



Dennis M. Walcott, Chancellor

Educational Impact Statement
The Proposed Opening and Co-Location of a New Citywide Gifted and Talented School (30Q300) with Existing School P.S. 17 Henry David Thoreau in Building Q017 Beginning in the 2014-2015 School Year, and the Proposed Re-Siting, Split-Siting, and Co-Location of Grades Five Through Eight of 30Q300 with I.S. 126 Albert Shanker School for Visual and Performing Arts in Building Q126 Beginning in the 2015-2016 School Year
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I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open a new Citywide Gifted and Talented School (“30Q300”) in building Q017, located at 28-37 29 Street, Queens, NY 11102 in Community School District 30 (“District 30”), beginning in the 2014-2015 school year. It will be co-located in building Q017 with P.S. 17 Henry David Thoreau (30Q017, “P.S. 17”).¹ If this proposal is approved, 30Q300 will serve students in kindergarten, first, and sixth grades in the 2014-2015 school year. Beginning in the 2015-2016 school year, grade six of 30Q300 will be re-sited and co-located with Albert Shanker School for Visual and Performing Arts (30Q126, “I.S. 126”) and an Alternate Learning Center (88Q997, “ALC”) in building Q126, located at 31-51 21 Street, Queens, NY 11106, also in District 30.² In the 2015-2016 school year, 30Q300 will serve students in kindergarten, first, and second grade in building Q017, and students in sixth and seventh grade in building Q126. By the 2018-2019 school year, when 30Q300 is at full scale, 30Q300’s students in kindergarten through fourth grade will be co-located in building Q017, and 30Q300’s students in grades five through eight will be co-located in building Q126. Building Q017 is located approximately 0.6 miles from building Q126.

P.S. 17 is a zoned elementary school serving students in kindergarten through fifth grade and a pre-kindergarten program in building Q017.³

I.S. 126 is a zoned middle school serving students in sixth through eighth grades. I.S. 126 also enrolls students through the Visual & Performing Arts Magnet School, which admits students through the limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school’s exhibit at any one of the Middle School Fairs. Beginning in the 2013-2014 school year, I.S. 126 will also enroll students through its new program that admits students based on their scores on the New York State (“NYS”) Examinations in English Language Arts (“ELA”) and Mathematics. More information on the Middle School Admissions Process is provided in Section III.A below.

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² A “re-siting” means students will attend classes in a different building than the one students have attended in previous years.

³ A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned elementary schools, please visit the DOE website’s School Search function at <http://schools.nyc.gov/schoolsearch>.

Building Q126 also houses an ALC, which provides an educational setting for students on a Superintendent Suspension for up to 90 days and currently serves 33 students in sixth through eighth grade.⁴

In addition, building Q126 houses the Jacob A. Riis Afterschool Program.

Citywide Gifted and Talented (“G&T”) programs serve eligible students from all five boroughs. Students who score at or above the 97th percentile on the New York City public school G&T program assessment are eligible to apply for Citywide programs. P.S. 85 Judge Charles Vallone (30Q085, “P.S. 85”) is a zoned elementary school serving students in kindergarten through fifth grade, located at 23-70 31 Street, Queens, NY 11105 in District 30. P.S. 85 also currently serves Citywide G&T students in kindergarten through fourth grade through its Citywide G&T program, which is phasing in to serve Citywide G&T students in kindergarten through fifth grade in the 2013-2014 school year. However, other schools Citywide that offer a Citywide G&T program typically serve students in kindergarten through eighth grade. The DOE is proposing to open 30Q300 based on community feedback that the Citywide G&T program in Queens should also serve students in kindergarten through eighth grade. Under this proposal, 30Q300 will be a new Citywide G&T school serving students in grades kindergarten through eighth.⁵

30Q300 will be open to elementary students through the G&T centralized testing and admissions process. Students currently attending the Citywide G&T program at P.S. 85 may articulate to the new school for sixth grade. Any remaining available sixth-grade seats will be filled based on students’ scores on the NYS Examinations in ELA and Mathematics. More information on the elementary and middle school admissions process is provided in Section III.A below.

If this proposal is approved, beginning in the 2014-2015 school year, P.S. 85 will no longer admit new kindergarten students to its Citywide G&T program. All current and future students in P.S. 85’s Citywide G&T program will be able to remain enrolled in the school through fifth grade. However, that school’s Citywide G&T program will begin to phase out in the 2014-2015 school year, and the phase-out will be complete following the 2018-2019 school year.

If this proposal is approved, in 2014-2015, 30Q300 will serve students in kindergarten, first, and sixth grade in building Q017. In the 2015-2016 school year, 30Q300’s sixth grade will be re-sited to Q126, and 30Q300 will serve students in kindergarten, first, and second grade in building Q017, and students in sixth and seventh grade in building Q126. In 2016-2017, 30Q300 will serve students in kindergarten through third grade in building Q017, and students in sixth through eighth grade in building Q126. In 2017-2018, 30Q300 will serve students in kindergarten through fourth grade in building Q017, and students in sixth through eighth grade in building Q126. In the 2018-2019 school year and beyond, when 30Q300 is at full scale, 30Q300 will serve students in kindergarten through fourth grade in building Q017, and students in fifth through eighth grade in building Q126. At scale, 30Q300’s fourth-grade students in Q017 will articulate to fifth grade at Q126.

Building Q017 has the capacity to serve 776 students. During the 2012-2013 school year, the building serves a total of 541 students, yielding a building utilization rate of 70%. This means that the building is “underutilized” and has space to accommodate additional students. If this proposal is approved, there will be sufficient space to accommodate P.S. 17 and 30Q300’s students in kindergarten through fourth grade. In the 2018-2019 school year, when 30Q300 is at full scale, P.S. 17 and 30Q300 will serve a total of 753-863 students in building Q017, yielding a building utilization rate of 97%-111%. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate

⁴ Information about ALCs can be found on the DOE Web site: <http://schools.nyc.gov/Offices/ALC/default.htm>.

⁵ New York City Department of Education G&T programs provide challenging instruction to children with exceptional academic capacity. In G&T programs, students are grouped together in a class with similar students and receive appropriate instruction in all content areas. The DOE’s recommendation is for teachers assigned to G&T programs to differentiate instruction, provide appropriate enrichment opportunities, compact the curriculum, and/or accelerate the content.

does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described in Section III.B.

Building Q126 has the capacity to serve 1,058 students. During the 2012-2013 school year, the building serves a total of 522 students, yielding a building utilization rate of 49%. This means that the building is “underutilized” and has space to accommodate additional students. If this proposal is approved, there will be sufficient space to accommodate I.S. 126, the ALC, and 30Q300’s students in fifth through eighth grade. In 2018-2019 when 30Q300 is at full scale, I.S. 126, the ALC, and 30Q300 will serve a total of 820-910 students in building Q126, yielding a building utilization rate of 78%-86%.

In addition to this proposal for the co-location of grades five through eight of 30Q300 at Q126, in an effort to utilize space as efficiently as possible and equalize enrollment across District 30, the DOE expects to submit a re-zoning proposal to the Community Education Council (“CEC”) for District 30 that may impact the I.S. 126 zone beginning in the 2014-2015 school year. The proposal to re-zone must be approved by the District 30 CEC before it can take effect. Under this re-zoning proposal, I.S. 126 may serve additional students, which may increase the building utilization rate. At this time the re-zoning proposal is not finalized and so the number of additional students that may be served at I.S. 126 as a result of the rezoning is not yet known. However, should this co-location proposal be approved, the co-location of 30Q300 will be accounted for in the re-zoning plan and the DOE expects that there will be sufficient space to accommodate the co-location of grades five through eight of 30Q300 and additional students that may be served at I.S. 126 as a result of the rezoning.

II. Proposed or Potential Use of Building

Q017 has a target capacity of 776 students.⁶ (The concept of “target capacity” is described below). In 2012-2013, the building is serving 541 total students,⁷ yielding a target utilization rate of 70%.⁸ This means that the building is “underutilized” and has space to accommodate additional students.⁹

If this proposal is approved, 30Q300 will begin serving kindergarten, first-grade, and sixth-grade students in Q017 in the 2014-2015 school year. 30Q300 would serve approximately 225-275 kindergarten through fourth-grade students at scale in building Q017 beginning in 2017-2018.

Q126 has a target capacity of 1,058 students.¹⁰ (The concept of “target capacity” is described below). In 2012-2013, the building is serving 522 total students,¹¹ yielding a target utilization rate of 49%. This means

⁶ 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”).

⁷ 2012-2013 Audited Register (as of October 26, 2012). The figures for P.S. 17 include the full day equivalency of pre-kindergarten, which is a program that can be offered both half-day and full-day.

⁸ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁹ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

¹⁰ 2011-2012 Blue Book.

¹¹ The enrollment at I.S. 126 is based on the 2012-2013 Audited Register (as of October 26, 2012). The ALC’s enrollment is based on school-reported data as of April 23, 2013. While ALC enrollment can vary widely throughout the year, 60 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated at 40-60 students, even though enrollment may be lower at given times throughout each school year

that the building is “underutilized” and has space to accommodate additional students.

If this proposal is approved, 30Q300 will begin serving sixth- and seventh-grade students in Q126 in the 2015-2016 school year. As stated previously, 30Q300’s sixth grade will be re-sited from building Q017 to building Q126 in the 2015-2016 school year. 30Q300 would serve approximately 180-220 fifth- through eighth-grade students at scale in building Q126 beginning in 2018-2019.

The current and projected grade spans for the Q017 and Q126 buildings, under this proposal, are indicated in the charts below.

Building Q017:

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
30Q300	New School	-	-	K-1, 6	K-2	K-3	K-4	K-4
30Q017	P.S. 17	K-5						

Building Q126:

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
30Q300	New School	-	-	-	6-7	6-8	6-8	5-8
30Q126	I.S. 126	6-8	6-8	6-8	6-8	6-8	6-8	6-8
88Q997	ALC	6-8	6-8	6-8	6-8	6-8	6-8	6-8

If this proposal is approved, the current and projected enrollment and building utilization rates for the schools in Q017 and Q126 over seven years are as follows:

Building Q017:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
30Q300	New School	-	-	135 - 165	135 - 165	180 - 220	225 - 275	225 - 275
30Q017	P.S. 17	541	493 - 553	492 - 553	513 - 573	513 - 573	528 - 588	528 - 588
Total Building Enrollment		541	493 - 553	627 - 718	648 - 738	693 - 793	753 - 863	753 - 863
Utilization		70%	64% - 71%	81% - 93%	84% - 95%	89% - 102%	97% - 111%	97% - 111%

Building Q126:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
30Q300	New School ¹²	-	-	-	90 - 110	135 - 165	135 - 165	180 - 220
30Q126	I.S. 126	489	495 - 525 ¹³	540 - 570 ¹⁴	600 - 630	600 - 630	600 - 630	600 - 630
88Q997 ¹⁵	ALC	33	40 - 60	40 - 60	40 - 60	40 - 60	40 - 60	40 - 60
Total Building Enrollment		522	535 - 585	580 - 630	730 - 800	775 - 855	775 - 855	820 - 910
Utilization		49%	51% - 55%	55% - 60%	69% - 76%	73% - 81%	73% - 81%	78% - 86%

P.S. 17 is projected to serve 492-553 students in kindergarten through fifth grade and in their pre-kindergarten program (subject to funding and demand) in 2014-2015 and 30Q300 is projected to serve 135-165 kindergarten, first, and sixth-grade students in 2014-2015, yielding a utilization rate of 81%-93% in building Q017. In 2015-2016, P.S. 17 is projected to serve 513-573 students and 30Q300 is projected to serve 135-165 kindergarten through second-grade students in Q017, yielding a utilization rate of 84%-95%. In 2016-2017, P.S. 17 is projected to serve 513-573 students and 30Q300 is projected to serve 180-220 kindergarten through third-grade students, yielding a building utilization rate of 89%-102%. In 2017-2018 and 2018-2019, P.S. 17 is projected to serve 528-588 elementary school students, and 30Q300 is projected to serve 225-275 kindergarten through fourth-grade students, yielding a building utilization rate of 97%-111%.

¹² In the 2019-2020 school year, 30Q300 will serve an additional section of students in sixth grade when its 2014-2015 first-grade cohort merges with the 2014-2015 first-grade cohort in P.S. 85’s Citywide G&T program. These students will articulate to seventh grade in the 2020-2021 school year, and eighth grade in the 2021-2022 school year. For the 2019-2020, 2020-2021, and 2021-2022 school years, 30Q300 will serve approximately 205-245 students in Q126, and the projected enrollment in Q126 is 845-935 students, yielding a building utilization rate of 80%-88%. After the 2021-2022 school year, 30Q300’s enrollment will return to scale as is projected for the 2018-2019 school year.

¹³ The projections for the 2013-2014 school year and beyond include the phase-in of the school’s new program, which will serve two sections per grade.

¹⁴ The DOE expects to submit a re-zoning proposal to the CEC for District 30 that may impact the I.S. 126 zone beginning in the 2014-2015 school year. Pending approval of the middle school re-zoning proposal, I.S. 126 may serve additional students in sixth grade beginning in 2014-2015. The projections for the 2014-2015 school year and beyond do not include the additional students that may be served by I.S. 126 as a result of the re-zoning.

¹⁵ While ALC enrollment can vary widely throughout the year, 60 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated at 40-60 students, even though enrollment may be lower at given times throughout each school year.

In 2015-2016, I.S. 126 is projected to serve 600-630 middle school students, the ALC is projected to serve 40-60 middle school students, and 30Q300 is projected to serve 90-110 sixth- and seventh-grade students, yielding a utilization rate of 69%-76% in building Q126. In 2016-2017 and 2017-2018, I.S. 126 is projected to serve 600-630 middle school students, the ALC is projected to serve 40-60 middle school students, and 30Q300 is projected to serve 135-165 sixth- through eighth-grade students, yielding a utilization rate of 73%-81%. In 2018-2019, I.S. 126 is projected to serve 600-630 middle school students, the ALC is projected to serve 40-60 middle school students, and 30Q300 is projected to serve 180-220 fifth- through eighth-grade students, yielding a building utilization rate of 78%-86%.

As described in more detail in the Enrollment, Capacity, Utilization Report (the “Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all 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 contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 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 2012-2013 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because 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 would decrease.

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

Section III.B sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number of rooms in the building to provide a more complete picture of the availability of space in the building.

In addition to this proposal for the co-location of grades five through eight of 30Q300 at Q126, in an effort to utilize space as efficiently as possible and equalize enrollment across District 30, the DOE expects to submit a re-zoning proposal to the CEC for District 30 that may impact the I.S. 126 zone beginning in the 2014-2015 school year. The proposal to re-zone must be approved by the District 30 CEC before it can take effect. Under this re-zoning proposal, I.S. 126 may serve additional students, which may increase the building utilization rate. At this time the rezoning proposal is not finalized and so the number of additional students that may be served at I.S. 126 as a result of the rezoning is not yet known. However, should this co-location proposal be approved, the co-location of grades five through eight of 30Q300 will be accounted for in the re-zoning plan and the DOE expects that there will be sufficient space to accommodate the co-location of 30Q300 and the additional students that may be served at I.S. 126 as a result of the rezoning.

There are no proposed additional uses for the Q017 or Q126 buildings.

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

A. Students

If this proposal is approved, 30Q300 will open in September 2014 in Q017, where it will serve students in kindergarten, first, and sixth grade. In 2015-2016, 30Q300's sixth grade will be re-sited to Q126, and 30Q300 will serve students in kindergarten, first, and second grade in Q017, and students in sixth and seventh grade in Q126. In the 2018-2019 school year and beyond, when 30Q300 is at full scale, 30Q300 will serve students in kindergarten through fourth grade in building Q017, and students in fifth through eighth grade in building Q126. 30Q300 will be open to elementary students through the G&T centralized testing and admissions process. 30Q300 will admit new students for sixth-grade based on their scores on the NYS Examinations in ELA and Mathematics.

As noted above, in the 2012-2013 school year, P.S. 85 offers a Citywide G&T program for students in kindergarten through fourth grade. In the 2013-2014 school year, former fourth-grade students in P.S. 85's G&T program will articulate to fifth grade at P.S. 85's Citywide G&T program. Under this proposal, beginning in the 2014-2015 school year, students currently attending the Citywide G&T program at P.S. 85 may articulate to the new 30Q300 school for sixth grade after they complete fifth grade at P.S. 85's Citywide G&T program.

If this proposal is approved, beginning in the 2014-2015 school year, P.S. 85 will no longer admit new kindergarten students to its Citywide G&T program. All current and future students in P.S. 85's Citywide G&T program will be able to remain enrolled in the school through fifth grade. However, that school's Citywide G&T program will begin to phase out in the 2014-2015 school year, and the phase-out will be complete following the 2018-2019 school year.

Although building Q017 is located only approximately 0.6 miles from Q126, students are not expected to travel back and forth between buildings during the school day as a result of this proposal. Beginning in 2015-2016, when 30Q300 will be split-sited, the 30Q300 students housed in Q017 will be served in the Q017 building during the regular school day, and the 30Q300 students housed in Q126 will be served in the Q126 building during the regular school day. For further discussion of transportation services, see section VI.C.

Impact on Current and Future Students at P.S. 17

The 30Q300 students proposed to be co-located in Q017 would be supervised by the 30Q300 administration. This proposal is not expected to impact current or future student enrollment or instructional programming at P.S. 17.

P.S. 17 currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program for English Language Learner ("ELL") students. The existing ICT, SC, and SETSS classes will not be affected by this proposal and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). Current students who receive ELL services will continue to receive these services.

According to the P.S. 17 Web site, P.S. 17 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹⁶

- **Special Programs:** CUNY Literacy, March of Dimes Read-a-thon, Jump Rope for Healthy Heart, Wilson Program, Earobics, Future Teachers' Club, School Band, Chorus, New York Cares Early Bird Reading
- **Extra-Curricular Activities:** 21st Century After School Program, ELL after school program, Russian Circus, Early Stages, LEAP and RSVP Anti-Violence Programs, Music Cool, Feld Ballet and Studio
- **Partnerships:** Learning Leaders, Queens College, NY College of Medicine, Variety Boys' and Girls' Club, RSVP, RCCP Columbia University, South Street Seaport, St. John's University, LaGuardia Community College, Touro College, NYU Dental School, Newsday, Lyden Nursing Home, New York Cares, United Nations Liaison, Principal for a Day

The DOE does not anticipate that this proposal will impact the extra-curricular offerings or partnerships of P.S. 17. P.S. 17 will continue to offer special programs and initiatives, and extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, 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 would 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.

Impact on Current and Future Students at I.S. 126

The 30Q300 students proposed to be co-located in Q126 would be supervised by the 30Q300 administration. This proposal is not expected to impact current or future student enrollment or instructional programming at I.S. 126.

I.S. 126 currently offers ICT and SC Special Education classes and SETSS. It also has an ESL program for ELL students. The existing ICT and SC classes and SETSS will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current students at I.S. 126 who receive ELL services will continue to receive these services.

Beginning in September 2013, I.S. 126 will offer a new program that admits students based on their scores on the NYS Examinations in ELA and Mathematics. More information on the Middle School Admissions Process is provided below.

According to the 2013 New Middle Schools and Programs page for I.S. 126, I.S. 126 currently offers the following special programs, extra-curricular activities, and partnerships:¹⁷

Special Programs: Specialized High School Test Prep, Title III ELL Program, Dance Program, Drum Program, Chess Program, The Green Team, Graphic Arts Program, CHAMPS Program, Drama, Alvin Ailey, Student Government, 7 Acts of Kindness, Math Olympiads, Creative Writing Club, Coastal Classroom

Boys Sports: Soccer, Basketball, Cricket, Flag Football

Girls Sports: Soccer, Cheerleading

¹⁶ The P.S. 17 Web site is available at: <http://schools.nyc.gov/schoolportals/30/q017/default.htm>.

¹⁷ I.S. 126's middle school page is available at: http://schools.nyc.gov/NR/rdonlyres/5003FE42-5075-4411-8D36-42494955703D/0/30Q126_FINAL.pdf.

Partnerships: Queens College, Long Island University, Syracuse University, CHAMPS, Writing Matters, Achieve 3000, Carnegie Learning, Jacob A. Riis Afterschool Program, City Year, PENCIL, National Junior Honor Society (NJHS), ARISTA, Zone 126, Elmezzi Corporation, Lincoln Center, Alvin Ailey, NY Cares, Inside Broadway, Ellis Island, Museum of Moving Image, Steinway Child Services, Floating Hospital of New York, Success Mentor Reserves, Datacation

The DOE does not anticipate that this proposal will impact the extra-curricular offerings or partnerships of I.S. 126. I.S. 126 will continue to offer special programs and initiatives, and extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, 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 would 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.

Impact of Re-Siting on Future Students at 30Q300

Under this proposal, in the 2015-2016 school year, 30Q300's sixth grade will be re-sited to Q126, and 30Q300 will serve students in sixth and seventh grade in building Q126. Former 30Q300 sixth-grade students in building Q017 in 2014-2015 will be served by 30Q300 in Q126 for seventh grade in 2015-2016.

It is anticipated that the proposed re-siting of 30Q300's sixth grade in 2015-2016 will have no impact on future student enrollment or instructional programming at 30Q300. Students attending 30Q300 in Q017 and Q126 will have their needs met as they would at any existing school serving students in kindergarten through eighth grade.

30Q300 will offer special programs and initiatives, and extra-curricular programs based on student interests, available resources, and staff support for those programs. After the re-siting, future students at 30Q300 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.

Impact on Students Attending the ALC

The proposed co-location of 30Q300 is not expected to impact current or future student enrollment or instructional programming at the ALC in the Q126 building. The ALC provides an educational setting for students in grades six through eight who are serving a Superintendent's Suspension up to 90 days. Each borough has a principal that oversees five to nine ALC sites. Each site has a site supervisor, four core content area teachers, one special education teacher, one counselor, one paraprofessional, and one school aide.

Enrollment Impact for Future Elementary Students in District 30

This proposal is not expected to impact the admissions process at P.S. 17. If this proposal is approved, P.S. 17 will continue to give priority to students who live in its zone, as it has in the past and 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 register. Applicants must be admitted to zoned schools in the following order of priority:

- 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 in September; and
- b. Zoned students other than those in (a) above applying to the zoned school.

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, 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 in September 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 in September 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; and
- h. Students other than those in (d) and (f) above who are residents of another district.

P.S. 85 currently admits students to its Citywide G&T program through the G&T centralized testing and admissions process. Students scoring at or above the 97th percentile are eligible to apply for placement in P.S. 85's Citywide G&T program. Beginning in the 2014-2015 school year, P.S. 85 will no longer admit new kindergarten students to its Citywide G&T program. All current and future students in P.S. 85's Citywide G&T program will be able to remain enrolled in P.S. 85 through fifth grade.

If this proposal is approved, 30Q300 will admit students through the G&T centralized testing and admissions process. Students scoring at or above the 97th percentile are eligible to apply for placement in Citywide G&T programs.¹⁸

Elementary school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Currently students with IEPs are admitted to Citywide G&T programs in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools and will be admitted to 30Q300 in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S. 17. Students requiring ELL services will receive appropriate services at 30Q300.

¹⁸ For more information about Citywide G&T testing and admissions process, please visit the 2012-2013 G&T Program Handbook at: http://schools.nyc.gov/NR/rdonlyres/079CDC33-42A6-4D3F-A668-66317F7D1CAD/0/201213GTHandbookYOB2008_021513.pdf.

Enrollment Impact for Future Middle School Students in District 30

This proposal is not expected to impact the admissions process at I.S. 126.

I.S. 126 is a zoned middle school serving students residing in the Q126 zone. I.S. 126 gives priority to incoming sixth-grade students who reside in its zone, in accordance with the Chancellor's Regulation A-101.¹⁹ Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register.

Should a zoned middle school be unable to accommodate its zoned students, the school may be "capped," in which case new students may be directed to a different district school. Should sufficient space open at the capped school, the zoned student has the right to return, if the student so chooses.

As mentioned above, the DOE expects to submit a re-zoning proposal to the CEC for District 30 that may impact the I.S. 126 zone beginning in the 2014-2015 school year. The proposal to re-zone must be approved by the District 30 CEC before it can take effect. Under this re-zoning proposal, I.S. 126 may serve additional students residing in its zone. At this time, the re-zoning proposal is not finalized and so the number of additional students that may be served at I.S. 126 as a result of the rezoning is not yet known. However, should this co-location proposal be approved, the co-location of 30Q300 will be accounted for in the re-zoning plan and the DOE expects that there will be sufficient space to accommodate the co-location of grades five through eight of 30Q300 and the additional students that may be served at I.S. 126 as a result of the rezoning.

I.S. 126 also enrolls students through the Visual & Performing Arts Magnet School, which admits students through the limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the Middle School Fairs. Beginning in the 2013-2014 school year, I.S. 126 will also enroll students through its new program that admits students based on their scores on the NYS Examinations in ELA and Mathematics.

P.S. 166 Henry Gradstein ("P.S. 166"), located at 33-09 35th Avenue, Queens, NY 11106, in District 30, is a zoned elementary school that currently serves kindergarten through third-grade students in its district G&T program, which is phasing in to serve students in kindergarten through fifth grade at scale.²⁰ Students currently attending the district G&T program at P.S. 166 will have priority to attend I.S. 126's new program for sixth grade. This admissions priority for students enrolled in P.S. 166's G&T program will cease beginning in the 2019-2020 school year. Incoming kindergarten students to this program for the 2013-2014 school year will have the opportunity to enroll in their zoned schools, or apply to middle school options that best meet their needs.

Residents of District 30 also receive an application for middle school and rank their preferences for admission, including their zoned school. Some students do not complete the application and instead are list-noticed to their zoned middle school directly from their elementary school upon graduation.

If this proposal is approved, students currently attending the Citywide G&T program at P.S. 85 may articulate to the new 30Q300 school for sixth grade. When 30Q300 is at full scale in 2018-2019, fifth-grade students at 30Q300 may continue at 30Q300 for sixth grade. Any available sixth-grade seats will be filled based on students' scores on the NYS Examinations in ELA and Mathematics.

¹⁹ The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

²⁰ District G&T programs admit students through the G&T centralized testing and admissions process. Students who score at the 90th percentile or above are eligible for district programs. All G&T program offerings are subject to change from year to year based on a variety of factors, such as demand, performance, and space constraints.

Middle school students with IEPs, with the exception of those recommending placement in a D75 school, are admitted to schools and will be admitted to 30Q300 in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school and will be admitted to 30Q300 in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at the middle school they attend.

Enrollment Impact for Over-the-Counter (“OTC”) Students in District 30

I.S. 126 also admits students through the over-the-counter (“OTC”) admissions process. This proposal is not expected to impact the placement of OTC students in building Q126. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;²¹ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In many districts, students may simply report to their zoned middle school.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and, if space allows, adjusted in those schools where the admissions methods are limited unscreened, or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student may return if the student so chooses.

Impact on P.S. 17’s Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 17. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified zoned siblings of students enrolled at P.S. 17 will have first priority for admission to the pre-kindergarten program at P.S. 17. Students who reside in the P.S. 17 zone who do not have siblings enrolled at P.S. 17 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 17 will be subject to continued funding availability and demand.

B. Schools

If this proposal is approved, 30Q300 will serve kindergarten through fourth grade students in building Q017, and fifth- through eighth-grade students in building Q126 beginning in the 2018-2019 school year.

²¹ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

The projected enrollment for the existing and proposed school organizations in buildings Q017 and Q126 over a seven-year period is shown in Section II.

If this proposal is approved, there will be sufficient space to serve kindergarten through fourth grade of 30Q300 and kindergarten through five, including a pre-kindergarten program of P.S. 17 in Q017 pursuant to the Citywide Instructional Footprint (the “Footprint”) when 30Q300 is at full scale. There will also be sufficient space to serve fifth through eighth grade of 30Q300, I.S. 126, and the ALC in Q126 pursuant to the Footprint when 30Q300 is at full scale. Additionally, there is space to continue to accommodate the Jacob A. Riis Afterschool Program. Please visit the DOE Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size 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. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

According to the building walkthrough conducted by the Queens Director of Space Planning on March 5, 2013, building Q017 has a total of 42 full-size rooms, 13 half-size rooms, and the equivalent of 3.0 full-size rooms of designed administrative/office space. The building also has the following shared spaces: a gymnasium, an auditorium, a cafeteria, and a library, which will need to be shared by the schools.

The nurse is housed in 0.5 full-size equivalent (“FSE”) of designed administrative space, the custodian is housed in 1 half-size room, and the School Based Support Team is housed in 1.0 FSE of designed administrative space.

Excluding the shared spaces outlined above, Q017 has a total of 42 full-size rooms, 12 half-size rooms, and 1.5 FSE of designed administrative/office space remaining that can be allocated to the co-located schools in Q017 per the Footprint during the proposed opening and co-location of 30Q300. This is a total of 49.5 FSE

rooms.

According to the Footprint, P.S. 17’s baseline allocation is 22 full-size rooms, 7 half-size rooms, and 3.5 FSE of administrative space. In the 2013-2014 and 2014-2015 school years, P.S. 17’s baseline allocation is 21 full-size rooms, 7 half-size rooms, and 4.0 FSE of administrative space. In the 2015-2016 and 2016-2017 school years, P.S. 17’s baseline allocation is 22 full-size rooms, 7 half-size rooms, and 4.0 FSE of administrative space. In the 2017-2018 and 2018-2019 school years, P.S. 17’s baseline allocation is 23 full-size rooms, 7 half-size rooms, and 4.0 FSE of administrative space, which totals 30.5 FSE. P.S. 17’s current allocation is 42 full-size rooms, 12 half-size rooms, and 1.5 FSE of designed administrative space, totaling 49.5 FSE rooms.²² The current allocation is 19.0 FSE above the school’s footprint at scale.

The DOE is proposing to open 30Q300 in Q017. In 2014-2015 and 2015-2016, the school will have a baseline footprint allocation of 8 full-size rooms, 1 half-size room, and 2.0 FSE of administrative space. In 2016-2017, the school will have a baseline footprint allocation of 10 full-size rooms, 2 half-size rooms, and 2.5 FSE of administrative space. In 2017-2018, 2018-2019, and beyond, when 30Q300 is serving students in kindergarten through fourth grade in Q017, the school will have a baseline footprint allocation of 13 full-size rooms, 2 half-size rooms, and 2.5 FSE of administrative space, which totals 16.5 FSE rooms. The footprint of 30Q300 in Q017 is included in the chart below.

After each school in Q017 has received its baseline footprint allocation, there will be an excess of 2.5 FSE rooms remaining in the building, as detailed year by year in the chart below. Any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The table below provides the baseline Footprint allocations of FSE rooms for each school in Q017 throughout the phase-in of 30Q300:

Baseline Footprint Allocation for Full-Size Equivalent Rooms								
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
30Q017	P.S. 17	29.0	28.5	28.5	29.5	29.5	30.5	30.5
30Q300	30Q300	N/A	N/A	10.5	10.5	13.5	16.5	16.5
TOTAL FSE ROOMS		29.0	28.5	39.0	40.0	43.0	47.0	47.0
EXCESS		20.5	21.0	10.5	9.5	6.5	2.5	2.5

According to the building walkthrough conducted by the Queens Director of Space Planning on June 25, 2012 and updated on April 9, 2013, building Q126 has a total of 50 full-size rooms, 16 half-size rooms, and the equivalent of 5.5 full-size rooms of designed administrative/office space. The building also has the following shared spaces: two gymnasiums, an auditorium, a cafeteria, and a library, which will need to be shared by the schools.

The nurse is housed in 1.0 FSE room of designed administrative/office space, the custodian is housed in 1 half-size room, and Jacob A. Riis Afterschool Program is housed in 1 full-size room.

²² The DOE projects enrollment at P.S. 17 to fluctuate each year due to changes in the size of each year’s graduating class.

Excluding the shared spaces outlined above, Q126 has a total of 49 full-size classrooms, 15 half-size rooms, and 4.5 FSE of designed administrative/office space remaining that can be allocated to the co-located schools in Q126 per the Footprint during the proposed opening and co-location of 30Q300. This totals 61.0 FSE rooms.

According to Footprint, I.S. 126's baseline allocation is 17 full-size rooms, 6 half-size rooms, and 3.5 FSE rooms for administrative use. In 2013-2014, when I.S. 126 opens a new G&T program, its baseline allocation is 18 full-size rooms, 6 half-size rooms, and 3.5 FSE rooms for administrative use. In 2014-2015, I.S. 126's baseline allocation is 20 full-size rooms, 7 half-size rooms, and 4.0 FSE rooms for administrative use. In 2015-2016, 2016-2017, 2017-2018, and 2018-2019, I.S. 126's baseline allocation is 22 full-size rooms, 7 half-size rooms, and 4.0 FSE rooms for administrative use, totaling 29.5 FSE rooms. I.S. 126's current allocation is 46 full-size rooms, 14 half-size rooms, and 4.0 FSE of administrative space, which totals 57.0 FSE rooms. The current allocation is 27.5 FSE rooms above the school's footprint at scale.

The DOE is proposing to co-locate grades five through eight of 30Q300 in Q126. In 2015-2016, the school will have a baseline footprint allocation of 5 full-size rooms, 1 half-size room, and 2.0 FSE of administrative space. In 2016-2017 and 2017-2018, when 30Q300 is serving students in grades six through eight in Q126, the school will have a baseline footprint allocation of 7 full-size rooms, 1 half-size room, and 2.0 FSE of administrative space. In 2018-2019 and beyond, when 30Q300 has reached full scale, it will have a baseline footprint allocation of 9 full-size rooms, 1 half-size room, and 2.5 FSE of administrative space, which totals 12.0 FSE rooms. The footprint of 30Q300 over the time it will take to complete its phase-in is included in the chart below.

In the 2019-2020 school year, 30Q300 will serve an additional section of students in sixth grade when its 2014-2015 first-grade cohort merges with the 2014-2015 first-grade cohort in P.S. 85's Citywide G&T program. These students will articulate to seventh grade in the 2020-2021 school year, and eighth grade in the 2021-2022 school year. For the 2019-2020, 2020-2021, and 2021-2022 school years, 30Q300 will serve approximately 205-245 students in Q126, and its baseline footprint allocation for each year is 10 full-size rooms, 1 half-size room, and 2.5 FSE of administrative space, which totals 13.0 FSE rooms. After the 2021-2022 school year, 30Q300's enrollment will return to scale as is projected for the 2018-2019 school year.

The ALC's baseline footprint allocation is 3 full-size rooms and 1.0 FSE of administrative space. The ALC's current space allocation is 3 full-size rooms, 1 half-size room, and 0.5 FSE of designed administrative space due to its location in the building. The ALC's footprint totals 4.0 FSE rooms.

After each school has received its baseline footprint allocation, there will be an excess of 15.5 FSE rooms remaining in the building, as detailed year by year in the chart below. Any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

As discussed above, the DOE expects to submit a proposal to the CEC for District 30 to re-zone I.S. 126 beginning in the 2014-2015 school year. The proposal to re-zone I.S. 126 must be approved by the District 30 CEC before it can take effect. Under this re-zoning proposal, I.S. 126 would serve additional students beginning in 2014-2015. Should that proposal be approved, pursuant to the Footprint, the school's baseline footprint allocation would increase as its enrollment increases. At this time the rezoning proposal is not finalized and so the number of additional students that would be served at I.S. 126 as a result of the rezoning is not yet known. However, should this co-location proposal be approved, the co-location of 30Q300 will be accounted for in the rezoning plan and the DOE expects that there will be sufficient space to accommodate the co-location of grades five through eight of 30Q300 and the additional students that would be served at I.S. 126 as a result of the rezoning. As noted above, without the additional students due to the rezoning, there will be an excess of 15.5 FSE rooms remaining in Q126.

The table below provides the baseline Footprint allocations of full-size instructional rooms for each school in Q126 throughout the phase-in of 30Q300:

Baseline Footprint Allocation for Full-Size Equivalent Rooms								
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
30Q126	I.S. 126	23.5	24.5	27.5	29.5	29.5	29.5	29.5
30Q300	30Q300	N/A	N/A	N/A	7.5	9.5	9.5	12.0
88Q997	ALC	4.0	4.0	4.0	4.0	4.0	4.0	4.0
TOTAL FSE ROOMS		27.5	28.5	31.5	41.5	43.0	43.0	45.5
EXCESS		33.5	32.5	29.5	19.5	18.0	18.0	15.5

The Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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 30Q300 would work together to keep the 30Q300 community informed and help plan the re-siting of sixth-grade students to Q126.

Building Safety and Security

If this proposal is approved, 30Q300 would develop a safety and security plan for Q017 prior to the first day of school in September 2014. 30Q300 would develop a safety and security plan for Q126 prior to the first day of school in September 2015.

The DOE makes available the following supports to schools relating to 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 support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. To this end, each year, the DOE evaluates public school buildings throughout the City that are underutilized or have extra space to accommodate additional students. The

Q017 and Q126 buildings are currently underutilized and will have space to accommodate the opening, split-siting, and co-location of 30Q300.

P.S. 85 currently serves Citywide G&T students in kindergarten through fourth grade through its Citywide G&T program, which is phasing in to serve Citywide G&T students in kindergarten through fifth grade in the 2013-2014 school year. However, other schools Citywide that offer a Citywide G&T program typically serve students in kindergarten through eighth grade. The DOE is proposing to open 30Q300 based on community feedback that the Citywide G&T program in Queens should also serve students in kindergarten through eighth grade.

The proposed opening of 30Q300 is expected to have a positive impact on the community by providing additional elementary and middle school seats for New York City students who qualify for the Citywide G&T programs. Students currently attending the Citywide G&T program at P.S. 85 may articulate to 30Q300 for sixth grade.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q017 or Q126.

This proposal is not expected to impact the site accessibility (not functionally programmatically accessible) of Q126 or of Q017.

IV. Enrollment, Admissions and School Performance Information

P.S. 17

Admissions Data

<p>Current Admissions</p>	<p>Pre-K: Standard Universal Pre-K Admissions</p> <p>Grades K-5: Zoned</p>
<p>Admissions During and After Proposed Opening and Co-Location of 30Q300</p>	<p>Pre-K: Standard Universal Pre-K Admissions</p> <p>Grades K-5: Zoned</p>

Enrollment Data²³

	PK²⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (audited)	17	89	73	89	72	89	112	541
2013-2014 (projections)	18	85-95	85-95	70-80	85-95	65-75	85-95	493-553
2014-2015 (projections)	18	85-95	85-95	85-95	70-80	85-95	65-75	493-553
2015-2016 (projections)	18	85-95	85-95	85-95	85-95	70-80	85-95	513-573
2016-2017 (projections)	18	85-95	85-95	85-95	85-95	85-95	70-80	513-573
2017-2018 (projections)	18	85-95	85-95	85-95	85-95	85-95	85-95	528-588
2018-2019 (projections)	18	85-95	85-95	85-95	85-95	85-95	85-95	528-588

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individualized Education Programs	18%
Percentage of English Language Learner Students	25%
Percentage of Students Eligible for Free or Reduced Lunch	55%

²³ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

²⁴ Pre-Kindergarten (PK) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

²⁵ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

P.S. 17 Henry David Thoreau	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	A	C
Quality Review Score ²⁶	N/A ²⁷	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	33%	43%	41%
Math % Proficient (Levels 3 and 4)	35%	48%	54%
Other Key Performance Indicators			
Attendance Rate	96%	96%	96%
2012-2013 State Accountability Status	In Good Standing ²⁸		

I.S. 126

Admissions Data

Current Admissions	Grades 6-8: Zoned, Limited Unscreened
Admissions in 2013-2014	Grades 6-8: Zoned, Test, Limited Unscreened
Admissions During and After the Proposed Opening and Co-Location of 30Q300	Grades 6-8: Zoned, Test, Limited Unscreened

²⁶ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

²⁷ Not all schools receive a Quality Review every year.

²⁸ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data²⁹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	143	159	187	489
2013-2014 ³⁰ (projections)	200-210	140-150	155-165	495-525
2014-2015 ³¹ (projections)	200-210	200-210	140-150	540-570
2015-2016 (projections)	200-210	200-210	200-210	600-630
2016-2017 (projections)	200-210	200-210	200-210	600-630
2017-2018 (projections)	200-210	200-210	200-210	600-630
2018-2019 (projections)	200-210	200-210	200-210	600-630

Demographic Data³²

Percentage of Students Receiving ICT or SC Services	19%
Percentage of Students with Individualized Education Programs	23%
Percentage of English Language Learner Students	16%
Percentage of Students Eligible for Free or Reduced Lunch	92%

²⁹ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

³⁰ The projections for the 2013-2014 school year and beyond include the phase-in of the school’s new program, which will serve two sections per grade.

³¹ The DOE expects to submit a re-zoning proposal to the CEC for District 30 that may impact the I.S. 126 zone beginning in the 2014-2015 school year. Pending approval of the middle school re-zoning proposal, I.S. 126 may serve additional students in sixth grade beginning in 2014-2015. The projections for the 2014-2015 school year and beyond do not include the additional students that may be served by I.S. 126 as a result of the re-zoning.

³² All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

I.S. 126	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	A
Quality Review Score ³³	P	P	N/A ³⁴
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	22%	23%	29%
Math % Proficient (Levels 3 and 4)	30%	38%	45%
Other Key Performance Indicators			
Attendance Rate	92%	92%	93%
2012-2013 State Accountability Status	In Good Standing ³⁵		

ALC

Admissions Data

ALCs enroll students who are serving a Superintendent’s Suspension of up to 90 days. As such, there is no admissions process for the ALC.

³³ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

³⁴ Not all schools receive a Quality Review every year.

³⁵ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data³⁶

	Total Enrollment
2012-2013 (audited)	33
2013-2014 (projections)	40-60
2014-2015 (projections)	40-60
2015-2016 (projections)	40-60
2016-2017 (projections)	40-60
2017-2018 (projections)	40-60
2018-2019 (projections)	40-60

Demographic Data

As the enrolled population at the ALC is not constant, there are no school demographic data available for the ALC.

School Performance Data

As the enrolled population at the ALC is not constant, there is no school performance data available for the ALC.

³⁶ While ALC enrollment can vary widely throughout the year, 60 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated at 40-60 students, even though enrollment may be lower at given times throughout each school year.

30Q300

Admissions Data

Current Admissions	N/A
Admissions During and After the Proposed Opening and Co-Location of 30Q300	K-5: Gifted and Talented centralized testing and admissions process 6-8: Test

Enrollment Data^{37, 38}

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	-	-	-	-	-	-	-	-	-	-
2013-2014 (projections)	-	-	-	-	-	-	-	-	-	-
2014-2015 (projections)	45-55	45-55	-	-	-	-	45-55	-	-	135-165
2015-2016 (projections)	45-55	45-55	45-55	-	-	-	45-55	45-55	-	225-275
2016-2017 (projections)	45-55	45-55	45-55	45-55	-	-	45-55	45-55	45-55	315-385
2017-2018 (projections)	45-55	45-55	45-55	45-55	45-55	-	45-55	45-55	45-55	360-440
2018-2019 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	405-495

Demographic Data

There is no demographic data available for the school 30Q300 has not yet opened.

School Performance Data

There is no performance data available for the school because 30Q300 has not yet opened.

³⁷ Enrollment projections for 30Q300 are based on a phase-in plan that assumes an enrollment range of 45-55 students per grade. Actual enrollment in the 2014-2015 school year and beyond, however, will depend on applicant demand.

³⁸ In the 2019-2020 school year, 30Q300 will serve an additional section of students in sixth grade when its 2014-2015 first-grade cohort merges with the 2014-2015 first-grade cohort in P.S. 85’s Citywide G&T program. These students will articulate to seventh grade in the 2020-2021 school year, and eighth grade in the 2021-2022 school year. For the 2019-2020, 2020-2021, and 2021-2022 school years, 30Q300 will serve approximately 205-245 students in Q126, and the projected enrollment in Q126 is 845-935 students, yielding a building utilization rate of 80%-88%. After the 2021-2022 school year, 30Q300’s enrollment will return to scale as is projected for the 2018-2019 school year.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil Other Than Personal Services (“OTPS”) allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 30Q300 will receive a fixed allocation of \$80,000 and approximately \$52,785-\$64,515 in new school OTPS start-up per-pupil allocations during its first year.³⁹

In addition, 30Q300’s basic operating budget will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per-pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student.

Please refer to the FSF guide and FY13 School Allocation Memoranda for additional information on the cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 30Q300 as the school phases in.

The FSF guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

This proposal is not expected to impact initial costs or allocations at P.S. 17 or I.S. 126.

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

A. Personnel Needs

30Q300 will need to hire additional teachers during each year of the school’s phase-in as the total number of students enrolled in the school increases over a span of five years. The precise number of positions needed for the 2014-2015 school year will be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in kindergarten through eighth grade will be determined based on annual enrollment projections available as the school grows to serve those grades.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

New administrative staff and non-pedagogical positions will be created at 30Q300 over the course of the school’s phase-in. 30Q300 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

There is no anticipated impact on the personnel needs of existing organizations in the Q017 and Q126 buildings.

³⁹ [FY13 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools.](#)

B. Administration

No change in school supervisory or administrator positions at P.S. 17, I.S. 126, or the ALC is expected as a result of this proposal. If this proposal is approved, the administration of 30Q300 will need to oversee classes at two locations.

30Q300 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's phase-in.

C. Transportation

If this proposal is approved, 30Q300 students traveling to Q017 and Q126 will be provided with transportation according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

Students who attend a Citywide G&T program do not have to live in the same district as their school to be considered eligible for transportation, but must live in the same borough. All other eligibility rules apply.⁴⁰ There will be no change to existing transportation practices at P.S. 17 or I.S. 126 as a result of this proposal.

D. Other Support Services

The provision of certain support services is described above and would not be affected by this proposal. Other support services would be provided consistent with Citywide policy.

⁴⁰ Please refer to the DOE Web site for details regarding transportation: http://schools.nyc.gov/NR/rdonlyres/079CDC33-42A6-4D3F-A668-66317F7D1CAD/0/201213GTHandbookYOB2008_021513.pdf.

VII. Building Information

Q017

Building		Q017
Type of Building		PS
Year Built		1966
Overall BCAS rating		2.45
2011-2012 Target Building Utilization		72%
2011-2012 Target Building Capacity		776
FY 2012 Maintenance Costs	Labor	\$16,723
	Materials	\$12,665
	Maintenance and repair contracts	\$143,251
	Service contracts	\$0
	Custodial operations costs— Materials	\$6,434
	Custodial operations costs— Custodial Allocation	\$257,302
FY 2012 Energy Costs	Electric	\$116,092
	Gas	\$1,686
	Oil	\$64,500
Projects completed during the current or prior school year		FY 12 Reso A Auditorium Upgrade
Projects proposed in the capital plan		Classroom Connectivity
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office

Q126

Building		Q126
Type of Building		MIDDLE
Year Built		1925
Overall BCAS rating		2.73
2011-2012 Target Building Utilization		52%
2011-2012 Target Building Capacity		1,058
FY 2012 Maintenance Costs	Labor	\$40,648
	Materials	\$29,147
	Maintenance and repair contracts	\$24,967
	Service contracts	\$0
	Custodial operations costs— Materials	\$6,605
	Custodial operations costs— Custodial Allocation	\$283,757
FY 2012 Energy Costs	Electric	\$83,043
	Gas	\$7,502
	Oil	\$103,800
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab