

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Temporary Re-siting and Co-location of a Portion of One Grade Level of an Existing School, P.S. 16 (24Q016), with Existing School P.S. 330 (24Q330) in Building Q269 for the 2011-2012 School Year

I. Summary of Proposal

P.S. 16 (24Q016, “P.S. 16”) is an existing elementary school that currently serves students in kindergarten through fifth grade in Building Q721 (“Q721”), located at 41-15 104th Street, Corona, NY 11369, in Community School District 24. P.S. 330 (24Q330, “P.S. 330”) is an existing elementary school that currently serves students in kindergarten and is temporarily located in Building Q269 (“Q269”), located at 86-37 53rd Avenue, Elmhurst, NY 11373, also in Community School District 24. The New York City Department of Education (“DOE”) is proposing to temporarily “re-site” and “co-locate” a portion of the fifth grade of P.S. 16 in Building Q269, where they would be “co-located” with P.S. 330 for the 2011-2012 school year. Q721 is 1.5 miles from Q269.

A “re-siting” means students will attend classes in a different building than the one they have attended in previous years. 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.

This amended EIS corrects the admissions criteria for P.S. 330.

P.S. 330 is a new district elementary school that is temporarily sited in Q269 until it moves to its permanent site. P.S. 330 currently serves 209 students in kindergarten.¹ In 2011-2012, P.S. 330 will expand to serve students in first grade, and the school will continue to expand one grade per year until it reaches “full-scale” in 2015-2016, when it will serve students in kindergarten through fifth grade.

Several elementary schools in the Corona neighborhood of District 24 in Queens currently enroll more students than their target capacity levels. P.S. 16, in particular, is very overcrowded. During the 2009-2010 school year, high kindergarten enrollment at P.S. 16 resulted in average kindergarten class sizes which were one student over the UFT contracted class-size limit. During the 2010-2011 school year, to prevent the same issue, five sections of P.S. 16 fifth graders were re-sited for one year to another school building in Corona to relieve overcrowding.

Where possible, the DOE aims to utilize available space in other local school buildings to alleviate overcrowding. Building Q269 is expected to be underutilized in the 2011-2012 school year if this proposal is not implemented, and therefore it presents a good opportunity to relieve overcrowding at P.S. 16. Solutions for P.S. 16 overcrowding beyond the 2011-2012 school year are not within the scope of the proposal which the Panel for Educational Policy (“PEP”) will be considering at this time. A more detailed discussion of long-term planning for the Corona neighborhood, including P.S. 16, is detailed in Section III.C., “Impact on Community.”

¹ 2010-2011 audited register data.

Background on the DOE's Decision-Making Process

Additional elementary school capacity is needed urgently in District 24, particularly in the part of the district that includes Corona. In 2009-10, the average target utilization rate of elementary school buildings in District 24 was 113 percent.² However, the DOE strives to ensure that all students in New York City have access to a high-quality school in an appropriate environment at every stage of their education. To that end, on September 2, 2010, former Schools Chancellor Joel I. Klein issued an emergency declaration implementing the temporary re-siting of a portion of P.S. 16's current fifth-grade class into Building Q260 ("Q260") for one school year, where it is co-located with two schools, Pioneer Academy (24Q307, "Pioneer Academy") and a District 75 school, P255Q (P255Q@Q260, "P255Q"). This was also proposed to the PEP on October 1, 2010 and passed on November 16, 2010.

As a result, Q260 currently houses half of P.S. 16's fifth-grade students for the 2010-2011 school year. The temporary co-location of these P.S. 16 students has resulted in a few logistical changes for the organizations in the Q260 building, but has not negatively impacted the students of Pioneer Academy or P255Q, and it has positively impacted all P.S. 16 students.

Building Q260 was projected to be underutilized in 2010-2011 because Pioneer Academy is phasing up one grade at a time to become a K-5 elementary school. However, when Pioneer Academy adds an additional grade in 2011-2012, Q260 will no longer be underutilized or have space to house P.S. 16 students.

The P.S. 16 zone continues to contain more students than Q721 can accommodate. During the school year prior to the re-siting of some P.S. 16 students to Q260, Building Q721 had a utilization rate of 130%.³ After a portion of P.S. 16's fifth grade was re-sited to Q260, Q721 has a current utilization rate of 125% in 2010-2011.⁴ Without re-siting a portion of P.S. 16's fifth grade, Q721's projected utilization rate for 2011-2012 will increase again to 139%. However, with 4-5 sections of P.S. 16 fifth graders annexed to Q260, Building Q721 would have a projected utilization rate of 126-129% during the 2011-2012 school year.⁵

Temporarily relocating some fifth-grade students to Building Q260 in the 2010-2011 school year freed up classrooms in P.S. 16's main building, Q721, permitting P.S. 16 to stay within contracted kindergarten class size limits and to re-purpose other rooms for various instructional uses. Parents and teachers of the P.S. 16 fifth graders at Q260 have provided very positive feedback about their students' experience with the re-siting.

Given the success of the temporary re-siting and co-location this year, the DOE believes that a similar re-siting and co-location is the best way to address overcrowding at P.S. 16 for the 2011-2012 school year and would result in the more efficient use of space at Q260. In addition, the temporary co-location may present opportunities for P.S. 330 and P.S. 16 to share resources and implement special programming benefiting both schools.

² 2009-2010 Blue Book data.

³ 2009-2010 Blue Book data.

⁴ 2010-2011 Audited Register data.

⁵ The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2008-09 or 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

II. Proposed or Potential Use of Building

Q269 has the capacity to serve 314 students. This building capacity is based on the Blue Book figure from 2009-2010, the most recent year for which capacity figures are available. However, in the 2009-2010 school year, Q269 housed an unusually large number of kindergarten classes, which have a smaller class size than other elementary grades. In addition, certain regular classrooms were converted to special education services classrooms, which further reduced capacity. As a result, Q269’s 2009-2010 capacity of 314 students appeared unusually low. The 2008-2009 capacity figure, on the other hand, is based on the assumption that grades other than kindergarten are served in the building, which is more comparable to the grade levels proposed to be served in Q269 in 2011-2012. The capacity reported in the 2008-2009 Blue Book was 386 students. Using this figure, which is more applicable to the proposed co-location in 2011-2012 because it more accurately reflects which grades will be served in the building, the utilization of target capacity would be 104-117%.

In 2009-2010, the building was used by P.S. 13 as a temporary annex for some of its students while an addition to P.S. 13’s main building, Q013, was constructed. The building had a utilization rate of 146%.⁶ Prior to the start of the 2010-2011 school year, the addition to Q013 was completed, and P.S. 13 was able to serve all of its students in Q013.

In 2010-2011, Q269 serves 209 P.S. 330 students,⁷ yielding a utilization rate of just 67%.⁸

In 2011-2012, P.S. 330 will expand as planned to serve kindergarten through first grade and is projected to serve 280-290 students. If this proposal is approved, Q269 would also house a portion of P.S. 16’s fifth grade. Specifically, the DOE is proposing to re-site approximately 120-160 P.S. 16 fifth graders who will be served in 4-5 sections.⁹ In total, there would be approximately 400-450¹⁰ students served in Q269, yielding a building utilization rate of 127-143%.¹¹ Over the next three years, the proposed grade spans for the schools in Building Q269 are as follows:

School Year	2010-11	2011-12	2012-13
P.S. 330	K	K-1	K-2
P.S. 16	N/A	5	N/A

⁶ 2009-2010 Blue Book data.

⁷ 2010-2011 Audited Register data.

⁸ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁹ The DOE has included the maximum range of projected enrollment and projected class sections to be re-sited and co-located from Q721 to Q269 because at this point in time, six months before the upcoming school year, it is difficult to predict the precise number of P.S. 16 students that will need to be temporarily re-sited to the Q269 building. It is possible that fewer than 120-160 P.S. 16 students would be re-sited to Q269. Please see Section III.B. for a further discussion of the projected number of P.S. 16 students to be re-sited to Q269.

¹⁰ Estimate based on projected enrollment at P.S. 16 and projected kindergarten through first grade enrollment at P.S. 330, with the current kindergarten class size (2010-2011 Audited Register), used to project the size of future incoming kindergarten classes.

¹¹ Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building's target utilization rate is 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 goal classroom capacities (which are aspirational targets lower than the 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 2009-2010. However, as discussed earlier in this section, the 2008-2009 target capacity is a more accurate reflection of target capacity for Q269 in this instance.

As described earlier in this Educational Impact Statement ("EIS"), the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because high school 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 first or fifth grade classroom, as is the case with 9 classrooms in the Q269 building, the building's target capacity would increase because we expect that a first or fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal classroom capacity is higher for first and fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

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

A. Students

The DOE anticipates that all P.S. 16 students will be positively impacted by this proposal. The re-siting would allow P.S. 16 to adhere to the contractual limit of 25 students for kindergarten class size.

Additionally, reducing the overall number of students attending school in the Q721 building will permit P.S. 16 to repurpose certain classrooms and will have several other positive effects. P.S. 16 anticipates being able to:

- Admit additional zoned kindergarten students who would otherwise have been capped and overflowed to a different District 24 elementary school;¹²
- Reduce overcrowding in shared spaces, such as the cafeteria;
- Maintain a dedicated science lab to support instruction utilizing the school's inquiry-based science program;
- Maintain a room dedicated to supporting comprehensive visual arts instruction; and
- Provide dedicated space for occupational therapy and physical therapy (OP/TP) services for students with physical handicaps.

Finally, for P.S. 16 students who will attend school at Q269, P.S. 16 anticipates being able to:

- Serve these students in less crowded shared spaces, such as the cafeteria; and
- Provide these students year-long access to P.S. 16's after-school Extracurricular Clubs program. (Due to space and staffing constraints, P.S. 16 is only able to provide this program for 12 weeks of the school year for students attending school in Q721).

Although Building Q269 is located only approximately 1.5 miles from Q721, students are not expected to travel back and forth between buildings during the school day as a result of this proposal. The P.S. 16 fifth-grade students attending school in the Q269 building will be served exclusively in Q269 during the regular school day and after-school during the Clubs program.

P.S. 16 students travelling to Q269 will be provided with transportation according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. Students living on the northern side of Queens Boulevard who do not qualify for transportation may submit a request to the Office of Pupil Transportation for a hazard variance. If a hazard variance were granted due to the danger of crossing Queens Boulevard on foot, the student would receive transportation services regardless of whether the distance between his or her home and Q269 qualifies the student for such services under Chancellor's Regulation A-801.

On February 15, 2011, DOE representatives met with P.S. 16's School Leadership Team ("SLT") to discuss this proposal. The SLT was supportive of the proposal. The DOE has also worked with P.S. 330 to schedule a meeting with its SLT, which will be held on March 3, 2011. Additionally, the DOE is working with the principal of P.S. 16 to schedule a parent meeting for parents of rising fifth graders to discuss the impact of this proposal.

P.S. 16 maintains partnerships with several community organizations including the Rubin Museum of Art, the Museum of Modern Art, the New York City Opera, the New York Hall of Science, and the Cooper Union. P.S. 16 also maintains several programs around the arts and literacy including Flamenco Vivo, Music and the Brain, Dancing Classrooms, and Ballroom Bridges.

The DOE does not anticipate that this proposal would impact P.S. 16's partnerships.

P.S. 16 currently offers Collaborative Team Teaching ("CTT") classes, Self-Contained classes ("SC"), and Special Education Teacher Support Services ("SETSS"). The existing CTT, SC, and SETSS classes would continue to be provided and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, current and future students with Individualized Education Plans ("IEPs") will continue to receive appropriate services at Q269.

¹² A school caps its enrollment on a grade by grade basis when it has no more space to accommodate zoned students in classes at a particular grade level within existing contractual class size limits. When enrollment in a grade is capped at a school, any students zoned for that school who arrive after the grade has been capped must be served at another elementary school with available space.

In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to elementary schools in the same manner as their peers who are not ELLs. Current and future ELL students at P.S. 16 would continue to receive mandated services. Specifically, P.S. 16 serves a large number of ELLs: approximately 39 percent of current P.S. 16 students receive Spanish transitional bilingual, dual-language or English as a Second Language (ESL) services.¹³ All P.S. 16 students will continue to receive mandated special education and ELL services, whether they attend school in Building Q721 or in Building Q269.

P.S. 16 also offers a Beacon program for gifted and talented students, with one section in each grade, K-5. This proposal would have no impact on that program. Because some students travel from outside the P.S. 16 zone to attend P.S. 16’s Beacon program, the fifth grade Beacon class would not be annexed to Building Q269.

The students of P.S. 330 would not be adversely affected by this proposal. For the 2011-2012 school year, P.S. 330 would be using the same number of classrooms they would have used even if the P.S. 16 students were not in the building. If this proposal is approved, the P.S. 16 students would occupy rooms which would have been otherwise unallocated and would have remained empty during the 2011-2012 school year.

P.S. 330 maintains an ongoing partnership with New York Cares, which sends volunteers to the school to work on projects with students and families on weekends and select school days. P.S. 330 also has a partnership with Pencil, which also sends volunteers to the school to work on projects.

The DOE does not anticipate that this proposal would impact P.S. 330’s partnerships.

P.S. 330 currently offers CTT classes and SC classes. The existing CTT and SC classes would continue to be provided and students with disabilities will continue to receive mandated services in accordance with their IEPs.

P.S. 330 also currently offers a Spanish bilingual program. In accordance with DOE policy, ELL students are admitted to elementary schools in the same manner as their peers who are not ELLs. Current and future ELL students at P.S. 330 would continue to receive mandated services.

B. Schools

There will be sufficient space for the approximately 120-160 P.S. 16 fifth graders to be temporarily co-located with P.S. 330 in Q269 during the 2010-2011 school year:

- Q269 has a target capacity of 314 students.
- In 2010-2011, the building serves 209 students,¹⁴ and its target utilization rate is 67 %.
- P.S. 330 is projected to serve 280-290 students in grades K-1 during the 2011-2012 school year.¹⁵
- With the addition of approximately 120-160 grade five P.S. 16 students, Q269 would have a total enrollment of 400-450 students.

Additionally, the co-location of 4-5 sections of fifth-grade students from P.S. 16 would not impact P.S. 330’s ability to operate within Q269.

¹³ 2010-2011 Audited Register data.

¹⁴ 2010-2011 Audited Register data.

¹⁵ These enrollment figures are projected and unaudited at this time.

Total estimated enrollment in Q269 over a period of 3 years:

	2010-2011 ¹⁶	2011-2012	2012-2013
P.S. 330	209	280-290	355-365
P.S. 16	N/A	120-160	N/A
Total Estimated Enrollment in Q269	209	400-450	355-365

If this proposal is approved, there will be sufficient space to accommodate a portion of P.S. 16’s fifth grade alongside P.S. 330, pursuant to the Citywide Instructional Footprint (the “Footprint”) during the 2011-2012 school year. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

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. 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 classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms 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.

All schools receive a baseline of the approximate equivalent of two full-size classrooms¹⁷ for administrative services, student support services and resource rooms. Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. 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 their schools. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to a walk-through of Q269 conducted by the Queens Director of Space Planning on May 14, 2010, Q269 has 21 total full size rooms and 4 half-size rooms. Q269 also has a multipurpose room, which will be shared by both schools during the fifth grade of P.S. 16’s temporary co-location with P.S. 330.

¹⁶ 2010-2011 Audited Register data.

¹⁷ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services resource rooms, which could be equal to 1 full size classroom and 2 half size classrooms or 0 full size classrooms and 4 half size classrooms, etc.

If this proposal is approved, two possible scenarios could result in two different space allocations for P.S. 330 and P.S. 16. In the first scenario, in 2011-2012, P.S. 330 would serve 280-290 students in approximately 12 sections in kindergarten and first grade. Per the Footprint, P.S. 330 would be allocated a baseline of 14 full-size classrooms. P.S. 330 will also be allocated one full-size space for administrative purposes and one full-size space for resource room purposes in accordance with the Footprint for a total of 16 full-size rooms.¹⁸

Under this first scenario, in 2011-2012, the DOE projects that P.S. 16 will send approximately four sections of 120-128 fifth grade students to Q269. Per the Footprint, P.S. 16 would be allocated a baseline of approximately five full-size spaces, including administrative and resource room spaces in accordance with the Footprint.

After P.S. 330 and P.S. 16 have received the baseline allocation of full-size classrooms according to the Footprint, no full-size rooms and four-half size rooms will remain in Q269. The four half-size rooms will be allocated equitably based on the proportionate enrollments of P.S. 330 and P.S. 16, as well as the location of the rooms in relation to the areas of Q269 occupied by P.S. 330 and P.S. 16.

The allocation of space is detailed in the chart below:

	Full-size Room Baseline Allocation Per Footprint	Half-size Room Baseline Allocation Per Footprint	Administrative Room Baseline Allocation Per Footprint
P.S. 330	15	0	1
P.S. 16	4	0	1

In the second scenario, if P.S. 330 were able to serve its students in fewer than 12 sections, the DOE may elect to site an additional section of fifth graders from P.S. 16 in Q269 in an effort to further mitigate overcrowding at Q721.

If P.S. 330 enrolled only 11 sections of students in kindergarten and first grade, it would be allocated a baseline of 13 full-size classrooms and one full-size space for administrative purposes and one full-size space for resource room purposes in accordance with the Footprint for a total baseline allocation of 15 full-size rooms.

In this scenario, P.S. 16 would send 150-160 fifth grade students to Q269 and would be allocated a baseline of six full-size spaces, including administrative and resource room spaces in accordance with the Footprint.

As in the first scenario, after P.S. 330 and P.S. 16 have received the baseline allocation of full-size classrooms according to the Footprint, no full-size rooms and four half-size rooms will remain in Q269. The four half-size rooms will be allocated proportionally based on the relative enrollments of P.S. 330 and P.S. 16, as well as the location of the rooms in relation to the areas of Q269 occupied by P.S. 330 and P.S. 16.

¹⁸ The baseline space allocation is based on the estimated enrollment for P.S. 330 and the school’s resulting facilities needs. If in September 2011 P.S. 330’s actual facilities need is different, the baseline space allocation would be revised in accordance with the Footprint.

The allocation of spaces under this scenario is detailed in the chart below:

	Full-size Room Baseline Allocation Per Footprint	Half-size Room Baseline Allocation Per Footprint	Administrative Room Baseline Allocation Per Footprint
P.S. 330	14	0	1
P.S. 16	5	0	1

Please note that in both scenarios, the total number of full-size rooms utilized by the two schools remains constant at 21.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms. Specific decisions regarding the allocation of the shared spaces will be made by a building council consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. Any unallocated space would be equitably distributed among the schools based on student enrollment.

Community

Additional elementary school capacity is needed urgently in District 24, particularly in the part of the district that includes Corona. In 2009-2010, the average target utilization of elementary school buildings in District 24 was 113 percent.¹⁹

The DOE is in the process of implementing long term solutions to overcrowding in Corona by adding seats through new construction. Currently in District 24, there are five buildings scheduled to open in September 2014 which collectively will offer 3,008 seats.²⁰ However, until these new buildings open, the DOE will need to continue to employ short-term solutions each year to accommodate all students in Corona.

In the Elmhurst and Corona areas of District 24, the DOE completed construction of Q269 in 2008. As discussed earlier, P.S. 13 temporarily re-sited a portion of its students to that building while the addition to its main building was constructed. The DOE worked with the School Construction Authority (“SCA”) to build additions to school buildings Q102 (completed in 2009) and Q013 (completed in 2010) to expand their respective capacities. When P.S. 13 was able to bring students back from Q269 and serve them in its new addition at Q013, the DOE opened a new elementary school, P.S. 330, in September 2010 in building Q269. P.S. 330 is incubating in this space until it moves to its permanent site.

As we await completion of the five new elementary school buildings mentioned above, the DOE is evaluating several other strategies to alleviate overcrowding in Building Q721 (home to P.S. 16). While admittedly temporary, the proposed re-siting of a portion of P.S. 16’s fifth grade was the best-available solution for the 2011-2012 school year.

¹⁹ 2009-2010 Audited Register data.

²⁰ Data regarding seats offered at buildings undergoing new construction is based on numbers reported by the School Construction Authority in December 2010.

Other solutions that were considered, but were not viable in this case, are explained below:

1. Finding available land on which to construct sufficient new school facilities is challenging because the Corona section of Queens, which is primarily located in District 24, is a very densely populated area.
2. Intervention strategies such as zoning changes and grade reconfigurations are not effective in this case because the school zones surrounding Corona are also overcrowded. Therefore, Corona elementary students would have to travel significant distances from their homes to attend school in an underutilized school building.
3. Expanding P.S. 330’s kindergarten enrollment for the 2011-2012 school year is not an available option because the Q269 building cannot accommodate these additional sections in future years if it is also to continue to accept new kindergarten students each year and scale up.
4. Changing the grade span of P.S. 330 by permanently reducing the grades it serves so that Q269 could accommodate more kindergarten classes is not viable because there are not sufficient seats in nearby elementary schools to absorb the students who would have otherwise been served in P.S. 330’s eliminated grades.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q269.

IV. Enrollment, Admissions and School Performance Information

P.S. 330

Admissions Data

Current Admissions	Grade K: Overflow from overcrowded zoned schools
Admissions after Temporary Re-siting and Co-Location	Grades K-1: Overflow from overcrowded zoned schools

Enrollment Data

Current Grades Served	K
2010-2011 Enrollment²¹	209
Grades Served 2011-2012, During Temporary Re-siting and Co-Location	K-1
2011-2012 Projected Enrollment	280-290
Grades Served 2012-2013, After Conclusion of Temporary Re-siting and Co-Location	K-2
2012-2013 Projected Enrollment	355-365

²¹ 2010-2011 Audited Register data.

Demographic Data

Percentage of Students Receiving CTT or SC Services ²²	11%
Percentage of Students with an Individual Education Plan ²³	14%
Percentage of English Language Learner Students ²⁴	52%
Percentage of Students Eligible for Free or Reduced Lunch ²⁵	60%

School Performance Data

P.S. 330 opened in September 2010 and, therefore, the school has no audited performance data.

P.S. 16

Admissions Data

Current Admissions	Grades K-5: Zoned
Admissions after Temporary Re-siting and Co-Location	Grades K-5: Zoned

Enrollment Data

Current Grades Served	K-5
2010-2011 Enrollment ²⁶	1579
Grades Served at Q269 in 2011-2012, During Temporary Re-siting and Co-Location	5
2011-2012 Projected Enrollment of Students at Q269	120-160
Grades Served at Q269 in 2012-2013, After Conclusion of Temporary Re-siting and Co-Location	N/A
2012-2013 Projected Enrollment of Students at Q269	0

²² Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

²³ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²⁴ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²⁵ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

²⁶ 2010-2011 Audited Register data.

Demographic Data

Percentage of Students Receiving CTT or SC Services ²⁷	5%
Percentage of Students with an Individual Education Plan ²⁸	9%
Percentage of English Language Learner Students ²⁹	39%
Percentage of Students Eligible for Free or Reduced Lunch ³⁰	95%

School Performance Data

P.S. 16 ³¹	2007-2008	2008-2009	2009-2010 ³²
School Performance and Progress			
Overall Progress Report Grade	A	A	B
Quality Review Score	Well Developed	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	69%	78%	56%
Math % Proficient (Levels 3 and 4)	91%	94%	71%
Other Key Performance Indicators			
Attendance Rate	96%	96%	96%
2010-2011 State Accountability Status			
In Good Standing (2009-2010)			

V. Initial Costs and Savings

The only costs associated with the implementation of this proposal are moving costs. The estimated cost of moving supplies and materials to relocate a portion of P.S. 16’s fifth grade to Q269 at the start of the 2011-2012 school year would be approximately \$22,535-\$30,046. The estimated cost of moving the supplies and materials back to Q269 after the school year should be approximately the same.

²⁷ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

²⁸ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²⁹ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

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

³¹ Source: Progress Report.

³² In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

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

A. Personnel Needs

This temporary co-location is not expected to change the number of personnel positions assigned to P.S. 16 or P.S. 330 or significantly alter the duties of current staff. An assistant principal already assigned to the P.S. 16 organization has been designated to supervise the school's staff and students served in Building Q269. The necessary P.S. 16 fifth-grade teachers would maintain current assignments, but report to Building Q269 for regular teaching duties rather than Building Q269. P.S. 16 cluster teachers would be assigned to Q269 on a rotating basis during the week, so that these teachers would not need to travel back-and-forth between Q269 and Q721 during the course of the day.

It is possible, however, that P.S. 16 may decide to accept additional sections of kindergarten students in 2011-2012, in which case, P.S. 16 may need to hire additional staff as needed.

B. Cost of Instruction

The re-siting of a portion of P.S. 16's fifth graders to Q269 will not impact the P.S. 16 or P.S. 330's instructional costs. The DOE does not anticipate that either of the schools will need to hire additional teachers. However, as discussed earlier, if P.S. 16 were to accept additional sections of kindergarten students, the school may need to hire additional teaching staff. No school supervisor and/or administrator positions have been added at P.S. 16 or P.S. 330 as a result of the move of these students.

The basic operating budget for those schools is determined by the same 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 allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for elementary schools was \$4,059.71. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$1,623.00 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff. Thus, if P.S. 16 determines to accept additional sections of kindergarten students in 2011-2012, thereby increasing its enrollment, its budget will increase accordingly.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

No change in school supervisory or administrator positions at either of the schools is expected as a result of this proposal.

D. Transportation

P.S. 16 students travelling to Q269 will be provided with transportation according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. Students living on the northern side of Queens Boulevard who do not qualify for transportation may submit a request to the Office of Pupil Transportation for a hazard variance. If a hazard variance were granted due to the danger of crossing Queens Boulevard on foot, the student would receive transportation services regardless of whether the distance between his or her home and Q269 qualifies the student for such services under Chancellor’s Regulation A-801.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with citywide policy as a portion of P.S. 16’s fifth grade relocates to Q269.

VII. Building Information

Q269

Type of Building	PS/IS
Year Built	1951
Overall BCAS rating	2.5 out of 5
Target Utilization	146%
Target Capacity	314
FY 2009 Maintenance Costs	Labor: \$4,629.37 Materials: \$720.97 Maintenance and repair contracts: \$0 Custodial operations costs—Materials: \$2,377.62 Custodial operations costs—Custodial Allocation: \$73,101.45
FY 2009 Energy Costs	Electric: \$44,200 Gas: \$21,366 Oil: \$0
Projects completed during the current or prior school year	CIP - SWB parapet
Projects proposed in the capital plan	No projects identified
Accessibility of the building	Building is not functionally programmatic accessible
Building attributes	Cafeteria