

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-out of P.S. 019 Roberto Clemente (14K019)

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. 019 Roberto Clemente (14K019, “P.S. 019”), an existing zoned elementary school located at 325 South 3rd Street, Brooklyn, NY 11211, in Community School District 14, in Building K019 (“K019”) because of its low performance and its inability to turn around quickly to better support student needs. P.S. 019 currently serves students in kindergarten through fifth grade.

If this phase-out proposal is approved, P.S. 019 will no longer admit kindergarten students after the conclusion of the 2011-2012 school year and will no longer serve students in grades one and two beginning in the 2012-2013 school year. Subsequently, P.S. 019 will serve one less grade in each of the following three years until it completes its phase-out in June 2015. P.S. 019 students currently in kindergarten and first grade will be served at a new elementary school, (14K414, “P.S. 414”), that the DOE is proposing to open in K019 in a separate Educational Impact Statement (“EIS”). Current fifth grade students who meet promotional standards at the end of this year will apply to middle school via the District 14 Middle School Choice process. Students currently in grades two, three, and four, and also fifth grade students who do not meet promotional standards at the end of this year, will continue to be served at P.S. 019 as it phases-out and will be supported as they progress toward completion of elementary school.

P.S. 019 is currently the only school organization housed at K019. However, District 79’s Office of Adult and Continuing Education (“OACE”) holds evening classes at K019. The DOE does not anticipate that this proposal will impact the evening classes offered at K019.

In a separate EIS posted on December 13, 2011, the DOE has proposed to co-locate P.S. 414, a new elementary school, in K019, which would serve students in kindergarten through fifth grade when it reaches full scale in 2015-2016. This new elementary school would serve students currently zoned to attend P.S. 019. If the proposal to co-locate P.S. 414 in K019 is approved, it will provide a new zoned elementary school option for District 14 families and replace the seats lost by the proposed phase-out of P.S. 019.

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 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 criteria 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, as well as gathers community feedback.

P.S. 019 earned an overall F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, P.S. 019 earned a D grade, and on the 2008-2009 Progress Report, P.S. 019 earned a B grade.² In addition, P.S. 019 was rated as Developing on its most recent Quality Review and its math and English Language Arts (“ELA”) scores were lower than the district average.

As a result, the DOE initiated a comprehensive review of P.S. 019 with the goal of determining what intensive supports and interventions would best benefit the P.S. 019 community. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of P.S. 019 —will best serve students and the community. Phasing out and closing P.S. 019 will allow for new school options to develop in K019 that will provide better options for families.

Performance and School Environment at P.S. 019

P.S. 019 has struggled to improve, and 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. 019 students remain below grade level in English and Math. Last year, only 22% of students were performing on grade level in English – putting the school in the bottom 3% of elementary schools Citywide in terms of English proficiency. Only 22% of students were performing on grade level in Math – putting the school in the lowest percentile among elementary schools Citywide in terms of Math proficiency.
- P.S. 019 is not adequately helping students to make progress. P.S. 019 is in the bottom 1% of elementary schools Citywide in terms of learning growth in English and the bottom 7% 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

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, received an A or B on 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

² 84% of elementary/middle schools citywide received an A on the 2008-2009 Progress Report and 97% received an A or B. This school’s 2008-2009 Progress Report overall score was in the bottom 8% citywide.

- conditions persist, P.S. 019 students will fall further behind their peers in other schools.
- 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. On the 2010-2011 Progress Report, P.S. 019 received the lowest overall Progress Report score of any elementary school in the City. The school received an overall F grade, including an F grade for Student Performance and Student Progress and a B for School Environment.
 - P.S. 019 was rated “Developing” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning. Quality Reviews evaluate how well schools are organized to support student learning, and schools can receive the following ratings: Underdeveloped (“U”), Developing (“D”), Proficient (“P”), and Well Developed (“WD”).³

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. 019 over the past three years:

P.S. 019	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	D	F
Progress Report Progress Grade	B	D	F
Progress Report Performance Grade	C	F	F
Progress Report Environment Grade	A	A	B
Quality Review Score	P	P	D
Performance Data⁴			
English Language Arts % Proficient (Levels 3 and 4)	51%	21%	22%
Math % Proficient (Levels 3 and 4)	65%	27%	22%
Other Key Performance Indicators			
Attendance Rate	94.9%	94.4%	94.1%
2010-2011 State Accountability Status		Restructuring (advanced) Comprehensive	

³ For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>.

⁴ In 2010, the SED adjusted the “cut scores” on annual math and ELA exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

Overview of Past Strategic Improvement Efforts at P.S. 019

P.S. 019 staff members have worked hard to improve the school, 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:

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 and Language Allocation Plan.
- Offered continuous leadership support in creating systems and tools to evaluate and support teacher practice.
- Coached and trained leadership on implementing plans in support of Citywide instructional initiatives and teacher effectiveness.

Instructional Support:

- Provided extensive teacher workshops on curriculum mapping, standards-based lesson planning through data analysis, and improvement strategies for teacher practice.
- Offered on-site support to help teacher teams use data to improve instruction for English Language Learner ("ELL") students, students with disabilities, and students performing below grade level.
- Coached teachers on the use of periodic assessments as an instructional tool to combine classroom-friendly assessments, instructional resources, and reporting.
- Trained teacher teams on Citywide instructional initiatives and various intervention supports for struggling students.

Operational Support:

- Assisted with the school's application and implementation of a Federal Magnet Grant targeted at building the school's capacity for recruiting and supporting diverse populations.
- Supported school staff on budgeting, human resources issues, teacher recruitment, and building management.
- Advised on scheduling improvements, including reconfigured classroom time, aimed at better serving the needs of all students.

Student Support:

- Assisted in developing strategies to reach out to various community stakeholders and organizations in order to improve enrichment opportunities for students.

- Provided workshops on community engagement to support the strengthening of the School Leadership Team and Parent Teacher Association in order to build stronger community relations.
- Trained the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.

Given P.S. 019's lack of success, despite these supports, it is apparent that P.S. 019 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. 019 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 12, 2011, to discuss possible outcomes for P.S. 019 due to its continued poor performance. The SLT meeting was attended by approximately 12 people and the PTA meeting was attended by approximately 300 people. 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/brooklyn/proposal?id=21>.

While some members of the P.S. 019 community objected to the possibility of P.S. 019's phase-out, the DOE believes that drastic action must be taken given the school's longstanding performance struggles. The DOE will incorporate community feedback as it continues to support current P.S. 019 students working toward promotion and as we develop plans to replace P.S. 019 with new school options 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

According to the 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book"), the building in which P.S. 019 is located, K019, has the capacity to serve 759 students. In 2010-2011, the most recent year for which audited enrollment data is available, K019 served only 378 students,⁵ yielding a utilization rate of just 50%.⁶ Currently, in 2011-2012, the building serves 355 students,⁷ yielding a utilization rate of 47%.⁸ This is one indicator that the building is

⁵ 2010-2011 audited register.

⁶ 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.

⁷ Based on the 2011-2012 unaudited register as of October 31, 2011.

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 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

“underutilized” and has extra space to accommodate additional students.

In a separate EIS that was posted on December 13, 2011 the DOE proposed the co-location of a new elementary school, P.S. 414, in K019. Over the next four years, the proposed grade spans for the schools in the building are as follows:

Grades Spans						
DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
14K019	P.S. 019	K-5	3-5	4-5	5	-
14K414	P.S. 414	-	K-2	K-3	K-4	K-5

The table below demonstrates enrollment across all existing organizations and P.S. 414 during the course of the phase-out of P.S. 019 and the phase-in of P.S. 414⁹:

School Name	2010-2011 Audited Register	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment¹⁰	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
P.S. 019	378	355	215 - 245	135 - 155	60 - 70	-
P.S. 414	-	-	145 - 175	220 - 260	300 - 350	380 - 440
Total Building Enrollment	378	355	360 - 420	355 - 415	360 - 420	380 - 440
Utilization	50%	47%	47% - 55%	47% - 55%	47% - 55%	50% - 58%

In 2015-2016, once P.S. 019 has fully phased-out and P.S. 414 has fully phased-in, it is projected that K019 would serve approximately 380-440 students, yielding a projected building utilization rate of 50%-58%. This means that K019 has adequate capacity to accommodate the new elementary school.

Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁹ Enrollment figures presented here do not reflect the adult students who attend evening classes at K019 through OACE. If approved, this proposal is not anticipated to impact the evening classes currently offered at K019.

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.

As described in more detail in the Blue Book, which is available at <http://www.nycsca.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 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

Enrollment Options for Current P.S. 019 Students

Under this proposal, all current P.S. 019 students would either be served in the new zoned elementary school, P.S. 414, or would continue at P.S. 019 and be supported as they progress towards completion of elementary school and transition to middle school.

In addition, P.S. 019 currently shares, and P.S. 414 will share, a zone with P.S. 319 (14K319), an Early Childhood Center serving students in kindergarten through first grade, in addition to offering a pre-kindergarten program. P.S. 019's current kindergarten students could also choose to attend P.S. 319 for first grade in the 2012-2013 school year.

Current Kindergarten and First Grade Students in P.S. 019

If this proposal and the proposal to open and co-locate P.S. 414 are approved, current

kindergarten and first grade students at P.S. 019 will receive priority to the new elementary school, P.S. 414, that will open in September 2012 in K019.

Current Second, Third, Fourth and Fifth Grade Students in P.S. 019

If this proposal is approved, current second, third, and fourth grade students at P.S. 019 will continue to be enrolled at P.S. 019. This includes students in those grades who enter New York City Public Schools during the school year.

P.S. 019 students who do not meet promotional standards will continue to have access to appropriate instruction at P.S. 019 to meet promotional standards if the grade the student must repeat is being offered at P.S. 019 in the following school year. This applies to third, fourth and fifth grade students in 2011-2012, fourth and fifth grade students in 2012-2013, and only fifth grade students in 2013-2014.

P.S. 019 students who do not meet promotional standards for grades no longer offered by P.S. 019 in the following school year will be supported in transitioning to P.S. 414. This applies to kindergarten, first, and second grade students in 2011-2012, third grade students in 2012-2013, fourth grade students in 2013-2014, and fifth grade students in 2014-2015.

Current fifth grade students who meet promotional requirements would apply for middle school through the District 14 Middle School Choice Process.

Impact on Academic, Extracurricular Programs, and Community Partnerships at P.S. 019

If this proposal is approved, P.S. 019 is not required to make any immediate changes to available academic or extracurricular programs currently offered at P.S. 019. 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.

P.S. 019 is among the District 14 schools currently receiving federal magnet grant funding¹¹ through U.S. Department of Education (“US DOE”), funding intended to assist in desegregating and increasing diversity in public schools. P.S. 019 is currently in its second year of funding under the three-year magnet grant. While US DOE has confirmed that the other schools participating in this magnet grant will continue to receive funding in 2012-2013, the final year of the grant, US DOE has not yet confirmed whether P.S. 019 will be eligible to continue receiving these funds.

With respect to academics, P.S. 019 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.

¹¹ The other District 14 schools receiving funding under this magnet grant are P.S. 250 George H. Lindsay (14K250), P.S. 257 John F. Hylan (14K257), P.S. 380 John Wayne Elementary (14K380) and M.S. 126 John Ericsson Middle School (14K126).

The DOE remains focused on helping P.S. 019 students to succeed. If this proposal is approved, P.S. 019 would be provided 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. 019 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for ELL students. The existing ICT and SC classes and SETSS would continue to be provided as P.S. 019 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. 019 who receive ELL services will continue to receive ELL services as the school phases-out.

According to the P.S. 019 website, P.S. 019 currently offers the following extracurricular activities and special programs:¹²

- **Extracurricular Activities:** North Brooklyn Programs (Physical Education, Art, Reading and Mathematics); City Harvest; Read-At-Home; P.S. 019 Chorus; Book Character Day; Brooklyn Center for the Urban Environment; Scholastic Book Fair.
- **Special Programs:** Brooklyn D.A.’s Legal lives; Project Praise (attendance); NY State Land Grant Education (gardening); Violence Prevention Program; Leadership Development and Latino for a Better Brooklyn; the NYU Creative Arts Team (CAT); Learning Through an Expanded Arts Program; REA; Supplemental Educational Services; Saturday Academy; Reading is Fundamental.

If this proposal is approved, P.S. 019 could 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. 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 students 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. 019 staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the phase-out period. As P.S. 414 phases-in, the DOE will work with the school to foster opportunities for it to work with the community organizations that have supported P.S. 019 students in the past. As appropriate, the DOE will work with P.S. 019 to introduce or expand partnerships with the community organizations that currently support P.S. 019 students and other District 14

¹² Source: <http://schools.nyc.gov/SchoolPortals/14/K019/default.htm>

elementary school students.

Admissions Impact on Students Currently Attending P.S. 319

Zoned students currently attending kindergarten and first grade at P.S. 319 will also be zoned for P.S. 414 and may choose to attend first or second grade at P.S. 414 for the 2012-2013 school year. As P.S. 019 will no longer serve students in second grade starting in 2012-2013, students articulating out of P.S. 319 will no longer have the option to enroll in P.S. 019 if this proposal is approved. However, these students will have the option to attend P.S. 414 if the proposal to co-locate a new zoned elementary school is approved.

Admissions Impact for Future Elementary School Students

P.S. 019 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 the admissions processes to enroll in a zoned elementary school, please visit the DOE website at <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm>. If you are interested in determining your zoned school, please visit the DOE website's School Search function: <http://schools.nyc.gov/SchoolSearch>.

In a separate EIS posted on December 13, 2011, the DOE has proposed the co-location of a new zoned elementary school, P.S. 414, in K019, that would serve the same zone as P.S. 019. If both this proposal and the proposal to co-locate P.S. 414 are approved, the seats eliminated by P.S. 019's phase-out and eventual closure would be recovered through the phase-in of P.S. 414 at K019.

Zoned students may attend P.S. 319 for kindergarten and first grade and then move to P.S. 414 or they may attend P.S. 414 for grades kindergarten through five. As P.S. 019 will no longer serve students in second grade starting in 2012-2013, students articulating out of P.S. 319 will no longer have the option to enroll in P.S. 019 if this proposal is approved.

Incoming kindergarten students who reside in the P.S. 019 zone are offered a seat in the new elementary school that would open next September in K019. This includes students who seek to enroll OTC. OTC enrollment includes:

- Students who are new 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 have not participated in the admissions process for some other reasons.

Approximately 463 students in kindergarten through fifth grade are zoned to P.S. 019 for the 2011-2012 school year. Approximately 176, or 38%, of these students attended P.S. 019, which means that 62% of students who were zoned for a seat in the school chose to attend elementary school elsewhere.^{13,14}

¹³ Current zoned and attending figures are based on the 2011-2012 October 31, 2011 unaudited register.

If more zoned students choose to attend P.S. 414 than attended P.S. 019, the school building has the capacity to accommodate these additional students because K019's capacity as per the Blue Book is 759 students. If both this phase-out proposal and the proposal to phase in and co-locate P.S. 414 are approved, students currently zoned to attend P.S. 019 will receive priority to P.S. 414, including OTC students and students requiring SC or ICT classes or ELL services. During the phase-out and phase-in, P.S. 019 will serve OTC students in the grade levels it still offers and P.S. 414 will serve those in the grade levels that are phasing-in.

In addition, District 14 students have several charter elementary school options. The table below lists charter schools currently located in District 14 that serve elementary school grades, admit students through a lottery application process¹⁵, and give preference to District 14 residents. All students in District 14 will continue to have the opportunity to participate in these respective charter lotteries:

District Charter Options

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-2012 Total Enrollment ¹⁶	Admissions Method
84K367	Brooklyn Success Academy 1	K-1	K-5	180	Lottery
84K701	Brooklyn Charter School	K-5	K-5	240	Lottery
84K703	Beginning With Children Charter School	K-8	K-8	444	Lottery
84K734	The Ethical Community Charter School	K-3	K-5	193	Lottery

In some cases, schools offer programs comparable to those currently offered at P.S. 019. Detailed information about charter schools will be published annually and will be available in print or on the DOE's website here:
<http://schools.nyc.gov/community/planning/charters/For+Parents>.

B. Schools

P.S. 019 currently enrolls 355 kindergarten through fifth grade students. If this proposal is approved, P.S. 019 will phase out gradually, but the elementary school seats lost as a result of that phase-out will be replaced as P.S. 414 phases into K019.

¹⁴ As stated above, P.S. 019 currently shares a zone with P.S. 319, an Early Childhood Center serving students in kindergarten through first grade, in addition to offering a pre-kindergarten program. This zone is identified by the zone code 14K297. In the current school year, 113 kindergarten through first grade students zoned for P.S. 019 chose to attend P.S. 319.

¹⁵ For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

¹⁶ Based on headcount as of October 1, 2011.

In 2015-2016, once P.S. 019 has phased-out, and P.S. 414 is at full scale, there would be approximately 380-440 total students served in the building. The projected building utilization rate for K019 at that point is approximately 50%-58%. This means that K019 has adequate capacity to accommodate the new elementary school. The estimated enrollment for all organizations over this school year and the following three-year period is detailed in Section IV below.

If this proposal to phase-out P.S. 019 and the proposal to open and co-locate P.S. 414 in K019 are approved, there would be sufficient space to serve P.S. 019 and P.S. 414 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while P.S. 019 phases-out and while P.S. 414 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/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education 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.

The details of the proposal to open and co-locate P.S. 414 in K019, including how space will be allocated under the Footprint, 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. 019 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, K019 will remain open, but will offer new educational options that better support the learning needs of future elementary school students in District 14. P.S. 019

is the only elementary school in District 14 that the DOE has proposed to phase-out this year.

The DOE is proposing to open P.S. 414 in K019, which would better serve the needs of the community by replacing the seats lost by the phase-out of P.S. 019. The proposed opening of P.S. 414 in K019 is projected to create 420-480 kindergarten through fifth grade seats and is therefore expected to maintain a net surplus of elementary seats in the zone.¹⁷

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K019.

IV. Enrollment, Admissions and School Performance Information

P.S. 019

Admissions Data

Current Admissions	Zoned Elementary
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Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	32	20	67	82	86	68	355
2012-13 (proj.) ¹⁸	-	-	-	60 - 70	75 - 85	80 - 90	215-245
2013-14 (proj.)	-	-	-	-	60 - 70	75 - 85	135-155
2014-15 (proj.)	-	-	-	-	-	60 - 70	60-70

¹⁷ This is the projected enrollment in 2017-2018 once the school has fully realized its planned enrollment and section counts.

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

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁹	11%
Percentage of Students with IEPs ²⁰	20%
Percentage of ELL Students ²¹	28%
Percentage of Students Eligible for Free or Reduced Lunch ²²	91%

School Performance Data

P.S. 019	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	D	F
Progress Report Progress Grade	B	D	F
Progress Report Performance Grade	C	F	F
Progress Report Environment Grade	A	A	B
Quality Review Score	P	P	D
Performance Data²³			
English Language Arts % Proficient (Levels 3 and 4)	51%	21%	22%
Math % Proficient (Levels 3 and 4)	65%	27%	22%
Other Key Performance Indicators			
Attendance Rate	94.9%	94.4%	94.1%
2010-2011 State Accountability Status²⁴		Restructuring (advanced) Comprehensive	

¹⁹ Students receiving ICT and SC special education services as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

²⁰ Students with IEPs as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

²¹ ELL students as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

²² Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

²³ In 2010, the SED adjusted the “cut scores” on annual math and ELA exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁴ Source: <http://www.p12.nysed.gov/irs/accountability/>

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 019, 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. 019 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. 019 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. 019 with P.S. 414.

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. 019 would be excessed²⁵ 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.

²⁵ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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. 019 may enroll in P.S. 414 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 OACE.

B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at P.S. 019 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 ELL they enrolled.

As with all other schools citywide, P.S. 019 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. 019 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 with disabilities as defined by their IEPs. Even as P.S. 019 is

phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

C. Administration

All school supervisor and/or administrator positions assigned to P.S. 019 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.

D. Transportation

There will be no change to existing transportation practices at P.S. 019 throughout its phase-out.

Transportation will be provided according to Chancellor's Regulation A-801:

<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

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		K019
Type of Building		Elementary
Year Built		1911
Overall BCAS rating		2.64
2010-2011 Target Building Utilization		50%
2010-2011 Target Building Capacity		759
FY 2011 Maintenance Costs	Labor	\$45,760
	Materials	\$30,308
	Maintenance and repair contracts	\$45,064
	Service contracts	\$0
	Custodial operations costs - Materials	\$6,503
	Custodial operations costs - Custodial Allocation	\$253,352
FY2011	Electric	\$87,783

Energy Costs	Gas	\$2,039
	Oil	\$96,964
Projects completed during the current or prior school year		Ansul System
Projects proposed in the capital plan		N/A
Accessibility of the building		Building not functionally accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library