

EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of P.S. 30 Queens (28Q030)

I. Summary of Proposal

P.S. 30 Queens (28Q030, “P.S. 30”) is a zoned elementary school located at 126-10 Bedell Street, Jamaica, NY, 11434, in Community School District 28, in Building Q030 (“Q030”). It currently serves students in kindergarten through fifth grade and offers a pre-kindergarten program. The New York City Department of Education (“DOE”) is proposing to phase out and eventually close P.S. 30 based on its poor performance and the DOE’s assessment that the school lacks the ability to turn around quickly to better support student needs.

If approved, P.S. 30 would no longer admit kindergarten students or offer grades one and two or its 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. 30 and be supported as they progress toward completion of elementary school at P.S. 30 and in the application process to middle school via the District 28 Middle School Choice Process. Current students in grade five will be supported in participating in the District 28 Middle School Choice Process consistent with current practice. Beginning in the 2011-2012 school year, after K, 1 and 2 are phased out, P.S. 30 will serve one grade less each subsequent year until it completes its phase-out in June 2014.¹ Students in grades K-2 would be served in a new zoned elementary school, P.S. 354 (28Q354, “P.S. 354”), to be opened in Q030 and proposed in a separate Educational Impact Statement (“EIS”). A pre-kindergarten program would also be offered by P.S. 354 in Q030 (pending continued funding availability).

In 2009-2010, Q030 had a target capacity to serve 733 students, and the building enrolled 578 students in pre-kindergarten through fifth grade, yielding a target building utilization rate of 79%.² The school currently enrolls 565 students³ in grades K-5 and offers 18 seats of a full-day pre-kindergarten program. This means that the building was “under-utilized” last year and has extra space to accommodate additional students. Please note that building capacity and utilization figures are not always an exact indicator of whether a school is under- or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

In a separate EIS also posted on December 16, 2010, the DOE is proposing the co-location of P.S. 354, a new zoned elementary school in Q030, which will serve grades K-5 when fully phased-in, as well as offer a pre-kindergarten program.

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

² The official target capacity and utilization rates for the 2010-11 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”). The Blue Book accounts for students who are “Long Term Absences” (LTA). Building enrollment figures do not include students who are Long Term Absences.

³ Current enrollment figures are based on the November 1, 2010 unaudited register on ATS and do include LTAs.

Background on the DOE's Decision-Making Process

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or an 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. During Quality Reviews, which are also released by the DOE, experienced educators visit 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.

A school’s Progress Report and its Quality Review initially suggest whether a school will be considered 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. The DOE considers:

- Improvement strategies already in place that are showing promising results;
- Student performance data over time, including previous years’ performance;
- Demand and enrollment trends;
- School leadership;
- Teacher effectiveness;
- School culture; and
- Local and district needs.

P.S. 30 earned a D grade on its 2009-2010 Progress Report, including an F grade in the Student Performance sub-section and C grades in the Student Progress and School Environment sub-sections. On its previous Progress Reports, P.S. 30 earned a B grade for the 2008-2009 school year, a C grade for the 2007-2008 school year and a D grade for the 2006-2007 school year.⁵

Based on these low Progress Report scores, the DOE initiated a comprehensive review of P.S. 30 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—the gradual phase-out and eventual closure of P.S. 30—is the action the DOE must take to best serve students and the community. It will allow for new school options to develop in Building Q030 that will provide the highest quality options to families.

⁴ Elementary schools with average math and ELA proficiency rates higher than the district average that 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 <http://schools.nyc.gov/Accountability/tools/report/default.htm>

Performance and School Environment at P.S. 30

P.S. 30 has struggled for years. The DOE believes the school lacks the capacity to turn around quickly to better support student needs.

- Low student performance at P.S. 30 has been a persistent trend. Last year, only 31% of P.S. 30 students were performing on grade level in math, putting P.S. 30 in the bottom 6% of all elementary schools in New York City. That same year, only 27% of P.S. 30 students were on grade level in ELA, putting P.S. 30 in the bottom 12% of elementary schools Citywide. In 2008-09, P.S. 30 was in the bottom 3% in Citywide math proficiency and in the bottom 20% in ELA proficiency. In 2007-08 P.S. 30 was in the bottom 6% in Citywide math proficiency and in the bottom 20% for Citywide ELA proficiency.
- P.S. 30 students have not shown signs of academic growth over the last three years. Last year, P.S. 30 was in the bottom 15% of elementary schools in terms of learning growth in math and the bottom 7% of elementary schools in terms of learning growth in ELA. In 2008-09, P.S. 30 was in the bottom 2% of Citywide elementary schools in terms of the percentage of students making one-year progress in math and the bottom 54% in ELA, which, though an improvement, was not lasting and is not sufficient to demonstrate the school can turn around. In 2007-08, P.S. 30 was in the bottom 1% of Citywide K-8 schools in terms of the percentage of students making one-year progress in math, and in the bottom 28% in ELA. If these low results persist, P.S. 30 students will continue falling further behind their peers.
- P.S. 30 earned a D grade on its 2009-2010 Progress Report, including an F grade in the Student Performance sub-section and C grades in the School Environment and Student Progress sub-sections. On its previous Progress Reports, P.S. 30 earned a B grade for the 2008-2009 school year, a C grade for 2007-2008 and a D grade for 2006-2007. Despite receiving a B grade in 2008-2009, P.S. 30 was still in the bottom 3rd percentile of elementary schools Citywide; in other words, P.S. 30's overall progress report score was lower than 97% of elementary schools in the City.
- Safety has been a serious concern at P.S. 30. On the 2010 New York City School Survey, 57% of teachers reported that they feel order and discipline are not maintained at the school.
- P.S. 30 was rated "Proficient" on its most recent Quality Review in 2008-2009. Quality Reviews evaluate schools based on the way that they are organized to support student learning.⁶ While a rating of Proficient reveals that a school possesses strengths and weaknesses, P.S. 30's 2009 Quality Review cited a number of serious concerns. Specifically, the reviewer indicated that teacher training at the school is weak, resulting in 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, the report notes that while teachers are examining interim data (informal data taken during the middle and end of lessons and the middle of units) and summative data (data taken at the end of units that displays the level of student mastery of content), this data is not informing their understanding of student mastery and/or their instructional plans. Finally, goal setting based on student outcomes for identified sub-groups is not embedded across grades and so does not consistently accelerate student learning.

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

The chart below summarizes key performance data for P.S. 30 over the past three years.

P.S. 030 Queens	2007-2008	2008-2009	2009-2010 ⁷
School Performance and Progress			
Overall Progress Report Grade	C	B	D
Performance Grade	D	D	F
Progress Grade	C	B	C
Environment Grade	B	B	C
Quality Review Score	P	UPF ⁸	P
Performance Data⁹			
English Language Arts % Proficient (Levels 3 and 4)	49%	58%	27%
Math % Proficient (Levels 3 and 4)	65%	70%	31%
Other Key Performance Indicators¹⁰			
Attendance Rate	93%	93%	93%
2010-2011 State Accountability Status		In Good Standing	

Overview of Past Strategic Improvement Efforts at P.S. 30

P.S. 30 staff members and families have worked hard to improve the school. The DOE also offered considerable support to P.S. 30, including the following:

Leadership Support:

- Providing extensive coaching to both the principal and assistant principal in establishing a clear practice for teacher observations, creating follow-up action plans and developing structures to promote best teaching practices.
- Developing a detailed plan that addressed areas for improvement identified in P.S. 30’s Quality Review, which outlined its strengths and areas for improvement, established a timeline for achieving progress and assigned action items to individuals.
- Helping the principal develop P.S. 30’s Comprehensive Education Plan and school-wide goals.

⁷ 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 a Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ scale scores on the tests remained largely unchanged relative to the prior year.

⁸ Under-developed with Proficient Features

⁹ Source: Progress Report

¹⁰ Source: Progress Report

- Connecting administrators with other schools to learn effective practices that could be replicated at P.S. 30.

Instructional Support:

- Supporting the development of individual goal-setting plans for teachers and a School Self-Evaluation Form.
- Crafting a comprehensive individualized professional development plan that included on-site support from instructional specialists.
- Offering training to teachers on behavior modification and individualized instruction.
- Assisting teachers of English as a Second Language with lesson plans and creating a classroom environment to reflect language instruction.
- Working with P.S. 30 to ensure students with disabilities and English Language Learners receive proper services.
- Helping the school to develop a data system that can monitor the progress of various subgroups of students.
- Working with P.S. 30's literacy and math coaches to analyze student performance and monitor the progress of targeted student populations such as English Language Learners and students with disabilities.
- Establishing a partnership with All Write Literacy to enhance planning for reading and writing instruction and revise the school's literacy curriculum so it is closely aligned with City and State standards.

Operational Support:

- Providing guidance on implementing a \$150,000 RESO-A grant the school received to upgrade its technology.¹¹
- Providing one-on-one support for the Principal and staff on budgeting, human resources, recruiting and retaining talented teachers, building management and operational compliance issues.

Student Support:

- Identifying strategies to improve student attendance, including sending letters to parents and having the staff make home visits.
- Fostering partnerships with groups such as Studio in a School, which beautifies the school with student work, and the Eat Well Play Hard grant program.

Support for School Safety and Security:

- Providing Best Practices 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 the NYPD).
- Providing technical assistance when incidents occur via the Borough Safety Directors.
- Providing professional development and support to CFN Safety Liaisons.
- Providing professional development and kits for Building Response Teams.

¹¹ Resolution A ("RESO A") funds are a capital funding allocation provided by the City Council or Borough President's offices to schools and their communities.

- Monitoring and certifying School Safety Plans annually.

Given P.S. 30's lack of success, despite the above supports—whether a part of centralized effort to support all schools or individualized plans for P.S. 30—it is apparent that P.S. 30 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. 30 community about strategies to better support students and improve outcomes at the school. In addition to soliciting community feedback via telephone and e-mail and creating a dedicated website to provide information to the public (available at <http://schools.nyc.gov/community/planning/changes/queens/PS30>), the DOE met with the P.S. 30 community.

On October 26, 2010, District 28 Superintendent Jeannette Reed held a School Leadership Team (“SLT”) meeting and a parent meeting at the school to discuss what is and isn't working at P.S. 30 and how to work together to better serve students. Approximately 55 parents attended the parent meeting. While the community had some positive comments about morning extended-day programs and teacher training opportunities, they had concerns about a number of issues. Parents said:

- Communication is a problem; many parents were not aware of the school's Progress Report grades.
- There is a low level of parent engagement and very few opportunities to get involved with the school.
- Parents do not feel connected with community-based organizations (“CBOs”) that have partnerships with P.S. 30.

The SLT expressed some similar concerns and discussed difficulties with discipline and helping low-performing students make academic progress.

While many members of the P.S. 30 community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback as we continue to support current P.S. 30 students working toward promotion and as we develop plans to replace P.S. 30 with a new school that will better meet student and community needs.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Proposed or Potential Use of Building

The building in which P.S. 30 is located, Q030, has the capacity to serve 733 students. In 2009-2010—the most recent year for which audited enrollment data is available—the building only served 578 students, yielding a target utilization rate of just 79%.¹² The building currently serves 565 K-5 students¹³ and offers 18 seats of a full-day pre-kindergarten program. This means that the building is “underutilized” and has extra space to accommodate additional students. In addition, a Transportable Classroom Unit (“TCU”), Q962, located at the school has capacity for 112 students, but was unneeded and unused for classroom instruction during the 2009-2010 school year and again this school year. These 112 seats of available capacity are in addition to the 733 seats of capacity in the main building.

In a separate EIS also posted on December 16, 2010, the DOE is proposing the co-location of a new zoned elementary school in Building Q030, P.S. 354, which will serve grades K-5 when fully phased in and offer a pre-kindergarten program. P.S. 354 and P.S. 30 will be co-located in Q030 through the end of the 2013-2014 school year, when P.S. 30’s phase-out will be complete.

Over the next three years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
P.S. 30	PK-5	3-5	4-5	5	N/A
28Q354	N/A	PK-2	PK-3	PK-4	PK-5

P.S. 354 will open in Q030 in 2011-2012 and will serve grades K-2 with an enrollment of approximately 210-230 students in 2011-2012. The school will also offer one section of a full-day pre-kindergarten program to exactly replace the one section of full-day pre-kindergarten that P.S. 30 currently offers. P.S. 354 will serve grades K-5 with approximately 410-430 students when it achieves full scale and completes its grade expansion in the 2013-2014 school year. Once P.S. 354 has completed its expansion and P.S. 30 has completed its phase-out, there will be approximately 425-445 students served in the building, including the pre-kindergarten enrollment. Projected utilization for this point is 61%. The enrollment projections for P.S. 354 are based on current enrollment trends at P.S. 30, which has seen a combined 11% decrease in kindergarten and first grade enrollment since 2007. However, if this trend were to reverse and P.S. 354 were to see increased demand from more zoned students who want to attend the school, P.S. 354 would have the capacity to serve them in both Q030 and the TCU, Q962.

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

¹² The official target capacity and utilization rates for the 2010-11 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

¹³ Current enrollment figures are based on the November 1, 2010 unaudited register.

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

A. Students

Enrollment Options for Current P.S. 30 Students

Under this proposal, all current P.S. 30 students would either be served in the new zoned elementary school, P.S. 354, or would continue at P.S. 30, and they would be supported as they progress towards completion of elementary school and transition to middle school.

Current Kindergarten and First Grade Students in P.S. 30

Current P.S. 30 kindergarten and first grade students will be guaranteed a seat in the new elementary school, P.S. 354, that would open next September in Building Q030, where P.S. 30 is located.

Current Second, Third and Fourth Graders in P.S. 30

Current P.S. 30 second, third and fourth grade students would continue to be enrolled at P.S. 30. This includes students in these grades who enter New York City Public Schools during the school year. During their fifth-grade year, they will participate in the District 28 Middle School Choice process to enroll in sixth grade at a middle school of their choice. Each fifth-grade student would also be guaranteed a seat at his or her zoned school, provided that he or she ranks that school on his or her middle school application. The zoned middle school for most P.S. 30 students is the Catherine & Count Basie Middle School 72 (28Q072, “M.S. 72”).

P.S. 30 students who do not meet promotional standards for a grade that is still offered by P.S. 30 in the following school year will continue to have access to appropriate instruction at P.S. 30 to meet promotional standards. This applies to third, fourth and fifth graders in 2010-2011, fourth and fifth graders in 2011-2012, and only fifth graders in 2012-2013.

P.S. 30 students who do not meet promotional standards for grades no longer offered by P.S. 30 in the following school year will be supported in transitioning to P.S. 354. 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 fourth graders throughout Queens have the opportunity to apply to Louis Armstrong Middle School (30Q227, “Louis Armstrong”), a school located in District 30. Louis Armstrong enrolls students in grades 5-8 and is open to all students in Queens. Louis Armstrong will continue to be an option to P.S. 30 fourth graders this year and next year, and in following years to future fourth graders at P.S. 354. This is the only Queens elementary school to which students apply for fifth grade. All other Queens middle schools and 6-12 schools begin in sixth grade (or later) and admit students through Middle School Choice processes or through zoned admissions.

School	DBN	Address	% SE	% ELL	Admissions Process	Progress Report
Louis Armstrong Middle School	30Q227	32-02 Junction Boulevard, East Elmhurst, NY	10%	5%	Unscreened borough-wide choice school, based on seat availability	N/A

Current Fifth Grade Students at P.S. 30

Current P.S. 30 fifth-grade students will complete fifth grade at P.S. 30. These students are participating as planned in the Middle School Choice process and will enroll in sixth grade at a middle school of their choice for September 2011. Each fifth-grade student would also be guaranteed a seat at his or her zoned school provided that he or she ranks that school on his or her middle school application. The zoned middle school for most P.S. 30 students is M.S. 72.

Any current fifth grade students who do not meet promotional requirements to move on to sixth grade for the 2011-2012 school year would remain at P.S. 30.

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

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at P.S. 30. 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. 30 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. Programs currently offered by the school include Parents As Learning Partners, a program established at P.S. 30 in which parents come into school one time per week and observe their child's class period. Teachers then provide training to parents about how they can help their children with that lesson's material. The school also offers after-school academic enrichment and Saturday Academies.

It is difficult to predict how changes to these school-based offerings might be implemented throughout the course of the phase-out, as decisions will rest with school administrators and will be made based on student demand, as well as on staff and budget conditions at the school.

During the proposed phase-out, the DOE will build on our past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teaching practices and tailoring instruction to individual students needs;
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, to allow them to learn from one another and to improve teaching so they can better support students; and
- Facilitating partnerships with CBOs to support youth development initiatives at the school.

Additionally, as discussed previously, the DOE is proposing that P.S. 354 phase in to the building. P.S. 354 is committed to providing students with a range of options based on student interest, community needs and school goals.

P.S. 30 currently offers Collaborative Team Teaching ("CTT") classes, Self-Contained ("SC") classes and Special Education Teacher Support Services ("SETSS"). The existing CTT, SC and SETSS classes would continue to be provided as the school phases out, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Similarly, as P.S. 354 phases in, its students with IEPs will receive appropriate services. P.S. 30 has a relatively large number of students with IEPs compared to other zoned elementary schools in District 28, and P.S. 354 will be prepared to accommodate all of its students with special needs.

In accordance with DOE policy, the student support staff at P.S. 30, in consultation with the Office of English Language Learners ("ELLs"), will continue to assist students with identifying services for ELLs

that meet their specific needs. Similarly, as P.S. 354 phases in, its students requiring ELL services will receive appropriate services.

Impact on Community Partnerships at P.S. 30

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

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

Admissions Impact for Future Elementary School Students

P.S. 30 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE website's School Search function <http://schools.nyc.gov/SchoolSearch>.

In a separate EIS also released on December 16, 2010, the DOE proposed the co-location of a new zoned elementary school in Q030—P.S. 354—that would serve the same zone as P.S. 30. If both this phase-out proposal and the proposal to co-locate P.S. 354 are approved, the 565 K-5 seats eliminated by P.S. 30's phase-out and eventual closure will be recovered through the phase-in of P.S. 354 at Q030.¹⁴ Incoming kindergarten students who reside in the P.S. 30 zone are guaranteed a seat in the new elementary school that would open next September in the building where P.S. 30 is located. This includes students who seek to enroll "over-the-counter," which includes:

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

Approximately 775 students are zoned to P.S. 30 for the 2010-2011 school year. During the 2010-2011 school year, approximately 475, or 61%, of these students attended P.S. 30, which means that 39% of students who were guaranteed a seat in the school chose to attend elementary school elsewhere. If in the coming years more zoned students choose to attend P.S. 354 than attended P.S. 30, the school building has the capacity to accommodate them. The building has the capacity to serve 733 students, as well as an additional 112 seats of capacity in the TCU. If both this phase-out proposal and the proposal to co-locate P.S. 354 are approved, P.S. 354 will accept and serve all students zoned for P.S. 30 including over-the-counter students and students requiring SC or CTT classes. Please note that until the phase-out and phase-in are complete, P.S. 30 will serve over-the-counter students in the grade levels it still offers, and P.S. 354 will serve those in the grades levels that are phasing in.

¹⁴ Current enrollment figures are based on the November 1, 2010 unaudited register on ATS.

Other available elementary seats in the district include:

School	DBN	Address	% SE	% ELL	Admissions Process	Progress Report
The Academy for Excellence through the Arts	28Q303	108-55 69 Avenue, Forest Hills, NY	7%	5%	Unscreened district choice school, based on seat availability	N/A
The Rochdale Early Advantage Charter School	84Q342	122-05 Smith Street, Jamaica, NY	3% ¹⁵	0% ¹⁶	Lottery	N/A

Note: The Rochdale Early Advantage Charter School is phasing up one grade per year, will serve grades K-2 in 2011-2012, and will serve grades K-5 at full scale. The DOE also does not yet have a Progress Report grade for The Academy for Excellence through the Arts because this is an Early Childhood School and Progress Report grades are not yet available, nor does it have one for The Rochdale Early Advantage Charter School because it is a new school in 2010-2011.

School	DBN	Enrollment in Kindergarten	Building Capacity	Building Utilization	Site Accessibility
The Academy for Excellence through the Arts	28Q303	48	140	94%	Functionally Accessible
The Rochdale Early Advantage Charter School	84Q342	36	This school is in private, non-DOE space.		

Future Pre-Kindergarten Students

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

Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Siblings of students enrolled at either P.S. 354 or P.S. 30 have first priority for admission. Students who reside in the P.S. 30 zone have second priority for admission, after siblings.

As with all pre-kindergarten programs, the continuation of the program at P.S. 354 depends on continued funding availability.

¹⁵ Unaudited data reported by the school

¹⁶ Unaudited data reported by the school

B. Schools

As of November 1, 2010, P.S. 30 enrolled 565 students in grades K-5.¹⁷ The DOE intends to replace the seats lost as a result of this phase-out by phasing in P.S. 354, a new zoned elementary school to Q030, as described in a separate EIS which was also posted on December 16, 2010. When this new school completes its expansion and achieves “full scale” in the 2014-2015 school year, it is projected to enroll 410-430 students in grades kindergarten through five and one section of pre-kindergarten. (As noted earlier in this document, the projected enrollment is based on the current downward enrollment trend at P.S. 30, but P.S. 354 will have capacity to serve more students if they choose to enroll at the school.) At that point, P.S. 30 will have completed its phase-out. The projected utilization for Q030 at that time will be 59%. This means that the building has adequate capacity to accommodate the full expansion of the new school.

If approved, there will be sufficient space to serve P.S. 30 and P.S. 354 students pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while P.S. 30 phases out and P.S. 354 gradually phases in. Please visit the New York City Department of Education 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. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

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

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council, 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

¹⁷ Current enrollment figures are based on the November 1, 2010 unaudited register on ATS.

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

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, Q030 has 53.5 total rooms, including 39 full-size rooms and 13 half-size rooms. Q030 also has the following rooms, which will be shared by both schools during P.S. 30’s phase-out and P.S. 354’s phase-in: a cafeteria, gymnasium, auditorium and library, as well as a Joint Operated Park run by the Parks Department.

At full scale, P.S. 354 will be the only school in building Q030, and there will be sufficient instructional space in Q030 for the school to grow to scale. During the phase-in of P.S. 354 and phase-out of P.S. 30, each school will be allocated sufficient full-size instructional classrooms and cluster rooms in accordance with the Footprint, as indicated in the chart below. As with other co-located schools, P.S. 354 and P.S. 30 will share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium and the library, as well as the outdoor playspace. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council.

Baseline Allocations of Full-Size Instructional by Footprint:

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

Note: Pre-kindergarten gets an allocation of one room. On the chart above, this is included in P.S. 30’s allocation for 2010-2011, and in all future years this is included in P.S. 354’s allocation.

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

C. Community

P.S. 30 opened in 1965 and has been serving elementary school students since then.

P.S. 30 has struggled for years to provide a high-quality education to its students. The DOE has offered considerable support to the school, but despite these efforts, P.S. 30’s performance continues to be low. As a result, there is a need to provide better options for families in the community. Under this proposal, the P.S. 30 building will remain open but will offer a new educational option to better support the learning needs of future students.

As noted elsewhere in this document, the 565 total elementary in District 28 eliminated by P.S. 30’s phase-out and eventual closure would be recovered through the phase-in of P.S. 354. Current enrollment projections for P.S. 354 at scale are less than 565 due to the declining kindergarten and first grade enrollment that P.S. 30 experienced from the 2009-2010 to the 2010-2011 school years. However, P.S. 354 has the capacity to serve 733 students in its main building, Q030, as well as an additional 112 students in the TCU, if the zoned demand increases. As a result, the proposal to phase out P.S. 30 is not expected to yield a net loss of seats in Q030 or District 28.

While District 28 as a whole is overcrowded, P.S. 30 currently serves all zoned students who want to attend and, despite this, is under-utilized. If future demand for P.S. 354 increases beyond prior demand for P.S.

30, it is possible that with this, students who would otherwise have found seats in other District 28 elementary schools will attend P.S. 354, thereby positively impacting district overcrowding.

In 2009-2010, Q030 had a utilization rate of 79%. When P.S. 354 completes its phase-in and achieves “full scale,” the DOE projects the building will have a 59% utilization rate.¹⁹

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

IV. Enrollment, Admissions and School Performance Information

P.S. 30

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre- Kindergarten Admissions Grades K-5: Zoned
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Enrollment Data

2010-2011 Grades Served	K-5
2010-2011 Enrollment:	565
2011-2012 Proposed Grades Served	3-5
2011-2012 Projected Enrollment	295-315
2012-2013 Proposed Grades Served	4-5
2012-2013 Projected Enrollment	200-220
2013-2014 Proposed Grades Served	5
2013-2014 Projected Enrollment	100-120

¹⁹ Utilization rates include pre-kindergarten enrollment.

Demographic Data

Percentage of Students Receiving CTT or SC Services ²⁰	17%
Percentage of Students with an Individual Education Plan ²¹	21%
Percentage English Language Learner Students ²²	2%
Percentage of Students Eligible for Free or Reduced Lunch ²³	81%

School Performance Data

P.S. 030 Queens	2007-2008	2008-2009	2009-2010 ²⁴
School Performance and Progress			
Overall Progress Report Grade	C	B	D
Quality Review Score	P	UPF	P
Performance Data²⁵			
English Language Arts % Proficient (Levels 3 and 4)	49%	58%	27%
Math % Proficient (Levels 3 and 4)	65%	70%	31%
Other Key Performance Indicators²⁶			
Attendance Rate	93%	93%	93%
2010-2011 State Accountability Status			
In Good Standing			

²⁰ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register
²¹ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register
²² English Language Learner students as percentage of total students from the 2009-2010 Audited Register
²³ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010
²⁴ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.
²⁵ Source: Progress Report
²⁶ Source: Progress Report

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 30, 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. 30 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. 30 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of P.S. 30 with the new school, 28Q354.

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. 30 would be excessed²⁷ 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.

²⁷ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 may have otherwise been enrolled in P.S. 30 will now be enrolled in 28Q354, and that school might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools. 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.

B. Cost of Instruction

As a result of the phase out, the total number of students enrolled at P.S. 30 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.

As with all other schools Citywide, P.S. 30 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. 30 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. 30 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. 30 will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves an increasingly smaller student population. Again, all excessing will take place in accordance with existing labor contracts.

D. Transportation

There will be no change to existing transportation practices at P.S. 30 throughout its phase-out. Transportation will be provided according to Chancellor’s regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

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	1965
Overall BCAS rating	2.47
Target Utilization	79%
Target Capacity	733
FY 2009 Maintenance Costs	Labor: \$37,601.63 Materials: \$21,221.23 Maintenance and repair contracts: \$79,507.75 Custodial operations costs—Materials: \$5,944.05 Custodial operations costs—Custodial Allocation: \$233,933.77
FY 2009 Energy Costs	Electric: \$113,419.00 Gas: \$984.00 Oil: \$59,727.00
Projects completed during the current or prior school year	PBX installation, FY10 Reso A desk computers and smartboard
Projects proposed in the capital plan	Classroom Connectivity, New / Retrofit telephone / intercom systems
Accessibility of the building	Building is not Functionally Programmatic Accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library