

EDUCATIONAL IMPACT STATEMENT:

The Proposed Temporary Partial Re-siting of P.S. 143 Louis Armstrong (24Q143) to Building Q269 Beginning in the 2017-2018 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to temporarily re-site¹ a portion of P.S. 143 Louis Armstrong (24Q143, “P.S. 143”) for a three-year period beginning in the 2017-2018 school year. P.S. 143 is a zoned elementary school that uses space across four buildings in Community District 24 (“District 24”) to serve kindergarten through fifth grade. In its main building Q143 (“Q143”), located at 34-74 113th Street, Queens, NY 11368, P.S. 143 serves third through fifth grade. In its Transportable Classroom Units (“TCUs”) Q937 (“Q937”) and mini-building Q843 (“Q843”), also located at 34-74 113th Street, Queens, NY 11368, P.S. 143 serves first and second grade. P.S. 143 also uses annex building Q908 (“Q908”), located at 98-07 38th Avenue, Queens, NY 11368, to serve its kindergarten students.

This proposal seeks to temporarily re-site the first and second grade cohorts of P.S. 143 from buildings Q937 and Q843 to building Q269 (“Q269”), located at 86-37 53rd Avenue, Queens, NY 11373, at the start of the 2017-2018 school year. If approved, this proposal would facilitate the removal of Q937 and Q843, enabling the School Construction Authority (“SCA”) to construct a permanent structure that would create additional capacity in P.S. 143’s main building, Q143.

According to the SCA’s 2015-2019 Capital Plan,² there is funding for new capacity in this portion of District 24. P.S. 143’s addition is one of the projects planned with the use of those funds. Construction is scheduled to begin in the 2017-2018 school year and will require the temporary re-siting of P.S. 143’s first and second grade cohorts for three years. The addition is anticipated to be completed prior to the start of the 2020-2021 school year. Once the addition is complete, it is anticipated to provide a net increase of 613 elementary seats to Q143. This additional space will allow P.S. 143 to serve its entire grade span, kindergarten through fifth grade, within one building. The addition also eliminates the need for P.S. 143 to use TCUs to provide instruction. Hence, at the start of the 2020-2021 school year, P.S. 143 will be able to serve all of its students, including its first and second grade students, previously served in Q937 and Q843, as well as the kindergarten students, previously served in annex Q908, in newly expanded Q143.

During capital construction projects, the DOE seeks to utilize available space in other local school buildings to serve students that are temporarily displaced. Q269 has been identified by the DOE as a potential site to accommodate the first and second grade students displaced by the removal of P.S. 143’s TCUs and mini-building. Currently, Q269 is occupied by P.S. 211 Elm Tree Elementary School (24Q211, “P.S. 211”) and a portion of P.S. 19 Marino Jeantet (24Q019, “P.S. 19”). A proposal to re-site P.S. 211 to new building Q298 (“Q298”), located at 50-51 98th Street, Queens, NY 11368, at the start of the 2017-2018 school year was approved by the Panel on Education Policy (“PEP”) on November 9, 2015.³ A concurrent proposal to re-site a portion of P.S. 19 students currently served at Q269 and building Q315, located at 43-18 97th Place, Queens, NY 11368, to Q298 is being issued with this proposal and is expected to be voted on by the PEP at

¹ A “re-siting” means that part or all of a school will be located in a different building than the building in which the school is currently located.

² More information on the SCA 2015-2019 Capital Plan can be found here: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Capital-Plan-67>.

³ The EIS can be accessed here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/November2015SchoolProposals>.

its December meeting. The re-siting of P.S. 143's first and second grade at the start of the 2017-2018 school year is contingent upon the approval of the proposal to re-site P.S. 19 to Q298. If the P.S. 19 proposal is not approved by the PEP, the DOE may issue a new proposal re-siting the first and second cohorts of P.S. 143 to an alternative location in accordance with Chancellor's Regulation A-190.

Community Engagement

Engagement was conducted in the course of creating this proposal. This engagement includes the following:

- Principal Brito, of P.S. 143, held a School Leadership Team meeting on October 26, 2016 in partnership with the DOE Office of District Planning ("ODP") and DOE Office of Space Planning where the proposal was discussed, questions were answered, and feedback was solicited.
- ODP attended a meeting with members of the District 24 Community Education Council and Superintendent Chan on October 25, 2016 to discuss district planning needs, including this proposal.

The DOE will offer public engagement opportunities following this posting including:

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, hear comments, and provide feedback.
- A Joint Public Hearings to be held at Q143. This meeting will be open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-7621 or emailing D24Proposals@schools.nyc.gov.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about upcoming Joint Public Hearings and PEP meetings can be found on the DOE website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/December212016PanelMeeting.htm>.

If this proposal is approved, starting in the 2017-2018 school year, the first and second grade cohorts of P.S. 143 would be the sole occupants of Q269 for the duration of the re-siting. At the start of the 2020-2021 school year, once the addition is complete, P.S. 143 will operate within one continuous space at Q143. Its first and second grade cohorts will no longer be served in Q269 and its kindergarten students will no longer be served in Q908. Future long term uses for Q269 and Q908 have not yet been determined.

II. Proposed or Potential Use of Building

According to the 2015-2016 Enrollment, Capacity, and Utilization Report (the “Blue Book”), Q269 has the capacity to serve 310 students.⁴ As stated above, P.S. 211 and a portion of P.S. 19 are currently co-located in Q269 and expected to vacate the space by the end of the 2016-2017 school year. In the 2017-2018 school year, P.S. 143 is projected to serve 495-515 first and second grade students in Q269,⁵ yielding a building utilization rate of 160%-166%.⁶

The projected utilization rates in this EIS may be overestimated since building utilization rates do not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. If the proposal is approved, it is anticipated that P.S. 143 will reprogram the spaces it is allocated in Q269 and use the rooms in a different manner than P.S. 211 and P.S. 19. For example, P.S. 143 may use a room previously used for administrative purposes for instruction and similarly, may use a room previously used for instruction as an administrative space. If we account for the rooms being reprogrammed and used differently, the projected building utilization rate at Q269 for the 2017-2018 school year will be 146%-151%.⁷ These utilization rates are in-line with the average utilization rates of elementary schools in the geographic area. According to the 2015-2016 Blue Book, the average utilization of buildings that house Corona schools serving students in kindergarten through fifth grade is 137%.

In the 2018-2019 and the 2019-2020 school year, the final years of construction, P.S. 143 is projected to serve approximately 500-520 first and second grade students at Q269. Based on the 2015-2016 Blue Book capacity for Q269, this enrollment would yield a building utilization rate of 161%-168%. However, as stated above, these utilization rates do not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. If we do account for these reprogrammed rooms and different uses, the projected building utilization rate would be 147%-153%. Therefore, the DOE believes that Q269 has sufficient space to accommodate students from P.S. 143.

According to the Blue Book, Q143 has the capacity to serve 825 students, Q908 has the capacity to serve 201 students, and Q843 has the capacity to serve 206 students. This results in a combined capacity of 1,232 students for Q143 and its associated buildings. TCUs are temporary structures and consequently are not assigned target capacities. In the current 2016-2017 school year, P.S. 143 is projected to serve approximately 1,476 kindergarten through fifth grade students across its four buildings, yielding an average building utilization rate of 120%.⁸ If this proposal is approved, Q843 and Q937 will be removed in the 2017-2018 school year, and P.S. 143 will lose Q843's target capacity of 206 seats. Thus, there will be a combined capacity of 1,026 seats at Q143 and Q908 for the 2017-2018 school year through the 2019-2020 school year.

The following enrollment projections and utilizations reflect the aggregated enrollment of the kindergarten students served at Q908 and the third through fifth graders served at Q143. In 2017-2018, P.S. 143 is projected to enroll 1,110-1,150 kindergarten and third through fifth grade students at Q908 and Q143, yielding a utilization rate of approximately 108%-112%. In 2018-2019, P.S. 143 is projected to enroll 1,025-1,065 kindergarten and third through fifth grade students at Q908 and Q143, yielding a utilization rate of

⁴ The Blue Book is available at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

⁵ Enrollment is based on the 2016-2017 Budget Register Projections.

⁶ With the exception of Q143, all references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book and 2016-2017 Budget Register Projections. 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

⁷ Based on an estimated target capacity of 340 provided by the SCA for the 2017-2018 school year.

⁸ In the case of Q143, building utilization rates are based on 2016-2017 Budget Register projections and combined 2015-2016 Blue Book target capacity data for the buildings associated with Q143 each year, which reflects capacity changes at Q143 due to the removal of Q843 and Q908 and the construction of an addition at Q143.

approximately 100%-104%. In 2019-2020, P.S. 143 is projected to enroll 1,015-1,055 kindergarten and third through fifth grade students at Q908 and Q143, yielding a utilization of approximately 99%-103%.

In 2020-2021, when construction is complete, Q143 will have a new target capacity of 1,845 seats.⁹ When the re-sited grades at Q269 and the kindergarten students at Q908 move into the newly expanded Q143, P.S. 143 will enroll 1,605-1,665 kindergarten through fifth students, yielding a utilization of approximately 87%-90%. The fluctuations in building capacity described above reflect capacity changes at Q143 due to the removal of Q843 and Q937 and the construction of an addition at Q143. Building utilization rates are also affected due to this changing capacity and grades served at Q143 and associated buildings. In 2020-2021, when construction is complete and the re-sited grades at Q269 are served in Q143, no students from P.S. 143 will occupy space in Q269.

Current and projected grade spans for Q143 and associated buildings as well as Q269 are displayed in the tables below.

Grade Spans in Building Q143 and Associated Buildings

DBN	Location	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
24Q143	P.S. 143@Q143	3-5	3-5	3-5	3-5	K-5
24Q143	P.S. 143@Q908	K	K	K	K	-
24Q143	P.S. 143@Q843	1	-	-	-	-
24Q143	P.S. 143@Q937	2	-	-	-	-

Grade Spans in Building Q269

DBN	School Name	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
24Q143	P.S. 143	-	1-2	1-2	1-2	-
24Q211	P.S. 211	1	-	-	-	-
24Q019	P.S. 19	K-3	-	-	-	-

⁹ During 2020-2021 school year, Q908’s capacity of 201 students will no longer be part of Q143’s capacity and is not included in the 1,845 estimated capacity.

The tables below show enrollment and utilization for buildings Q143, Q908, Q843, and Q269, if this proposal is approved.

Projected Enrollment and Utilization in Building Q143 and Associated Buildings

DBN	Building	School Name	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
			Budget Register Projections	Capacity	Projected Enrollment ¹⁰	Capacity	Projected Enrollment	Capacity	Projected Enrollment	Capacity	Projected Enrollment	Capacity
24Q143	Q143	P.S. 143	967	825	860 - 890	825	775 - 805	825	765 - 795	825	1,535 - 1,595	1,845
	Q908		257	201	250 - 260	201	250 - 260	201	250 - 260	201	-	-
	Q843		252	206	-	-	-	-	-	-	-	-
	Q937		238	-	-	-	-	-	-	-	-	-
Enrollment and Capacity			1,714	1,232	1,110 - 1,150	1,026	1,025 - 1,065	1,026	1,015 - 1,055	1,026	1,535 - 1,595	1,845
Utilization			139%		108% - 112%		100% - 104%		99% - 103%		83% - 86%	

Projected Enrollment and Utilization in Building Q269¹¹

DBN	School Name	2016-2017 Budget Register Projections	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
24Q143	P.S. 143	-	495 - 515	500 - 520	500 - 520
24Q211	P.S. 211@Q269	281	-	-	-
24Q019	P.S. 19@Q269	51	-	-	-
Total Building Enrollment		332	495 - 515	500 - 520	500 - 520
Utilization¹²		107%	160% - 166%	161% - 168%	161% - 168%

More information on target capacity and utilization is available in Appendix A of this EIS. More details about space are available in Section III. B and Appendix C of this EIS. The Citywide Instructional Footprint (“the Footprint”), which guides space allocation and use in city schools, can be found on the DOE website at: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

¹⁰ Projected enrollment figures are based on 2016-2017 Budget Register Projections.

¹¹ Building utilization rates based on a target capacity of 310 students at Q269.

¹² The projected utilization rates in this EIS may be overestimated since building utilization rates do not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation.

There are currently no other proposed uses for building Q269 or Q908 after the conclusion of the 2019-2020 school year. In the future, if the DOE issues a proposal that would cause significant changes to school utilization in Q269 or Q908, it would be proposed in a EIS and be subject to separate approval by the PEP in accordance with Chancellor's Regulation A-190.¹³

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

A. Students

Impact on Current and Future Students at P.S. 143

As noted above, P.S. 143 is a zoned elementary school currently serving students in kindergarten through fifth grade in main building Q143, mini-building Q843, its TCUs Q937, and annex Q908. The addition will add much needed elementary seat capacity to District 24, but will require the temporary re-siting of a portion of P.S. 143's first and second grade students for three years.

If this proposal is approved, beginning in the 2017-2018 school year, kindergarten students currently served in Q908 would be re-sited to Q269 for first grade and first graders currently served in Q937 would be re-sited to Q269 for second grade. Second graders currently served in mini-building Q843 would be served in P.S. 143's main building, Q143. For the 2018-2019 and 2019-2020 school years, incoming kindergarten students will continue to be served in Q908. However, first and second grade students would now be served in Q269.

At the start of the 2017-2018 school year, all P.S. 143 students entering the third, fourth, or fifth grade would continue to attend P.S. 143 at Q143. The DOE plans for P.S. 143 to serve all of its students in main building Q143 and the new permanent addition joined to building Q143 at the start of the 2020-2021 school year.

While this proposal will not impact current enrollment, it may impact future student enrollment. Q269 is approximately 2.2 miles from Q143. As a result of this change in location, some current students may request to transfer to a different school, while new students may enroll from different areas of the district as compared to where current students are coming from. However, any P.S. 143 students who prefer a different school option may seek a transfer for the 2017-2018 school year through the Office of Student Enrollment ("OSE") by speaking first with school administrators and then visiting a Family Welcome Center,¹⁴ which will work to match students based on their needs and seat availability, in accordance with Chancellor's Regulation A-101.¹⁵ This proposed change in location is also expected to impact student transportation eligibility, which is discussed in Section VI below.

If the re-siting is approved, the DOE does not anticipate that this proposal will impact admissions at P.S. 143. As stated above, P.S. 143 is an existing District 24 zoned elementary school that serves students in kindergarten through fifth grades and admits students through the elementary school admissions process with a priority for District 24 students and residents.

P.S. 143 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special

¹³ More information about Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/NR/rdonlyres/ICC25F63-74E8-41A6-8031-490F206F148D/0/A101.pdf>.

¹⁴ More information about Family Welcome Centers can be found at: <http://schools.nyc.gov/ChoicesEnrollment/NewStudents/WelcomeCenters/default.htm>.

education classes, and students receiving Special Education Teacher Support Services (“SETSS”). The existing ICT, SC, and SETSS classes will continue to be provided at P.S. 143 if this proposal is approved. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). IEP services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners (“ELLs”) who are enrolled at P.S. 143 receive English as a New Language (“ENL”) services. All current and future students enrolled at P.S. 143 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S. 143 currently offers the following partnerships:¹⁶

- **Special Programs:** After school programs, ESL Academy
- **Partnerships:** Boy Scouts, Girl Scouts, Ballet Tech, and CASA program

The DOE does not anticipate that this proposal will impact the programming, current extra-curricular activities, or partnerships at P.S. 143. P.S. 143 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the temporary re-siting to Q269 may change the way those programs are configured. Additionally, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

The P.S. 143 students who are re-sited to Q269 will be served exclusively in the Q269 school building during the regular day and will not be expected to travel to Q143. The P.S. 143 students proposed to be served in Q269 would be supervised by the P.S. 143 administration.

Impact on Future Elementary School Students in District 24

This proposal is not expected to impact the admissions process at P.S. 143. P.S. 143 will continue to give priority to students who live in its zone, as it has done in the past and in accordance with Chancellor’s Regulation A-101. The full details of Chancellor’s Regulation A-101 can be found at: <http://schools.nyc.gov/NR/ronlyres/ICC25F63-74E8-41A6-8031-490F206F148D/0/A101.pdf>.

See Appendix B of this EIS for more information on elementary school enrollment.

B. Schools

If this proposal is approved, pursuant to the Footprint, there will be sufficient space to accommodate the first and second grade cohorts of P.S. 143 in Q269. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE’s website to access the Footprint: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

According to a space review conducted by the Queens Director of Space Planning, Q269 has a total of 20 full-size rooms, (“FS”), 1 half-size room (“HS”), 4 quarter-size rooms (“QS”), and 2.0 full-size equivalency (“FSE”) of designed administrative spaces.

¹⁶ Information confirmed by P.S. 143 Principal Jerry Brito via email on October 27, 2016.

Q269 also contains spaces dedicated to building services. The nurse’s office is housed in a QS room, the teacher’s cafeteria occupies 1 HS, and the assembly room occupies 1.0 FSE of designed administrative space. Space dedicated to building services will not be included in the allocation of space for P.S. 143.

Excluding the spaces outlined above, Q269 has a total of 20 FS rooms, 3 QS rooms, and 1.0 FSE administrative spaces remaining to be allocated to P.S. 143.¹⁷

Beginning in the 2017-2018 school year, the DOE projects that approximately 495-515 first and second grade students from P.S. 143 will be re-sited to Q269. During the 2018-2019 and 2019-2020 school years, approximately 500-520 first and second grade students will be re-sited to Q269. Per the Footprint, for these three years, P.S. 143 would be allocated a baseline of 19 FS, 4 HS, and 4.0 FSE for administrative purposes. However, due to building configuration and the lack of HS spaces available in the building, P.S. 143 will have an adjusted baseline Footprint for the three years it occupies space in Q269. P.S. 143 will operate with an adjusted baseline allocation of 20 FS rooms and 1.75 FSE for administrative purposes, including the 3 QS rooms. This adjusted baseline assumes P.S. 143 will use the one additional FS room for instruction in lieu of available HS rooms. This will result in P.S. 143 operating under Footprint in Q269 by 3 HS and 2.25 FSE administrative spaces.

The adjusted baseline allocations of full-size instructional rooms are detailed in the chart below:

DBN	School Name	2017-2018	2018-2019	2019-2020
24Q143	P.S. 143@Q269	20	20	20
Total		20	20	20
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		0	0	0

As detailed in the chart above, after P.S. 143 has received adjusted baseline footprint allocation, there will be no excess FS rooms remaining in building Q269. If this proposal is approved, a relocation planning committee consisting of the Office of Space Planning, Division of School Facilities, and representatives and staff at P.S. 143 will work together to keep the impacted school community informed and help plan the temporary relocation to the new facility. In the 2020-2021 school year, once construction is complete and the addition to Q143 is ready for occupation, students previously served at Q269 will occupy space in newly expanded Q143.

Building Safety and Security

If this proposal is approved, P.S. 143 will develop a safety and security plan for Q269 prior to the first day of school in September 2017.

The DOE makes available the following supports to schools around 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 New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

¹⁷ Q269 also contains a science lab and a science demo room.

There are no other proposed uses or plans for Q269 at this time.

C. Community

The DOE strives to ensure that families have access to high-quality schools that meet the needs of all children. The removal of the mini-building and TCUs at P.S. 143 will allow for the construction of an addition, creating permanent instructional space for P.S. 143 that will increase the building's capacity and improve learning conditions for students. It will also provide additional elementary seats in the district.

The proposed temporary re-siting and co-location of a portion of P.S. 143's students is intended to provide P.S. 143 with the space to continue serving its students as well as the ability to admit new students during the construction period. P.S. 143's students will be temporarily served in a building that will have excess space to compensate for the loss of capacity in its mini-building and TCUs. The new structure at Q143 will also have a positive impact on students' learning, as they will no longer travel to and from mini-buildings and TCUs to the main building and students in all grades will share a unifying educational experience in a single structure.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q269, which is not accessible, or Q143, which is fully accessible.

IV. Enrollment, Admissions and School Performance Information

P.S. 143

Admissions Data

Current Admissions	Grades K-5: Zoned
Admissions if This Proposal Is Approved	Grades K-5: Zoned

Enrollment Data¹⁸

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2016-2017 (budget register projections)	257	252	238	291	345	331	1,714
2017-2018 (projected)	250-260	250-260	245-255	250-260	275-285	335-345	1,605-1,665
2018-2019 (projected)	250-260	250-260	250-260	265-275	240-250	270-280	1,525-1,585
2019-2020 (projected)	250-260	250-260	250-260	275-285	255-265	235-245	1,515-1,575
2020-2021 (projected)	250-260	250-260	250-260	275-285	260-270	250-260	1,535-1,595

Demographic Data¹⁹

% Students with Disabilities (any student receiving an IEP)	17%
% English Language Learners	48%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	92%

¹⁸ Projected enrollment figures are based on the 2016-2017 Budget Register Projections.

¹⁹ Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

School Performance Data

P.S. 143	2013-2014	2014-2015	2015-2016
School Quality Indicators²⁰			
1.1 Curriculum	N/A ²¹	Developing	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
Performance Data²²			
English Language Arts % Proficient (Levels 3 and 4)	13%	11%	16%
Math % Proficient (Levels 3 and 4)	22%	24%	24%
Other Key Performance Indicators			
Attendance Rate	95%	95%	N/A ²³
2016-2017 State Accountability Status²⁴	Local Assistance Plan		

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to temporarily re-site the first and second grade cohorts of P.S. 143 from Q938 and Q843 to Q269 is up to approximately \$121,100.00. This cost will include moving some existing materials and furniture from the current sites.²⁵

The estimated cost to relocate the first and second grade cohorts of P.S. 143 to the main building Q143 in the 2020-2021 school year is up to approximately \$121,100.00. This cost will include moving some existing materials and furniture to Q143.

²⁰ The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

²¹ Not all schools receive Quality Reviews every year. P.S. 143 did not have a Quality Review for the 2013-2014 and 2015-2016 school years.

²² Performance data for the 2013-2014 school year and the 2014-2015 school year is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. Because School Quality Reports are not available for the 2015-2016 school year, 2015-2016 performance data is from the New York State data available at: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

²³ Attendance data for the 2015-2016 school year is not yet available.

²⁴ This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

²⁵ Based on average per pupil re-siting costs provided by the Division of Space Management.

This proposal is not expected to impact the operating budget or costs of instruction at P.S. 143. Most funding in schools' budgets is allocated on a per pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, English language Learners (ELLs), and those with other supplemental academic needs.

Please refer to the FSF Guide²⁶ and FY17 School Allocation Memoranda²⁷ for additional information on cost of instruction.

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

A. Personnel Needs

The proposal is not expected to change the number of personnel positions currently assigned to P.S. 143, although some teachers and staff who had previously been located at P.S. 143@Q937 and P.S. 143@Q843 will now be located at Q269. It is also not expected to significantly alter the duties of current staff at P.S. 143.

B. Administration

There are no expected change in school supervisory or administrative positions at P.S. 143 as a result of this proposal, although some of the P.S. 143 administrators will be located at Q269.

C. Transportation

If this proposal is approved, this proposal is expected to impact whether or not students qualify for free fare or half fare transportation, pursuant to Chancellor's Regulation A-801.²⁸ A portion of P.S. 143 students would be temporarily moving approximately 2.2 miles from its current location beginning in the 2017-2018 school year. This will result in different P.S. 143 students being eligible for busing or other modes of transportation than in past years, depending on the distance from each student's home residence to Q143. As a result of this re-siting, some students will have to travel a greater distance to reach the new school building, while other students will have to travel a shorter distance.

The DOE cannot yet determine transportation eligibility for incoming students; however, this will also be subject to Chancellor's Regulation A-801. The Office of Pupil Transportation will make the final determination as to the mode of transportation to be provided to each student.

D. Other Support Services

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

²⁶ Available at the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/fy17_pdf/fsf_guide.pdf

²⁷ Available at the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html

²⁸ Chancellor's Regulation A-801 can be found at the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

VII. Building Information

Building		Q143 ²⁹
Type of Building		PS
Year Built		1929
Overall BCAS rating		2.48
2015-2016 Blue Book Target Building Utilization		140%
2015-2016 Blue Book Target Building Capacity		1031
Maintenance Costs	Labor (FY 2015)	\$26,038
	Materials (FY 2015)	\$10,308
	Maintenance, repair, and service contracts (FY 2015)	\$101,723
	Custodial operations costs—Materials (FY 2016)	\$6,650
	Custodial operations costs—Custodial Allocation (FY 2016)	\$317,498
FY 2016 Energy Costs	Electric	\$131,199
	Gas	\$36,347
	Steam	N/A
	Oil	\$0
Projects completed during the current or prior school year		CLASSROOM CONNECTIVITY IP SURVEILLANCE CAMERA INSTALLATION
Projects proposed in the capital plan		ADDITION - Scope in Progress ELECTRICAL LIGHTING FIXTURES - 8/2/2016 F
Accessibility of the building		Fully Accessible
Building attributes		Auditorium Cafeteria Computer Rooms Gymnasium Library Nurse's Office

²⁹ Building data for building Q143 includes Q143, Q843, and Q937.

Building		Q269
Type of Building		PS
Year Built		N/A
Overall BCAS rating		2.5
2015-2016 Blue Book Target Building Utilization		93%
2015-2016 Blue Book Target Building Capacity		310
Maintenance Costs	Labor (FY 2015)	\$9,143
	Materials (FY 2015)	\$2,554
	Maintenance, repair, and service contracts (FY 2015)	\$4,134
	Custodial operations costs—Materials (FY 2016)	\$2,380
	Custodial operations costs—Custodial Allocation (FY 2016)	\$87,806
FY 2016 Energy Costs	Electric	\$38,503
	Gas	\$12,007
	Steam	N/A
	Oil	\$0
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		No Accessibility
Building attributes		Cafeteria Nurse's Office

Building		Q908
Type of Building		PS
Year Built		N/A
Overall BCAS rating		N/A
2015-2016 Blue Book Target Building Utilization		137%
2015-2016 Blue Book Target Building Capacity		201
Maintenance Costs	Labor (FY 2015)	\$0
	Materials (FY 2015)	\$0
	Maintenance, repair, and service contracts (FY 2015)	\$0
	Custodial operations costs—Materials (FY 2016)	\$1,470
	Custodial operations costs—Custodial Allocation (FY 2016)	\$73,846
FY 2016 Energy Costs	Electric	\$20,301
	Gas	\$9,705
	Steam	N/A
	Oil	\$0
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		No Accessibility
Building attributes		Cafeteria Computer Rooms Gymnasium Library Nurse's Office

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69> a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 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 2016-2017 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 will 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 will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Appendix B: School Admissions

Elementary School Admissions

The DOE offers zoned, non-zoned, and choice elementary schools.³⁰ A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to kindergarten at zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

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

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

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

Applicants are admitted to kindergarten at non-zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

- a. Students who reside in the school's district whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- b. Students who reside outside the school's district whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;

³⁰ District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

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

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,³¹ a Non-Public School Placement, or specialized programs,³² are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students will be also admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services to receive appropriate services in accordance with DOE policy.

Pre-kindergarten applicants are considered for placement in zoned schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of applications submission and will be in grades K-5 in the school at the start of the following September;
In some cases, dependent upon the timing of the approval of a rezoning plan, a student's zoned district school may change during the application period. In such cases, the student continues to have priority to the original zoned school.
- b. Zoned students other than those in (a);
- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September who are residents of that district;
- d. Out-of-district students whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- e. In-district students;
- f. Out-of-district students

Pre-kindergarten applicants are considered for placement in non-zoned schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September who are residents of that district;
- b. Out-of-district students, whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- c. In-district students;

³¹ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 349 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

³² Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit: <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

- d. Out-of-district students.

For both kindergarten and pre-kindergarten, if there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

Appendix C: Instructional Footprint

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 a school's representative.

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

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

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