

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-location of a New Site of an Existing District 75 program (75K771) in Building K066 with Existing School P.S. 66 (18K066) Beginning in the 2013-2014 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new site of an existing District 75 program (“D75”) program (75K771, “P771K”), in building K066 (“K066”) located at 845 East 96 Street, Brooklyn, NY 11236 in Community School District 18 (“District 18”).^{1,2} The new site in K066 for existing D75 program 75K771 will be referred to as P771K@K066 throughout this document. If this proposal is approved, P771K@K066 will be co-located in building K066 with P.S. 66 (18K066, “P.S. 66”), an existing non-zoned district school that serves students in kindergarten through eighth grade and offers one section of full-day pre-kindergarten.³

Based on projected need, D75 is seeking to increase its capacity to serve students with autism and intellectual and emotional disabilities within Brooklyn. P771K@K066 plans to serve a range of students across kindergarten through eighth grade, who have been classified as autistic or as intellectually or emotionally disabled on their Individualized Education Programs (“IEPs”). P771K@K066 is projected to serve six sections of elementary and middle school students in self-contained settings. Students will be placed in class sections based on their needs (not necessarily according to traditional grade levels) and recommended special education services, and may be served in this program throughout the course of their elementary and middle school education.

According to the 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”), K066 has the target capacity to serve a total of 888 students. In 2012-2013, P.S. 66 is serving 750 students in kindergarten through eighth grade and 18 pre-kindergarten students,⁴ yielding a building utilization rate of 86%.⁵ If this proposal is approved, in 2013-2014, once P771K@K066 has opened, it is projected that there will be 768-

¹ D75 provides Citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. D75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about D75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

² 75K771 currently serves students at six sites: (1) Building K225 located at 1075 Oceanview Avenue, Brooklyn, NY 11235 (the primary site); (2) Building K771 located at 83-10 21st Avenue., Brooklyn, NY 11214; (3) Building K043 located at 1401 Emmons Ave., Brooklyn, NY 11235; (4) Building K303 located at 501 West Avenue, Brooklyn, NY 11224; (5) Building K329 2929 West 39th Street, Brooklyn, NY 11224; and (6) Building K236 6302 Avenue U, Brooklyn, NY 11234. This proposal is not anticipated to have an impact at 75K771’s other sites.

³ 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.

⁴ All figures are from the 2012-2013 Audited 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 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.

878 students served in K066, yielding a building utilization rate of 86%-99%.^{6,7}

Background on the DOE’s Decision-Making Process

P771K@K066 will provide a new educational option for students requiring D75 special education services in a self-contained setting. The DOE is proposing to open this new program in the K066 building to help meet increased demand for D75 self-contained programming in District 18. Building K066 is a functionally accessible building, and as such, the DOE believes it is an appropriate site for the D75 student population.

II. Proposed or Potential Use of Building

If this proposal to open and co-locate P771K@K066 in K066 is approved, the proposed grade spans served in K066 are and will be as follows:

Grade Spans			
DBN	School Name	2012-2013	2013-2014
18K066	P.S. 66	K-8	K-8
75K771	P771K@K066	-	K-8

As stated above, K066 has the capacity to serve a total of 888 students. In 2012-2013, P.S. 66 is serving 768 students in K066. This yields a utilization rate of 86%.

If this proposal to open and co-locate P771K@K066 in K066 is approved, in 2013-2014, P.S. 66 is projected to serve 728-818 students and P771K@K066 is projected to serve 40-60 students. Combined, there will be approximately 768-878 students served in K066, which yields a projected utilization rate of 86%-99%.

The table below demonstrates the current and projected enrollments of each school, as well as the building’s current and projected utilization rates:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment
18K066	P.S. 66	768	728 - 818
75K771	P771K@K066	-	40 - 60
Total Building Enrollment		768	768 - 878
Utilization		86%	86% - 99%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all 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

⁶ All projections referenced for P.S. 66 for the 2013-2014 school year and beyond reflect the forward promotion of cohorts by grade using the 2012-2013 Audited Register (as of October 26, 2012) as the base year.

⁷ Projections for P771K@K066 are based on an enrollment of two sections of 6:1:1 (six students, one special education teacher, one paraprofessional) self-contained classes and four sections of 12:1:1 (twelve students, one special education teacher, one paraprofessional) self-contained classes.

reported by principals during an annual facilities survey; the DOE's standards for goal classroom capacities, which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level; and the efficiency with which classrooms are programmed, i.e., the frequency with which classes are scheduled in a given classroom.

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this Educational Impact Statement, 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 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 high school 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 standard 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 Affected Students, Schools, and Community

A. Students

If this proposal is approved, in 2013-2014, P771K@K066 is projected to serve six sections of elementary and middle school students in 6:1:1 (six students with one special education teacher and one paraprofessional) and 12:1:1 (twelve students with one special education teacher and one paraprofessional) settings in K066. Students are placed in D75 programs based on individual student needs and recommended special education services.

Impact on Students Currently Enrolled at P.S. 66

P.S. 66 is a non-zoned district school in District 18 that serves students in kindergarten through eighth grade and offers one section of full-day pre-kindergarten. If the proposal to co-locate P771K@K066 in K066 is approved, P.S. 66 will continue to serve kindergarten through eighth-grade students. The DOE's pre-kindergarten programs, including P.S. 66's, are offered based on available funding and student enrollment. The DOE anticipates that pre-kindergarten will continue to be offered at P.S. 66, subject to continuing funding and demand.

P.S. 66 offers a Self-Contained ("SC") Special Education class, as well as Special Education Teacher Support Services ("SETSS"). Elementary school students with IEPs, with the exception of those recommending placement in a D75 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 in a general education setting to the greatest extent possible. Current students who are being served by these programs will continue to have their needs met if the proposed siting of P771K@K066 at K066 is approved.

P.S. 66 also offers 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 IEPs, and current students at P.S. 66 who receive ELL services will continue to receive required services after the proposed siting of P771K@K066.

As reported by the school's administration, P.S. 66 currently offers the following special programs, extracurricular activities and partnerships:

- ELA/Math tutorial and enrichment
- Basketball
- Cheerleading
- Chorus
- Guitar
- Homework Help
- Cooking
- Dance
- Flag Football
- Piano
- Teen Talk
- Yearbook
- Specialized High School Prep

There are no proposed changes to the extracurricular programs currently offered at P.S. 66. If this proposal is approved, P.S. 66 could continue to offer these extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location 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 all City students as all schools annually modify extracurricular offerings based on student demand and available resources.

Impact on Future Elementary School Students

The proposal to co-locate P771K@K066 in K066 is not expected to impact the admissions process at P.S. 66. P.S. 66 is a non-zoned district school, which admits students in accordance with Chancellor's Regulation A-101, and will continue to do so if this proposal is approved. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Applicants must be admitted to non-zoned schools in the following order of priority:

- a. In-district students whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- b. Out-of-district students whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- c. Students currently attending the school's pre-kindergarten program who reside in the school's district, *without* a sibling who will be in grades K-5 at the school in the following school year;
- d. Students currently attending the school's pre-kindergarten program who reside outside the school's district, *without* a sibling who will be in grades K-5 at the school in the following school year;
- e. In-district students other than those in (a) and (c) above;
- f. Out-of-district students other than those in (b) and (d) above.

Elementary school students with IEPs, with the exception of those recommended for placement in a D75 program, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

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

Impact on Future Middle School Students

P.S. 66 currently admits sixth-grade students through a school-based application with priority to continuing fifth-grade students. If this proposal is approved, P.S. 66 will continue to admit sixth-grade students through a school-based application process with priority to continuing fifth-grade students.

District 18 fifth-grade students also may apply to District 18 middle schools through the Middle School Choice Process, which means that fifth-grade students who meet promotional standards and live within the district are eligible to apply to any District 18 choice middle school. Students rank their preferences from among the District 18 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Choice middle schools or programs with a limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- 6-12 grade schools with a limited unscreened method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

Students may also choose to apply to a number of schools that manage their own admissions process. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

In addition to a school-based application, P.S. 66 admits students through the over-the-counter (“OTC”) admissions process and would continue to do so if this proposal is approved. 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 New York City 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;⁸ 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

⁸ 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.

determined by his or her interest, home address, and 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 districts, 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 districts, students may simply report to their zoned middle school.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 program, 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 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 P.S. 66.

Information about all of these options is printed in each district's Middle School Choice Directory, which can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Impact for Future D75 Students

The DOE is proposing to co-locate P771K@K066, a new site of an existing D75 program, in the K066 building beginning in the 2013-2014 school year. P771K@K066 will serve students in grades kindergarten through eight who are classified as autistic or as intellectually or emotionally disabled on their IEPs. P771K@K066 will serve elementary and middle school students in self-contained settings. Students will be placed in class sections based on their needs (not necessarily according to traditional grade levels) and may be served in this program throughout the course of their elementary and middle school education.

P771K@K066 is expected to serve students in 6:1:1 and 12:1:1 settings. Typically, the majority of students served in 6:1:1 settings are classified as autistic and the majority of students served in a 12:1:1 setting are classified as intellectually or emotionally disabled.

This D75 program will admit future students in a manner consistent with current D75 enrollment procedures. Students will be placed in D75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier-free site; whether the student requires nursing services; the student's home district; and whether the student has siblings in the articulating school. For additional information about D75 programs, please visit the DOE's Web site at: <http://schools.nyc.gov/Offices/District75/default.htm>.

B. Schools

The DOE is proposing to open and co-locate P771K@K066 in the K066 building with P.S. 66 to help meet increased demand for D75 self-contained programming in District 18. At present, there is no D75 program located in District 18. As noted above, one of the variables taken into account when placing students in D75 schools is a student's home district. The proposed opening and co-location of P771K@K066 is intended to provide students in District 18 with a D75 program option closer to their home. As with all other D75 programs, P771K@K066 will serve students from across the city. Further, K066 is a functionally

accessible building, and as such, the DOE believes it is an appropriate site for the student population served by D75.

The estimated enrollments for P.S. 66 and P771K@K066 are shown in Section IV below.

If the proposal to co-locate P771K@K066 with P.S. 66 in K066 is approved, there will be sufficient space to serve P.S. 66 and P771K@K066 pursuant to the Citywide Instructional Footprint (the “Footprint”).

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 would 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 representative.

For elementary schools serving kindergarten through fifth grade (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 kindergarten through fifth grade 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 classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

Space is allocated to District 75 programs according to the DOE’s District 75 Instructional Footprint (“D75 Footprint”). D75 programs are also provided access to shared spaces such as the gymnasium, the library, the auditorium, and the cafeteria, and spaces such as occupational/physical therapy rooms, the nurse’s office, etc. or provided with space for comparable purposes. Excess space allocation in buildings with co-located schools is traditionally based upon the physical location of the available space in relation to the location of each school within the building and relative enrollment of the schools. In buildings where District 75 programs are co-located with other organizations, excess space will be equitably distributed to all organizations based on a percentage of the student enrollment, except that the excess allocations to District 75 programs are based on the number of sections of students, rather than the number of students.

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 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 the co-located schools, in conjunction with the DOE’s Office of Space Planning.

According to a building walk-through performed on February 8, 2013 by a representative from the Office of Space Planning, K066 has a total of 42 full-size rooms, 8 half-size rooms, 6 quarter-size rooms, and 4.0

full-size equivalent (“FSE”) 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 an individual school:

- The school nurse occupies 0.5 FSE of designed administrative space.
- The custodian occupies 1 half-size space.

Excluding the shared spaces outlined above, K066 has a total of 42 full-size classrooms, 7 half-size classrooms/spaces, 6 quarter-size spaces, and 3.5 FSE of designed administrative spaces remaining that can be allocated to the co-located schools in K066 per the Footprint.

Per the Footprint, P.S. 66 should currently be allocated a baseline of 33 full-size rooms, 3 half-size rooms, and the equivalent of 5.0 FSE rooms for administrative use, totaling 39.5 FSE rooms. P.S. 66 is currently using 50.5 FSE rooms, which is 11.0 FSE rooms above its total baseline footprint.

Per the Footprint, in 2013-2014, P.S. 66’s space allocation will be 33 full-size rooms, 3 half-size rooms, and the equivalent of 5.0 FSE rooms for administrative use, for a total of 39.5 FSE rooms.

Per the Footprint, in 2013-2014, P771K@K066’s space allocation will be 4 full-size rooms and 4 half-size rooms for instructional space, and the equivalent of 1.5 FSE for administrative use, for a total of 7.5 FSE rooms.

The allocations of full-size and half-size instructional rooms, as described in FSE, for both schools during the 2013-2014 school year is described in detail below:

DBN	School Name	2012-2013 (current)	2013-2014
18K066	P.S. 66	34.5	34.5
75K771	P771K@K066	N/A	6.0

After each school has received its baseline footprint allocation, there will be the equivalent of 3.5 FSE of excess space. 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. The baseline footprint for P771K@K066 may be adjusted to provide the school with full-size rooms in lieu of half-size rooms to allow each school to maintain contiguous space within the building.

The space allocated to P771K@K066 and P.S. 66 in K066 during the 2013-2014 school year would serve as the final allocation of space going forward.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the gymnasium, cafeteria, auditorium, library, nurse’s office, and custodian’s office. Specific decisions regarding the allocation of the shared space will be made by the Building Council, consisting of the P.S. 66 and P771K@K066 principals, and in conjunction with the DOE Office of Space Planning.

P.S. 66 and P771K@K066 will develop a safety and security plan for K066 prior to the first day of school in September 2013.

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

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

C. Community

P771K@K066 will provide a new educational option for students requiring D75 special education services in a self-contained setting. The DOE is proposing to open this new program in the K066 building to help meet increased demand for D75 self-contained programming in District 18. At present, there is no D75 program located in District 18. As noted above, one of the variables taken into account when placing students in D75 schools is a student’s home district. The proposed opening and co-location of P771K@K066 is intended to provide students in District 18 with a D75 program option closer to their home.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K066. This proposal is not expected to impact the site accessibility of K066, which is a functionally accessible building.

IV. Enrollment, Admissions and School Performance Information

P.S. 66

Admissions Data

<p>Current Admissions</p>	<p>Pre-kindergarten: Standard Universal Pre-K Admissions Process Grades K-8: Non-zoned; School based application process following Chancellor’s Regulation A-101</p>
<p>Admissions After the Proposed Co-location</p>	<p>Pre-kindergarten: Standard Universal Pre-K Admissions Process Grades K-8: Non-zoned; School based application process following Chancellor’s Regulation A-101</p>

Enrollment Data⁹

	PK ¹⁰	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	18	74	75	72	77	83	88	104	80	97	768
2013-2014 (projections)	18	70-80	75-85	70-80	65-75	70-80	80-90	105-115	100-110	75-85	728-818

Demographic Data¹¹

Percentage of Students Receiving ICT or SC Services	1%
Percentage of Students with IEPs	7%
Percentage of ELL Students	2%
Percentage of Students Eligible for Free or Reduced Lunch	61%

School Performance Data

P.S. 66	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	B	D
Quality Review Score ¹²	N/A ¹³	N/A	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	36%	48%	47%
Math % Proficient (Levels 3 and 4)	76%	73%	66%
Other Key Performance Indicators			
Attendance Rate	95%	95%	96%
2012-2013 State Accountability Status¹⁴			
In Good Standing			

⁹ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

¹⁰ PK is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

¹¹ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

¹² 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’s website at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹³ Not all schools receive a Quality Review every year.

¹⁴ <http://www.p12.nysed.gov/irs/accountability/>

P771K@K066

Admissions Data

Current Admissions	N/A
Admissions After the Proposed Co-location	Grades K-8: Placement based on individual student needs/recommended special education services

Enrollment Data

	Total Enrollment (K-8)
2012-2013 (audited)	-
2013-2014 (projections)	40-60

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELL Students	15%
Percentage of Students Eligible for Free or Reduced Lunch	64%

Performance Data¹⁶

75K771	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	B	A
Quality Review Score	P	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	18%	8%	10%
Math % Proficient (Levels 3 and 4)	12%	8%	17%
Other Key Performance Indicators			
Attendance Rate	92%	90%	90%
2012-2013 State Accountability Status¹⁷			
		N/A	

¹⁵ P771K@K066 does not yet have enrollment; as such, no demographic data is available. The demographic data presented above reflects 75K771’s entire enrollment across all current locations.

¹⁶ P771K@K066 does not yet have enrollment; as such, no performance data is available. The performance data presented above reflects 75K771’s entire enrollment across all current locations.

¹⁷ D75 programs do not receive a State Accountability Status categorization.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations or the cost of instruction at P.S. 66 in building K066.

Please refer to the Fair Student Funding (“FSF”) Guide¹⁸ and FY13 School Allocation Memorandum¹⁹ for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P771K. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

The proposed co-location of P771K@K066 in K066 is not expected to change the number of personnel positions assigned to P.S. 66, nor is it expected to significantly alter the duties of current staff in K066.

P771K@K066 will need to hire additional teachers to accommodate its opening in K066 in September 2013. The precise number of positions needed for the 2013-2014 school year will be determined once D75 placements are made in the spring of 2013.

New administrative staff and non-pedagogical positions will be created to accommodate the opening of P771K@K066 in September of 2013.

B. Administration

P771K@K066 may hire school supervisory and/or administrator personnel to accommodate the opening of P771K@K066 in September of 2013. P771K@K066 will hire additional staff, including teachers and paraprofessionals, in advance of the program’s opening in K066.

This proposal is not expected to impact administrative needs at P.S. 66 in building K066.

C. Transportation

Transportation will continue to be provided 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. 66 as a result of this proposal.

D. Other Support Services

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

¹⁸ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

¹⁹ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

VII. Building Information

Building		K066
Type of Building		PS
Year Built		2003
Overall BCAS rating		1.51
2011-2012 Target Building Utilization		87%
2011-2012 Target Building Capacity		888
FY 2012 Maintenance Costs	Labor	\$1,712
	Materials	\$502
	Maintenance and repair contracts	\$8,116
	Service contracts	\$9,343
	Custodial operations costs—Materials	\$7,413
	Custodial operations costs—Custodial Allocation	\$260,796
FY 2012 Energy Costs	Electric	\$274,195
	Gas	\$31,366
	Oil	N/A
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Classroom Connectivity
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