

EDUCATIONAL IMPACT STATEMENT: The Proposed Grade Reconfigurations of P.S. 182 Samantha Smith (28Q182) and P.S. 86 (28Q086) to K-5 Schools

I. Summary of Proposal

P.S. 182 Samantha Smith (28Q182, “P.S. 182”) is an existing Early Childhood Center (“ECC”) located at 90-36 150th Street, Jamaica, NY, 11435, in Community School District 28. It currently serves students in kindergarten through second grade and offers a pre-kindergarten program. P.S. 182 is “split-sited,” which means it is currently located in buildings Q278, Q882, and Q883.¹

P.S. 86 (28Q086, “P.S. 86”) is an existing elementary school located at 87-41 Parsons Boulevard, Jamaica, NY, 11432, in Community School District 28. It currently serves students in third through sixth grade and is located in building Q086. At this time, P.S. 182 and P.S. 86 share a zone, and students from P.S. 182 typically enroll in P.S. 86 for third grade.

The Department of Education (“DOE”) is proposing “grade reconfigurations” at both schools. Specifically, the DOE is proposing to: (1) expand the grades served by P.S. 182 so that this school will serve grades K-5; and (2) add grades K-2 at P.S. 86, but eliminate grade six at that school (called a “truncation”), so that it will also serve K-5.

This means that P.S. 182 would begin enrolling third graders in the 2011-2012 school year, in addition to maintaining its kindergarten, first, and second grades, and continue to offer a pre-kindergarten program. P.S. 182 would then grow to serve an additional grade in each subsequent year, as laid out in the chart below. P.S. 182 would complete its grade expansion in September 2013, at which point it would enroll students in kindergarten through fifth grade and offer a pre-kindergarten program.

P.S. 86 would no longer enroll sixth graders after the current 2010-2011 school year. In 2011-2012, P.S. 86 would begin enrolling kindergartners, in addition to maintaining its third, fourth and fifth grades. P.S. 86 would then grow to serve an additional grade in each subsequent year, as laid out in the chart below. P.S. 86 would complete its grade reconfiguration in September 2013, at which point it would enroll students in kindergarten through fifth grade.

School Year	Grades Served at P.S. 182	Grades Served at P.S. 86
2010-2011	K-2	3-6
2011-2012	K-3	K, 3-5
2012-2013	K-4	K-1, 3-5
2013-2014	K-5	K-5

P.S. 182 currently serves six sections of a half-day pre-kindergarten program. It is anticipated that the principals at P.S. 86 and P.S. 182 will divide the existing six pre-kindergarten sections between the two schools. Barring unforeseen circumstances, the current zone of the two schools will continue to be served by the same number of half-day sections.

The DOE has been working with a group of community members, including leaders and teachers from the two schools, called the Hillside Community Partnership, in order to solicit community feedback around several issues pertaining to these schools and this neighborhood. The idea to reconfigure the two schools

¹ The DOE is also proposing that P.S. 182 be “re-sited,” which means that it would move to a new location. This re-siting is proposed in a separate Educational Impact Statement (“EIS”), which has also been posted on December 3, 2010.

into K-5 schools came out of these meetings, and it is supported both by the DOE and by the P.S. 182 and P.S. 86 parents and broader communities surrounding the schools.

The grade expansions at P.S. 182 and P.S. 86 would allow both schools to provide their students with a continuous elementary school experience from kindergarten through fifth grade, rather than having to transition schools after second grade and again after fifth (or sixth) grade into middle school. Additionally, P.S. 86 has been serving students in testing grades without the opportunity to serve them in earlier grades. This proposal would enable P.S. 86 to work with its students for three years prior to those important tests.

The DOE has confirmed that the two schools are able to serve the instructional needs of elementary students in kindergarten through fifth grade. Both schools' Children First Networks are prepared to support and assist their respective schools as they make the transition to serve additional grades. The two principals have also committed to work together to meet the needs of these expansion grades.

Building Q086, where P.S. 86 is located, has the appropriate facilities and space to support the grade reconfiguration. While buildings Q278, Q882 and Q883, where P.S. 182 is located, have the capacity to support the grade reconfiguration, the DOE believes the students at P.S. 182 will be best served if they are re-sited to a new building targeted for completion in August of 2012. This move is proposed in a separate Educational Impact Statement ("EIS") also posted on December 3, 2010. However, the grade reconfiguration of P.S. 182 is not contingent upon being re-sited: if, for any reason, the Panel for Educational Policy ("PEP") does not vote to approve the re-siting of P.S. 182, but does vote to approve this proposal, the grade reconfigurations at both P.S. 86 and P.S. 182 would still move forward.

This proposal will also benefit students through the truncation of P.S. 86's sixth grade. During the 2010-2011 school year, all fifth- and sixth-grade P.S. 86 students will participate in the Middle School Choice process. At the close of the 2010-2011 school year, all fifth and sixth graders who meet promotional standards would graduate from P.S. 86. In September 2011, these students would enter middle school as sixth and seventh graders, respectively. From that time forward, P.S. 86 would no longer enroll sixth graders, and students would move on to middle school for sixth grade.

Prior to June 2010, students in District 28 could attend their zoned middle school, or they could apply to choice middle schools on a school-by-school basis. In June 2010, the District 28 Community Education Council voted to adopt "Middle School Choice." Now, students may apply to and rank middle schools throughout the District on a single application. They also have the opportunity to rank zoned middle schools outside the zone in which they reside. While zoned students still have priority for admission to those schools, other District 28 students are now eligible to attend those schools if there are remaining seats once zoned children are accommodated.

Middle schools typically enroll students beginning in sixth grade, and P.S. 86 students have the option to apply to start middle school as sixth graders. With the adoption of district-wide Middle School Choice, P.S. 86 students who wait until sixth grade to apply to middle school are limited to those schools that still have available seventh-grade seats. In particular, there are several unzoned, choice middle schools in District 28, and those schools rarely have open seventh-grade seats, which become available only if sixth graders leave the school. As a result, students who remain at P.S. 86 through sixth grade will have fewer options than their peers who start middle school a year earlier.

Additionally, when students enter middle school at multiple entry grades (sixth and seventh), this creates challenges for both the students and the middle school as a whole. P.S. 86 students who start middle school in seventh grade may face transitional challenges related to entering middle school a year later than most of their classmates, and they remain in their new middle school for only two years before again transitioning to high school. Similarly, having students enter in multiple years creates an instructional challenge for middle school teachers and leadership who are responsible for preparing all students for high school. Those

students who enter the middle school at seventh grade will not have the benefit of a sustained educational experience in the middle years; this has the effect of depersonalizing the school experience when adolescents tend to need the most personal and supportive environments.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Having elementary schools that terminate in different grades (i.e., K-5 versus K-6) creates unequal levels of access for students based simply on the year they exit elementary school.

This proposed grade truncation will help standardize middle school application and entry grades in District 28, giving all P.S. 86 students access to the same range of middle school options as their peers throughout the District.

At the same time, this proposal will create additional K-5 seats in an area where demand for elementary school seats is high:

- P.S. 86 students attend school in Q086, which has a target capacity of 833 and a target utilization rate of 111 percent.² In the 2009-2010 school year, P.S. 86 served 926 students and is projected to serve 951 students during the 2010-2011 school year.³
- Taken together, the utilization rate, enrollment numbers, and the target capacity demonstrate that Q086 is quite overcrowded.
- Phasing out the sixth grade will free up approximately 234 P.S. 86 seats in the school in the 2011-2012 school year. Those seats could be used by lower-grade students or to meet other needs of the school (e.g., art room, resource center).
- Approximately 234 additional K-5 seats will be created in an area that has high demand for elementary seats.
- There are currently 25 schools serving elementary students in District 28. Currently, 14 terminate in sixth grade. Of these 14, nine are candidates for truncation this year. Of those nine, one has already been approved by the PEP, five more will go before the PEP in December, and three more (including P.S. 86) will go before the panel in January. If all nine potential truncations move forward and win approval, the vast majority of District 28 elementary school students will apply to middle school during fifth grade and enter middle school in sixth grade, giving those students equal access to the choice process.

The DOE is working with the District 28 Community Education Council (“CEC 28”) to divide the existing shared zone between the schools, pursuant to Chancellor’s Regulation A-185. The new zones will be created before the end of January 2011, when the kindergarten registration process for children entering kindergarten in September 2011 begins. If the CEC 28 votes to approve a rezoning plan prior to the January PEP vote (at which time this proposal will be before the Panel), the rezoning plan will be made contingent upon Panel approval of this grade reconfiguration proposal.

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 data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

³ These enrollment figures, including those for the 2010-11 school year, are projected and unaudited at this time. Audited enrollment figures for the current school year will not be available until February 2011.

II. Proposed or Potential Use of Building

P.S. 86

P.S. 86 is located in Q086. Q086 has a target capacity of 833 students and a target utilization rate of 111percent.⁴ In 2009-2010, the school served 926 students, and as of November 1, 2010, the school served 960 students.⁵ There is sufficient space in this facility to accommodate the school’s proposed reconfiguration.

Under this proposal, the grade reconfiguration at P.S. 86 would occur gradually, truncating its sixth grade after this school year and adding one grade annually until it enrolls students from kindergarten through fifth grade. Kindergarten will be added first in 2011-2012. First and second grades would be added in the two subsequent years. The school would reach its full proposed grade span in the 2013-2014 school year and its stable student enrollment in 2014-2015.

Kindergarten students would be enrolled based on the zoning plan the CEC is currently considering. Kindergarten students zoned to P.S. 86 with older siblings enrolled at P.S. 182 would also have the opportunity to enroll at P.S. 182. In the first three years of expansion, third graders may switch schools from P.S. 182 to P.S. 86 on a voluntary basis. The DOE and community anticipate this will be a smooth process based on the fact that all students have historically transitioned from P.S. 182 to P.S. 86 for third grade. The Office of Student Enrollment (“OSE”) will work with the two schools to ensure that each has an appropriate number of students enrolled at each grade level.

The DOE projects that P.S. 86 would eventually enroll approximately five sections of students per grade in grades K-5.

School Year	Grades Served	Projected Enrollment
2011-2012	K, 3-5	783-833
2012-2013	K-1, 3-5	841-891
2013-2014	K-5	897-947
2014-2015	K-5	883-933

If this proposal is approved, it is likely, but not confirmed, that two of the six sections of the half-day pre-kindergarten program currently served at P.S. 182 would be moved to P.S. 86. After the grade reconfiguration is complete, P.S. 86 is projected to have a target utilization rate of 113%.⁶ This is a reduction from the 2010-2011 unaudited rate of 115%.⁷

To ensure that there continues to be as stable enrollment in P.S. 86 as possible over the whole reconfiguration, the school and OSE would need to closely monitor its kindergarten and third grade enrollment to ensure that it enrolls an appropriate number of students in both of those grades. In the unlikely event that enrollment does not remain stable at the third grade, which is the grade at which students zoned to the new P.S. 86 zone have a choice between the schools, OSE might need to cap enrollment at the third grade at one of the schools.

⁴ 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 data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

⁵ Enrollment figures for this school year are based on ATS unaudited registers from November 1, 2010.

⁶ Projected utilization rates include pre-kindergarten projections in order to create a consistent comparison with Blue Book utilization rates, which include pre-kindergarten.

⁷ Current utilization rates are estimations only, based on unaudited enrollment data from November 1, 2010 and Blue Book capacity for 2009-2010.

P.S. 182

P.S. 182 is located in buildings Q278, Q882 and Q883. Together they have a total target capacity of 640 students. In 2009-2010, the school served 777 students and 6 sections of a half-day pre-kindergarten program, and as of November 1, 2010, the school served 783 students and six sections of a half-day pre-kindergarten program.

Type of Facility	Building	Target Capacity	Target Utilization
Main Building 1	Q882	237	157%
Main Building 2	Q883	163	137%
Annex	Q278	240	113%
		640	

In a separate EIS also posted on December 3, 2010, the DOE is proposing to re-site P.S. 182 into a new building, Q277, within five blocks of its current location. Q277 will open in the fall of 2012 with a capacity of 665 students. This new building has sufficient space to accommodate the school’s proposed reconfiguration.

In the interim school year, 2011-2012, P.S. 182 will begin its expansion in its current three buildings. Additionally, if for any reason the PEP did not vote to approve the re-siting proposal, P.S. 182 could complete its expansion in its current three buildings. Together, they have a capacity of 640 students.⁸

Under this proposal, the grade expansion at P.S. 182 would occur gradually, adding one grade annually until it enrolls students from kindergarten through fifth grade. Third grade will be added first in 2011-2012. Fourth and fifth grades would be added in the two subsequent years. The school would reach its full proposed grade span in the 2013-2014 school year and its stable student enrollment in 2014-2015.

Kindergarten students would be enrolled based on the zoning plan the CEC is currently considering. Kindergarten students zoned to P.S. 182 with older siblings enrolled at P.S. 86 would also have the opportunity to enroll at P.S. 86. Again, in the first three years of expansion, third graders would switch schools from P.S. 182 to P.S. 86 on a voluntary basis. The DOE and community anticipate this will be a smooth process based on the fact that all students have historically transitioned from P.S. 182 to P.S. 86 for third grade. The OSE will work with the two schools to ensure that each has an appropriate number of students enrolled at each grade level.

The DOE projects that P.S. 182 would eventually enroll approximately four sections of students per grade in grades K-5.

School Year	Grades Served	Projected Enrollment
2011-2012	K-3	713-763
2012-2013	K-4	692-742
2013-2014	K-5	661-711
2014-2015	K-5	699-749

If this proposal is approved, it is likely that two of the six sections of the half-day pre-kindergarten program currently served at P.S. 182 would be moved to P.S. 86, and P.S. 182 would serve four half-day sections of pre-kindergarten. Next year, in the first year of expansion and still in its current three buildings, P.S. 182 has a projected average utilization rate of 128% across the three buildings.

⁸ The official target capacity and utilization rates for the 2010-2011 school year are not yet available. All references to building utilization rates in this document are based on data from the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”).

After the grade reconfiguration is complete and the school has moved into its new building, P.S. 182 is projected to have a target utilization rate of 110%. This is a reduction from both the average 2009-2010 rate of 135% and the 2010-2011 unaudited average rate of 131%.⁹ If the re-siting proposal is not approved and P.S. 182 completes its expansion in its current three buildings, P.S. 182 would have a projected utilization rate of 114% at scale, which is still lower than its current rate. This reduction is due to the decreased number of students in the shared zone due to the truncation of P.S. 86's sixth grade.

To ensure that there continues to be as stable enrollment in P.S. 182 as possible over the whole reconfiguration, the school and OSE would need to closely monitor its kindergarten and third grade enrollment to ensure that it enrolls an appropriate number of students in both of those grades. In the unlikely event that enrollment does not remain stable at the third grade, which is the grade at which students zoned to the new P.S. 86 zone have a choice between the schools, OSE might need to cap enrollment at the third grade at one of the schools.

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

A. Students

Grade Reconfigurations

The DOE believes the proposed grade reconfigurations will benefit the students at P.S. 182 and P.S. 86 by offering them seamless elementary experiences.

If this proposal is approved, students would attend P.S. 182 and P.S. 86 according to the following:

- Students entering **kindergarten next year** would:
 - attend P.S. 182 or P.S. 86, based on the new zones, for grades kindergarten through five.
- Current **kindergarteners** in P.S. 182 would:
 - attend P.S. 182 for grades one and two; and
 - if zoned to P.S. 182, continue at P.S. 182 through fifth grade; or
 - if zoned to P.S. 86, choose between staying at P.S. 182 or switching to P.S. 86 for grades three, four, and five.
- Current **first graders** in P.S. 182 would:
 - attend P.S. 182 for grade two; and
 - if zoned to P.S. 182, continue at P.S. 182 through fifth grade; or
 - if zoned to P.S. 86, choose between staying at P.S. 182 or switching to P.S. 86 for grades three, four, and five.
- Current **second graders** in P.S. 182 would:
 - continue at P.S. 182 through fifth grade; or
 - if zoned to P.S. 86, choose between staying at P.S. 182 or switching to P.S. 86 for grades three, four, and five.
- Current **third graders** in P.S. 86 would:
 - attend P.S. 86 for grades four and five.
- Current **fourth graders** in P.S. 86 would:
 - attend P.S. 86 for grade five.

⁹ Current utilization rate is an estimation only, based on enrollment projections for 2010-2011 and Blue Book capacity for 2009-2010.

- Current **fifth and sixth graders** in P.S. 86 would:
 - use the District 28 Middle School Choice Process to enroll in a middle school of their choice for grades six and seven, respectively.

All fifth grade students enrolled at P.S. 182 and P.S. 86 in future years will graduate from the schools after fifth grade and use the District 28 Middle School Choice Process to enroll in a middle school of their choice.

Regardless of zone, all students will have the right to attend the school in which their sibling is enrolled, provided that the school serves the appropriate grade level. Families living within the current shared zone can visit the following website to learn more about zoning and the DOE's sibling priority policy: <http://schools.nyc.gov/ChoicesEnrollment/Elementary>.

Truncation of P.S. 86's Sixth Grade

In the past, many P.S. 86 students opted to remain at the school through sixth grade, while others chose to attend sixth grade at a District 28 choice middle school or J.H.S. 217 Robert A. Van Wyck, the middle school to which most P.S. 86 students are zoned. Specifically, approximately 11% percent of last year's fifth graders chose to exit P.S. 86 after fifth grade. This creates a smaller class at the sixth-grade level with more limited resources to provide the types of extracurricular activities and enrichment opportunities available in a full-size middle school.

On June 23, 2010, the Community Education Council of District 28 ("CEC 28") voted to adopt a Middle School Choice enrollment process for the entire district. As a result, all District 28 students entering middle schools in 2011 and beyond now do so via the Middle School Choice process. Every fifth grade student is issued a personalized middle school application and should apply to the middle schools they would most like to attend.¹⁰

If this proposal is approved, P.S. 86 students would apply to middle school during fifth grade and start middle school as sixth graders. That would mean they would be applying when all seats in the District's middle schools were open, giving P.S. 86 students equal access to their top-choice schools.

Middle schools typically have extremely varied and rich instructional offerings, especially in the sciences and languages, as well as extra-curricular activities. Middle schools' space and facilities are also better aligned to support these programs. By entering middle school for sixth grade, students at P.S. 86 will have more opportunities to take advantage of these enriching, high-school preparatory experiences. At the same time, they will avoid transitional challenges related to entering the school a year later than most of their classmates.

If this proposal is approved, at the close of the 2010-2011 school year, all fifth and sixth graders who meet promotional standards will graduate from P.S. 86, and in September 2011, those students will enter middle schools as sixth and seventh graders, respectively.

Beginning in 2011-2012, P.S. 86 will serve students only in kindergarten through fifth grade. If a P.S. 86 sixth grader does not meet the promotional standards at the conclusion of the 2010-2011 school year and is required to repeat the grade in 2011-2012, the DOE will seek to place that student in sixth grade at the same middle school to which he or she has been matched for seventh grade through the Middle School Choice process. If such placement is not feasible, then the DOE will find an alternative District 28 placement for that student.

¹⁰ The District 28 Middle School Directory can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>.

Middle School Choice for P.S. 86 Students

Under Middle School Choice, students rank their preferences from among all District 28 middle schools. These options include:

- a zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school);
- zoned middle schools in District 28 outside the zone in which the student resides;
- unzoned middle schools with unscreened or limited-unscreened application processes (unscreened means that all students are eligible to apply; limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session); and
- unzoned middle schools with a screened application process (entrance is based on criteria designated by the school).

P.S. 86 students who wait until sixth grade to apply to middle school are reserved a seventh-grade seat at their zoned school, but are otherwise restricted to other District 28 middle schools (zoned and unzoned (“choice”)) that still have remaining seventh-grade seats. As discussed in greater detail below, there are typically few such seats available, meaning that P.S. 86 sixth graders have limited access to the choice process compared with students who apply to middle school during fifth grade. If this proposal is approved, all P.S. 86 students will apply to middle school in fifth grade. This will give P.S. 86 students greater access to their top-choice middle schools.

Through the Middle School Choice process, students receive priority admission into their zoned middle school only when they rank that school on their District 28 Middle School Choice application. If students do not rank their zoned school at all, they lose their zoned-student priority status. After a zoned school admits all zoned students matched during the middle school choice process, the school’s remaining spaces are open to out-of-zone District 28 students who indicated a preference for that school.

Upon accepting zoned students, it is expected that zoned middle schools will try to fill all remaining sixth-grade spaces available. Those spots would be filled with out-of-zone students who indicated a preference for that school during the sixth-grade middle school application process. Very few, if any, spaces will be available in later years to out-of-zone students wishing to enter as seventh graders. Such seats will only be available if spaces open up due to students leaving the school.

In addition, there are several unzoned (“choice”) middle schools in District 28. Those schools generally only accept students as entering sixth graders. Again, it is only in rare cases, when a space opens due to a student leaving the school, that choice middle schools admit new students into grade seven or higher.

As a result, families that would like their children to attend one of the District 28 choice middle schools, or a zoned middle school outside their school zone, should participate in the choice process offered to every fifth grade student in the District each year. Although P.S. 86 families already have the ability to do this, many currently do not exercise that option.

The District 28 middle schools open to P.S. 86 students, along with their peers throughout the District, include:

School Name	Address	2010-2011 School Level	2010-2011 Grade Span	Grade Span at Scale (if different)
P.S. 86 ZONED PREFERENCE Option*				
J.H.S. 217 Robert A. Van Wyck (28Q217)	85-05 144th Street	MS	6-8	
CHOICE PREFERENCE Options				
Queens Collegiate (28Q310)	167-01 Gothic Drive	MS/HS	6, 9-11	6-12
York Early College Academy (28Q284)	108-35 167 th Street	MS/HS	6-9	6-12
Young Women’s Leadership School (28Q896)	150-91 87 th Road	MS/HS	6-12	
Metropolitan Expeditionary Academy (28Q167)	91-30 Metropolitan Avenue	MS/HS	6-7	6-12
Queens Gateway to Health Sciences Secondary School (28Q680)	160-20 Goethals Avenue	MS/HS	7-12	6-12
Other ZONED PREFERENCE Options				
J.H.S. 8 Richard S. Grossley (28Q008)	108-35 167 th Street	MS	6-8	
Catherine & Count Basie Middle School 72 (28Q072)	133-25 Guy Brewer Boulevard	MS	6-8	
J.H.S. 157 Stephen A. Halsey (28Q157)	63-55 102nd Street	MS	6-8(9)	
J.H.S. 190 Russell Sage (28Q190)	68-17 Austin Street	MS	6-8	

* Most, but not all, of P.S. 86’s students are zoned to J.H.S. 217 Robert A. Van Wyck. Students not zoned to this school would be zoned to one of the other four zoned middle schools in District 28, all of which are listed under “Other ZONED PREFERENCE Options” above.

Additionally, District 28 students may still apply to borough-wide and citywide middle schools as in the past.

Students With Disabilities and English Language Learners

The DOE does not anticipate that the proposed grade reconfigurations will impact students with disabilities or English Language Learners (ELLs). P.S. 182 and P.S. 86 would continue to meet the needs of their students with disabilities and ELL students in all grades. As P.S. 86 begins to serve the DOE’s youngest students under this proposal, the school will take on the responsibility of identifying those students who might require Individual Education Plans (IEPs) and take the necessary and appropriate steps to identify and meet those children’s needs.

P.S. 182 and P.S. 86 will continue to meet the needs of their students with disabilities and ELLs in grades K-5. Current fifth and sixth graders with IEPs or requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

Current fifth and sixth grade P.S. 86 students, as well as all future P.S. 182 and P.S. 86 students, with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will develop a program to meet the student's needs. This process will apply to students with IEPs currently in fifth and sixth grades at P.S. 86 in the same manner as it applies to all other students.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not English language learners. Information regarding the type(s) of ELL programs historically offered by the middle schools available to impacted students can be found in the Middle School Directory for District 28 (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>). Students who are English Language Learners are placed according to the same placement criteria as their English-speaking peers. The student support staff at P.S. 86, in consultation with the Office of Student Enrollment (OSE) and the Office of English Language Learners, will assist students with identifying services for English Language Learners offered at middle school(s) as they select programs that will meet their specific needs.

P.S. 182 offers a transitional bilingual program in grades K-2, with one class section per grade. The school anticipates continuing this program at these grade levels after the grade reconfiguration. Depending on proficiency levels of the students at the end of second grade, the students will either be transitioned into regular third grade classes (which is the goal of transitional bilingual programs) or the school will offer one section of this program for third grade. P.S. 182 also has three self-contained special education classes that provide transitional bilingual instruction and serve students in a 12:1:1 setting. The school is already in the process of phasing out one of these three classes due to a lack of demand and is working with its Children First Network to come to a final decision on eliminating this section of transitional bilingual special education. Continuation of this program will depend on demand from enrolled students, but will not depend directly on the grade expansion proposed in this statement.

P.S. 86 also offers a transitional bilingual program, but in grades 3-5, with one class of third graders and one bridge class of fourth and fifth graders. P.S. 86 anticipates beginning this program at kindergarten next year, with the number of sections dependent upon demand. The school will phase this program up as it adds grades. Similar to P.S. 182, depending on proficiency levels of the students at the end of each year, the students will either be transitioned into a regular class (which is the goal of transitional bilingual programs) or offered a seat in a transitional bilingual class.

Lastly, P.S. 86 offers additional support for ELLs by offering optional English as a Second Language ("ESL") classes before and after school.

School-Specific Programming

P.S. 182 has several additional programs at the school, and the DOE does not anticipate that any of these programs would be adversely impacted by this proposal.

P.S. 182 is an Extra Learning Time (ELT) school and is one of ten schools Citywide to receive a grant from The After-School Corporation (TASC) and New York City to extend the school day by 30%. The school is in the third year of the grant and anticipates receiving grant funds, at a minimum, through the 2012-2013 school year. The ELT program is run collaboratively by P.S. 182 and the Learning Enrichment After-

school Program (LEAP), a Community Based Organization (“CBO”), to offer an after-school program for three hours, five days a week. Students who receive extra instructional time according to the 37 ½ minute policy (through which struggling students receive targeted extra instructional time, and whose implementation differs from school to school) receive that instruction and then join the after school program for the remainder of the day.

P.S. 182 runs Saturday Academies, a weekend program offered intermittently throughout the year. This program includes classes for parents and for children, as well as programming for parents and children together.

P.S. 182 has six sections of a half-day pre-kindergarten program, which serves the current shared zone. If this proposal is approved, it is likely that two of the six sections would be transferred from P.S. 182 to P.S. 86. The number of pre-kindergarten seats in the current shared zone would not be reduced by this change.

P.S. 86 also has several additional programs at the school, and again the DOE does not anticipate that any of these programs would be adversely impacted by this proposal. Queens Community House, a CBO, runs an after-school program for approximately 125 students. This would continue to be offered to all students throughout the grade reconfiguration. P.S. 86 also works with LEAP, which runs a non-violence mentoring program at the school.

P.S. 86 has a debate team made up of fifth and sixth graders. After the truncation, fifth graders would still participate. A mentor program at the school for sixth grade girls will likely continue at the school after the truncation, but for fifth graders. The school also has an author visit one fifth and one sixth grade class weekly. This would continue, but be offered to a different class to replace the sixth grade class.

P.S. 86 does not currently have a pre-kindergarten program. However, as stated above, it is likely that two of the six half-day pre-kindergarten sections at P.S. 182 will be transferred to P.S. 86.

B. Schools

No other schools are co-located with P.S. 86 at Q086, so there will be no impact on other schools in the building. P.S. 182 is located in three buildings, Q278, Q882, and Q883, none of which are shared with other District schools, so there will be no impact on other schools in those buildings.

The building that P.S. 182 may move into (proposed in a separate EIS also on December 3, 2010), Q277, will also have space designated for a D75 school. There are 5 classrooms and 7 other support or administrative spaces for the program, adding up to a capacity of 60 D75 seats. The exact program moving into this space will be determined closer to the target opening date of Building Q277.

The proposed grade truncation of P.S. 86 will reduce the number of students from the shared zone by approximately 234 students. According to the 2009-2010 room survey, P.S. 86’s building (Q086) has 11 administrative rooms, 37 full-size rooms (38 including a room with 495 square feet currently chosen by the school to serve as a regular classroom), and 9 half-size rooms, in addition to a library, gymnasium and auditorium. If this proposal is approved, there will continue to be sufficient space to serve students pursuant to the Citywide Instructional Footprint (the “Footprint”) after the grade expansion is completed, as the baseline Footprint allocation for an elementary school with five sections per grade is 33 full-size classrooms, 4 half-size classrooms, and the equivalent of 3-5 classrooms for administrative and student support services. Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools:
http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

According to the 2009-2010 room survey and a recent walk through building survey conducted by the Queens Borough Director of Space Planning, P.S. 182's three buildings (Q278, Q882 and Q883) have 12 administrative rooms, 29 full-size rooms, 13 rooms less than full-size but used as regular classrooms, and 1 half-size room. This is slightly below the baseline allocations set forth by the Citywide Instructional Footprint (the "Footprint") and this will continue in the first year of expansion, as the baseline Footprint allocation for a school of approximately P.S. 182's size is 33 full-size classrooms, 4 half-size classrooms, and the equivalent of 3-5 classrooms for administrative and student support services. However, the separate re-siting proposal is an attempt to relieve that gap as much as possible.

According to the Program of Requirements ("POR"), 27 full-size classrooms, 4 half-size classrooms and 14 administrative spaces in the new Q277 building can be allocated to P.S. 182. The POR is a document that includes, but is not limited to: the number of rooms the new building will have, what types of instruction or other needs they are structurally designed to serve and the size and capacity of each room and the building as a whole.

If this proposal is approved, there will continue to be a small discrepancy between the size of the school and the baseline Footprint allocation, which, for a 4-section a grade K-5 school includes 30 full-size classrooms, 4 half-size classrooms and the equivalent of 3-5 classrooms for administrative and student support services.

Therefore, at full scale, P.S. 182 may need to convert two cluster rooms into regular classrooms. However, a new building currently under construction in the district, Q314, will provide an additional 414 seats of elementary capacity to the neighborhood which will help to relieve overcrowding. Additionally, P.S. 182 will need to serve the same number of students regardless of which building it is housed in, and, though minimal, the new building even slightly increases P.S. 182's capacity by 15 students. It is also worth noting that the P.S. 182 community has requested and expressed its support for the proposed re-siting to the Q277 building. The overcrowding in the southern portion of District 28 is further detailed below in the "Community" section.

The POR also details that the D75 school will be allocated 5 full-size classrooms and 7 administrative and student support rooms. If this proposal is approved, there will be sufficient space to serve students pursuant to the Footprint after the grade reconfiguration is completed for P.S. 182 and the D75 school has been sited. The size and type of D75 program to be sited in Building Q277 will be appropriate based on the space allocated by the POR.

The building also has an auditorium, gymnasium, cafeteria, library and a play yard with over 3,500 square feet for students in pre-kindergarten through third grade and another yard with over 8,500 square feet for students in fourth through fifth grade.

Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

Last year, approximately 11 percent of the fifth-grade class left P.S. 86 after fifth grade. As a result of this proposal, all of the current fifth and sixth graders at P.S. 86, who will be rising sixth and seventh graders at the conclusion of the 2010-2011 school year, will participate in the Middle School Choice process during the current school year.

C. Community

This proposal addresses many needs of the P.S. 182 and P.S. 86 community.

District 28 is extremely overcrowded at the elementary school level: schools are utilized at an average rate of 109 percent. The DOE is addressing this issue through several ways, including but not limited to:

- adding new capacity through construction,
- adding elementary capacity by truncating K-6 schools to K-5 schools and shifting those sixth graders into middle school seats, and
- evening out utilization of elementary buildings throughout the district by modifying school zones.

Specifically, this proposal addresses overcrowding through the truncation of P.S. 86, detailed in the bullets below. The separate EIS which proposes the re-siting of P.S. 182 addresses overcrowding through the adding of new capacity of building Q277; while an existing school is moving into the new building, the three vacated buildings will be used for District 28 capacity needs as well. Finally, the CEC's zoning proposal that is contingent on the separate EIS addresses district overcrowding by dividing the two zones in such a way to even out the overcrowding between P.S. 86 and P.S. 182.

The truncation will have a positive impact on overcrowding:

- Phasing out the sixth-grade class at P.S. 86 creates 234 additional K-5 seats in an area where demand for elementary-school seats exceeds available capacity.
- District 28 has a high demand for a limited number of elementary seats. District 28 middle schools, however, have unused, available capacity. By serving sixth-grade students in middle schools, the truncations open up much needed elementary seats and space to younger students, while using space more efficiently in District middle school buildings.
- Phasing out the sixth-grade class at P.S. 86 will align the school's grade span with other schools in District 28.
- Creating a single middle school entry grade helps schools build and foster stronger school cultures. Taken collectively, the below proposed changes would enable schools to better support students throughout the District 28 community.
- There are currently 25 schools serving elementary students in District 28, including 14 that terminate in sixth grade. Of these 14 schools, 9 are candidates to submit grade truncation proposals this year. If all 9 potential truncations move forward and win approval, the vast majority of District 28 elementary school students will apply to middle school during fifth grade and enter middle school in sixth grade, giving those students equal access to the choice process. Students attending District 28 schools which are not truncating may also participate in the Middle School Choice process during fifth grade.
- This proposal is one of seven grade truncation proposals in District 28 going before the PEP for approval in either November, December, or January.
 - P.S. 144 Col Jeromus Remsen was posted on October 1 and was approved by the PEP on November 16.
 - The proposals to truncate P.S. 50 Talfourd Lawn Elementary School, P.S. 55 Maure, and P.S. 140 Edward K Ellington were all posted on October 15 and will be voted on by the PEP on December 14.

- The proposals to truncate P.S. 139 Rego Park and P.S. 161 Arthur Ashe School were both posted on October 29 will be voted on by the PEP on December 14. Although the proposal to truncate P.S. 161 will be voted on this December, the plan would not be implemented until the 2012-2013 school year.¹¹
- This proposal will be voted on by the PEP on January 19, 2011.
- Even if all seven of these grade truncation proposals are approved this year, there will be sufficient middle school capacity in District 28.
 - In District 28, there are 2,560 total sixth grade seats in either middle schools (grades 6-8) or in 6-12 schools.
 - There are 1,299 students currently enrolled for these same seats during the 2010-2011 school year.
 - If the previously posted proposals (P.S. 144, P.S. 50, P.S. 55, P.S. 140, P.S. 139, and P.S. 161) and this proposal are all approved, there will still be remaining available capacity at the middle school level:

Figures for Sixth Grade, in both Middle Schools and 6-12s in D28

	In 2011-2012, After 6 Truncations	In 2012-2013, After 7 Truncations (including P.S. 161)
Total Capacity	2,560	2,560
Projected Enrollment	2,127	2,245
Remaining Available Capacity	433	315

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q086, Q278, Q882, Q883 or Q277.

¹¹ P.S. 161’s grade truncation proposal will be implemented one year later, after the completion of the 2011-2012 school year. P.S. 161’s truncation proposal will not impact the P.S. 86 proposal, nor will it adversely impact the availability of middle school seats in 2011-2012 or future years.

IV. Enrollment, Admissions and School Performance Information

The two schools directly impacted in this proposal are P.S. 182 and P.S. 86.

P.S. 182

Admissions Data

Current Admissions	Pre-K: Universal Pre-Kindergarten Admissions Process K-2: Zoned
Admissions after Grade Reconfiguration is Completed	Pre-K: Universal Pre-Kindergarten Admissions Process K-5: Zoned

Enrollment Data

School Year	Grades Served	Projected Enrollment
2010-2011	K-2	783
2011-2012	K-3	713-763
2012-2013	K-4	692-742
2013-2014	K-5	661-711
2014-2015	K-5	699-749

Demographic Data¹²

Percentage Students With Disabilities (2009-2010) ¹³	6%
Percentage English Language Learner Students (2009-2010)	42%
Percentage of Students Eligible for Free/Reduced Meals (2009-2010)	96%

¹² Data regarding the percentage of students with disabilities and ELL students were taken from the audited October 31, 2009 register of students.

¹³ Students with disabilities as percentage of total students. This count does not include SETSS or students receiving speech or language services.

School Performance Data

	2008-2009 ¹⁴	2009-2010	Website
Progress Report Scores	N/A	D	http://schools.nyc.gov/SchoolPortals/28/Q182/AboutUs/Statistics
ELA Score (% Level 3 and 4)	N/A	38%	http://schools.nyc.gov/SchoolPortals/28/Q182/AboutUs/Statistics
Math Score (% Level 3 and 4)	N/A	43%	http://schools.nyc.gov/SchoolPortals/28/Q182/AboutUs/Statistics
Accountability Status	N/A	In Good Standing	http://schools.nyc.gov/SchoolPortals/28/Q182/AboutUs/Statistics
Average Attendance	N/A	94%	http://schools.nyc.gov/AboutUs/data/stats/attendance

P.S. 86

Admissions Data

Current Admissions	3-6: Zoned
Admissions after Grade Reconfiguration is Completed	Pre-K: Universal Pre-Kindergarten Admissions Process K-5: Zoned

Enrollment Data

School Year	Grades Served	Projected Enrollment
2010-2011	3-6	960
2011-2012	K, 3-5	783-833
2012-2013	K-1, 3-5	841-891
2013-2014	K-5	897-947
2014-2015	K-5	883-933

Demographic Data¹⁵

Percentage Students With Disabilities (2009-2010)¹⁶	8%
Percentage English Language Learner Students (2009-2010)	29%
Percentage of Students Eligible for Free/Reduced Meals (2009-2010)	89%

¹⁴ Schools serving students in grades K-2 only have Report Cards for the 2009-2010 school year. Prior to this year, Report Card grades were not given to these schools.

¹⁵ Data regarding the percentage of students with disabilities and ELL students were taken from the audited October 31, 2009 register of students.

¹⁶ Students with disabilities as percentage of total students. This count does not include SETSS or students receiving speech or language services.

School Performance Data

	2008-2009	2009-2010	Website
Progress Report Scores	A	B	http://schools.nyc.gov/SchoolPortals/28/Q086/AboutUs/Statistics
ELA Score (% Level 3 and 4)	72%	39%	http://schools.nyc.gov/SchoolPortals/28/Q086/AboutUs/Statistics
Math Score (% Level 3 and 4)	88%	50%	http://schools.nyc.gov/SchoolPortals/28/Q086/AboutUs/Statistics
Accountability Status	In Good Standing	In Good Standing	http://schools.nyc.gov/SchoolPortals/28/Q086/AboutUs/Statistics
Average Attendance	95%	95%	http://schools.nyc.gov/AboutUs/data/stats/attendance

V. Initial Costs and Savings

P.S. 182 and P.S. 86 will both receive a one-time award during the first year of the grade expansion to help offset the costs of materials, such as new furniture and supplies, needed to support the additional grades. P.S. 86 will receive \$18,720 in one time expansion funding and P.S. 182 will receive \$20,088. This figure is estimated based on current funding allocations awarded to schools undergoing grade expansions, and is subject to some annual variation. Going forward, annual replacement of furniture and other materials needed at the school will be funded out of the school’s general supply budget, as is the case with all schools citywide.

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

A. Personnel Needs

Over the course of the expansion, P.S. 182 and P.S. 86 may need to hire additional teachers during the grade reconfigurations. However, because the number of elementary students enrolled in the schools may increase or decrease, it is unclear whether the precise number of positions will initially increase or decrease. The precise number of positions needed for the 2011-2012 school year at each school will be determined once annual enrollment projections are released in the spring of 2011. It is worth noting that teachers working in elementary schools typically hold a 1-6 common branches license, and so teachers at the school may be qualified to teach the new grades at each school. The school will continue to hire appropriately licensed and credentialed teachers to work with its students as it expands to serve elementary students.

Administrative staff and non-pedagogical positions at P.S. 182 and P.S. 86 may also be added over the course of the grade reconfiguration. Those decisions will be made at the school level based on need and budgetary considerations.

Some current P.S. 86 staff positions may be excessed due to declining enrollment associated with the 234 sixth-grade students that will no longer be enrolled at P.S. 86. It is difficult to precisely predict the number of affected positions.

Any necessary 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. Most teachers working in grades 1-6 hold a “common branches” license, regardless of their students’ age.

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 as substitute teachers 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 sixth-grade students who would otherwise have enrolled in P.S. 86 will now be enrolled in other District 28 middle schools, and those schools might need to hire new teachers to serve their larger student populations.

B. Cost of Instruction

Once the grade expansion is fully implemented, P.S. 182 is expected to receive approximately \$4,059.71 per pupil funding annually based on projected increases in total enrollment, and P.S. 86 is expected to receive approximately \$4,059.71 per pupil funding annually based on projected increases in total enrollment. 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 for 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.

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 per pupil for each English language learner they enrolled. It is difficult to project the total supplemental funding that P.S. 182 and P.S. 86 will receive with their reconfigured grades because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools citywide, P.S. 182 and P.S. 86 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. 182 and P.S. 86 are both currently Title I schools. Assuming that the schools continue to meet Title I criteria, the schools' Title I funding awards would change if and when the schools' populations changed.

While schools do receive supplemental support for students with disabilities through Fair Student Funding, 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 (IEP). As P.S. 182 and P.S. 86 reconfigure, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

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. 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

P.S. 182 and P.S. 86 may hire school supervisory and/or administrative personnel as needed as a result of their grade reconfigurations.

D. Transportation

There will be no changes to existing transportation practices at P.S. 182 and P.S. 86 due to this proposal. 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

Other support services will continue to be provided consistent with citywide policy.

VII. Building Information

Building	P.S. 086
Type of Building	Elementary
Year Built	1970
Overall BCAS rating	2.56
2009-2010 Target Building Utilization	111%
2009-2010 Target Building Capacity	833
FY 2010 Maintenance Costs	Labor: \$15,088.62 Materials: \$6,356.20 Maintenance and repair contracts: \$15,066.37 Custodial operations costs—Materials: \$5,384.61 Custodial operations costs—Custodial Allocation: \$196,038.11
FY 2009 Energy Costs	Electric: \$368,315.27 Gas: \$2,772.37 Oil: \$251,708.00
Projects completed during the current or prior school year	LL 41/16 Compliance, PBX Installation
Projects proposed in the capital plan	Classroom Connectivity
Accessibility of the building	1st Floor only Functionally Programmatic Accessible
Building attributes	Auditorium, Cafeteria, Library

Building	P.S. 182 (Q882)
Type of Building	Elementary
Year Built	1963
Overall BCAS rating	2.43
2009-2010 Target Building Utilization	157%
2009-2010 Target Building Capacity	237
FY 2010 Maintenance Costs	Labor: \$28,671.06 Materials: \$27,108.64 Maintenance and repair contracts: \$29,842.54 Custodial operations costs—Materials: \$191,882.31 Custodial operations costs—Custodial Allocation: \$859,079.46
FY 2009 Energy Costs	Electric: \$50,221.00 Gas: 2,955.00 Oil: \$0
Projects completed during the current or prior school year	
Projects proposed in the capital plan	
Accessibility of the building	Building is not Functionally Programmatic Accessible
Building attributes	Cafeteria, Gymnasium, Library

Building	P.S. 182 (Q883)
Type of Building	Elementary
Year Built	1947
Overall BCAS rating	2.7
2009-2010 Target Building Utilization	137%
2009-2010 Target Building Capacity	163
FY 2010 Maintenance Costs	Labor: \$28,671.06 Materials: \$27,108.64 Maintenance and repair contracts: \$29,842.54 Custodial operations costs—Materials: \$191,882.31 Custodial operations costs—Custodial Allocation: \$3,776
FY 2009 Energy Costs	Electric: \$50,221.00 Gas: 2,955.00 Oil: \$0
Projects completed during the current or prior school year	
Projects proposed in the capital plan	
Accessibility of the building	Building is not Functionally Programmatic Accessible
Building attributes	Art room, Multipurpose room

Building	P.S. 182 (Q278)
Type of Building	Elementary
Year Built	1965
Overall BCAS rating	2.4
2009-2010 Target Building Utilization	113%
2009-2010 Target Building Capacity	240
FY 2010 Maintenance Costs	Labor: N/A Materials: N/A Maintenance and repair contracts: N/A Custodial operations costs—Materials: \$191,882.31 Custodial operations costs—Custodial Allocation: \$3,776
FY 2009 Energy Costs	Electric: \$50,221.00 Gas: \$2,955.00 Oil: \$0
Projects completed during the current or prior school year	
Projects proposed in the capital plan	
Accessibility of the building	Building is not Functionally Programmatic Accessible
Building attributes	Multi-purpose room