

EDUCATIONAL IMPACT STATEMENT: The Proposed Re-Siting and Co-location of One Grade of Osmond A. Church P.S./I.S 124 (27Q124) with Existing School Lyndon B. Johnson P.S. 223 (27Q223) in Building Q223 Beginning in the 2012-2013 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site and co-locate the kindergarten cohort of Osmond A. Church (27Q124, “P.S./I.S. 124”), an existing K-8 school with Lyndon B. Johnson P.S. 223 (27Q223, “P.S. 223”), an existing K-5 school in Building Q223 (“Q223”), located at 125-20 Sutphin Boulevard, Jamaica, NY 11434, in Community School District 27 beginning in 2012-2013. 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.

P.S./I.S. 124 currently serves students in kindergarten through eighth grades in Building Q124 (“Q124”) located at 129-15 150th Street South Ozone Park, NY 11420. Building Q124 is approximately 1.8 miles from building Q223. If this proposal to re-site and co-locate P.S./I.S. 124’s kindergarten with P.S. 223 is approved, incoming P.S./I.S. 124 kindergarten students will attend school in Q223 beginning in the 2012-2013 school year. The P.S./I.S. 124 students that would be co-located in Q223 would then articulate to the first grade in building Q124.

Q223 has the capacity to serve 994 students.¹ In 2011-2012, the building serves 723 students in kindergarten through 5th grade,² yielding a utilization rate of just 73%.³ Q124 has the capacity to serve 874 students. In 2011-2012, the building served 1,226 students, yielding a building utilization rate of 140%. Given these utilization percentages and the fact that space is a scarce resource, the DOE must use its existing public school buildings in the most efficient manner possible. The DOE must also work to ensure that students and families in every community have access to high-quality educational options. This proposal recognizes that a building that has excess space can be utilized more efficiently to serve students in the surrounding community.

If this proposal to re-site and co-locate P.S./I.S. 124’s kindergarten cohort is approved, in 2012-2013 there would be approximately 811-871 students served in building Q223, yielding an

¹ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book.”).

² 2011-2012 Audited Register.

³ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2011. 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.

estimated building utilization rate of 82-88%. At the same time, the utilization of building Q124 will be reduced from 140% to approximately 122% -131%.⁴

II. Proposed or Potential Use of Building

The charts below provide the grade spans for both P.S./I.S. 124 and P.S. 223.

DBN	School Name	2011-12	2012-13
27Q124	P.S. 124 Osmond A Church	K-08	K-08
27Q223	P.S. 223 Lyndon B. Johnson	K-05	K-05

The charts below show the current and projected enrollment and building utilization for buildings Q223 and Q124, if this proposal is approved.

Building Q223

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment ⁵
P.S. 124 Osmond A Church	-	120 - 125
P.S. 223 Lyndon B. Johnson	723	691 - 746
Total Building Enrollment	723	811 - 871
Utilization	73%	82% - 88%

Building Q124

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment
P.S. 124 Osmond A Church	1,226	1,065 – 1,145
Total Building Enrollment	1,226	1,065 – 1,145

⁴ These percentages are contingent on the programming of the kindergarten sections, and are based on the total projected enrollment for all kindergarten sections. As discussed in Section III.A, the possibility exists that one section of kindergarten students will remain at Q124, as it may be necessary in order to provide mandated services in accordance with the Individualized Education Programs of incoming kindergarten students. If one section of kindergarten students remains at Q124, the enrollment of P.S. /I.S.124 for Q223 may be slightly lower than projected, and the enrollment of P.S./I.S. 124 for Q124 may be slightly higher than projected.

⁵ All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the audited October 31, 2011 register for the base year.

Utilization	140%	122% - 131%
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If this proposal is approved and one grade of P.S./I.S. 124 is re-sited and co-located with P.S. 223 in building Q223, then there will be approximately 811-871 total students served in Q223. The projected utilization for Q223 as a result of the re-sitting and co-location will be approximately 82-88%. Additionally, as seen in the chart above, re-siting and co-locating the 120-125 projected kindergarten students from building Q124 to building Q223 will reduce the utilization rate in building Q124 from 140% to 122-131%.

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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 standards for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

Although a projected 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.

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

A. Students

Impact on Current P.S./I.S. 124 Students in the Q124 Building and Future P.S./I.S. 124 Students

P.S./I.S. 124 is an existing school that currently serves students in kindergarten through eighth grades in building Q124. If this proposal is approved, P.S./I.S. 124 would serve its kindergarten

cohort in the Q223 building, and these students would be supervised by the P.S./I.S. 124 administration. If the incoming kindergarten students have Individualized Education Programs (“IEPs”), one section of kindergarten students with IEPs may remain in building Q124 in order to provide mandated services in accordance with their IEPs. The P.S./I.S. 124 students that would be co-located in Q223 would then articulate to the first grade in building Q124. Q223 is located approximately 1.8 miles from Q124.

The proposed re-sitting and co-location of the kindergarten class of P.S./I.S. 124 is not expected to impact current or future students enrollment or instructional programming at P.S./I.S. 124.

P.S./I.S. 124 serves general education students and students requiring special education services, including students currently enrolled in self-contained (“SC”), Integrated Co-Teaching classes (“ICT”) and Special Education Teacher Support Services (“SETSS”). All students will continue to receive mandated services in accordance with their IEPs. P.S./I.S. 124 provides English as a Second Language (“ESL”) services for English Language Learners (“ELLs”). All students requiring ELL services will continue to receive these services.

P.S./I.S. 124 currently offers the following special programs and initiatives, extracurricular activities, and partnerships:⁶

Enrichment Classes: Saturday AIS Academy, Science Exploration Program, Theme Activity Night

Clubs: Fitness, Dance, Band, Drama

Athletics: Basketball

Partnerships: Mercy First Program, The South Asian Youth Association

The DOE does not anticipate that this proposal would impact these current partnerships or program offerings. Similarly, it is not anticipated that the proposed co-location of P.S./I.S. 124 would impact P.S./I.S. 124’s ability to continue to offer special programs or extracurricular activities based on student interests, available resources, and staff support for those programs. Students would continue to have the opportunity to participate in a variety of special programs and extracurricular activities though the specific offerings at a given school are always subject to change. That is true for any City student as all schools modify their offerings annually based on student demand and available resources.

The proposal to co-locate one grade of P.S./I.S. 124 in Q223 is not expected to impact the admissions process at P.S./I.S. 124. P.S./I.S. 124 will continue to give priority to students who live in its zone, as they have in the past. Zoned schools must admit students in the following order of priority:

1. Zoned students whose siblings will be enrolled in grades K-5 in the school in September 2012;
2. Zoned students other than those with siblings in the school.
3. Students whose siblings will be enrolled in grades K-5 in the school in September 2012 who are not zoned to the school but are residents of the district;
4. Students whose siblings will be enrolled in grades K-5 in September 2012 who are residents of another district;
5. Students without siblings in the school who are residents of the district;
6. Students without siblings in the school who are residents of another district.

⁶ 2010-2011 Comprehensive Educational Plan.

Impact on Students Currently Attending School in the Q223 Building

The number of P.S./I.S. 124 students proposed to be served in Q223 represents a small increase relative to the anticipated total enrollment in the building, and these students would be supervised by the P.S./I.S. 124 administration. As a result, the impact of these additional students on current students attending the other school in the building is expected to be minimal. The proposed co-location of P.S./I.S. 124 is not expected to impact current or future student enrollment or instructional programming at P.S. 223.

P.S. 223 currently offers SC classes, ICT classes, and SETSS. All students will continue to receive mandated services in accordance with their IEPs. P.S. 223 also provides ESL services for ELLs. All students requiring ELL services will continue to receive these services.

P.S. 223 currently offers the following special programs and initiatives, extracurricular activities, and partnerships:⁷

Special Programs & Initiatives: Families Read Every Day Program (FRED), Afterschool Program

Clubs & Activities: Chess

Athletics: Tennis

Partnerships: New York Junior Tennis League

The DOE does not anticipate that this proposal would impact these current partnerships or program offerings. Similarly, it is not anticipated that the proposed co-location of P.S./I.S. 124 would impact P.S./I.S. 124 or P.S. 223's ability to continue to offer special programs or extracurricular activities based on student interests, available resources, and staff support for those programs. Students would continue to have the opportunity to participate in a variety of special programs and extracurricular activities though the specific offerings at a given school are always subject to change. That is true for any City student, as all schools modify their offerings annually based on student demand and available resources.

Impact on Future P.S. 223 Students in Q223

The proposal to co-locate one grade of P.S./I.S. 124 in Q223 is not expected to impact the admissions process at P.S. 223. P.S. 223 will continue to give priority to students who live in its zone, as they have in the past. Zoned schools must admit students in the following order of priority:

1. Zoned students whose siblings will be enrolled in grades K-5 in the school in September 2012;
2. Zoned students other than those with siblings in the school.
3. Students whose siblings will be enrolled in grades K-5 in the school in September 2012 who are not zoned to the school but are residents of the district;
4. Students whose siblings will be enrolled in grades K-5 in September 2012 who are residents of another district;
5. Students without siblings in the school who are residents of the district;
6. Students without siblings in the school who are residents of another district.

B. Schools

The proposed co-location of one grade of P.S./I.S. 124 allows P.S./I.S. 124 to accommodate more of its zoned students and alleviate the overcrowding in building Q124.

If this proposal is approved, collectively, the two schools are projected to enroll an estimated 811-

⁷ 2010-2011 Comprehensive Educational Plan.

871 students in 2012-2013 at Q223. At that point, the projected building utilization for Q223 would be approximately 82-88%.

The estimated enrollment for both schools is shown in Sections II and IV.

As described in more detail below, there will be sufficient space to accommodate P.S. 223 and one grade of P.S./I.S. 124 pursuant to the Citywide Instructional Footprint (the "Footprint"). 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 kindergarten through fifth grade (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 ICT 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 kindergarten through fifth grade 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.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. 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.

The two schools are projected to serve a total of 811-871 students in Q223 in the 2012-2013 school year, yielding a building utilization rate of 82-88%. Building Q223 is designed to have a target capacity of 994 students.

According to the Desk Review completed by the Queens Director of Space Planning on January 5, 2012, Q223 has a total of 49 full-size rooms, 16 half-size rooms, and 2 full-size equivalent rooms ("FSE") of designed administrative/office space for a total of 59 FSE rooms .

Per the Footprint, and as shown on the chart below, P.S. 223's baseline allocation should be 33 full-size classrooms including 2 classrooms for the current full-day pre-K program, 9 half-size classrooms, and 4.5 FSE administrative spaces for a total of 42 FSE rooms.

If this proposal is approved, P.S./I.S. 124 will be allocated 7 full-size instructional rooms and the equivalent of 2 full-size administrative spaces for a total of 9 FSE rooms. In 2012-2013, after P.S./I.S. 124 and P.S. 223 have received a combined baseline allocation of 51 FSE rooms, there will be an excess of 8FSE rooms in building Q223. Thus, there will be sufficient space to serve students in P.S./I.S. 124 pursuant to the Footprint.

If this proposal is approved, P.S./I.S. 124's kindergarten cohort will be served in building Q223 after the 2011-2012 school year. As in other situations where schools are co-located, beginning in the 2012-2013 school year, P.S./I.S.124 and P.S. 223 will share large common rooms in the building, namely the auditorium, cafeteria, gymnasium, and potentially certain specialty classrooms. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from both co-located schools, in conjunction with the DOE Office of Space Planning.

P.S./I.S. 124 will develop a safety and security plan for Q223 prior to the first day of school in September 2012.

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

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

C. Community

The Q223 building is currently underutilized. The proposed co-location of one grade of P.S./I.S. 124 is intended to provide additional space for P.S./I.S. 124 so it can continue serving its current students as well as continue to admit new students.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q223. This proposal is not expected to impact the functional site accessibility of the Q223 building.

IV. Enrollment, Admissions and School Performance Information

P.S./I.S. 124

Admissions Data

Current Admissions	Zoned
Admissions after co-location of P.S./I.S. 124	Zoned

Enrollment Data⁸

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	128	109	129	136	162	177	140	125	120	1,226
2012-13 (proj.)	120-125	125 - 135	105 - 115	125 - 135	130 - 140	155 - 165	170 - 180	135 - 145	120 - 130	1,185 – 1,270

⁸ Projected enrollment figures in this table represent the enrollment for the entire P.S./I.S. 124 organization and includes the portion that will be re-sited to building Q223 for the 2012-2013 school year.

Demographic Data

Percentage of Students Receiving ICT or SC Services ⁹	5%
Percentage of Students with Individual Education Programs ¹⁰	9%
Percentage of English Language Learner Students ¹¹	2%
Percentage of Students Eligible for Free or Reduced Lunch ¹²	85%

School Performance Data

P.S. 124 Osmond A Church	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	B
Quality Review Score	-	-	WD
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	88%	59%	57%
Math % Proficient (Levels 3 and 4)	95%	70%	70%
Other Key Performance Indicators			
Attendance Rate	95.2%	94.8%	95.1%

2010-2011 State Accountability Status	In Good Standing
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⁹ Students receiving ICT and SC services as percentage of total students from the 2011-2012 audited register as of October 31, 2011.

¹⁰ Students with Individualized Education Programs as percentage of total students from the 2011-2012 audited register as of October 31, 2011.

¹¹ English Language Learner students as percentage of total students from the 2011-2012 audited register as of October 31, 2011.

¹² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

P.S. 223

Admissions Data

Current Admissions	Zoned
Admissions after co-location of P.S./I.S. 124	Zoned

Enrollment Data¹³

	PK¹⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (audited)	31	126	124	101	108	105	128	723
2012-13 (proj.)	31	120 - 125	120 - 130	120 - 130	95 - 105	105 - 115	100 - 110	691 - 746

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁵	6%
Percentage of Students with Individual Education Programs ¹⁶	9%
Percentage of English Language Learner Students ¹⁷	4%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁸	87%

¹³ Projected enrollment figures in this table represent the enrollment of the entire P.S. 223 organization in building Q223 for the 2012-2013 school year.

¹⁴ PK is a program that can be offered both half-day or full-day; The projection figures represent the full day equivalency.

¹⁵ Students receiving ICT and SC services as percentage of total students from the 2011-2012 audited register as of October 31, 2011.

¹⁶ Students with Individualized Education Programs as percentage of total students from the 2011-2012 audited register as of October 31, 2011.

¹⁷ English Language Learner students as percentage of total students from the 2011-2012 audited register as of October 31, 2011.

¹⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

P.S. 223 Lyndon B. Johnson	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	D
Quality Review Score	-	-	-
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	68%	46%	39%
Math % Proficient (Levels 3 and 4)	84%	53%	47%
Other Key Performance Indicators			
Attendance Rate	93.1%	92.8%	93.5%

2010-2011 State Accountability Status	In Good Standing
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V. Initial Costs and Savings

The estimated cost of relocating the kindergarten of P.S./I.S. 124 to Q223 is \$23,436- \$24,413. This cost includes moving all existing materials from the current site

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

A. Personnel Needs

The proposed re-siting and co-location of one grade of P.S./I.S. 124 in Q223 is not expected to change the number of personnel positions assigned to the schools in the building, nor is it expected to significantly alter the duties of current staff in Q223 or P.S./I.S. 124. In the event that a kindergarten student requires special services, the necessary service providers will be expected to travel from building Q124 to building Q223 to cover student mandate.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P.S./I.S. 124 or P.S. 223. 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 entitlement based on the grade level of the student. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil allocation for middle schools is \$4,412.45 and for elementary schools is \$4,085.30. In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle schools receive an additional \$2,043.69 per pupil for each ELL student they enrolled. During the 2011-2012 school year, elementary schools receive an additional

\$1,633.71 per pupil for each ELL student they enrolled. For middle and elementary schools, supplemental funds are awarded to each student who is an ELL student, 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.

As with all other schools Citywide, P.S./I.S. 124 and P.S. 223 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. Both of these schools are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. P.S./I.S. 124 and P.S. 223 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

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 FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

Co-locating one grade of P.S./I.S. 124 will not affect the costs of instruction at P.S./I.S. 124 or P.S. 223.

C. Administration

No change in school supervisory or administrator positions at P.S. 223 is expected as a result of this proposal. If this proposal is approved, the administration of P.S./I.S. 124 will need to oversee classes at 2 locations.

D. Transportation

Transportation will be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at P.S./I.S. 124 or P.S. 223.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided as consistent with Citywide policy.

VII. Building Information

Building		Q124
Type of Building		K-8
Year Built		1927
Overall BCAS rating		2.29
2010-2011 Target Building Utilization		139%
2010-2011 Target Building Capacity		874
FY 2011 Maintenance Costs	Labor	\$73,290
	Materials	\$29,674
	Maintenance and repair contracts	\$33,423
	Service contracts	\$5,310
	Custodial operations costs—Materials	\$6,224
	Custodial operations costs—Custodial Allocation	\$261,664
FY 2011 Energy Costs	Electric	\$232,700
	Gas	\$8,881
	Oil	\$116,384
Projects completed during the current or prior school year		Ext Masonry/Parapets
Projects proposed in the capital plan		Ext Masonry/Parapets
Accessibility of the building		Fully Programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Library, Nurse's Office, & Science Lab

Building		Q223
Type of Building		Elementary
Year Built		1974

Overall BCAS rating		2.68
2010-2011 Target Building Utilization		71%
2010-2011 Target Building Capacity		994
FY 2011 Maintenance Costs	Labor	\$80,667
	Materials	\$53,690
	Maintenance and repair contracts	\$22,331
	Service contracts	\$11,506
	Custodial operations costs—Materials	\$7,133
	Custodial operations costs—Custodial Allocation	\$273,515
FY 2011 Energy Costs	Electric	\$171,436
	Gas	\$1,352
	Oil	\$123,277
Projects completed during the current or prior school year		IP Surveillance Cameras
Projects proposed in the capital plan		IP surveillance camera installation
Accessibility of the building		Fully Programmatically accessible
Building attributes		Art room, Auditorium, Cafeteria, Gymnasium, Library, & Nurse's Office