

EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of P.S. 14 Cornelius Vanderbilt (31R014) Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out and close P.S. 14 Cornelius Vanderbilt (31R014, “P.S. 14”), an existing elementary school located at 100 Tompkins Avenue, Staten Island, NY 10304, in Community School District 31, in building R014 (“R014”). P.S. 14 currently serves students in kindergarten through fifth grade and offers a pre-kindergarten program. The DOE is proposing to phase out and eventually close P.S. 14 based on its low performance and its inability to turn around quickly to better support student needs.

If this phase-out proposal is approved, P.S. 14 would no longer admit kindergarten students and would no longer offer grades one and two or its pre-kindergarten program after the conclusion of the 2011-2012 school year. Beginning in the 2012-2013 school year, after P.S. 14’s kindergarten, first grade, and second grade are phased out, P.S. 14 would serve one less grade in each subsequent year until it completes its phase-out and closes in June 2015. Current students in grades two, three, and four would continue to be served by P.S. 14 and would be supported as they progress toward completion of elementary school at P.S. 14. Current students in fifth grade will be supported as they transition to middle school. Students in kindergarten through second grade would be served in a new zoned elementary school, 31R078, to be opened in building R014 and proposed in a separate Educational Impact Statement (“EIS”). A pre-kindergarten program would also be offered by 31R078 in building R014 (pending continued availability of funding).

In a separate EIS posted on December 12, 2011 the DOE has proposed to “co-locate” a new zoned elementary school, 31R078, which would serve students in kindergarten through fifth grade when it reaches full scale in building R014 in 2015-2016. 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. If the proposal to co-locate 31R078 in R014 is approved, it would provide a new zoned elementary school for District 31 families and replace the seats lost by the proposed phase-out of P.S. 14. 31R078 would be co-located in R014 with P.S. 14 as it phases out. P.S. 14 is currently the only school located in R014.

Background on the DOE’s Decision-Making Process

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.¹ Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth- to twelfth grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms and talk with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest

¹ Elementary and middle schools that have average math and English Language Arts (“ELA”) proficiency rates that are higher than the district average, which earned a Well Developed or Outstanding rating on the quality review, which received an A or B on the 2010-11 Progress Report or which are receiving a Progress Report for the first time are not considered for phase-out.

possible rating and “Well Developed” as the highest.

A school’s Progress Report and its Quality Review may initially suggest a school should be considered for intervention, but no single criterion leads to a phase-out decision. To identify the appropriate action that will best serve the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

P.S. 14 earned an overall D grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, P.S. 14 earned a C grade, and on the 2008-2009 Progress Report it earned an A grade.² As a result, the DOE initiated a comprehensive review of P.S. 14 with the goal of determining what intensive supports and interventions would best benefit the P.S. 14 community. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of P.S. 14—will best serve the school’s students and community. Phasing out and closing P.S. 14 will allow for new school options to develop in the R014 building that are intended to provide better options for families.

Performance and School Environment at P.S. 14

P.S. 14’s struggle to improve its performance during the last few years confirms the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

- The overwhelming majority of P.S. 14 students remain below grade level in English and Math. Last year, only 23% of students were performing on grade level in English – putting the school in the bottom 4% of elementary schools Citywide in terms of English proficiency. Only 31% of students were performing on grade level in Math – putting the school in the bottom 4% of elementary schools Citywide in terms of Math proficiency.
- In 2009-2010, P.S. 14 was in the bottom 3% in Citywide Math proficiency and in the bottom 2% in English proficiency. In 2008-2009, P.S. 14 was in the bottom 8% Citywide in Math proficiency and in the bottom 2% Citywide in English proficiency.
- In 2010-2011, P.S. 14 is not adequately helping students to make progress. P.S. 14 is in the bottom 9% of elementary schools Citywide in terms of learning growth in English and the bottom 10% of elementary schools Citywide in terms of learning growth in Math. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If these conditions persist, P.S. 14 students will fall further behind their peers in other schools.
- The school’s attendance rate is one of the lowest among elementary schools Citywide. The 2010-2011 attendance rate was 88% compared to the Citywide elementary school average of 93.6%, putting P.S. 14 in the lowest percentile of New York City elementary schools in terms of attendance.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. P.S. 14 earned a D grade on its 2010-2011 annual Progress Report, including an F grade for Student Performance, a D grade for Student Progress, and a C grade for School Environment.
- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, and underdeveloped) to measure how well a school is organized to support student achievement. P.S. 14 was rated “Developing” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way

² 84% of elementary/middle schools Citywide received an A (97% received an A or B) on the 2008-09 Progress Report. This school’s 2008-09 Progress Report overall score was in the bottom 21% Citywide.

that the school is organized to support student learning.

All of these concerns suggest that the school is ill-equipped to turn around quickly to better support students.

The chart below summarizes key performance data for P.S. 14 over the past three years.

P.S. 014 Cornelius Vanderbilt	2008-2009 ³	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	D
Progress Report Progress Grade	A	D	D
Progress Report Performance Grade	C	F	F
Progress Report Environment Grade	D	F	C
Quality Review Score		P	D
Performance Data⁴			
English Language Arts % Proficient (Levels 3 and 4)	44%	19%	23%
Math % Proficient (Levels 3 and 4)	75%	28%	31%
Other Key Performance Indicators			
Attendance Rate	88.9%	88.4%	88.4%
2010-2011 State Accountability Status	Improvement (year 1) Comprehensive ⁵		

Overview of Past Strategic Improvement Efforts at P.S. 14

Staff members have worked hard to improve P.S. 14, but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports including:

³ 84% of elementary/middle schools Citywide received an A (97% received an A or B) on the 2008-09 Progress Report. This school's 2008-09 Progress Report overall score was in the bottom 21% Citywide.

⁴ In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students' scale scores on the tests remained largely unchanged relative to the prior year.

⁵ Under No Child Left Behind, states are working to close the achievement gap and to ensure all students achieve academic proficiency. Annual state and school district report cards inform parents and communities about state and school-level student performance. Schools that do not meet performance targets must provide students with supplemental education services and they must take corrective actions. Follow this link for more information about No Child Left Behind and New York City Accountability: <http://www.p12.nysed.gov/irs/accountability/>.

Leadership Support:

- Provided extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan.
- Coached and trained leadership on strengthening instructional quality through standards-based instruction, differentiated learning techniques, and improving school culture and learning environment through targeted development.
- Trained leaders on the implementation of instructional strategies for English Language Learners.

Instructional Support:

- Provided professional development opportunities for teachers on the development of best practices for literacy instruction and for English Language Learners
- Offered professional development opportunities for teachers on numeracy and the development of best practices within the Math curriculum.
- Worked with teacher teams to improve and strengthen Science instruction and support.
- Coached teachers on the use of effective classroom management strategies, Special Education compliance, and instructional support.

Operational Support:

- Advised school staff on budgeting, human resources, teacher recruitment, and building management.

Student Support:

- Trained the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving school culture.
- Assisted in developing strategies to reach out and support relationships with various community stakeholders and organizations including Life Space Intervention and Partnership with Children.
- Developed extensive professional development opportunities for staff in an effort to improve school environment and school safety.

Despite the availability of these supports, it is apparent that P.S. 14 has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 14 community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association ("PTA") and the School Leadership Team ("SLT") on October 6, 2011 to discuss possible outcomes for P.S. 14 due to its continued poor performance. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public: <http://schools.nyc.gov/community/planning/changes/statenisland/portfolio.htm>

While members of the P.S. 14 school community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's continued failure to improve its performance. The DOE will incorporate community feedback as we continue to support current P.S. 14

students working toward promotion and as we develop plans to replace P.S. 14 with other schools that will better meet student and community needs.

We also welcome community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Potential Use of Building

The building in which P.S. 14 is located, R014, has the capacity to serve 694 students.⁶ R014 is a partially accessible building for students with physical disabilities. In 2010-2011—the most recent year for which audited enrollment data is available—the building served 662 total students yielding a utilization rate of 95%.⁷ In 2011-2012, the building served 684 total students, yielding a utilization rate of 99%.⁸ The concept of “target utilization rate” is explained below.

In a separate EIS that was posted on December 12, 2011 the DOE proposed the co-location of a new elementary school, 31R078, in R014. Over a period of five years, the proposed grade spans for the schools in the building are as follows:

DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
31R014	P.S. 014 Cornelius Vanderbilt	0K-05	03-05	04-05	05	-
31R078	31R078	-	0K-02	0K-03	0K-04	0K-05

The table below demonstrates enrollment across all existing organizations and 31R078 during the course of the phase-out of P.S. 14 and the phase-in of 31R078.^{9,10}

⁶ 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”).

⁷ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

⁸ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates for the 2012-2013 school year and beyond are based on the unaudited enrollment as of October 31, 2011. 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.

⁹ The DOE projects that the enrollment at 31R078 will remain at or close to P.S. 14’s current levels.

¹⁰ All projections referenced for 2012-2013 and beyond are based on the unaudited October 31, 2011 register and reflect the forward promotion of the current first through fifth grade cohorts, and a stable Kindergarten cohort.

School Name	2010-2011 Audited Register	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
31R014	662	684	325 – 355	200 - 220	100 - 110	-
31R078	-	-	323 – 353	433 - 473	543 - 593	653 - 713
Total Building Enrollment	662	684	648 – 708	633 - 693	643 - 703	653 - 713
Utilization	95%	99%	93% - 102%	91% - 100%	93% - 101%	94% - 103%

If this proposal is approved, in 2015-2016, once P.S. 14 has phased out and 31R078 has phased in, there would be approximately 653-713 total students served in the building. The projected utilization for R014 at that point would be approximately 94-103%. This means that R014 has adequate capacity to accommodate the new elementary school.¹¹

As described in more detail in the Enrollment, Capacity, Utilization Report (the “Blue Book”), which is available at <http://www.nysesca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s target capacity is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the 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 2010-2011. As described earlier in this EIS, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 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 2010-2011 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 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 maximum

¹¹ 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.

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, P.S. 14 would be phased out gradually over the next several years and would no longer admit new kindergarten, first grade, or second grade students at the end of this school year. In 2012-2013, P.S. 14 would only serve students in third, fourth, and fifth grades; in 2013-2014, P.S. 14 would only serve students in fourth and fifth grades; and in 2014-2015, P.S. 14 would only serve students in fifth grade. P.S. 14 would close after June 2015.

Enrollment Options for Current P.S. 14 Students

Under this proposal, all current P.S. 14 students would either be served in the new zoned elementary school, 31R078, or they would continue at P.S. 14, and they would be supported as they progress towards completion of elementary school and transition to middle school.

Current Kindergarten and First Grade Students in P.S. 14

Current kindergarten and first grade students at P.S. 14 would be guaranteed a seat in the new elementary school, 31R078, which would open in September 2012 in building R014.

Current Second, Third, Fourth, and Fifth Graders in P.S. 14

Current second, third, and fourth grade students at P.S. 14 would continue to be enrolled at P.S. 14. This includes students in these grades who enter New York City Public Schools during the school year. Each fifth grade student would receive priority to a seat at his or her zoned middle school which, for most P.S. 14 students, is I.S. 49 Berta A. Dreyfus (31R049, "I.S. 49").

P.S. 14 students who do not meet promotional standards for a grade that is still offered by P.S. 14 in the following school year will continue to have access to appropriate instruction at P.S. 14 to meet promotional standards. This applies to third, fourth, and fifth graders in 2011-2012, fourth and fifth graders in 2012-2013, and only fifth graders in 2013-2014.

P.S. 14 students who do not meet promotional standards for grades no longer offered by P.S. 14 in the following school year will be supported in transitioning to 31R078. This applies to current second graders in 2011-2012, third graders in 2012-2013, fourth graders in 2013-2014, and only fifth graders in 2014-2015.

Impact on Academic, Extracurricular Programs, and Community Partnerships at P.S. 14

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extracurricular programs currently offered at P.S. 14. That said, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, P.S. 14 would continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

The DOE remains focused on helping P.S. 14 students to succeed. If this proposal is approved, P.S. 14 would be provided with targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement, and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

P.S. 14 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). The existing ICT, SC, and SETSS classes would continue to be provided as P.S. 14 phases out, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). Current students at P.S. 14 who receive services for English Language Learners (“ELLs”) will continue to receive those services as the school phases out.

R014 also houses an adult and continuing education program (79K755) administered by District 79. This program would continue to operate during P.S. 14’s phase-out and 31R078’s expansion. The program would not be affected by this proposal.

P.S. 14 currently offers the following special programs and initiatives, extracurricular activities, and partnerships:¹²

- **Leadership & Support:** Peer Mediation and Conflict Resolution
- **Academic:** Saturday Test Prep Academy
- **Artistic:** Readers Theater and Performing Arts Program
- **Partnerships:** After School Program - Police Athletic League (P.A.L.)

P.S. 14 would continue offering 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 student as all schools modify extracurricular offerings annually based on student demand and available resources.

As the school phases out, the DOE will work with P.S. 14 staff to enhance existing partnerships or develop new partnerships if specific student needs emerge during the phase-out period. The DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported P.S. 14 students in the past. As appropriate, the DOE will work with 31R078 to introduce or expand partnerships with the community organizations that currently support P.S. 14.

¹² Comprehensive Educational Plan 2011-2012.

Enrollment Impact on Current and Future Students at Existing Schools in R014

P.S. 14 is not co-located with any other schools in the R014 building. Therefore, no other existing schools would be affected by this proposal. Additionally the adult and continuing education program (79K755) administered by District 79 would not be affected by this proposal.

The impact of the proposed co-location of 31R078 in the R014 building is described in detail in a separate EIS that was posted on December 12, 2011. Please visit the DOE website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

Enrollment Impact for Future Elementary School Students

P.S. 14 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's School Search function at www.nyc.gov/schools/choicesenrollment/elementary

In a separate EIS released on December 12, 2011, the DOE proposed the co-location of a new zoned elementary school in R014—31R078—that would serve the same zone as P.S. 14. If both this phase-out proposal and the proposal to co-locate 31R078 are approved, the 684 K-5 seats eliminated by P.S. 14's phase-out and eventual closure will be recovered through the phase-in of 31R078 at R014.¹³ In that case, 31R078 would become the zoned elementary school serving students who currently reside in the P.S. 14 zone.

Incoming kindergarten students who reside in the P.S. 14 zone will be zoned to the new elementary school that would open next September in the building where P.S. 14 is located. This includes students who seek to enroll “over-the-counter” (“OTC”). 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 students to the New York City school system; or
- Students who left the New York City school system and have returned; or
- Students seeking transfers; or
- Students who did not participate in the elementary school admissions process for some other reason.

When a student arrives for an OTC placement, his or her elementary school assignment is determined by his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students may simply report to their zoned elementary school at the start of the year. The DOE expects that all zoned students will continue to be accommodated at the zoned school.

In cases where 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 some schools. Should a zoned elementary school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district school. Should sufficient space open at the capped school, the student has the option of returning.

Approximately 1,047 students are zoned to P.S. 14 for the 2011-2012 school year. During the 2011-2012 school year, approximately 596, or 57%, of these students attended P.S. 14, which means that 43% of students who were given priority to a seat in the school chose to attend elementary school elsewhere.¹⁴ If in the coming years more zoned students choose to attend 31R078 than attended P.S. 14, the school building has the capacity to accommodate more zoned students. The building has the capacity to serve 694 students.¹⁵ If both this phase-

¹³ October 31, 2011 unaudited register.

¹⁴ Current zoned and attending figures are based on the October 31, 2011 unaudited register..

¹⁵ 2010-2011 Blue Book building capacity.

out proposal and the proposal to co-locate 31R078 are approved, 31R078 will accept and serve all students zoned for P.S. 14 including OTC students and students requiring SC or ICT classes. Please note that until the phase-out and phase-in are complete, P.S. 14 will serve OTC students in the grade levels it still offers, and 31R078 will serve OTC students in the grade levels that are phasing in.

B. Schools

P.S. 14 currently enrolls 666 kindergarten through fifth grade students and 18 pre-kindergarten students yielding a utilization rate of 99%.¹⁶ If this proposal is approved, P.S. 14 will phase out gradually, but the elementary school seats lost as a result of that phase-out will be replaced as 31R078 phases into R014.

As described in a separate EIS, the DOE is proposing to open and co-locate 31R078 in R014 beginning in 2012-2013. The proposal is available online:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

In 2015-2016, once P.S. 14 has phased out and 31R078 has reached full scale, approximately 653-713 total students would be served in the R014 building. The projected utilization for R014 at that point would be approximately 94-103%. This means that R014 has adequate capacity to accommodate the new zoned elementary school.¹⁷ The estimated enrollment for all organizations over a five-year period is shown below:

P.S. 14 ¹⁸	PK ¹⁹	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	18	101	115	107	106	129	108	684
2012-13 (proj.)	-	-	-	-	100 - 110	100 - 110	125 - 135	325 - 355
2013-14 (proj.)	-	-	-	-	-	100 - 110	100 - 110	200 - 220
2014-15 (proj.)	-	-	-	-	-	-	100 - 110	100 - 110
2015-16 (proj.)	-	-	-	-	-	-	-	-

¹⁶ October 31, 2011 unaudited register.

¹⁷ 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.

¹⁸ All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

¹⁹ PK is a program that can be offered both half-day or full-day; The projection figures represent the full day equivalency.

31R078 ²⁰	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	-	-	-	-	-	-	-	-
2012-13 (proj.)	18	100 - 110	95 - 105	110 - 120	-	-	-	323 - 353
2013-14 (proj.)	18	100 - 110	110 - 120	95 - 105	110 - 120	-	-	433 - 473
2014-15 (proj.)	18	100 - 110	110 - 120	110 - 120	95 - 105	110 - 120	-	543 - 593
2015-16 (proj.)	18	100 - 110	110 - 120	110 - 120	110 - 120	95 - 105	110 - 120	653 - 713

If this proposal to phase out P.S. 14 and the proposal to open 31R078 are approved, pursuant to the Citywide Instructional Footprint (the “Footprint”), there will be sufficient space to accommodate both P.S. 14 and 31R078’s elementary school grades in R014 throughout the period while P.S. 14 phases out and while 31R078 gradually phases in until 2015-2016. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

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 representative of the school.

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 Integrated Co-Teaching section and a full-size or half-size room to accommodate each Self Contained 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.

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.

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.

The details of the proposal to open and co-locate 31R078 in R014 are discussed in a separate EIS that is available at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

C. Community

P.S. 14 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 a better option for families in the community. Under this

²⁰Enrollment projections are based on a standard phase-in plan of 4 general education sections and 1 SC section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

proposal, the R014 building will remain open, but will offer a new educational option that is intended to better support the learning needs of future elementary school students in District 31. The DOE is proposing to open a new zoned elementary school in R014, which would better serve the needs of the community and replace the seats lost by the phase out of P.S. 14. The proposal to phase out P.S. 14 is not expected to yield a net deficit of seats in R014. P.S. 14 is the only elementary school in District 31 that the DOE has proposed to phase out this year.

There are 3 new District 31 elementary schools, and 1 charter school that are in the process of phasing in and will serve elementary school grades at full scale. These schools are listed in the table below:

DBN	School	Address	Grade Span 2011-12	Grade Span at Scale	2011-2012 Total Enrollment ²¹	Admissions Method
31R065	The Academy of Innovative Learning	98 Grant Street, Staten Island, NY 10301	0K-04	0K-05	326	Choice
31R074	Future Leaders Elementary School	211 Daniel Low Terrace, Staten Island, NY 10301	0K-02	0K-05	168	Zoned
31R861	Staten Island School of Civic Leadership	280 Regis Drive, Staten Island, NY 10314	0K-03,06-08	0K-08	719	Zoned
84R071	Staten Island Community Charter School	309 St. Paul's Avenue, Staten Island, NY 10304	0K-02	0K-08	170 ²²	Lottery

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at R014.

IV. Enrollment, Admissions, and Demographic Information

P.S. 14

Admissions Data

Current Admissions	K-5: zoned
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²¹ October 31, 2011 unaudited register.

²² Charter school enrollment is based on a headcount as of October 1, 2011.

Enrollment Data

P.S. 14 ²³	PK ²⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	18	101	115	107	106	129	108	684
2012-13 (proj.)	-	-	-	-	100 - 110	100 - 110	125 - 135	325 - 355
2013-14 (proj.)	-	-	-	-	-	100 - 110	100 - 110	200 - 220
2014-15 (proj.)	-	-	-	-	-	-	100 - 110	100 - 110
2015-16 (proj.)	-	-	-	-	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁵	10%
Percentage of Students with Individual Education Plans ²⁶	16%
Percentage of English Language Learner Students ²⁷	8%
Percentage of Students Eligible for Free or Reduced Lunch ²⁸	92%

School Performance Data

P.S. 014 Cornelius Vanderbilt	2008-2009 ²⁹	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	D
Progress Report Progress Grade	A	D	D
Progress Report Performance Grade	C	F	F
Progress Report Environment Grade	D	F	C
Quality Review Score		P	D

²³ All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year

²⁴ PK is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

²⁵ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

²⁶ Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

²⁷ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

²⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, July 5, 2011.

²⁹ 84% of elementary/middle schools Citywide received an A (97% received an A or B) on the 2008-09 Progress Report. This school's 2008-09 Progress Report overall score was in the bottom 21% Citywide.

Performance Data³⁰			
English Language Arts % Proficient (Levels 3 and 4)	44%	19%	23%
Math % Proficient (Levels 3 and 4)	75%	28%	31%
Other Key Performance Indicators			
Attendance Rate	88.9%	88.4%	88.4%

2010-2011 State Accountability Status	Improvement (year 1) Comprehensive ³¹
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V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 14, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 14 roster as the phase-out is implemented, the school is expected to receive approximately \$4,085.30 less per pupil funding annually for elementary grade students. These estimates are based on current Fair Student Funding (“FSF”) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at P.S. 14 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE’s overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of P.S. 14 with 31R078.

³⁰ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

³¹ Under No Child Left Behind, states are working to close the achievement gap and to ensure all students achieve academic proficiency. Annual state and school district report cards inform parents and communities about state and school-level student performance. Schools that do not meet performance targets must provide students with supplemental education services and they must take corrective actions. Follow this link for more information about No Child Left Behind and New York City Accountability: <http://www.p12.nysed.gov/irs/accountability/>.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at P.S. 14 would be excessed³² over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in P.S. 14 may enroll in 31R078 or other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools hiring that have an impact on a school that is closing or phasing out, 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.

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

B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at P.S. 14 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools received an additional \$1,633.71 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, P.S. 14 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 14 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students

³² Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

with disabilities as defined by their IEPs. Even as P.S. 14 is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

There is no anticipated impact on the cost of instruction for the other existing organizations in the building.

C. Administration

All school supervisor and/or administrator positions assigned to P.S. 14 would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

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

D. Transportation

There will be no change to existing transportation practices at P.S. 14 throughout its phase-out.

Transportation will be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

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

E. 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	R014	
Type of Building	Elementary	
Year Built	1950	
Overall BCAS rating	2.41	
2010-2011 Target Building Utilization	96%	
2010-2011 Target Building Capacity	694	
FY 2011 Maintenance Costs	Labor	\$24,940
	Materials	\$27,241
	Maintenance and repair contracts	\$15,568
	Service contracts	\$0
	Custodial operations costs— Materials	\$5,594
	Custodial operations costs— Custodial Allocation	\$230,569

FY2011 Energy Costs	Electric	\$98,458
	Gas	\$61,658
	Oil	\$0
Projects completed during the current or prior school year		CIP- Roof/Ext. masonry/windows/floors/ safety systems
Projects proposed in the capital plan		system replacements- safety systems, exterior masonry, system replacements-floors, roofs, windows
Accessibility of the building		1st floor functionally Programmatically accessible
Building attributes		Auditorium, Cafeteria, Computer room, Gymnasium, Library & Nurse's office