

EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of P.S. 114 Ryder Elementary (18K114)

I. Summary of Proposal

P.S. 114 Ryder Elementary (18K114, “P.S. 114”) is an existing zoned elementary school located at 1077 Remsen Avenue, Brooklyn, NY 11236, in Community School District 18, in Building K114 (“K114”). It currently serves students in kindergarten through fifth grade and offers a full-day pre-kindergarten program. The New York City Department of Education (“DOE”) is proposing to phase out and eventually close P.S. 114 based on its poor performance, and the DOE’s assessment that the school lacks capacity to turn around quickly to better support student needs.

If this proposal were approved, P.S. 114 would no longer admit kindergarten, first, and second grade students or offer a pre-kindergarten program after the conclusion of the 2010-2011 school year. Current students in grades two, three, and four will continue to be served by P.S. 114 and be supported as they progress toward completion of elementary school at P.S. 114. Students in grade five will be supported in participating in the District 18 Middle School Choice Process consistent with current practice. Beginning in the 2011-2012 school year after grades K-2 are phased out, P.S. 114 will serve one grade less each subsequent year until it completes its phase out in June 2014.¹ In a forthcoming Educational Impact Statement (“EIS”), the DOE will propose to open two elementary schools in the K114 building. One of these schools – P.S. 521 (18K521 or “P.S. 521”) – would be a zoned school and will most likely offer a pre-kindergarten program.² The other school will most likely be a charter school, but the admissions policy and the proposed grade levels of that the charter school is not yet available. The DOE, however, anticipates that both new schools will serve students who would have previously attended P.S. 114.

Currently, kindergarten and first-grade students at P.S. 114 would be guaranteed a seat at the new zoned elementary school, P.S. 521 to be opened in K114 in September of 2011. At a minimum, the new charter school would admit incoming kindergarteners, first-grade and second-grade students through the charter lottery application process this coming spring with a priority preference for District 18 students.

In 2009-2010, K114 had a target capacity to serve 986 students, and the building enrolled 844 students, yielding a target building utilization rate of 86%.³ This means that the building has space to accommodate additional students. If the DOE’s proposal to co-locate the two elementary schools in K114 is approved, both of these schools will begin phasing in during the 2011-2012 school year as P.S. 114 phases out.

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.

² Pending funding allocations, which will be determined prior to the 2011-2012 school year.

³ The official target capacity and utilization rates for the 2010-2011 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) and accounts for students who are “Long Term Absences.” Building enrollment figures quoted do not include students who are Long Term Absences. Note that building capacity and utilization figures include pre-kindergarten capacity and enrollment, and are not always a precise indicator of whether a school is over or under-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.

Background on the DOE's Decision-Making Process

The DOE considers the phase-out option for schools which fall into one or more of three categories: (1) schools that received poor grades on their annual Progress Report; (2) schools that received a poor rating on their annual Quality Review; and (3) schools that 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 below Proficient on their most-recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.⁴ Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes safety, attendance and survey feedback from parents, teachers and sixth-grade to twelfth-grade students. Quality Reviews involve experienced educators visiting a school over several days, observing classrooms and talking 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, and those ratings are also released by the DOE

A school’s Progress Report and its Quality Review initially prompt the DOE to consider a school for intervention, but no single criteria leads to a phase-out decision. To identify the kind of action that will be best for 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. 114 earned a D grade on its 2009-2010 Progress Report, including F grades in the Student Performance and School Environment sub-sections and an D grade in the Student Progress sub-section.⁵

Based on these low Progress Report scores, the DOE initiated a comprehensive review of P.S. 114 with the goal of determining what intensive supports and interventions would best benefit its students and the community. During that review, the DOE looked at recent and historical performance, as well as demand for the school, consulted with 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—phase-out and replacement of P.S. 114— is the action that the DOE must take to best serve students and the community. It will allow for new school options to develop in Building K114 that will provide the highest quality options to families.

Performance and School Environment at P.S. 114

P.S. 114’s performance during the 2009-2010 school year confirms the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

- P.S. 114 earned a D grade on its 2009-2010 Progress Report, including an F grade in the Student Performance and Environment sub-sections and a D grade in the Student Progress sub-section. P.S. 114 earned an F grade on the Environment sub-section in 2009 and 2008.
- P.S. 114 was rated “Underdeveloped” on its most recent Quality Review in 2008-2009. In 2007-2008 it received the second lowest rating of “Underdeveloped with Proficient Features.” Quality Reviews evaluate schools based on the way that they are organized to support student learning.⁶ P.S. 114’s 2009

⁴ Elementary schools with average math and ELA proficiency rates higher than the district average, which earn a Well Developed rating on the quality review or which are receiving a progress report for the first time are not considered for phase-out.

⁵ Source: <http://schools.nyc.gov/Accountability/tools/report/default.htm>

⁶ For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>

Quality Review cited a number of serious concerns. Specifically, the reviewer indicated that there was inadequate individualization of teaching to meet each student’s needs. The report further indicated that the school needed to do a better job of providing regular feedback to students to support their consistent academic growth.

- Additionally, P.S. 114 has historically failed to provide its parents and students with a culture that fosters the proper learning conditions that students and their families deserve – this is evidenced by the fact that it has received an F on the Environment subsection of the Progress Report for three consecutive years. These scores are reflective of a school that has failed to provide high expectations for its students and has been ineffective in communicating with its parent body.
- P.S. 114 students have not shown signs of growth over the last three years. Last year, P.S. 114 was in the bottom 8% of citywide elementary schools in terms of learning growth in math and the bottom 14% of citywide elementary schools in terms of learning growth in English. In 2008-09, P.S. 114 was in the bottom 12% of citywide elementary schools in terms of the percent of students making one-year progress in math. If these downward trends persist, P.S. 114 students will continue falling further behind their peers in other schools.
- Demand for seats at P.S. 114 is low. P.S. 114 is a zoned school, but, only 43%⁷ of students residing in the zone chose to attend the school. That means that a significant portion of students who are guaranteed a seat at P.S. 114 are choosing to enroll elsewhere.
- Safety has been a concern at P.S. 114. On the 2010 New York City School Survey, 13% of parent respondents reported that they did not think their children were safe at school. In addition, 50% of teacher respondents reported that they did not feel safe at school, with most teachers—86%—indicating that order and discipline were not maintained at P.S. 114.

The chart below summarizes key performance data for P.S. 114 over the past three years:

	2007-2008	2008-2009	2009-2010 ⁸
School Performance and Progress			
Overall Progress Report Grade	B	B	D
Performance Grade	B	B	F
Progress Grade	B	B	D
Environment Grade	F	F	F
Quality Review Score	UPF	U	
Performance Data⁹			
English Language Arts % Proficient (Levels 3 and 4)	57%	64%	35%
Math % Proficient (Levels 3 and 4)	82%	82%	34%
Other Key Performance Indicators¹⁰			
Attendance Rate	93%	93%	93%
2010-2011 State Accountability Status			
In Good Standing			

⁷ Unedited register November 1, 2010, excludes pre-kindergarten

⁸ 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’ raw scores on the tests remained largely unchanged relative to the prior year.

⁹ Source: Progress Report

¹⁰ Source: Progress Report

Overview of Past Strategic Improvement Efforts at P.S. 114

We recognize that P.S. 114 staff members have worked hard to improve the school, but the school has not yet turned around. To help the school's efforts to improve, the DOE has offered numerous supports to P.S. 114, including:

Leadership Support:

- Extensive coaching for the principal on how to supervise and evaluate assistant principals and teachers, to promote a safe school environment, and to implement discipline and intervention policies.
- Helping the principal develop P.S. 114's Comprehensive Education Plan and set school-wide goals.
- Connecting administrators with other schools to learn best practices that can be replicated at P.S. 114.

Instructional Support:

- Offering training to the principal and assistant principal on the new state curriculum, curriculum planning, and developing rigorous lessons.
- Working with the principal on a year-long study that looked at the rigor of instruction for English Language Learners and students with disabilities.
- Teacher training in the use of data to drive instruction and the Common Core State Standards, curriculum planning, and administering periodic assessments.
- Helping teacher teams promote collaboration and align P.S. 114's curriculum across grade levels and content areas.

Operational Support:

- Coaching for school staff on budgeting, human resources, recruiting and retaining talented teachers, building management, and operational compliance issues.

Student Support:

- Working with the school to identify strategies to improve school safety.
- Helping the school contract with Educators for Social Responsibility to improve student discipline practices.
- Holding training sessions on how to deal with student suspensions and re-entry of suspended students.

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

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School resource guide.
- Review and monitoring of school occurrence data and crime data in conjunction with the Criminal Justice Coordinator and the 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.
- Monitor and certify School Safety Plans annually.

Given P.S. 114's lack of success despite the above supports – whether as part of the centralized effort to support all schools or the individualized plans for P.S. 114 – it is apparent that P.S. 114 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. 114 community about strategies to better support students and improve outcomes at the school. The DOE 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/PS114>.

Furthermore, on October 28, 2010, District 18 Superintendent Beverly Wilkins held a School Leadership Team meeting and parent meeting at the school to discuss what is and isn't working at P.S. 114, and how to work together to better serve students. Approximately 80 parents attended. While parents were very proud of the school's history, they had concerns about several issues. Parents said:

- There is a lack of stability in terms of school staff, which has led to serious problems with school culture.
- While school communication efforts have improved, parents still do not feel welcome and do not know what they can do to help.
- There are significant problems with discipline and order is not maintained at the school.
- There are a lack of extracurricular activities and enrichment programs for students.

The School Leadership Team expressed some similar concerns and said there is definitely a need for improved communication within the school.

In addition, many members of the P.S. 114 community objected to the possibility of phasing out the school. While the DOE has considered these objections, the DOE believes that for the reasons discussed in this EIS, such as the school's performance struggles, the lack of evidence that the school is poised to quickly turn around to better support students, and the low demand for seats at the school, drastic action must be taken. We do plan to incorporate community feedback as we continue to support current P.S. 114 students working toward promotion and as we develop plans to replace P.S. 114 with other schools that better meet student and community needs.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

II. Proposed or Potential Use of Building

The building in which P.S. 114 is located, K114, has the capacity to serve 986 students. In 2009-2010—the most recent year for which audited enrollment data is available—the building only served 844 students, yielding a target utilization rate of 86%.¹¹ As mentioned previously, in a separate Educational Impact Statement, the DOE intends to propose the siting of two elementary schools that will serve students in the zone and in the district. Moreover, pending continued funding availability, the building will also offer a pre-kindergarten program beginning in 2011-2012.

¹¹ 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 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") and accounts for students who are "Long Term Absences." Building enrollment figures quoted do not include students who are Long Term Absences. Note that building capacity and utilization figures include pre-kindergarten capacity and enrollment, and are not always an exact indicator of whether a school is over- or under-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.

Over the next five years, the DOE anticipates that the proposed grade spans for the schools in the building will be as follows (although a determination of admissions policy and grade spans for the charter school is still under consideration):

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
P.S. 114	K-5	3, 4, 5	4, 5	5	NA
P.S. 521	NA	K, 1, 2	K, 1, 2, 3	K, 1, 2, 3, 4	K, 1, 2, 3, 4, 5
Charter School	NA	K, 1, 2	K, 1, 2, 3	K, 1, 2, 3, 4	K, 1, 2, 3, 4, 5, ¹²

P.S. 521 and the charter elementary school would open in K114 in 2011-2012 and will both serve grades K-2 with a combined total enrollment of approximately 350-450 students.¹³ In 2014-2015, when P.S. 521 and the charter school are fully phased into K114, both schools will serve grades K-5 with approximately a total combined enrollment of 800-900 students. The projected utilization for K114 at that point is approximately 91%.¹⁴ This means that the building has adequate capacity to accommodate, the full expansion of P.S. 521 and the charter school.

The DOE further anticipates that there will be sufficient space in K114 to accommodate an increase in student enrollment resulting from demand or an increase in the number of families residing in the zone area.¹⁵ Since the projected building utilization is 91% when both schools are phased in and when P.S. 114 is phased out, available space may exist to support a further grade expansion at either school. Any further expansion to the grade levels served by these two schools would have to be proposed in a separate EIS at a later date.

More details regarding the proposed siting of two elementary schools in K114 will be posted in a future EIS that will also address the impact on the proposed building and the utilization at that point.

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

A. Students

Enrollment Options for Current P.S. 114 Students

Under this proposal, all current P.S. 114 students would either be served in the new zoned elementary school or would continue at P.S. 114.

Current Kindergarten and First Grade Students in P.S. 114

Current P.S. 114 kindergarten and first-grade students will continue with their elementary education at P.S. 521 for first and second grade respectively. Additionally, current P.S. 114 students will continue to have access to elementary charter school options located in District 18 that give priority to District 18 students. As mentioned above, the charter school that the DOE plans to site in K114 for next year (2011-2012) would provide a preference to District 18 students. Current first graders may also elect to participate in the charter lottery process to attend Brownsville Ascend Charter School (84K737, located at 205 Rockaway

¹² Detailed information about charter schools and charter lottery application process are published annually and available in print or on the DOE website: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

¹³ Based on current K-1 enrollment from unaudited register November 1, 2010.

¹⁴ Excludes pre-kindergarten enrollment. Projected utilization with pre-kindergarten is 94%.

Parkway), which accepts lottery applications for kindergarten, first, and second grades. More details are provided in the chart below.

Current Second, Third and Fourth Grade Students in P.S. 114

Current P.S. 114 second, third and fourth grade students would continue to be enrolled at P.S. 114. This includes students in these grades who enter New York City Public Schools during the year. During their fifth grade year, they will participate in the District 19 Middle School Choice process to enroll as sixth graders at a middle school of their choice, consistent with current practice. They would also be able to attend their zoned school for middle school.

P.S. 114 students who do not meet promotional requirements for grades no longer offered by P.S. 114 in the following school year will continue to have access to appropriate instruction at P.S. 114 to meet promotional standards. This applies to current third, fourth, and fifth graders in 2010-2011, fourth and fifth graders in 2011-2012 and only fifth graders in 2012-2013. Specific instructional decisions on how to serve holdover students are made by school administration and instructional staff, but may include bridge classes or specialized remedial instruction.

Additionally, P.S. 114 students who do not meet promotional standards for grades no longer offered by P.S. 114 in the following school year will be supported in transitioning to P.S. 521. This applies to current second graders in 2010-2011, third graders in 2011-2012, fourth graders in 2012-2013, and only fifth graders in 2013-2014.

In addition, current P.S. 114 students will continue to have access to elementary charter school options located in District 18 that give priority to District 18 students. Current fourth graders may elect to participate in the charter lottery process to attend Kings Collegiate Charter School (84K608, located at 1084 Lenox Road) which accepts lottery applications for entering fifth graders.

A list of available charter schools is included below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Full Scale	Enrollment in 2010-2011	Admissions	Special Programs or Activities
Brooklyn Ascend Charter School (84K652)	205 Rockaway Parkway	K-3	K-12	428	Kindergarten lottery	Extended day
Brownsville Ascend Charter School (84K737)	205 Rockaway Parkway	K-2	K-12	249	Kindergarten-Second Grade Lottery	Saturday school, after-school tutoring, summer school for eligible students, extended day
Kings Collegiate Charter School (84K608)	1084 Lenox Road	5-8	5-12	269	Fifth Grade Lottery	Basketball, soccer, yoga, art, dance, after-school, extended day, extended year

Current Fifth Grade Students at P.S. 114

Current P.S. 114 fifth-grade students will complete fifth grade at P.S. 114. These students are participating as planned in the District 19 Middle School Choice process this year and would enroll in sixth grade at a choice middle school or at his or her zoned middle school. Current students residing in the P.S. 114 elementary zone are zoned to M.S. 68 (18K068) or M.S. 211 (18K211) for middle school.

Through the District Middle School Choice processes, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>. Please note that this directory is updated yearly. In districts with zoned middle schools, students may also elect to attend their zoned school.

Under Middle School Choice, students rank their preferences from among District 18 choice middle schools. These options include:

- Choice middle schools with a screened application process (entrance is based on criteria designated by the school);
- Choice middle schools with an unscreened or limited-unscreened application processes (Note: limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle school in the zone where the student resides; and
- Zoned middle schools in District 18 outside the zone in which the student resides.

Any current fifth grade student who does not meet promotional requirements to move on to sixth grade for the 2011-2012 school year would remain at P.S. 114.

Impact on Academic and Extracurricular Offerings at P.S. 114

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at P.S. 114. 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. 114 would continue offering 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. That same situation exists for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

P.S. 114's special programs and courses include the District 18 Astral program for gifted and talented students in the fourth and fifth grade, which provides an enriched curriculum expanding the learning experience in the form of challenging activities designed for critical and creative thought. The Astral program is not part of the citywide Gifted and Talented program or testing process and no longer enrolls students into its entry grade and is in the process of phasing out.

Gifted and Talented programs are sited or opened based on demand from students who qualify by scoring in the 90th percentile or above on the citywide Gifted and Talented tests.¹⁶ The possibility of siting a new Gifted and Talented program at P.S. 521 will be determined at a later time.

P.S. 114 does not currently offer student athletics or other extracurricular program options.

P.S. 114 currently offers Collaborative Team Teaching (“CTT”) classes, Special Classes (“SC”), 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 (“IEP”). Similarly, when P.S. 521 completes its expansion, any students with IEPs will continue to receive appropriate services as the school phases out and as the new elementary school phases in.

In accordance with DOE policy, English Language Learners (“ELL”) are admitted to elementary schools in the same manner as their peers who are not ELL. ELLs at P.S. 114 would continue to receive mandated services even as the school phases out. Similarly, when P.S. 521 completes its expansion, any students requiring ELL services will continue to receive appropriate services.

Additionally, P.S. 114 is partially accessible for students with physical disabilities.

Impact on Community Partnerships at P.S. 114

Any existing community partnerships that P.S. 114 has would continue to support current students as P.S. 114 phases out, though it is possible that the nature and scope of those partnerships could change based on shifting need and resource availability as the school moves toward closure. The DOE would work with P.S. 114 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 would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported P.S. 114 students in the past. As appropriate, the DOE would work with both of the elementary schools slated to phase in to K114 to introduce new partnerships and/or enhance partnerships with community organizations that currently support P.S. 114 students.

Admissions Impact for Future Elementary School Students

P.S. 114 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, please visit the DOE website’s Find A School search function: <http://schools.nyc.gov/SchoolSearch>.

As noted throughout this document, in a separate forthcoming EIS, the DOE will propose the co-location of two elementary schools in K114 to better serve students who would have previously attended P.S. 114. One of these schools will be a zoned elementary school and will serve the same zone as P.S. 114. The forthcoming EIS will discuss in more detail what the charter school’s admissions policy will be, although at a minimum the charter school will provide a priority preference to District 18 students. The forthcoming EIS will also discuss the number of seats that would be added by both schools in the building. At this point, the DOE anticipates that the 736¹⁷ seats lost by this proposal would be recovered by the phase-in of the two elementary schools.

¹⁶ Gifted and Talented tests currently in use are the OLSAT and Bracken School Readiness tests, and are subject to change.

¹⁷ Based on current enrollment as of November 1, 2010; excludes pre-kindergarten.

The DOE further anticipates that there will be sufficient seats to accommodate students who seek to enroll “over the counter” which includes:

- Students new to the New York City school system; or
- Students who left the New York City school system and have returned; or
- Students who are seeking transfers.

Approximately 1,323 students are zoned to P.S. 114 in the 2010-2011 school year. During the 2010-2011 school year, approximately 43% of these students attended P.S. 114, which means that 57% of students who were guaranteed a seat in the school chose to attend elementary school elsewhere. If demand for the seats at the new zoned school or the charter school increases the school building will have the capacity to accommodate these additional students.

If both this phase-out proposal and the forthcoming proposal to co-locate two new elementary schools are approved, the building will be able to accommodate all students zoned for P.S. 114, including over-the-counter students and students requiring SC or CTT classes. During the phase-out, over-the-counter students will attend school at either P.S. 114 or at one of the new schools depending on which school offers the appropriate grade level and depending on the admissions policy of the charter school.

As discussed on page 7, there are three existing charter schools, in addition to the charter school that will be placed in K114, that give preference to District 18 students in their respective lotteries: (1) Brooklyn Ascend Charter School enrolls students through a kindergarten lottery; (2) Brownsville Ascend Charter School enrolls students through a kindergarten-through-second-grade lottery; and (3) Kings Collegiate Charter School enrolls students through a fifth-grade lottery. All students residing in District 18 will continue to have the option to participate in these respective lotteries. Detailed information about charter schools and the charter lottery application process are published annually and are available in print or on the DOE website :

http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf

Future Pre-Kindergarten Students

P.S. 114 currently offers a full day pre-kindergarten program. Beginning in 2011-2012, P.S. 114 would no longer offer a pre-kindergarten program. Pending continued funding availability, a pre-kindergarten program would be offered in Building K114 at P.S. 521 beginning in 2011-2012.¹⁸ Enrollment policies for pre-kindergarten admissions would remain the same. Younger siblings of zoned students already enrolled in P.S. 114 or the new zoned elementary school P.S. 521 would get first preference into pre-kindergarten admissions. Siblings from outside the zone would receive second preference.

B. Schools

As of November 1, 2010, P.S. 114 enrolled 736¹⁹ students in grades K-5, of which 97 students are in kindergarten. The building utilization in 2009-2010 was 86%. If this proposal is approved, P.S. 114 will phase out gradually, but seats lost as a result of that phase-out will be replaced by new schools phasing in to K114.

The overall plan for K114 includes the phase-out of P.S. 114 and the phase-in of two new elementary schools. When those two schools complete their phase-in and achieve “full scale” in the 2014-2015 school year, they are projected to collectively enroll 800-900 students. At that point, P.S. 114 will have completed

¹⁸ Funding for pre-kindergarten programs will be determined prior to the 2011-2012 school year.

¹⁹ Excludes pre-kindergarten

its phase-out, and the projected building utilization will be 91%.²⁰ At this time, the details of proposal to phase-in two elementary schools are not yet available. Any proposal to co-locate additional schools in building K114 will be proposed in a future Educational Impact Statement. As mentioned previously, available space may exist after both schools are at scale to support an expansion to serve additional grade levels at either school. The DOE uses the Instructional Footprint to set 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. (Please visit the New York City Department of Education website to access the Instructional 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.)

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 two full-size classrooms for student support services and resource rooms.²¹ Additionally, all schools receive a baseline of the approximate equivalent of one full-size classroom and one 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, consisting of principals from both schools, 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. The DOE, however, 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 the 2009-2010 building walkthrough conducted by the Director of Space Planning, K114 has 94.5 total rooms, including 51.5 full-size rooms and 3 half-size rooms, and 10 quarter size rooms. K114 also has the following rooms, which will be shared by all of the co-located schools during P.S. 114's phase-out and the phase-in of the two elementary schools: a cafeteria, two gymnasiums, indoor play area, and a library.

At full scale, both the new zoned elementary school and the charter school combined will be allocated 48 full-size instructional classrooms in 2014-2015. There will be sufficient instructional space in K114 for

²⁰ Excludes pre-kindergarten enrollment. Projected utilization with pre-kindergarten is 94%.

²¹ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of two full-size classrooms for student support services or resource rooms which could be equal to four half-size classrooms or one full-size classroom and two half size classrooms, etc.

both schools to grow to scale.. Both schools would also be allocated cluster rooms in accordance with the Footprint.

P.S. 114 is currently using 51.5 full-size spaces and 3 half-size rooms. Based on its current enrollment, P.S. 114 should be allocated a baseline of 34 full-size spaces according to the Footprint. In other words, P.S. 114 is currently 14 full-size rooms over the baseline Footprint allocation. If this proposal is approved, the enrollment at P.S. 114 is projected to decline. As the number of students is reduced, the Footprint allocation of rooms for P.S. 114 will also be reduced. At each stage of the proposed phase-out of P.S. 114 and the phase-in of the two elementary schools, there will be additional rooms in the building over the baseline requirement per the footprint. The allocation of these rooms will be made in conjunction with the Building Council and the Office of Space Planning.

As in other situations where other schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the two gymnasiums, and the library. Specific decisions regarding the allocation of the shared spaces or unallocated spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

The table below outlines the baseline number of rooms that each school should be allocated based on the enrollment through the course of the phase-out of P.S. 114 and phase-in of other schools.

Baseline Footprint Allocation of Full-Size Rooms per Organization

	2010-11	2011-12	2012-13	2013-14	2014-15
Pre-Kindergarten Program at P.S. 114	1	N/A	N/A	N/A	N/A
P.S. 114	34	18	13	7	0
P.S. 521	NA	15	19	23	28
Pre-Kindergarten Program at P.S. 521	NA	1	1	1	1
Charter School	NA	8	12	16	21

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.

As discussed, the details of the proposal to phase-in the two elementary schools will be further detailed in a future Educational Impact Statement and in an annexed building utilization plan that will include the details of how the three schools will share space as one school phases out and the other phases in. However, any proposal to co-locate the schools in the building will take into account the available space in K114 based on the enrollment projections for P.S. 114 as it phases out.

C. Community

K114 was opened in 1907 and has been serving elementary school students since then. P.S. 114 has struggled for years to provide a high-quality education to its students. The DOE has offered support to the school, but despite these efforts, performance at P.S. 114 continues to be low. As a result, there is a need to provide better options for families in the community. Under this proposal, the K114 building will remain open but will offer new educational options that better support the learning needs of future students in District 18.

As noted elsewhere in this document, the DOE intends to propose that two elementary schools, one DOE zoned elementary school and a charter school, be co-located in P.S. 114 beginning in the 2011-2012 school year in a future EIS. As a result, the DOE anticipates that the seats lost by this proposal would be recovered through the phase-in of the new zoned elementary school in K114.

In addition, as mentioned previously, there are three charter schools which are in the process of being phased in and are located in District 18 which provide an admissions preference for District 18 students. These charter schools are listed below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Full Scale	Enrollment in 2010-2011	Admissions	Special Programs or Activities
Brooklyn Ascend Charter School (84K652)	205 Rockaway Parkway	K-3	K-12	428	Kindergarten lottery	Extended day
Brownsville Ascend Charter School (84K737)	205 Rockaway Parkway	K-2	K-12	249	Kindergarten-Second Grade Lottery	Saturday school, after-school tutoring, summer school for eligible students, extended day
Kings Collegiate Charter School (84K608)	1084 Lenox Road	5-8	5-12	269	Fifth Grade Lottery	Basketball, soccer, yoga, art, dance, after-school, extended day, extended year

In some cases, charter schools offer programs comparable to those currently offered at P.S. 114. Detailed information about charter schools and the charter lottery application process are published annually and is available in print or on the DOE website http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K114.

IV. Enrollment, Admissions and School Performance Information

P.S. 114

Admissions Data

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

Enrollment Data

Current Grades Served	K-5
2010-2011 Enrollment²²	736
Grades Served during Phase-out in 2011-2012	3, 4, 5
Projected 2011-2012 Enrollment²³	375-425
Grades Served during Phase-out in 2012-2013	4, 5
Projected 2012-2013 Enrollment	225-275
Grades Served during Phase-out in 2013-2014	5
Projected 2013-2014 Enrollment	125-145
Grades Served during Phase-out in 2014-2015	NA
Projected 2013-2014 Enrollment	0

Demographic Data

Percentage of Students Receiving CTT or SC Services²⁴	5%
Percentage of Students with an Individual Education Plan²⁵	9%
Percentage of English Language Learner Students²⁶	9%
Percentage of Students Eligible for Free or Reduced Lunch²⁷	84%

²² Unaudited register data November 1, 2010, excludes pre-kindergarten.

²³ Based on unaudited register November 1, 2010, assumes no new admits and no attrition. Excludes pre-kindergarten.

²⁴ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

²⁵ Students with Individual Education Plans as percentage of total students from the 2009-2010 Audited Register.

²⁶ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

²⁷ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

P.S. 114 Ryder Elementary	2007-2008	2008-2009	2009-2010 ²⁸
School Performance and Progress			
Overall Progress Report Grade	B	B	D
Quality Review Score	UPF	U	
Performance Data²⁹			
English Language Arts % Proficient (Levels 3 and 4)	57%	64%	35%
Math % Proficient (Levels 3 and 4)	82%	82%	34%
Other Key Performance Indicators³⁰			
Attendance Rate	93%	93%	93%
2010-2011 State Accountability Status			
In Good Standing			

P.S. 521

Anticipated Admissions Data

Anticipated Admissions	Grades K-5
-------------------------------	-------------------

²⁸ 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’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁹ Source: Progress Report

³⁰ Source: Progress Report

Enrollment Data

Current Grades Served	N/A
2010-2011 Enrollment:	N/A
Grades Served during Phase-out in 2011-2012	K, 1, 2,
Projected 2011-2012 Enrollment ³¹	250-300
Grades Served during Phase-out in 2012-2013	K, 1, 2, 3
Projected 2012-2013 Enrollment	350-400
Grades Served during Phase-out in 2013-2014	K, 1, 2, 3, 4
Projected 2013-2014 Enrollment:	450-500
Grades Served in 2014-2015	K, 1, 2, 3, 4, 5
Projected 2014-2015 Enrollment (at scale):	550-600

Charter School

Anticipated Admissions Data

Anticipated Admissions	Grades K-5: Admissions policy to be determined
------------------------	--

Enrollment Data

Current Grades Served	NA
2010-2011 Enrollment:	NA
Grades Served during Phase-out in 2011-2012	K, 1, 2,
Projected 2011-2012 Enrollment ³²	100-150
Grades Served during Phase-out in 2012-2013	K, 1, 2, 3
Projected 2012-2013 Enrollment	150-200
Grades Served during Phase-out in 2013-2014	K, 1, 2, 3, 4
Projected 2013-2014 Enrollment:	200-250
Grades Served in 2014-2015	K, 1, 2, 3, 4, 5
Projected 2014-2015 Enrollment (at scale):	250-300

³¹ Based on unaudited register November 1,2010, assumes no new admits and no attrition. Excludes pre-kindergarten.

³² Based on unaudited register November 1,2010, assumes no new admits and no attrition. Excludes pre-kindergarten.

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 114, 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. 114 roster as the phase-out is implemented, the school is expected to receive approximately \$4,059.71 less in 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. 114 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 schools will be included in the separate EIS proposing the co-location of P.S. 114 with the new schools.

In accordance with Chancellor's Regulation A-190, any capital expenditure or facility upgrade expenditure in excess of \$5,000 made by or for the benefit of a co-located public charter school to upgrade its facilities must be approved in advance by the DOE, and an equal amount of capital expenditures or facilities upgrade expenditures must be made on each co-located DOE school. Such projects may be subject to the matching requirements described above depending on their details. The DOE will analyze the eligibility of each project as it arises, and ensure that matching expenditures are made on the DOE schools in the building accordingly.

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. 114 would be excessed³³ 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 United Federation of Teachers (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 Absent Teacher Reserve 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 and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in P.S. 114 will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

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

The two elementary schools would need to hire additional teachers as the total number of students enrolled in the school increases. The precise number of positions needed for the 2011-2012 school year would be determined by the charter school management. Those decisions would be made at the school based on need and budgetary considerations.

B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at P.S. 114 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 2010-2011 school year, elementary schools received an additional \$1,623.47 per pupil for each English Language Learner they enrolled.

³³ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

As with all other schools Citywide, P.S. 114 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. 114 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 Individualized Education Plans (IEPs). Even as P.S. 114 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. 114 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 existing labor contracts.

D. Transportation

There will be no change to existing transportation practices at P.S. 114 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

Type of Building	Elementary School
Year Built	1907 and 1920
Overall BCAS rating	2.37 out of 5
Target Utilization	86%
Target Capacity	986
FY 2009 Maintenance Costs	Labor: \$20,064.78 Materials: \$9,741.15 Maintenance and repair contracts: \$47,731.41 Custodial operations costs—Materials: \$7,272.72 Custodial operations costs—Custodial Allocation: \$250,960.21
FY 2009 Energy Costs	Electric: \$140,058.00 Gas: \$48,273.00 Oil: \$2,254.00
Projects completed during the current or prior school year	FY10 Reso A Desk computers & smart boards
Projects proposed in the capital plan	Building Upgrade-Lighting Fixtures, classroom/corridors/administrative space: lighting fixture-fluorescent. System replacements-Electrical systems grounding system & panel board.
Accessibility of the building	Fully Programmatic Accessible
Building attributes	Auditorium, Cafeteria, Computer room (CR's), Gymnasium, Library