EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of New School P.S. 354 (28Q354) with P.S. 30 in School Building Q030

I. Summary of Proposal

The New York City Department of Education ("DOE") proposes to site a new zoned elementary school, P.S. 354 (28Q354, "P.S. 354") in school building Q030 ("Q030"), located at 126-10 Bedell Street, Jamaica, NY 11434, in Community School District 28. If this proposal is approved, P.S. 354 would be co-located with P.S. 30 in school building Q030 for three school years. In a separate Educational Impact Statement ("EIS") that was also published on March 4, 2011, the DOE has proposed that P.S. 30 gradually phase out because of its low performance. P.S. 30 is currently a zoned elementary school serving grades kindergarten through 5 and offering a pre-kindergarten program. P.S. 354 would be a new DOE zoned elementary school serving grades kindergarten through 5 and would offer a pre-kindergarten program.

As noted above, in a separate EIS that was published on March 4, 2011, the DOE has proposed to gradually phase out and eventually close P.S. 30. If that proposal is approved, P.S. 30 would no longer admit kindergarten students after the conclusion of the 2010-2011 school year and would no longer offer a pre-kindergarten program. Multiple grades would be phased out at P.S. 30 in the first year of phase-out (2011-2012), and one grade would be phased out in each of the following three years. During the 2011-2012 school year, P.S. 30 would only serve students in grades three, four and five. Students in grades kindergarten, one and two would be served at the new P.S. 354, also located in Q030. Current fifth graders would apply to middle school via the Middle School Choice process as already anticipated.[1] In 2012-2013, P.S. 30 would serve students in grades four and five. In 2013-14, P.S. 30 would serve grade five only. The school would close after June 2014.

P.S. 354 would open in Q030 as a zoned district elementary school serving the same zone as P.S. 30. In the 2011-2012 school year, P.S. 354 would serve 60-70 students in kindergarten, 60-70 students in first grade and 80-90 students in second grade. P.S. 354 would then grow to serve 80-90 third graders in the 2012-2013 school year and 80-90 fourth graders in the 2013-2014 school year. P.S. 354 is expected to reach full scale in 2014-15 and would serve approximately 380-440 students in kindergarten through fifth grade. Beginning in 2011-2012 and continuing in following years, P.S. 354 would serve 18 students in a full-day pre-kindergarten program.[2]

P.S. 354 would be "co-located" with P.S.30 as P.S. 30 phases out. 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. Once P.S. 354 has completed its expansion and P.S. 30 has completed its phase-out, P.S. 354 will be the only school in Q030.

In 2009-2010, Q030 had a target capacity to serve 733 students, and the building enrolled 578 students, including pre-kindergarten,[3] yielding a target building utilization rate of 79%.[4] Currently, 583 students are

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[1] Students who do not meet promotional requirements during the phase-out plan will continue to have access to appropriate courses to support their progress toward promotion at either P.S. 30 or P.S 354 depending on the student's grade level. More detail provided in the Student Impact section.

[2] The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment.

[3] 2009-2010 Audited Register.

[4] The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding

enrolled in building Q030, including pre-kindergarten,[5] yielding a target building utilization rate of 80%.[6] This means that the building is slightly "underutilized" and has extra space to accommodate additional students. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under- or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

The DOE initially published an Educational Impact Statement ("EIS") describing the proposal to co-locate P.S. 354 with P.S. 30 in building Q030 on December 16, 2010, which EIS subsequently was amended on January 26 and 28, 2011. The joint public hearing on this proposal was scheduled to be held on January 27, 2011 at P.S. 30. However, because all New York City public schools were closed on January 27 due to inclement weather, the hearing did not take place. Despite the DOE's attempts to re-schedule the hearing within the time frame prescribed by applicable statutes and regulations, the P.S. 30 community was not able to come to an agreement on such a date.

The DOE has now re-filed this EIS and will hold a joint public hearing on April 14, 2011.

Background on the DOE's Decision-Making Process

As detailed in EIS, which was posted on March 4, 2011 and is available on the DOE's website: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/April2011PEP.htm, the DOE has concluded that phasing out P.S. 30 is appropriate due to this school's history of poor performance.

P.S. 30 earned a D grade on its 2009-2010 Progress Report, including C grades in the School Environment and Student Progress sub-sections and an F grade for Student Performance. On its previous Progress Reports, P.S. 30 earned a B grade for the 2008-2009 school year, a C grade for the 2007-2008 school year and a D grade for the 2006-2007 school year.[7]

Based on those low Progress Report scores—particularly the D grade the school received in 2009-2010—the DOE initiated a comprehensive review of P.S. 30 with the goal of determining which supports and interventions would best benefit its students and the community. During that review, the DOE looked at recent and historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of P.S. 30—will address the school's longstanding struggles and allow for new school options to develop in School Building Q030 that will better serve future students and the broader community.

P.S. 30 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 related enrollment processes, please visit the DOE website's School Search function http://schools.nyc.gov/SchoolSearch.

If the proposal to phase out and close P.S. 30 is approved, the space made available by the phase-out of P.S. 30 will be used to house P.S. 354. If the separate phase-out proposal is not approved, the DOE would review the plan to site P.S. 354 in Q030 and potentially revise the plan and issue a revised EIS.

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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.

[5] 2010-2011 Audited Register.

[6] The official target capacity and utilization rates for the 2010-11 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book").

[7] Progress Report data.

The replacement process would be gradual; P.S. 354 would be opened in P.S. 30's building and would begin enrolling zoned kindergarten, first and second grade students in September 2011. Barring unforeseen circumstances, it would also enroll one section of a full day pre-kindergarten program, which would serve 18 students. P.S. 354 would gradually grow as P.S. 30's enrollment decreases. P.S. 354 would serve the same area as P.S. 30 and would be located in the same building that currently houses P.S. 30.

The DOE will also continue seeking community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

II. Proposed or Potential Use of Building

Q030 has the capacity to serve 733 students. In 2009-2010—the most recent year for which audited enrollment data is available—the building only served 578 students, including pre-kindergarten, yielding a utilization rate of just 79% of target capacity. Currently, there are 583 students, including pre-kindergarten, enrolled in Q030, which is 80 percent of target capacity.[8] This means that the building is "under-utilized" and has extra space to accommodate additional students. In addition, a Transportable Classroom Unit ("TCU"), Q962, located at the school has capacity for 112 students, but was unneeded and unused for classroom instruction during the 2009-2010 school year and again this school year. These 112 seats of available capacity are in addition to the 733 seats of capacity in the main building.

If the proposals to phase out P.S. 30 and co-locate P.S. 354 at Q030 are approved, over the next three years, the proposed grade spans for the schools in Q030 would be as follows:

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
P.S. 30	PK-5	3, 4, 5	4, 5	5	N/A
P.S. 354	N/A	PK- 2	PK-3	PK-4	PK-5

During the 2011-2012 school year, P.S. 30 would serve students in grades three, four and five, with students in grades kindergarten, one and two being served at P.S. 354. In 2012-2013, P.S. 30 would serve students in grades four and five. In 2013-14, P.S. 30 would serve grade five only. The school would close after June 2014.

P.S. 354 will open in Q030 in 2011-2012 and will serve grades K-2 with an enrollment of approximately 200-230 students in 2011-2012. The school will also offer one section of a full-day pre-kindergarten program to exactly replace the one section of full-day pre-kindergarten that P.S. 30 currently offers. P.S. 354 will serve grades K-5 with approximately 380-440 students when it achieves full scale and completes its grade expansion in the 2013-2014 school year. Once P.S. 354 has completed its expansion and P.S. 30 has completed its phase-out, there will be approximately 400-460 students served in the building, including the pre-kindergarten enrollment. Projected utilization for this time is 63%. The enrollment projections for P.S. 354 are based on current enrollment trends at P.S. 30, which has seen a combined 11% decrease in kindergarten and first grade enrollment since 2007.[9] However, if this trend were to reverse and P.S. 354 were to see increased demand in the form of more zoned students attending the school, P.S. 354 would have the capacity to serve them in both Q030 and the TCU, Q962.

Any future proposals for the extra space in Q030 would be proposed in an EIS and would be subject to PEP approval.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building's target utilization rate is

[8] Current enrollment figures are based on the 2010-2011 Audited Register.
[9] 2010-2011 Audited Register.

calculated by dividing its official audited enrollment by its target capacity. A building's target capacity factors in the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's internal class size targets (which are lower than the UFT contractual class sizes), 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 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, aspirational class size targets, programming efficiency, 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 target capacity. 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 fifth grade has a higher target classroom capacity than kindergarten.

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

A. Students

Current P.S. 30 Students

The proposed co-location of P.S. 354 in Q030 is part of the replacement strategy for P.S. 30. The proposal to phase out and close P.S. 30 and its impact on current and future P.S. 30 students is outlined in a separate EIS, which was also posted on March 4, 2011. Please visit the DOE's website to view that Educational Impact Statement: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/April2011PEP.htm.

If this proposal is approved, in September 2011, current P.S. 30 students in kindergarten and first grade will be transferred to P.S. 354, which would be located in the same building that currently houses P.S. 30. These students will be guaranteed a seat in P.S. 354 beginning in September 2011. Students currently enrolled in second, third and fourth grades at P.S. 30 would continue to attend P.S. 30 through fifth grade while the phase-out is implemented. As planned, all current fifth-grade students who meet promotional standards would participate in the Middle School Choice process and transition to middle school for sixth grade enrollment in September 2011. These students would also be guaranteed a seat at Catherine & Count Basie Middle School 72 (28Q072, "M.S. 72"), located less than one mile from P.S. 30 at 133-25 Guy R. Brewer Boulevard, Jamaica, NY 11434. Students who do not meet promotional requirements during the phase-out plan would continue to have access to instructional support to assist their progress toward promotion. For example, if a current fifth grader does not meet promotion standards to enter sixth grade in 2011-12, he or she may continue his or her enrollment at P.S. 30. Any student who does not meet promotional standards for a grade no longer offered by P.S. 30 in the following school year will be supported in transitioning to P.S. 354.

Future Elementary Students

P.S. 30 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning, please visit the DOE website's School Search function at

http://schools.nyc.gov/schoolsearch. In a separate EIS also released on March 4, 2011, the DOE has proposed to phase out and close P.S. 30. If both this proposal and the proposal to phase out and close P.S. 30 are approved, the K-5 seats eliminated by P.S. 30's phase-out and eventual closure will be recovered through the phase-in of P.S. 354 at Q030. In that case, P.S. 354 would become the zoned elementary school serving students who currently reside in the Q030 zone. If the two proposals are approved, all students who have already pre-registered for kindergarten at P.S. 30 for School Year 2011-2012 will be transferred to the kindergarten register of P.S. 354 . Zoned students seeking kindergarten enrollment after the panel vote will be pre-registered for kindergarten at P.S. 354.

P.S. 30 currently offers Collaborative Team Teaching ("CTT") classes, Self Contained ("SC") classes and Special Education Teacher Support Services ("SETSS"). The existing CTT, SC and SETSS classes would continue to be provided as the school phases out, and students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Similarly, as P.S. 354 phases in, its students with IEPs will receive appropriate services. P.S. 30 has a large number of students with IEPs, and P.S. 354 will be prepared to accommodate all of its students with special needs.

In accordance with DOE policy, the student support staff at P.S. 30, in consultation with the Office of English Language Learners, will continue to assist students with identifying services for English Language Learners ("ELLs") that will meet their specific needs. Similarly, as P.S. 354 phases in, its students requiring ELL services will receive appropriate services.

The chart below demonstrates the proposed changes in zoned elementary school options for new students who move into the current Q030 zone:

School Year	kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
2010-11 Enrollment Option	Zoned to P.S. 30	Zoned to P.S. 30	Zoned to P.S. 30	Zoned to P.S. 30	Zoned to P.S. 30	Zoned to P.S. 30
2011-12 Enrollment Option	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 30	Zoned to P.S. 30	Zoned to P.S. 30
2012-13 Enrollment Option	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 30	Zoned to P.S. 30
2013-14 Enrollment Option	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 30
2014-15 Enrollment Option	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354	Zoned to P.S. 354

In addition to P.S. 354, District 28 offers one unzoned, choice school to incoming kindergarteners, The Academy for Excellence through the Arts. This school is an Early Childhood Center, serving grades K-3. Any student who attends this school would return to his or her zoned school for grades four and five.

School	DBN	Address	2010-2011 Grade Span	Target Organizational Capacity	Target Organizational Utilization Rate[10]	Site Accessibility	Current Enrollment[11]
The Academy for Excellence through the Arts	28Q303	108-55 69 Avenue Queens NY	K-3	329	94%	Functionally Accessible	140

There is also one existing public charter school in District 28 that could serve some students who would be impacted by the phase-out of P.S. 30. The Rochdale Early Advantage Charter School accepts students based on a lottery system, giving preference to D28 students. Schools that admit students through lotteries encourage many students to enter, then admit students through a random selection process based on seat availability.

School	DBN	Address	2010-2011 Grade Span	Target Organizational Capacity	Target Organizational Utilization Rate	Site Accessibility	Current Enrollment[12]
The Rochdale Early Advantage Charter School	84Q342	122-05 Smith Street Queens, NY	K-1	School is located in private (non-DOE owned) space.			71

Impact on Academic and Extracurricular Offerings at P.S. 30

P.S. 30 currently offers several extracurricular and academic programs such as Parents As Learning Partners, a program established at P.S. 30 in which parents come into school one time per week and observe their student's class period. Teachers then provide development to parents with how they can help their children with that lesson's material. The school also offers after-school academic enrichment and Saturday Academies. The DOE does not anticipate that these programs will be impacted by the co-location of P.S. 30 with P.S. 354. A detailed description of the impact of the proposed phase-out of P.S. 30 is described in a separate EIS available at http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/April2011PEP.htm.

Impact on Community Partnerships at P.S. 30

P.S. 30 currently has partnerships with several CBOs, including Studio in a School and Eat Well Play Hard, and the school has plans underway to participate in the Swim to Safety Program. In addition, the 114th Precinct runs an after-school program at the school. Eat Well Play Hard is a New York State Department of Health childhood obesity prevention initiative. Studio in a School works with P.S. 30 to beautify the school building with student work. The Swim to Safety Program would provide students with aquatic skills and essential swimming and in-water survival techniques at recreation centers. P.S. 30 has a partnership with the local public library. Additionally, the school partners with St. Clement Hope Food Pantry, with whom P.S. 30 students voluntarily participate in community service. Finally, Ballet Tech comes into the school to teach the students dance.

Those partnerships will continue to support current students as P.S. 30 phases out, though it is possible that the nature and scope of those partnerships will change based on shifting need and resource availability. The DOE will work with P.S. 30 staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE will work with P.S. 354 to foster opportunities for it to work with the CBOs that have supported P.S. 30

[10] 2009-2010 Blue Book.
[11] 2010-2011 Audited Register.
[12] 2010-2011 Audited Register.

students in the past.

Future Pre-kindergarten Students

P.S. 354, the new elementary school that would open in Q030 next year, will have an equivalent pre-kindergarten program to what is currently offered at P.S. 30. This means the new school will offer one section (18 seats) of a full-day pre-kindergarten program.

Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Siblings of students enrolled at either P.S. 354 or P.S. 30 have first priority for admission. Students who reside in the P.S. 30 zone have second priority for admission, after siblings. As with all pre-kindergarten programs, the continuation of the program at P.S. 354 depends on continued funding availability.

B. Schools

P.S. 30 currently enrolls 565 K-5 students.[13] If this proposal is approved, P.S. 30 will phase out gradually, but seats lost as a result of that phase-out will be replaced as P.S. 354 phases in to Q030 to replace capacity lost at P.S. 30.

Q030 has enough capacity to accommodate P.S. 354 after it has completed its expansion and achieved full scale. P.S. 354 is projected to enroll 380-440 K-5 students at full scale in 2014-2015. At that point, P.S. 30 would have completed its phase-out, and the projected utilization for Q030 at that point would be 63%, which includes one section of pre-kindergarten students. This means that the building has adequate capacity to accommodate the full expansion of P.S. 354. Although current enrollment projections for P.S, 354 are lower than current enrollment at P.S. 30, this is because the projections are based on current enrollment in kindergarten and first grade at P.S. 30, which decreased between the 2009-2010 and 2010-2011 school years by a combined 11%.[14] If enrollment at P.S. 354 increases over the current projection, the school will have the capacity to serve these additional students.

[13] 2010-2011 Audited Register.
[14] 2010-2011 Audited Register.

Current and projected enrollment for P.S. 30 and P.S. 354 over a period of 5 years is in included in the charts below.

P.S. 30's estimated enrollment, over a period of 5 years:[15]

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Estimated enrollment
2010-11 (current)[16]	66	87	106	103	95	108	565
2011-12	-	-	-	100-110	100-110	90-100	290-320
2012-13	-	-	-	-	100-110	100-110	200-220
2013-14	-	-	-	-	-	100-110	100-110
2014-15	-	-	-	-	-	-	-

P.S. 354's estimated enrollment, over a period of 5 years:[17]

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Estimated enrollment
2010-11 (current)	-	-	-	-	-	-	0
2011-12	60-70	60-70	80-90	-	-	-	200-230
2012-13	60-70	60-70	60-70	80-90	-	-	260-300
2013-14	60-70	60-70	60-70	60-70	80-90	-	320-370
2014-15	60-70	60-70	60-70	60-70	60-70	80-90	380-440

If this proposal is approved, there will be sufficient space to serve P.S. 30 and P.S. 354 students pursuant to the Citywide Instructional Footprint (the "Footprint") while P.S. 30 phases out and while P.S. 354 gradually phases in. 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/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

[15] Excludes pre-kindergarten enrollment.
[16] 2010-2011 Audited Register.
[17] This projected enrollment chart excludes pre-kindergarten at P.S. 030 and P.S. 354. However, P.S. 354 would continue to enroll up to 18 pre-kindergarten students during phase-in.

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 classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. 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.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.[18] Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council, in conjunction with the DOE Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to a recent building walkthrough conducted by a space planner of the Division of School Facilities, Q030 has 53.5 total rooms, including 39 full-size rooms, 13 half-size rooms, and 1.5 administrative rooms. Q030 also has the following rooms, which will be shared by all schools during P.S. 30's phase-out and P.S. 354's phase-in: a cafeteria, gymnasium, auditorium and library, as well as a portion of a Joint Operated Park run by the Parks Department.

At full scale, P.S. 354 will be the only school in building Q030, and there will be sufficient instructional space in Q030 for the school to grow to scale. During the phase-in of P.S. 354 and phase-out of P.S. 30, each school will be allocated sufficient full-size instructional classrooms and cluster rooms in accordance with the Footprint, as indicated in the chart below. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from both schools.

[18] Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 half size classrooms, etc.

Baseline Allocations of Full-Size Instructional Classrooms by Footprint:

School	2010-11	2011-12	2012-13	2013-14	2014-2015
P.S. 30	28	15	10	5	0
P.S. 354	0	15	20	24	28

Note: The Pre-kindergarten class at P.S. 30 is allocated one room. On the above chart, this room is included in P.S. 30's allocation for 2010-11, and in all future years it is included in P.S. 354's allocation.

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school's Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or Self-Contained special education classrooms.

There will be suficient instructional space in Q030 for P.S. 354 to grow to scale. The TCU at P.S. 30, Q962, has been vacant both last school year and this school year, but will continue to be available to either or both schools.

Building Safety and Security

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

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

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of P.S. 354 is intended to increase the number of high-quality elementary schools in District 28.

As noted elsewhere in this document, the 565 total elementary school seats in District 28 eliminated by P.S. 30's phase-out and eventual closure would be recovered through the phase-in of P.S. 354. As a result, the proposal to phase out P.S. 30 is not expected to yield a net loss of seats in Q030 or District 28. As previously noted, while the projected enrollment for P.S. 354 is lower than the current enrollment at P.S. 30, this is based on recent enrollment trends at P.S. 30, and P.S. 354 would have the capacity to serve additional children if enrollment at the school increases beyond the projection. In 2009-2010, Q030 had a utilization rate of 79%. When P.S. 354 completes its phase-in and achieves "full scale," the DOE projects the building will have a 63% utilization rate.[19] Any future proposals for the extra space in Q030 would be proposed in an EIS and would be subject to PEP approval.

The only other new seats phasing into District 28 are in The Rochdale Early Advantage Charter School, which is adding 36 new seats per year for the next four years. In 2014-2015, the school will have reached full scale of grades K-5 and will serve approximately 380-440students in these grades. Admission at this

[19] Utilization rate includes pre-kindergarten enrollment.

school is by lottery, in which District 28 students have preference over non-district students.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q030.

IV. Enrollment, Admissions and School Performance Information

P.S. 354

Admissions Data[20]

Proposed Admissions	**Pre-kindergarten**: Standard Universal Pre-K Admissions Process **Grades K-5**: Zoned

Enrollment Data

Current Grades Served	NA
Current Enrollment	NA
Proposed 2011-2012 Grades Served	K–2
Projected 2011-2012 Enrollment	200-230
Proposed 2012-2013 Grades Served	K–3
Projected 2012-2013 Enrollment	260-300
Proposed 2013-2014 Grades Served	K–4
Projected 2013-2014 Enrollment	320-370
Proposed 2014-2015 Grades Served	K–5
Projected 2014-2015 Enrollment	380-440

[20] Excludes pre-kindergarten enrollment.

Demographic Data[21]

Percentage of Students Receiving CTT or SC Services[22]	17%
Percentage of Students with an Individual Education Plan[23]	20%
Percentage English Language Learner Students[24]	2%
Percentage of Students Eligible for Free or Reduced Lunch[25]	81%

P.S. 30

Admissions Data[26]

Current Admissions	**Pre-kindergarten**: Standard Universal Pre-K Admissions Process **Grades K-5**: Zoned
Proposed Admissions	**Phase-out**

Enrollment Data

Current Grades Served	K–5
Current Enrollment as of 11.1.10:	565[27]
Proposed 2011-2012 Grades Served	3-5
Projected 2011-2012 Enrollment:	290-320
Proposed 2012-2013 Grades Served	4-5
Projected 2012-2013 Enrollment:	200-220
Proposed 2013-2014 Grades Served	5
Projected 2013-2014 Enrollment:	100-110

[21] Because P.S. 354 will serve the same zone as P.S. 30, the DOE projects that P.S. 354 will serve a comparable percentage of students with disabilities, English Language Learner students, and students eligible for free or reduced lunch–the P.S. 30 figures are included here.
[22] Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.
[23] Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.
[24] English Language Learner students as percentage of total students from the 2010-2011 Audited Register.
[25] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.
[26] Excludes pre-kindergarten enrollment.
[27] Current enrollment figures are based on the 2010-2011 Audited Register.

Demographic Data

Percentage of Students Receiving CTT or SC Services[28]	17%
Percentage of Students with an Individual Education Plan[29]	20%
Percentage English Language Learner Students[30]	2%
Percentage of Students Eligible for Free or Reduced Lunch[31]	81%

School Performance Data

P.S. 030 Queens	2007-2008	2008-2009	2009-2010[32]
School Performance and Progress			
Overall Progress Report Grade	C	B	D
Quality Review Score	P	UPF	P
Performance Data[33]			
English Language Arts % Proficient (Levels 3 and 4)	49%	58%	27%
Math % Proficient (Levels 3 and 4)	65%	70%	31%
Other Key Performance Indicators[34]			
Attendance Rate	93%	93%	93%
2010-2011 State Accountability Status	In Good Standing		

[28] Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.
[29] Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.
[30] English Language Learner students as percentage of total students from the 2010-2011 Audited Register.
[31] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.
[32] 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 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' scale scores on the tests remained largely unchanged relative to the prior year.
[33] Source: Progress Report
[34] Source: Progress Report

V. Initial Costs and Savings

Once the phase-out is fully implemented, The DOE will cease to allocate or repurpose all funds currently allocated to P.S. 30.

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, P.S. 354 will receive a fixed allocation of $80,000 during its first year. In addition, the P.S. 354 elementary school will receive approximately $4,059.71 in per-pupil allocations. Beginning in its second year of operation, P.S. 354 will receive approximately $225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional $85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY10 allocations and are subject to change based on adjustments to the DOE's overall operating budget. In addition, if this proposal is approved and P.S. 354 offers pre-kindergarten in 2011-2012 (pending funding availability), the school would be funded for the standard pre-kindergarten allocation in 2011-2012.

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

A. Personnel Needs

A more detailed description of the potential impact that the phase-out of P.S. 30's middle school grades would have on P.S. 30 pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that was also posted on March 4, 2011. Please visit the DOE's website to access that Educational Impact Statement: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/April2011PEP.htm.

All administrative staff, teachers, and non-pedagogical positions at P.S. 30 will be excessed over the course of the phase-out. This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

P.S. 354 would need to hire additional teachers during each year of the grade expansion as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created to serve students in kindergarten through fifth grade would be determined based on annual enrollment projections available as the school grows to serve those grades.

All new district schools opening in campuses where an existing school is phasing out must adhere to Article 18-D of the United Federation of Teachers contract. Article 18-D requires that if a sufficient number of displaced staff from the closing or phasing-out school apply, at least 50% of the new schools' pedagogical positions shall be selected from among the appropriately licensed most senior applicants from the closing or phasing-out school—in this case, P.S. 30—who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary and paraprofessional positions are also subject to Article 18-D.

New administrative staff and non-pedagogical positions will be created at P.S. 354 over the course of the school's phase-in. P.S. 354 is expected to hire additional teachers as each new grade is added.

B. Cost of Instruction

A more detailed description of the potential impact that the phase-out of P.S. 30 would have on cost of instruction at P.S. 30 is outlined in a separate EIS that was also posted on March 4, 2011. Please visit the DOE's website to access that Educational Impact Statement: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/April2011PEP.htm.

P.S. 354 is expected to receive $4,059.71 in total additional per-pupil funding annually based on projected increases in total enrollment. 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 the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population.

In addition, FSF awards supplemental allocations on a per pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, schools received an additional $1,623 per pupil for each English Language Learner they enrolled. It is difficult to project the total supplemental funding that P.S. 354 will receive as it phases in because future students' achievement levels and needs cannot be predicted for each of the next five years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools Citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools Citywide, P.S. 354 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. If P.S. 354 is a Title I school and the school continues to meet Title I criteria, the school's Title I funding award would grow as the school population grows.

While schools do receive supplemental support for students with disabilities through Fair Student Funding, 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 Individualized Education Plans (IEPs). As P.S. 354 expands, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

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. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

All school supervisor and/or administrator positions assigned to P.S. 30 will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves an increasingly smaller student population. Again, all excessing will take place in accordance with applicable law and labor contracts.

P.S. 354 is expected to hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's phase-in.

D. Transportation

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 will be no change to existing transportation practices at P.S. 30 throughout its phase-out.

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

Type of Building	P.S.
Year Built	1965
Overall BCAS rating	2.47 out of 5
Target Utilization	79%
Target Capacity	733
FY 2009 Maintenance Costs	Labor: $37601.63 Materials: $21221.23 Maintenance and repair contracts: $79507.75 Custodial operations costs—Materials: $5944.05 Custodial operations costs—Custodial Allocation: $233933.77
FY 2009 Energy Costs	Electric: $113419 Gas: $984 Oil: $59727
Projects completed during the current or prior school year	PBX installation, FY10 Reso A desk computers and smartboard
Projects proposed in the capital plan	Classroom Connectivity. New/Retrofit telephone/intercom systems
Accessibility of the building	Building is not Functionally Programmatic Accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library