

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New Middle School (29Q289) with Existing School P.S. 156 Laurelton (29Q156) in Building Q156 Beginning in 2013-2014

I. Summary of Proposal

On January 22, 2013, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to co-locate¹ a new middle school, 29Q289 (“29Q289”), in building Q156 located at 229-02 137 Avenue, Queens, NY 11413, in Community School District 29 (“District 29”).² If this proposal is approved, 29Q289 will be co-located in building Q156 with P.S. 156 Laurelton (29Q156, “P.S. 156”), an existing elementary and middle school serving students in kindergarten through eighth grade. If this proposal is approved, 29Q289 will serve students in sixth through eighth grade and will admit students through the middle school application process administered by the Office of Student Enrollment. 29Q289 will be open to students and residents of District 29 with priority admissions in 2013-2014 only for current fifth-grade students at P.S. 156. If this proposal is approved, 29Q289 will begin enrolling sixth-grade students in 2013-2014 and will add one grade per year until it is at full scale and serves students in sixth through eighth grade in 2015-2016.

This amended EIS provides updated information regarding the admissions methods of 29Q289. This updated information is provided below in the summary, Section III.A, and Section IV.

In a separate EIS published on January 22, 2013, the DOE has proposed to truncate the middle school grades of P.S. 156 because of its low performance and inability to improve quickly to better support student needs. If the truncation proposal is approved, P.S. 156 will no longer enroll sixth-grade students after the conclusion of the 2012-2013 school year, will no longer serve seventh-grade students following the 2013-2014 school year, and will no longer serve eighth-grade students following the 2014-2015 school year. In 2015-2016 and beyond, it will continue serving students in kindergarten through fifth grade. P.S. 156 will continue to admit kindergarten through fifth-grade students in its zone. A student’s zoned school is determined by his or her home address.

If this proposal is approved, 29Q289 will be a choice middle school that will serve students in sixth through eighth grades. 29Q289 will be open to students and residents of District 29 through a limited unscreened admissions method, with priority admissions in 2013-2014 for current fifth grade students at P.S. 156. After the 2013-2014 school year, there will be no priority admissions and the school will be open to students and residents of District 29. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school’s exhibit at any one of the Middle School Fairs.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), Q156 has a target capacity of 876 students. In 2012-2013, Q156³ serves 598 students,⁴ yielding a building utilization rate of

¹ 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.

² Building Q156 has an adjacent transportable classroom unit (“TCU”) Q957, but 29Q289 is not expected to use the TCU.

³ All references to building Q156 include the adjacent TCU.

⁴ 2012-2013 Unaudited Register (as of October 26, 2012).

68%.⁵

In 2015-2016, once P.S. 156 has completed its truncation and 29Q289 is at full scale, it is projected that there will be approximately 555-645 students served in Q156, thereby yielding an estimated building utilization rate of approximately 63%-74%.

If this proposal is approved, 29Q289 will replace the middle school seats that will be lost as a result of the truncation of the middle school grades of P.S. 156, and will provide a new educational option for families in District 29.

Background on the DOE's Decision-Making Process

The DOE has provided more detail on the decision to truncate the middle school grade levels of P.S. 156 in a separate EIS, which can be found on the DOE's Web site at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

The DOE strives to ensure that all students in New York City have access to a high quality school at every stage of their education. The co-location of 29Q289 in building Q156 is intended to provide an additional option to students and families in District 29 and Queens. As detailed in the P.S. 156 truncation proposal, the DOE has concluded that truncating the middle school grades of P.S. 156 is appropriate due to the school's history of poor performance.

II. Proposed or Potential Use of Building

Q156 has a target capacity of 876 students.⁶ (The concept of "target capacity" is explained below.) In 2012-2013, the building is serving 598 total students,⁷ yielding a building utilization rate of 68%.⁸ When P.S. 156 completes its truncation and 29Q289 completes its phase-in and achieves full scale, the DOE projects that Q156 will have an estimated building utilization rate of 63%-74%. This means that Q156 has adequate capacity to accommodate the new middle school and that there will be sufficient space to accommodate an increase in student enrollment if demand is above the current projections for the new school.

If this proposal is approved, 29Q289 will open in September 2013 serving approximately 95-105 students in the sixth grade.⁹ At scale, 29Q289 will serve approximately 285-315 students in sixth through eighth grades.

If this proposal is approved, the grade spans for P.S. 156 and 29Q289 over a four-year period will be:

⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁶ 2011-2012 Enrollment, Capacity, Utilization Report (the "Blue Book").

⁷ 2012-2013 Unaudited Register (as of October 26, 2012).

⁸ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁹ Enrollment projections at the new school, 29Q289, are based on a phase-in plan of three general education or Integrated Co-Teaching sections and one Self-Contained section per entry grade in the first year. Actual enrollment for 2013-2014, however, depends on applicant demand.

Grade Spans

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016
29Q156	P.S. 156 Laurelton	K-8	K-5, 7-8	K-5, 8	K-5
29Q289	New School	-	6	6-7	6-8

The current and projected total student enrollment and building utilization for P.S. 156 and 29Q289 over a four-year period will be:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
29Q156	P.S. 156 Laurelton	598	465 - 545	380 - 450	270 - 330
29Q289	New School	-	95 - 105	190 - 210	285 - 315
Total Building Enrollment		598	560 - 650	570 - 660	555 - 645
Utilization		68%	64% - 74%	65% - 75%	63% - 74%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would

result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity would increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

The DOE anticipates that building Q156 will still have excess space once P.S. 156 has completed its truncation and 29Q289 has completed its phase-in. The DOE does not currently have plans for the use of this space. However, any potential changes would be proposed in a separate EIS in accordance with Chancellor's Regulation A-190.

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

A. Students

Impact on Students Currently Attending School in the Q156 Building

The proposed co-location of 29Q289 in Q156 is intended to replace the seats lost by the truncation of the middle school grades of P.S. 156 and to provide a new educational option for District 29 families. The proposal to truncate P.S. 156 and its impact on current P.S. 156 students are outlined in a separate EIS available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If the proposal to truncate the middle school grades of P.S. 156 is approved, P.S. 156 will no longer admit new sixth-grade students after the end of this school year and will subsequently truncate one middle school grade per year. During the course of the truncation of P.S. 156, 29Q289 will phase into the Q156 building beginning with sixth grade in the 2013-2014 school year and adding one grade each subsequent year until it reaches full scale serving grades six through eight in the 2015-2016 school year. Current P.S. 156 sixth-grade students who do not meet promotional standards at the end of this school year will have the opportunity to enroll as sixth-grade students at 29Q289.

P.S. 156 currently offers Integrated Co-Teaching ("ICT") and Self-Contained ("SC") Special Education classes and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program for English Language Learner ("ELL") students. The existing ICT and SC classes and SETSS will continue to be provided as P.S. 156 undergoes truncation and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). Current students at P.S. 156 who receive ELL services will continue to receive these services.

According to the P.S. 156 Web site and 2011-2012 Comprehensive Educational Plan, P.S. 156 currently offers the following special programs, extra-curricular activities, and partnerships:^{10,11}

Special Programs: CCC Computer Lab, After School Science Explorers, After School Literacy and Math

¹⁰ The P.S. 156 Web site link is <http://schools.nyc.gov/SchoolPortals/29/Q156/AboutUs/Overview/default.htm>.

¹¹ The 2011-2012 Comprehensive Educational Plan can be found at http://schools.nyc.gov/documents/oaosi/cep/2011-12/cep_Q156.pdf.

Extra-curricular Activities: Basketball, Cheerleading, Clarinet and Recorder Clubs, Chorus, Step Team, Chess Club

Partnerships: Artists in Residence, Learning Leaders Volunteer Program, Community Workshop Presenters, National Sorority of Phi Delta Kappa, Inc., Beta Omicron Chapter Senior Volunteers, Girl Scouts of NYC, Ridgewood Saving Bank, Roy Wilkins Park

This proposal will not prevent P.S. 156 from continuing to offer any of these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school truncates its middle school grades. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

As P.S. 156 truncates its middle school grades, the DOE will work with P.S. 156 staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during or after the truncation period. The DOE will work with 29Q289 to foster opportunities for them to work with the community organizations that have supported P.S. 156 middle school students in the past.

Enrollment Impact for Future Elementary School Students

The proposed co-location is not expected to impact the admissions policies at P.S. 156. P.S. 156 is a kindergarten through eighth-grade school that admits kindergarten through fifth-grade students in its zone. If the proposal to truncate P.S. 156's middle school grades is approved and P.S. 156 no longer serves middle school grades, P.S. 156's elementary grades will continue to give priority to students who live in the P.S. 156 zone, as it has in the past and in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school;

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, *without* a sibling who will be in grades K-5 at the school in the following school year;

- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, *without* a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S. 156.

Enrollment Impact on Future Middle School Students in District 29

Existing fifth-grade students at P.S.156 are currently given priority to continue to attend P.S. 156 for middle school. The school manages admissions for new students to sixth grade, and very few new students enter after fifth grade.

The DOE is proposing to open a new choice middle school in Q156, which is intended to better serve the needs of the community and replace the seats lost by the truncation of P.S. 156. If this proposal is approved and the proposal to truncate P.S. 156 is approved, P.S. 156 will no longer admit new sixth-grade students beginning in the 2013-2014 school year. 29Q289 will be open to students and residents of District 29 through a limited unscreened admissions method, and will offer priority to continuing P.S. 156 fifth-grade students in the 2013-2014 school year only. Beginning in the 2014-2015 school year, this priority will not exist. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the Middle School Fairs.

Currently, District 29 does not participate in a Middle School Choice process. Students typically enroll in their zoned middle school, continue in their K-8 school, or apply to one of the district, borough-wide or Citywide options through the Centralized middle school application process.

For those students who submitted an application for district, borough-wide, or Citywide middle school options, middle school admissions applications were due on December 21, 2012.¹² The DOE acknowledges that this proposal will be voted on by the Panel for Educational Policy ("PEP") in March 2013, after the deadline to submit middle school applications has passed. District 29 students will not be penalized by the outcome of this proposal and the DOE will ensure that all impacted students are accommodated throughout the middle school application process.

Additionally, new middle schools designated to open throughout the City for the 2013-2014 school year will be available for these students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a "new schools" application.

Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which

¹² The Middle School Choice Calendar for 2012-2013 can be found here:
<http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly.

Additional information on the school options available to students is provided in the charts below.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. ELL students are placed according to the same placement criteria as their English-speaking peers. Students requiring ELL services will continue to receive appropriate services at the middle school they attend.

Enrollment Impact for Over-the-Counter Students

P.S. 156 also admits middle school students through the over-the-counter (“OTC”) process. Over-the-counter (“OTC”) placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;¹³ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and, if space allows, adjusted in those schools where the admissions methods are limited unscreened, or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student may return if the student so chooses.

The table below outlines information about District 29, borough-wide, and Citywide middle school options including the school’s Progress Report grade, the percentage of special education students (“SE”), the percentage of ELL students, the admissions process, building utilization rate, and site accessibility. Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.¹⁴

The proposal to truncate the middle school grades of P.S. 156 is not expected to impact the placement of

¹³ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

¹⁴ The Middle School Directory is available at <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

OTC students in building Q156. P.S. 156 may continue to receive OTC students in the grades it serves depending on the needs of the community, preference of parents, and availability of seats.

District Options

DBN	School Name	Address	Building Code	Building Utilization ¹⁵	Grade Span 2012-2013	Grade Span at Scale	2011-2012 Progress Report Grade	2012 % SE	2012 % ELL	Admissions Method	Site Accessibility ¹⁶
DISTRICT Choice											
29Q259	Pathways College Preparatory School: A College Board School	109-89 204 Street	Q192	84%	6-12	6-12	C	11%	2%	School Based Application	Not functionally accessible
29Q268	PS/IS 268	92-07 175 Street	Q268	99%	K-8	K-8	C	10%	4%	School Based Application	Functionally accessible
29Q295	P.S./I.S. 295	222-14 Jamaica Avenue	Q263	103%	K-8	K-8	C	6%	6%	School Based Application	Not functionally accessible
BOROUGH-WIDE Choice											
28Q896	Young Women's Leadership School, Queens	150-91 87 Road	Q680	102%	6-12	6-12	C	0%	2%	Screened	Not functionally accessible
29Q283	Preparatory Academy for Writers: A College Board School	143-10 Springfield Boulevard	Q420	79%	6-12	6-12	B	8%	2%	School Based Application	Not functionally accessible
29Q327	EAGLE ACADEMY FOR YOUNG MEN III	171-10 Linden Boulevard	Q633	-%	6-8	6-12	C	11%	0%	Limited Unscreened	Functionally accessible
30Q227	I.S. 227 Louis Armstrong	32-02 Junction Boulevard	Q227	94%	5-8	5-8	B	11%	5%	School Based Application	Functionally accessible
30Q286	Young Women's Leadership	23-15 Newtown Avenue	Q739	86%	6-12	6-12	C	2%	4%	-	Partially Accessible

¹⁵ Target building capacity and target building utilization rates are from the 2011-2012 Blue Book.

¹⁶ A code of "Functionally Accessible" indicates that all schools/programs located in the building are fully accessible. A code of "1st Floor Functionally Accessible" indicates that the school is functionally accessible, but only on the first floor; a school has this designation only if, among other things, an accessible bathroom is available to those on the first floor. A code of "Partially Accessible" indicates that a school might be functionally accessible on more than one floor but not for all relevant spaces in the school.

	School, Astoria										
CITYWIDE Choice											
01M539	New Explorations into Science, Technology and Math School	111 Columbia Street	M022	101%	K-12	K-12	A	0%	0%	SB Application	Not functionally accessible
02M407	Institute for Collaborative Education	345 East 15th Street	M475	145%	6-12	6-12	C	0%	0%	SB Application	Not functionally accessible
02M408	Professional Performing Arts School	328 West 48th Street	M017	97%	6-12	6-12	B	0%	2%	SB Application	Not functionally accessible
02M442	Ballet Tech / NYC Public School for Dance	890 Broadway	M905	70%	4-8	4-8	B	0%	3%	SB Application	Not functionally accessible
03M334	The Anderson School (P.S. 334)	100 West 77th Street	M044	88%	K-8	K-8	A	0%	0%	SB Application	Functionally accessible
03M859*	Special Music School	129 West 67th Street	M932	66%	K-8	K-12	A	0%	1%	SB Application	Not functionally accessible
04M012	Talented and Gifted School for Young Scholars	240 East 109th Street	M117	71%	K-8	K-8	A	0%	0%	SB Application	Functionally accessible
ZONED											
29Q059	I.S. 059 Springfield Gardens	132-55 Ridgedale Street	Q059	64%	6-8	6-8	C	11%	2%	Zoned	Functionally accessible
29Q109	Jean Nuzzi Intermediate School	213-10 92 Avenue	Q109	79%	6-8	6-8	B	7%	5%	Zoned	Not functionally accessible
29Q116	PS/IS 116 William C. Hughley	107-25 Wren Place	Q116	93%	K-8	K-8	B	9%	7%	Zoned	Not functionally accessible
29Q138	P.S./ M.S.138 Sunrise	251-11 Weller Avenue	Q138	84%	K-8	K-8	D	8%	3%	Zoned	Partially Accessible
29Q147	PS/MS 147 Ronald McNair	218-01 116 Avenue	Q147	66%	K-8	K-8	C	8%	4%	Zoned	Partially Accessible
29Q156	P.S. 156 Laurelton	229-02 137 Avenue	Q156	80%	K-8	K-8	D	11%	3%	Zoned	Not functionally accessible

29Q192	I.S. 192 The Linden	109-89 204 Street	Q192	84%	6-8	6-8	A	17%	5%	Zoned	Not functionally accessible
29Q208	P.S. / I.S. 208	74-30 Commonwealth Blvd	Q208	84%	K-8	K-8	B	8%	1%	Unscreened	Functionally accessible
29Q238	I.S 238 - Susan B. Anthony Academy	88-15 182 Street	Q238	94%	6-8	6-8	C	8%	11%	Zoned	Functionally accessible
29Q270	The Gordon Parks School	233-15 Merrick Boulevard	Q270	107%	K-8	K-8	B	10%	0%	Unscreened	Functionally accessible
29Q355*	Collaborative Arts Middle School	145-00 Springfield Boulevard	Q231	79%	6-7	6-8	-	15%	2%	Zoned: Campus Choice	Not functionally accessible
29Q356*	Community Voices Middle School	145-00 Springfield Boulevard	Q231	79%	6-7	6-8	-	12%	4%	Zoned: Campus Choice	Not functionally accessible

Charter Options

DBN	School Name	Address	Grade Span 2012-2013	Grade Span at Scale	Admissions Method ¹⁷
84Q341*	Riverton Street Charter School	118-34 Riverton St., Queens	K-5	K-7	Lottery
84Q704	Merrick Academy - Queens Public Charter School	207-01 Jamaica Ave., Queens	K-6	K-6	Lottery

* Signifies a school that is currently phasing in.

¹⁷ For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's Web site: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

B. Schools

P.S. 156 currently enrolls 598 kindergarten through eighth-grade students, 259 of which are students in grades six through eight. As previously noted, if this proposal and the proposal to truncate P.S. 156 are both approved, the middle school seats lost as a result of the truncation will be replaced as 29Q289 phases in.

Building Q156 has the capacity to accommodate both P.S. 156 and 29Q289 as P.S. 156 undergoes truncation and 29Q289 phases in. In 2015-2016, once P.S. 156 has truncated grades six through eight, and 29Q289 has reached full scale, there will be approximately 555-645 total students served in the building. The projected utilization for Q156 at that point is approximately 63-74%.

There will also be sufficient space to accommodate an increase in student enrollment, if necessary, which might result from demand for the new school or an increase in the number of families residing in the district or zone.

The estimated enrollment for the existing and proposed organizations in Q156 over a four-year period is shown below:

P.S. 156:

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	50	50	49	79	57	54	83	86	90	598
2013-2014 (projections)	45-55	45-55	45-55	45-55	75-85	50-60	-	80-90	80-90	465-545
2014-2015 (projections)	45-55	45-55	45-55	45-55	45-55	75-85	-	-	80-90	380-450
2015-2016 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	-	-	-	270-330

29Q289:

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	-	-	-	-
2013-2014 (projections)	95-105	-	-	95-105
2014-2015 (projections)	95-105	95-105	-	190-210
2015-2016 (projections)	95-105	95-105	95-105	285-315

If the proposal to truncate P.S. 156 and this proposal to co-locate 29Q289 in Q156 are both approved, there will be sufficient space to serve P.S. 156 and 29Q289 pursuant to the Citywide Instructional Footprint (the “Footprint”) while, and after, P.S. 156 truncates and 29Q289 phases in. Please visit the DOE Web site to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeterias, the auditorium, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

According to the walk through conducted by the Office of Space Planning on October 26, 2012, Q156 has a total of 39 full-size rooms, 10 half-size rooms, 2 quarter-size rooms, and the equivalent of 2.0 full-size rooms of designed administrative/office space. Thus, building Q156 has a total of 46.5 full-size equivalent ("FSE") rooms for instructional and administrative use.

However, Q156 also contains building services that are not included in the allocation of space for an individual school; specifically, the school nurse currently occupies 0.5 FSE room of designated administrative space.

Excluding the shared spaces outlined above, Q156 has a total of 39 full-size classrooms, 10 half-size classrooms/spaces, 2 quarter-size spaces, and 1.5 FSE rooms of designed administrative office/space remaining, which totals 46 FSE rooms that can be allocated to the co-located schools in Q156 per the Footprint during the proposed opening and co-location of 29Q289 with P.S. 156. The building also has the following common rooms: two cafeterias, an auditorium, a library, and a gymnasium.

The building has 3 floors, which are currently all occupied by P.S. 156.

Per the Footprint, currently, P.S. 156 should be allocated 25 full-size rooms, 9 half-size rooms, and the equivalent of 4 full-size rooms for administrative use.¹⁸ P.S. 156's baseline footprint allocation was adjusted based on the current use of administrative space, and on the shortage of designed administrative space and half-size rooms. Therefore, P.S. 156 has an adjusted baseline footprint allocation of 27 full-size rooms, 7 half-size rooms, and the equivalent of 3.5 full-size rooms for administrative use allocation. Currently, P.S. 156 is using 39 full size rooms, which is 12 full-size rooms above its adjusted Footprint allocation of full-size instructional rooms.

¹⁸ Footprint calculations are based on the November 5, 2012 register.

If the proposal to truncate P.S. 156 is approved, the enrollment and grade levels served will decrease each year. Beginning in 2013-2014, the first year of truncation, P.S. 156’s adjusted baseline Footprint allocation will decrease by 3 full-size rooms and 1 half size room each year. The space vacated by P.S. 156 will be back-filled by 29Q289 as 29Q289 phases in.

Per the Footprint, in 2013-2014, during the first year of this proposal, 29Q289 will be allocated 4 full-size rooms and 2 half-size rooms, and 1.5 FSE rooms for administrative use, for a total of 6.5 FSE rooms. Each subsequent year, up to the 2015-2016 school year, 29Q289 will be allocated 3 additional full-size rooms, 1 additional half-size room, and the equivalent of 0.5 additional full-size rooms for administrative use, to accommodate its increased enrollment and grade span as 29Q289 phases in.

Once 29Q289 is at full scale, and P.S. 156 has fully truncated its middle school grades in 2015-2016, 29Q289 will be allocated 10 full-size classrooms for instructional purposes, 4 half-size rooms, and the equivalent of 2.5 administrative rooms. At this point, P.S. 156 will have a baseline footprint of 18 full-size classrooms for instructional purposes. In total, all organizations are projected to have a combined baseline of 28 full-size rooms.

The table below provides the baseline and adjusted Footprint allocations of full-size instructional rooms for each school throughout P.S. 156’s truncation and the phase-in of 29Q289:

DBN	School Name	2012-2013 (current)	2013-2014	2014-2015	2015-2016
29Q289	29Q289	--	4	7	10
29Q156	P.S. 156	27	24	21	18

In 2012-2013, there are 12 full-size rooms in excess above the adjusted footprint allocation for P.S. 156. In 2013-2014, after each school has received its adjusted baseline Footprint allocation, there will be 11 full-size excess rooms remaining in the building. These excess rooms will be divided among the schools by the Building Council in consultation with the Office of Space Planning. In 2015-2016, the last year of P.S. 156’s truncation and 29Q289’s phase-in, there will be 11 full-size excess rooms remaining in the building.

The space vacated by P.S. 156 will be back-filled by 29Q289 as 29Q289 phases in.

The Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

If this proposal is approved, 29Q289 would develop a safety and security plan for Q156 prior to the first day of school in September 2013.

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

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

There are no other proposed uses or plans for building Q156.

C. Community

P.S. 156 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, the Q156 building will remain open but will offer new educational options that are intended to better support the learning needs of future students both zoned to P.S. 156 and across District 29.

The DOE is proposing to open new choice middle school 29Q289 in Q156, in an effort to better serve the needs of the community and to replace the seats lost by the truncation of P.S. 156. The seats eliminated by P.S. 156’s truncation in District 29 will be recovered by the phase-in of 29Q289.

As a result, the proposal to truncate P.S. 156 is not expected to yield a net loss of middle school seats in Q156 or in District 29, and there will continue to be an excess seat capacity in District 29:

- In 2012-2013, there are only 2,387 sixth-grade students enrolled in District 29 middle schools. Including the seats currently available at P.S. 156, there are 2,682 total sixth-grade seats in District 29 middle schools. Therefore, there is an excess of 295 sixth-grade seats in the district.
- Excluding the seats currently available at P.S. 156, there are 2,560 total sixth-grade seats in District 29 middle schools. Therefore, even after excluding the seats that would have been offered at P.S. 156, there are still 173 excess sixth-grade seats in District 29 middle schools.
- Based on the 2012-2013 unaudited enrollment register, as of October 26, 2012, P.S. 156 is currently serving 83 sixth-grade students. The proposed opening of 29Q289 in building Q156 is projected to create 95-105 sixth-grade seats in District 29. The sixth-grade seats in District 29 eliminated by P.S. 156’s truncation would be recovered through the phase-in of 29Q289.

As indicated in the chart in Section III.A, the Riverton Street Charter School is phasing in to serve middle school grades, resulting in an increase of approximately 78 sixth-grade seats in District 29:

- Therefore, there would still be an excess of at least 353 sixth-grade seats in District 29 middle schools.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q156. This proposal is not expected to impact the site accessibility (not functionally accessible) of Q156.

IV. Enrollment, Admissions, and School Performance Information

P.S. 156

Admissions Data

<p>Current Admissions</p>	<p>Grades K-5: Zoned Grades 6-8: Priority to continuing fifth-grade students</p>
<p>Admissions During and After Proposed Co-location of 29Q289</p>	<p>Grades K-5: Zoned Grades 6-8: N/A</p>

Enrollment Data¹⁹

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	50	50	49	79	57	54	83	86	90	598
2013-2014 (projections)	45-55	45-55	45-55	45-55	75-85	50-60	-	80-90	80-90	465-545
2014-2015 (projections)	45-55	45-55	45-55	45-55	45-55	75-85	-	-	80-90	380-450
2015-2016 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	-	-	-	270-330

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	37%

School Performance Data

P.S. 156 Laurelton	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Quality Review Score ²¹	P	N/A ²²	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	39%	39%	37%
Math % Proficient (Levels 3 and 4)	37%	41%	36%
Other Key Performance Indicators			
Attendance Rate	95%	94%	94%
2012-2013 State Accountability Status	In Good Standing ²³		

¹⁹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²⁰ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

²¹ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

²² Not all schools receive a Quality Review every year.

²³ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

29Q289

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Co-location of 29Q289	Grades 6-8: Limited Unscreened, 2013-2014 priority for fifth-grade students attending P.S. 156

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	-	-	-	-
2013-2014 (projections)	95-105	-	-	95-105
2014-2015 (projections)	95-105	95-105	-	190-210
2015-2016 (projections)	95-105	95-105	95-105	285-315

Demographic Data

29Q289 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

29Q289 does not yet have enrollment. Therefore, there is no performance data for the school.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil Other Than Personal Services (“OTPS”) allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 29Q289 will receive a fixed allocation of \$80,000 and approximately \$42,085-\$46,515 in new school OTPS start-up per-pupil allocations during its first year.²⁴

In addition, 29Q289’s basic operating budget will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per-pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student.

²⁴ [FY13 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools.](#)

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 29Q289 as the school phases in. The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The budget and cost impact of the proposal to truncate P.S. 156 is outlined in a separate EIS that can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

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

A. Personnel Needs

A further description of the potential impact that the truncation of P.S. 156 would have on P.S. 156's pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

29Q289 will 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 2013-2014 school year will be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve students in sixth through eighth grade will be determined based on annual enrollment projections available as the school grows to serve those grades.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. Where a new school's hiring has an impact on a school that is closing or phasing out, the new school shall be required to hire no less than 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

New administrative staff and non-pedagogical positions will be created at 29Q289 over the course of the school's phase-in. 29Q289 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

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

B. Administration

29Q289 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's phase-in.

C. Transportation

There will be no change to existing transportation practices at P.S. 156 throughout P.S. 156's truncation. Transportation will be provided at these schools and at 29Q289 according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		Q156
Type of Building		PS
Year Built		1931
Overall BCAS rating		2.82
2011-2012 Target Building Utilization		80%
2011-2012 Target Building Capacity		820
FY 2012 Maintenance Costs	Labor	\$36,932
	Materials	\$22,210
	Maintenance and repair contracts	\$1,493
	Service contracts	\$0
	Custodial operations costs— Materials	\$5,804
	Custodial operations costs— Custodial Allocation	\$250,132
FY 2012 Energy Costs	Electric	\$128,409
	Gas	\$61,573
	Oil	n/a
Projects completed during the current or prior school year		Low-volt Elec System, Auditorium Upgrade, FY12 Reso A Technology, FY13 Reso A Technology
Projects proposed in the capital plan		Flood Elimination, Low-volt Electrical System, Exterior Masonry, Parapets, Windows, Classroom Connectivity
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Multi-purpose Room, Nurse's Office, Science Lab