counter ("OTC") placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;¹⁰ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101), or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned areas, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many areas, students may simply report to their zoned middle school.

¹⁰ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and, if space allows, adjusted in those schools where the admissions methods are limited unscreened or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student may return if the student so chooses.

This proposal may have a mild impact on enrollment at other District 2 middle schools as some students who would have attended other schools will instead choose to attend New Middle School. However, at present there is no way to reliably predict which schools will be impacted, or by how many seats.

B. Schools

Building M158 has the capacity to accommodate both P.S. 158 and New Middle School at full scale. In 2016-2017, once New Middle School has reached full scale, there will be approximately 1,081-1,171 total students served in the building. The projected utilization rate for M158 at that point is approximately 113%-122%.

Despite a utilization rate over 100%, the building has sufficient space to provide both schools with at least their baseline room allocations. 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 to co-locate New Middle School in M158 is approved, there will be sufficient space to serve P.S. 158 and New Middle School pursuant to the Citywide Instructional Footprint (the “Footprint”) while New Middle School 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/ronlyres/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. A representative from the Office 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, resources 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 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 September 19, 2011 by a representative of the Office of Space Planning, M158 has a total of 50 full-size rooms, 19 half-size rooms, 7 quarter-size rooms and 1.5 full-size equivalent (“FSE”) rooms of designed administrative spaces. The below spaces are shared spaces or contain building services and will not be included in the allocation of space for any individual school:

- The school nurse’s office occupies 1 quarter-size space.
- The custodian’s office occupies 1 half-size space.
- The School-Based Support Team (“SBST”) occupies 1 half-size space.

Excluding the shared spaces outlined above, M158 has a total of 50 full-size classrooms, 17 half-size classrooms/spaces, 6 quarter-size spaces and 1.5 FSE of designed administrative spaces remaining, which totals 61.5 FSE rooms, that can be allocated to the co-located schools in M158 per the Footprint during the proposed opening and co-location of New Middle School with P.S. 158.

Per the Footprint, P.S. 158’s current baseline allocation is 34 full-size rooms, 7 half-size rooms and the equivalent of 5.0 FSE rooms for administrative use. Currently, P.S. 158 is using 61.5 FSE rooms, which is 19 FSE rooms above its total baseline Footprint.

Per the Footprint, in 2014-2015, during the first year of this proposal, New Middle School will be allocated 4 full-size rooms, 1 half-size room and 1.5 FSE rooms for administrative use, for a grand total of 6.0 FSE rooms. Each subsequent year, up to the 2016-2017 school year, New Middle School will be allocated 3 additional full-size rooms and 0.5 FSE rooms for administrative use to accommodate its increased enrollment and grade span as the school phases in.¹¹

Once New Middle School is at full scale alongside P.S. 158, New Middle School will be allocated 10 full-size classrooms for instructional purposes. In total, both organizations are projected to have a combined baseline of 47 full-size rooms for instructional purposes.

The table below provides the baseline Footprint allocation of full-size instructional rooms for each school throughout the phase-in of New Middle School:

Baseline Footprint Allocation for Full-Size Classrooms						
DBN	School Name	2012-2013 (current)	2013-2014	2014-2015	2015-2016	2016-2017
02M158	P.S. 158 Bayard Taylor	34	35	36	37	37
02M177	New Middle School	-	-	4	7	10
TOTAL		34	35	40	44	47
TOTAL EXCESS		16	15	10	6	3

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

¹¹ Given the lack of designed administrative spaces in the building, half-size rooms may be allocated to satisfy administrative space needs.

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.

There are no other proposed uses or plans for building M158.

New Middle School will develop a safety and security plan for M158 prior to the first day of school in September 2014.

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 is proposing to open New Middle School in M158 in an effort to provide additional middle school options for the District 2 community.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M158.

IV. Enrollment, Admissions, and School Performance Information

New Middle School (02M177)

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Co-location of New Middle School	Grades 6-8: District 2 Middle School Choice Admissions Method: Screened, Limited Unscreened

Enrollment Data¹²

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	-	-	-	-
2013-2014 (projections)	-	-	-	-
2014-2015 (projections)	75-85	-	-	75-85
2015-2016 (projections)	75-85	75-85	-	150-170
2016-2017 (projections)	75-85	75-85	75-85	225-255

Demographic Data

There is no demographic data for New Middle School as the school has not yet opened.

School Performance Data

There is no school performance data for New Middle School as the school has not yet opened.

P.S. 158 (02M158)

Admissions Data

Current Admissions	PK: Standard universal pre-kindergarten admissions process Grades K-5: Zoned
Admissions During and After Proposed Co-location of New Middle School	PK: Standard universal pre-kindergarten admissions process Grades K-5: Zoned

¹² Enrollment projections represent a standard phase in plan of three sections per entry grade.

Enrollment Data¹³

	PK ¹⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (audited)	36	144	125	128	111	108	123	775
2013-2014 (projections)	36	140-150	140-150	120-130	125-135	105-115	105-115	771-831
2014-2015 (projections)	36	140-150	140-150	140-150	120-130	125-135	105-115	806-866
2015-2016 (projections)	36	140-150	140-150	140-150	140-150	120-130	125-135	841-901
2016-2017 (projections)	36	140-150	140-150	140-150	140-150	140-150	120-130	856-916

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with Individualized Education Programs	18%
Percentage of English Language Learner Students	2%
Percentage of Students Eligible for Free or Reduced Lunch	14%

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

¹⁴ Pre-Kindergarten ("PK") is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

¹⁵ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

P.S. 158 Bayard Taylor	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	A	B	B
Quality Review Score ¹⁶	N/A ¹⁷	N/A	WD
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	89%	89%	85%
Math % Proficient (Levels 3 and 4)	94%	90%	91%
<i>Other Key Performance Indicators</i>			
Attendance Rate	95%	95%	95%
<i>2012-2013 State Accountability Status¹⁸</i>			
In Good Standing			

¹⁶ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

¹⁷ Not all schools receive a Quality Review every year.

¹⁸ For more information about State Accountability, please visit <http://www.p12.nysed.gov/irs/accountability/>

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, New Middle School will receive a fixed allocation of \$80,000 and approximately \$33,225 - \$37,655 in new school OTPS start-up per-pupil allocations during its first year.¹⁹

In addition, New Middle School’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 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 New Middle School 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.

This proposal is not expected to impact the budget and cost of instruction at P.S. 158.

If the proposal is approved, the DOE plans to create a science demonstration room for use by New Middle School’s students. The precise cost of the proposal will not be known until bids are solicited closer to the time of the construction.

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

A. Personnel Needs

New Middle School will need to hire additional teachers during each year of its phase-in as the total number of students enrolled in the school increases over each of the phase-in years. The precise number of positions needed for the 2014-2015 school year will be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in sixth through eighth 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.

New administrative staff and non-pedagogical positions will be created at New Middle School over the course of the school’s phase-in. New Middle School 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 P.S. 158.

B. Administration

New Middle School will hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school’s phase-in.

¹⁹ For more information about OTPS for New Schools please visit: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam21.pdf.

There is no anticipated impact on the administrative needs of P.S. 158.

C. Transportation

Transportation will be provided at P.S. 158 and New Middle School according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at P.S. 158 due to this proposal.

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		M158
Type of Building		PS
Year Built		1898
Overall BCAS rating		2.38
2011-2012 Target Building Utilization		90%
2011-2012 Target Building Capacity		957
FY 2012 Maintenance Costs	Labor	\$13,820
	Materials	\$32,175
	Maintenance and repair contracts	\$18,262
	Service contracts	\$3,500
	Custodial operations costs—Materials	\$7,413
	Custodial operations costs—Custodial Allocation	\$262,616
FY 2012 Energy Costs	Electric	\$133,834
	Gas	\$28,601
	Oil	N/A
Projects completed during the current or prior school year		FY11 RESO A Additional Classrooms, FY11 RESO A Student Toilets
Projects proposed in the capital plan		None
Accessibility of the building		Functionally Fully Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office