



**Public Comment Analysis**

Date: April 27, 2011

Topic: The Proposed Co-location of One Grade of a New District Elementary School, Teacher’s College Elementary School, with Existing School P.S. 133 Fred R. Moore (05M133) in Building M133

Date of Panel Vote: April 28, 2011

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**Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing a one-year incubation of the Teacher’s College Elementary School (“TC Elementary”), a new choice elementary school that would serve students in kindergarten through fifth grade, in Building M133 (“M133”), located at 2121 Fifth Avenue in Manhattan, in Community School District 5. TC Elementary would be co-located in M133 with an existing DOE zoned elementary school serving grades kindergarten through five, P.S. 133 Fred R. Moore (05M133, “P.S. 133”), which also offers a pre-kindergarten program. 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.

This is a proposal to open TC Elementary in M133 with kindergarten in 2011-2012. The DOE and TC are planning to lease space for TC Elementary for its long-term site. TC Elementary would relocate for the 2012-2013 school year and add one grade each year until it serves approximately 300 students in kindergarten through fifth grade at full scale.

TC Elementary would admit students through a school-based application process, with preference to District 5 residents in accordance with Chancellor’s Regulation A-101. TC Elementary would be overseen by Teacher’s College Graduate School of Education, and operated in partnership between the DOE and Teacher’s College. If the DOE were to propose extending the co-location of TC Elementary in M133 beyond the 2011-2012 school year, it would be required to submit a new Educational Impact Statement (“EIS”) for vote by the Panel for Educational Policy (“PEP”).

P.S. 133 is a zoned district elementary school that serves 286 students in kindergarten through fifth grade and also serves 18 students in pre-kindergarten.

M133 has the capacity to serve 479 students. In 2010, the building only served 304 students, yielding a utilization rate of just 63%, and was therefore included in the DOE’s underutilized building list. If this proposal to incubate TC Elementary in M133 were approved, TC Elementary

would be co-located with P.S. 133 for one school year. In 2011-2012, TC Elementary would enroll approximately 40-50 students in kindergarten and M133 would serve approximately 325-395 students, yielding a building utilization rate of 68%-82%.

The details of this proposal have been released in an Educational Impact Statement which can be accessed here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Apr282011Proposals>. Copies of the EIS are also available in the P.S. 133's main office.

### **Summary of Comments Received at the Joint Public Hearing**

A joint public hearing regarding this proposal was held at P.S. 133 Fred R. Moore on April 7, 2011. At the hearing, interested parties had an opportunity to provide input on the proposal. Approximately 31 members of the public attended the hearing and 6 people spoke or otherwise commented. Present at the meeting were: Community District 5 Superintendent Gale Reeves; P.S. 133 Principal Susan M. Vairo and School Leadership Team ("SLT") representatives Gregory Muir, David Alleyne, Joan Mitcher, Erica Dratte, Harriette Seymour, Sybil Thompkins, Desiree Fulton and Theresa Cochrane; Associate Vice President for School and Community Partnerships at Teacher's College Nancy W. Streim; Jeanene Breeden, proposed new school leader for TC Elementary; and Community Educational Council ("CEC") 5 Vice President Ta-Tanisha Rice and representative Nianette Jackson.

The following comments and remarks were made at the joint public hearing:

1. CEC 5 representative Niannette Jackson noted how happy she was to see the parents come out and represent the school and added that if anyone has any questions or concerns, they could call the CEC.
2. P.S. 133 School Leadership Team representatives Gregory Muir expressed his concern regarding the proposal, asserting that the proposed incubation would negatively affect the school's newly initiated programs, staff and students. He also asserted that there is a growing trend of schools coming into share for a year then stay for much longer.
3. Vice president for School and Community Partnerships at Teacher's College Nancy W. Streim noted that Teacher's College has been working closely with schools in Harlem to serve the community. She noted that Teacher's College wants to start schools to show that even in under-resourced communities, good education can be provided. She added that the proposed school will feature a strong academic program and incorporate technologies. She also said that the proposed school would be good neighbors to P.S. 133.
4. Co-Chair of Community Board 9 Vernon Ballard read a letter of support for the proposed incubation. He stated that Teacher's College has been providing support to many schools within the community and noted that the proposed school would provide a diverse program that represents the community. While he supports the proposal, he stressed that the incubation should be temporary since P.S. 133 needs space as well to expand.
5. A commenter noted that the DOE should provide the existing public school with more help and resources and asked why the parents were not given the opportunity to decide about the co-location.

6. Multiple commenters noted concerns regarding lack of space in the building. One commenter inquired if there is space at Teacher's College to site an elementary school in that location instead.
7. A commenter noted that it may be good to have Teacher's College come into the building if they have good resources for special needs students.
8. A commenter asked what guarantee the school had that Teacher's College incubation is going to be only for one year.
9. A commenter pointed out that there are over 300 kids in the building and expressed the opinion that there should be more parents at the hearing. She also noted that while Teacher's College may have a great program, the building needs space to fill it with P.S. 133 students.

### **Summary of Issues Raised in Written and/or Oral Comments Submitted to the DOE**

No comments were received.

### **Analysis of Issues Raised, Significant Alternatives Proposed and Changes Made to the Proposal**

Comments 1, 3, and 7 do not raise issues requiring a response.

Comments 2, 4 and 8 are about the length of the incubation. The DOE is actively negotiating to lease a space for TC Elementary. TC Elementary is being opened as part of a Community Benefits agreement that was developed with Community Board 9. Since M133 is not located within Community Board 9, M133 is not currently being considered as a long-term location for TC Elementary.

Comments 5, 6 and 9 are about the resources provided to P.S. 133 and its current or future need for all space in the building. All DOE schools receive public funding pursuant to a Fair Student Funding ("FSF") formula. Each student receives a per-pupil allocation based on the grade level of the student. For 2010-2011, the base per-pupil allocation for elementary schools was \$4,059.71, and the base per-pupil allocation for middle schools was \$4,384.81. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate; for example, extra funds are allotted for English Language Learners. Thus, P.S. 133 is provided resources based on its actual student enrollment; if enrollment increases, funding to the school would also increase.

Enrollment at P.S. 133 has been declining slightly over the past five years, from 344 students in 2006-2007 to 304 in 2010-2011, including students in the Pre-Kindergarten program. This is substantially below the building capacity. Thus, the temporary co-location of TC Elementary would not result in the inability of P.S. 133 to serve all students in its zone, or prevent it from expanding enrollment in the future.

The Instruction Footprint ("the Footprint") is the guide used to allocate space to all schools based on the number of class sections they program and the grade levels of the school. The number of

class sections at each school is determined by the Principal based on enrollment, budget, and student needs; there is a standard guideline of target class size (i.e., number of students in a class section) for each grade level. For elementary schools serving grades K-5 (and for all pre-K programs), the Footprint assumes that classes are self-contained and hence, allocates one full-size classroom for each general education or Collaborate Team Teaching section (“CTT”) and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. In addition to these instructional rooms, elementary schools also receive an allocation of cluster or specialty classroom proportionate to student enrollment that can be used at the principal’s discretion for different purposes such as art and music instruction. The full text of the Instructional Footprint, which describes the methodology underlying the document, is available at [http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf). As noted on page 7 of the EIS, there are sufficient classrooms in M133 to provide the baseline allocation of space to P.S. 133, accommodate the temporary co-location of TC Elementary, and still provide additional rooms to P.S. 133.

Teachers College has explored the option of incubating the TC elementary school on its campus. Unfortunately, Teachers College does not have any available space that meets the appropriate code requirements needed to house the school on its campus.

Comment 5 is also about the public input process. The Joint Public hearings are held to ensure that the public has an opportunity to comment on the proposals before the PEP. In addition, the DOE publicized an email address and telephone number dedicated to accepting additional feedback about the proposal. All comments regarding the proposal are compiled and responded to in an Analysis of Public Comment, which are provided to the PEP prior to the vote on this proposal on April 28, 2011.

### **Changes Made to the Proposal**

No changes have been made to this proposal.