

EDUCATIONAL IMPACT STATEMENT: The Proposed Temporary Partial Re-siting and Co-location of P.S. 24 Andrew Jackson (25Q024) with P.S. 107 Thomas A. Dooley (25Q107) in Building Q107 for Three Years Beginning in the 2015-2016 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to temporarily re-site one grade level of P.S. 24 Andrew Jackson (25Q024, “P.S. 24”) from building Q024 (“Q024”), located at 141-11 Holly Avenue, Queens, New York 11355 in Community School District 25 (“District 25”) to building Q107 (“Q107”), located at 167-02 45 Avenue, Queens, New York 11358 in District 25. If this proposal is approved, P.S. 24’s re-sited grade level would be co-located with existing district elementary school P.S. 107 Thomas A. Dooley (25Q107, “P.S. 107”) for a three-year period beginning in the 2015-2016 school year. A “re-siting” means that students will attend classes in a different building than in previous years, and a “co-location” means that two or more school organizations are located in the same building and may share common spaces, such as auditoriums, gymnasiums, libraries, and cafeterias. A project to build an addition to the Q024 building is scheduled to begin in the 2015-2016 school year, and will require P.S. 24 to temporarily re-site some of its students. If this proposal is approved, some of P.S. 24’s kindergarten students will be co-located for three years with P.S. 107 in building Q107 while the addition project is completed.¹ The addition to Q024 will increase elementary school seats in District 25, which is in need of additional capacity.

- Extensive public engagement was conducted throughout the course of creating this proposal, which included:
 - A Community Needs Assessment Forum convened by the DOE on November 17, 2014, in which elected officials, representatives from Queens Community Education Councils (“CECs”), representatives from Queens District Presidents Councils, and community members from District 25 participated, at which potential district planning needs and priorities in Queens were discussed.
 - A walkthrough of building Q107 with Deputy Chancellor Phil Weinberg, District 25 Superintendent Danielle DiMango, and representatives from the Office of District Planning and Office of Space Planning on January 27, 2015, and a meeting before the walkthrough with the P.S. 24 and P.S. 107 principals and School Leadership Team members to discuss the proposal further, take questions and concerns from both school communities, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the Panel for Educational Policy (“PEP”). CEC 25 was invited but was unable to attend.
- The DOE will offer additional public engagement opportunities including:

¹ For the purposes of this Educational Impact Statement (“EIS”), the DOE has projected that all general education and Integrated Co-Teaching (“ICT”) kindergarten students from P.S. 24 will be co-located in building Q107 for the duration of the proposal and all Self-Contained (“SC”) kindergarten students from P.S. 24 will remain in building Q024. However, the leadership of P.S. 24 may decide to send fewer students or portions of this grade, or a different grade, to Q107 during the period of the co-location.

- Two joint public hearings – one to be held at building Q107 and another to be held at building Q024. These meetings are open to the public and attendees are encouraged to provide comment on this proposal as part of 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 until 6 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-7621 or emailed in any language to D25Proposals@schools.nyc.gov. All comments received at the above noted hearings or through phone or email lines will be addressed by the DOE in an analysis of public comment, which is made available to the public after 6 p.m. on the day before the PEP meeting.
- PEP meeting at which PEP members will 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.
- Information on the joint public hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/March2015SchoolProposals>.

P.S. 24 is an existing zoned elementary school that serves students in kindergarten through fifth grades in building Q024. Additionally, P.S. 24 serves students in transportable classroom unit (“TCU”) Q936, located at the same address as building Q024. The utilization rate across both buildings for the current school year is approximately 166%, indicating the need for additional capacity for P.S. 24, which is why construction of an addition to Q024 is planned. Construction of the addition to Q024 involves demolishing TCU Q936, which has four rooms, and four rooms in main building Q024, which will require some P.S. 24 students to vacate the main building. Building Q024 does not have sufficient space to absorb the students currently served in TCU Q936 and the four rooms in the main building that must be demolished. If a portion of P.S. 24 is not re-sited next year and P.S. 24 attempts to serve all of its students in the main building, the approximate utilization rate of Q024 is projected to be 175%-186% in 2015-2016. Therefore, a temporary partial re-siting is needed in order to accommodate all P.S. 24 students while the addition is under construction. The addition is anticipated to have a capacity of approximately 500 seats, which will substantially increase the capacity of the Q024 building. The construction of the addition is anticipated to be completed prior to the start of the 2018-2019 school year, at which time the P.S. 24 students being served at Q107 will return to building Q024.

Building Q107, where the DOE is proposing to re-site one grade level of P.S. 24, houses P.S. 107, an existing zoned district elementary school that serves grades kindergarten through five and offers four sections of a full-day pre-kindergarten program. Building Q107 is approximately 1.2 miles away from building Q024. According to the 2013-2014 Enrollment, Capacity, Utilization Report (the “Blue Book”), building Q107 has the capacity to serve 939 students. In 2014-2015, the Q107 building serves 966 students, yielding an estimated utilization rate of 103%.² If this proposal is approved, during the first year of its implementation in 2015-2016, there will be a total of 1,062-1,132 students served collectively by P.S. 24 and P.S. 107 in building Q107. This yields a projected target utilization rate of 113%-121%. During the third and final year of this proposal, in 2017-2018, P.S. 24 and P.S. 107 will serve a total of 1,067-1,137 students in building Q107. This yields a projected target utilization rate of 114%-121%. Although a utilization rate in excess of 100% may suggest that a building will be 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.

² All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book and the 2014-2015 Audited Register as of October 31, 2014. 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. The Blue Book is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>.

II. Proposed or Potential Use of Building

If this proposal is approved and a portion of P.S. 24 is temporarily re-sited to Q107, P.S. 24 will serve one grade level, approximately 115-125 students, in the Q107 building during the 2015-2016 school year, where it will be co-located with P.S. 107. Building Q107 currently serves 966 students in grades kindergarten through five and offers four sections of a full-day pre-kindergarten program, and has a target capacity of 939 students. P.S. 107 is projected to serve 947-1,007 students in the 2015-2016 school year. If this proposal is approved, building Q107 will serve a total of 1,062-1,132 students from P.S. 24 and P.S. 107 in the 2015-2016 school year, and the building utilization rate is projected to be 113%-121%. In the third and final year of the temporary re-siting, building Q107 is projected to serve 1,067-1,137 students, yielding an estimated utilization rate of 114%-121%. Projected enrollment and utilization rates for the Q107 building and the Q024 building during the course of this proposal are displayed in the charts below.

Based on the number of rooms in the Q107 building, the DOE believes the building has sufficient space to accommodate P.S. 107 and a portion of P.S. 24 throughout the duration of the temporary re-siting. Under this proposal, the DOE expects that P.S. 24 students in first through fifth grades will be served in building Q024, with some kindergarten students from P.S. 24 served in building Q107. However, the P.S. 24 administration may ultimately decide to change the configuration of its grade levels across buildings.

If this proposal is approved, the current and projected grade spans for P.S. 24 and P.S. 107 in building Q107 over four years would be as follows:

Grade Spans in Building Q107

DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018
25Q107	P.S. 107 Thomas A. Dooley	K-5	K-5	K-5	K-5
25Q024	P.S. 024 Andrew Jackson	-	K	K	K

The table below demonstrates the current and projected enrollment of P.S. 24 and P.S. 107 in building Q107 and building Q107's projected utilization rates over a four-year period, if this proposal is approved.

DBN	School Name	2014-2015 Audited Register	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
25Q107 ³	P.S. 107 Thomas A. Dooley	966	947 - 1,007	942 - 1,002	952 - 1,012
25Q024	P.S. 024 Andrew Jackson	-	115 - 125	115 - 125	115 - 125
Total Building Enrollment		966	1,062 - 1,132	1,057 - 1,127	1,067 - 1,137
Utilization⁴		103%	113% - 121%	113% - 120%	114% - 121%

If this proposal is approved, the current and projected grade spans for P.S. 24 in building Q024 over five years would be as follows:

Grade Spans @ Building Q024

DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
25Q024	P.S. 024 Andrew Jackson	K-5	K (SC only),1-5 ⁵	K (SC only),1-5	K (SC only),1-5	K-5

³ Total current and projected enrollment at P.S. 107 includes four full-day sections of pre-kindergarten.

⁴ All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book and the 2014-2015 Audited Register (as of October 31, 2014). 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.

⁵ For the purposes of this EIS, the DOE has projected that all general education and ICT kindergarten students from P.S. 24 will be co-located in building Q107 for the duration of the proposal and all SC kindergarten students from P.S. 24 will remain in building Q024. However, the leadership of P.S. 24 may decide to send fewer students or portions of this grade, or a different grade, to Q107 during the period of the co-location.

The table below demonstrates the current and projected enrollment of P.S. 24 in building Q024 and building Q024’s projected utilization rates over a five-year period, if this proposal is approved.

DBN	School Name	2014-2015 Audited Register	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
25Q024	P.S. 024 Andrew Jackson	977	840 - 890	835 - 885	815 - 865	915 - 975
Total Building Enrollment		976	840 - 890	835 - 885	815 - 865	915 - 975
Utilization⁶		166%	154% - 163%	153% - 162%	149% - 158%	90% - 96%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.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 [“UFT”] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2013-2014. The DOE’s projected utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for the 2014-2015 school year 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 administrative rooms in high schools 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 a 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.

If this proposal is approved, there will be sufficient space to accommodate the instructional needs of P.S. 24 and P.S. 107 in the Q107 building, pursuant to the Citywide Instructional Footprint (the “Footprint”). More details about space are available in Section III.B of this EIS. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools:

⁶ According to the School Construction Authority (“SCA”), building Q024 will have an estimated capacity of 547 students during construction, during the 2015-2016, 2016-2017, and 2017-2018 school years. Actual capacity for the 2015-2016, 2016-2017 and 2017-2018 school years is subject to change during construction.

http://schools.nyc.gov/NR/ronlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

There are no other proposed uses or plans for buildings Q107 or Q024 at this time.

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

A. Students

The proposed temporary partial re-siting and co-location of P.S. 24 with P.S. 107 in the Q107 building is intended to provide instructional space for P.S. 24 students while the Q024 addition is under construction, which is anticipated to be completed in time for the 2018-2019 school year. Some students from P.S. 24's kindergarten cohort will be co-located in the Q107 building with P.S. 107 during the course of the addition project, and the remaining grade levels of P.S. 24 will remain sited in the Q024 building. This arrangement will enable the construction of the addition so that the expanded Q024 building will be ready for use by the 2018-2019 school year, at which point P.S. 24's kindergarten will return to building Q024 from Q107. Should the DOE learn that the addition project will not be completed in the anticipated timeframe, the DOE will reassess any space-related plans for the schools and their students.

Impact on Current and Future Students Attending P.S. 24 and P.S. 107

The proposed temporary partial re-siting and co-location of P.S. 24 in the Q107 building is not expected to impact the admissions, enrollment, or educational options of students currently attending P.S. 24 or P.S. 107.

With respect to academics, P.S. 24 will continue to offer all necessary classes to support current students as they work to meet promotional requirements, whether they are sited in building Q107 or at the Q024 campus. Although the P.S. 24 administration will configure its grades as needed, it is expected that in each year of the co-location the kindergarten will be located in the Q107 building, with all other grades located at the Q024 site, if this proposal is approved.

P.S. 24 and P.S. 107 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). 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. 24 and P.S. 107 receive English as a Second Language ("ESL") services. All current and future students enrolled at P.S. 107 and at P.S. 24—whether they are located at Q107 or Q024—will continue to receive all mandated special education services and/or ELL services if this proposal is approved.

Impact on Extra-curricular Programming and Partnerships

P.S. 24 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:⁷

⁷ School reported data as of January 28, 2015. For more information about P.S. 24 visit: <http://schools.nyc.gov/schoolportals/25/q024/default.htm>.

- **Special Programs:** Basketball team, cheerleading, swimming, Mighty Milers (running), strings instruction, dance, chorus, storytelling, gardening enrichment, student government, cooking/nutrition through Cookshop, PBIS.
- **Extra-curriculars:** CCNY COMPASS Afterschool Program, Reading/ Math After School Programs ESL After School, Queens Botanical Gardens Afterschool, Double Foundations Afterschool, Adult ESL Saturday classes, instrumental instruction, drama, dance, chorus, storytelling, and Cookshop
- **Partnerships:** CCNY COMPASS, Brooklyn Conservatory of Music (instrumental instruction), CREATE! (dance residencies – all grades), Horizon (storytelling for K), Cookshop, Swim for Life (2nd grade), Elders Share the Arts (ESTA), Apple (iPad initiative), Queens Adult Learning Center (Adult ESL)

P.S. 24 students who are sited at either Q024 or Q107 will continue to have the opportunity to participate in the programs and extra-curricular activities offered by P.S. 24. However, appropriate adult supervision will be provided to any students requiring accompaniment between the Q024 site and the Q107 building in order to participate in extra-curricular activities, if necessary.

P.S. 107 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:⁸

- **Special Programs:** Morning Program for Test Sophistication, ESL Morning Program for English Language Learners, LLI at-risk intervention, Open Doors Workshops for ELL parent and student engagement, Wilson Foundations Pilot School, Teachers College Reading and Writing Curricula, Music in the Brain, I-Ready ELA & Math technology based adaptive diagnostic instruction for the entire school.
- **Extra-curriculars:** Basketball, Cheerleading, Dance Troupe, Junior and Senior Glee Clubs, Chess Team, SGO (Student Government), Lunch Leaders, Peer mediation, and Student Monitoring Program
- **Partnerships:** Parents as Arts Partners Grant Recipient, Together in Dance, Materials for the Arts puppetry residency, Classroom Inc., Foundation for the Arts, Annenberg Recipient, Toys R Us: Fund for Children.

P.S. 24 and P.S. 107 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the proposed re-siting and 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 the new location of P.S. 24's kindergarten or the demolition of TCU Q936. 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 their offerings annually based on student demand and available resources.

Impact on Future Elementary School Students in District 25

This proposal is not expected to impact the admissions process at P.S. 24 and P.S. 107. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at P.S. 24 and P.S. 107. P.S. 24 and P.S. 107 will continue to give priority to students who live in their zones, as they have 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>.

⁸ School reported data as of February 4, 2015. For more information about P.S. 107 visit: <http://schools.nyc.gov/SchoolPortals/25/Q107/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 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;
- 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. Such approval may be given, 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) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,⁹ a Non-Public School Placement, or specialized programs are admitted to schools in the same manner as general education students.¹⁰ Schools will ensure that students with disabilities continue to 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.

⁹ 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 310 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>.

¹⁰ Specialized programs refer to a set of programs that are not in every community 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.

In accordance with DOE policy, ELL students will also be admitted to elementary schools 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. 24 and P.S. 107 in accordance with DOE policy.

Impact on Future Pre-Kindergarten Students

This proposal is not expected to impact the pre-kindergarten program at P.S. 107. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 107 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor's Regulation A-101. Students receive priority based on several factors, such as residing in the zone, having a sibling enrolled at the school in kindergarten through fifth grade at the start of the following school year, being zoned to a school that does not offer pre-kindergarten, residing in the district, and residing in the borough.

B. Schools

If this proposal is approved, a portion of P.S. 24 will be temporarily re-sited and co-located with P.S. 107 in building Q107 until the 2018-2019 school year. As described above, this proposal is being initiated in order to facilitate the addition project at Q024. The DOE believes that the Q107 building is sufficient to meet the instructional needs of P.S. 24 and P.S. 107 students during the 2015-2016, 2016-2017, and 2017-2018 school years.

If this proposal is approved, there will be sufficient space to accommodate the instructional needs of P.S. 24 and P.S. 107 in the Q107 building, pursuant to the Citywide Instructional Footprint (the "Footprint"). 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/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by 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.

The Footprint allocates the number of baseline rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. 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 a building walk-through completed by a representative from the Office of Space Planning on January 21, 2015, building Q107 has a total of 48 full-size spaces, 11 half-size spaces, 9 quarter-size spaces, and 4.0 full-size equivalent ("FSE") rooms of designed administrative space. Building Q107 also

contains a cafeteria, gymnasium, auditorium, and a library, which will be shared by P.S. 24 and P.S. 107.

In addition, the below spaces are shared or contain building services and will not be included in the allocation of space for an individual school:

- The nurse office occupies 2.5 FSE of designed administrative space
- The custodian room occupies 1 half-size space
- The school-based support team occupies 1 half-size space

Excluding the shared spaces outlined above, Q107 has a total of 48 full-size spaces, 9 half-size spaces, 9 quarter-size spaces, and 1.5 FSE of designed administrative space remaining to be allocated among the co-located schools in Q107 per the Footprint during and after the proposed re-siting and co-location of P.S. 24. There is sufficient instructional space in building Q107 to accommodate P.S. 24 temporarily during the three-year temporary re-siting and co-location. Due to a deficit of administrative space, P.S. 24 and P.S. 107 will not receive their baseline or adjusted footprint allocations for administrative space during this temporary co-location.

If this proposal is approved, P.S. 24 will serve approximately 115-125 kindergarten students in building Q107 for three years, beginning in the 2015-2016 school year. P.S. 24’s baseline footprint allocation in Q107 is 5 full-size rooms and 2.0 FSE for administrative use. Due to a deficit of administrative space and building configuration, P.S. 24 will have a total footprint allocation of 5 full-size rooms and 0.25 FSE of designed administrative space, which will be comprised of 1 quarter-size room in Q107 for the duration of the temporary partial re-siting and co-location with P.S. 107 in Q107.

In the 2014-2015 school year, P.S. 107’s baseline footprint allocation is 39 full-size rooms, 10 half-size rooms, and 5.5 FSE for administrative use. P.S. 107 is currently using 48 full-size rooms, 9 half-size rooms, 9 quarter-size rooms, and 1.5 FSE of designed administrative space in Q107. If this proposal is approved, beginning in the 2015-2016 school year, P.S. 107’s baseline footprint will be 39 full-size rooms, 10 half-size rooms, and 5.5 FSE of designed administrative space. Due to a deficit of administrative space, half-size spaces, and building configuration, P.S. 107’s adjusted footprint allocation will be 43 full-size rooms, 5 half-size rooms and 5.5 FSE for administrative use, which will be comprised of 4 half-size rooms, 8 quarter-size rooms, and 1.5 FSE of designed administrative space, for a total of 43 full-size rooms, 9 half-size rooms, 8 quarter-size rooms, and 1.5 FSE of designed administrative space.

The baseline or adjusted baseline allocations of full-size rooms for P.S. 24 and P.S. 107 in Q107 are detailed in the chart below:

DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018
25Q024	P.S. 24	-	5	5	5
25Q107	P.S. 107	43	43	43	43

TOTAL FULL-SIZE ROOMS AVAILABLE FOR ALLOCATION	48	48	48	48
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS	5	0	0	0

If this proposal is approved, 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. In addition, the Office of Space Planning will work with the schools in building Q107 to ensure a smooth transition, if necessary, of any rooms that may be used above schools' footprint allocations when P.S. 24 is temporarily re-sited.

There are no other proposed uses or plans for building Q107 at this time.

Building Safety and Security

If this proposal is approved, P.S. 24 and P.S. 107 will develop a safety and security plan for the Q107 building 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 strives to ensure that families have access to high-quality schools that meet the needs of all children. This proposal facilitates the construction of a much-needed addition to the Q024 building, which will increase the building’s capacity and improve learning conditions for students. P.S. 24 students will be temporarily housed in the Q107 building. If P.S. 24 students are not re-sited and instead are served across just the Q024 main building, the building would be overcrowded, operating at a utilization rate of approximately 175%-186%.

Once construction is complete, an expanded Q024 building will ameliorate existing overcrowding for P.S. 24 and increase elementary capacity, which is urgently needed in District 25. Specifically, P.S. 24 has been unable to accommodate all of the students from its zone in recent years, and has had to cap its enrollment and overflow students to nearby schools due to a lack of sufficient capacity and a 25% increase in enrollment over the past six years. Furthermore, the School Construction Authority’s Five-Year Capital Plans note the need for additional capacity in District 25 in order to alleviate overcrowding.¹¹

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q107 or Q024. This proposal is not expected to impact the site accessibility of Q107 or Q024. Building Q107 is functionally accessible and building Q024 is not accessible.

¹¹ SCA’s Five-Year Capital Plans are available online at:
<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/CapitalPlan.aspx>.

IV. Enrollment, Admissions and School Performance Information

P.S. 24

Admissions Data

Current Admissions	Grades K-5: Zoned
Admissions if proposed temporary re-siting and co-location is approved	Grades K-5: Zoned

Enrollment Data¹²

Enrollment of 25Q024 at Q107:

	Total Enrollment @ Q107
2014-2015 (Audited Register)	-
2015-2016 (projections)	115-125
2016-2017 (projections)	115-125
2017-2018 (projections)	115-125

¹² All figures are based on the 2014-2015 Audited Register as of October 31, 2014.

Enrollment of 25Q024 at Q024:¹³

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2014-2015 (Audited Register)	130	146	173	164	191	172	976
2015-2016 (projections)	5-15	140-150	155-165	150-160	135-145	150-160	835-895
2016-2017 (projections)	5-15	145-155	140-150	155-165	150-160	135-145	830-890
2017-2018 (projections)	5-15	145-155	145-155	140-150	155-165	150-160	810-870
2018-2019 (projections)	145-155	140-150	140-150	140-150	175-185	175-185	915-975

Demographic Data¹⁴

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Programs	10%
Percentage of English Language Learner Students	39%
Percentage of Students Eligible for Free or Reduced Lunch	50%

¹³ For the purposes of this EIS, the DOE has projected that all general education and Integrated Co-Teaching kindergarten students from P.S. 24 will be co-located in building Q107 for the duration of the proposal and all Self-Contained kindergarten students from P.S. 24 will remain in building Q024. However, the leadership of P.S. 24 may decide to send fewer students or portions of this grade, or a different grade, to Q107 during the period of the co-location.

¹⁴ All figures are as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014. Data reflects the entire enrollment of P.S. 24, and is not specific to the students located in a particular building.

School Performance Data

P.S. 024 Andrew Jackson	2011-2012	2012-2013	2013-2014
School Quality			
Quality Review Score ¹⁵	N/A ¹⁶	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	70%	45%	46%
Math % Proficient (Levels 3 and 4)	91%	65%	75%
Other Key Performance Indicators			
Attendance Rate	97%	97%	96%
State Accountability Status	14-15 Reward		

P.S. 107

Admissions Data

Current Admissions	<p>PK: Standard universal pre-kindergarten admissions process</p> <p>Grades K-5: Zoned</p>
Admissions if proposed temporary re-siting and co-location is approved	<p>PK: Standard universal pre-kindergarten admissions process</p> <p>Grades K-5: Zoned</p>

¹⁵ Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹⁶ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year.

Enrollment Data¹⁷

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2014-2015 (Audited Register)	72	144	161	154	140	153	142	966
2015-2016 (projections)	72	145-155	140-150	155-165	150-160	135-145	150-160	947-1,007
2016-2017 (projections)	72	145-155	145-155	140-150	155-165	150-160	135-145	942-1,002
2017-2018 (projections)	72	145-155	145-155	145-155	140-150	155-165	150-160	952-1,012

Demographic Data¹⁸

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with Individualized Education Programs	17%
Percentage of English Language Learner Students	17%
Percentage of Students Eligible for Free or Reduced Lunch	71%

School Performance Data

P.S. 107 Thomas A. Dooley	2011-2012	2012-2013	2013-2014
School Quality			
Quality Review Score			D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	73%	44%	42%
Math % Proficient (Levels 3 and 4)	83%	52%	59%
Other Key Performance Indicators			
Attendance Rate	96%	95%	95%
State Accountability Status	14-15 Good Standing		

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to temporarily relocate a portion of P.S. 24 to Q107 and back to Q024 is up to approximately \$26,853.75 for each re-siting. This cost will include moving some existing materials and furniture from the current site to Q107.¹⁹

¹⁷ All figures are from the 2014-2015 Audited Register as of October 31, 2014.

¹⁸ All figures are as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

This proposal is not expected to otherwise impact the operating budget or costs of instruction at P.S. 24 or P.S. 107. 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, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide²⁰ and FY15 School Allocation Memorandum²¹ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 24 and P.S. 107. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. This allocation is subject to approval by the Office of Space Planning.

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

A. Personnel Needs

This proposal is not expected to change the number of personnel positions assigned to P.S. 24, although some teachers and staff who had previously been located at the Q024 campus will now be located at building Q107. Additionally, P.S. 24 staff may escort students between building Q107 and building Q024 if necessary.

This proposal is not expected to change the number of personnel positions assigned to P.S. 107, nor is it expected to significantly alter the duties of staff at either school.

B. Administration

No change in school supervisory or administrative positions at P.S. 107 or P.S. 24 is expected as a result of this proposal, although some of the P.S. 24 administrators will be located at building Q107.

C. Transportation

Transportation for P.S. 24 and P.S. 107 will be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

¹⁹ Based on average per pupil re-siting costs provided by the Office of Space Planning.

²⁰ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam01_1b.pdf.

²¹ The School Allocation Memorandum is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam33.pdf.

VII. Building Information

The following information is available about building Q107:

Building	Q107	
Type of Building	PS	
Year Built	1924	
Overall BCAS rating	2.21	
2013-2014 Blue Book Target Building Utilization	103%	
2013-2014 Blue Book Target Building Capacity	939	
FY 2014 Maintenance Costs	Labor	\$16,656
	Materials	\$6,282
	Maintenance, repair, and service contracts	\$193,043
	Custodial operations costs—Materials	\$7,692
	Custodial operations costs—Custodial Allocation	\$276,036
FY 2014 Energy Costs	Electric	\$142,456
	Gas	\$13,012
	Steam	\$0
	Oil	\$107,289
Projects completed during the current or prior school year	None	
Projects proposed in the capital plan	Elevators, Flood Elimination	
Accessibility of the building	Partially Accessible	
Building attributes	Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Multi-purpose Room, Nurse's Office, Science Lab	

The following information is available about building Q024:

Building	Q024 ²²	
Type of Building	PS	
Year Built	1931	
Overall BCAS rating	2.45	
2013-2014 Blue Book Target Building Utilization	159%	
2013-2014 Blue Book Target Building Capacity	587	
FY 2014 Maintenance Costs	Labor	\$29,236
	Materials	\$7,487
	Maintenance, repair, and service contracts	\$3,747
	Custodial operations costs—Materials	\$4,615
	Custodial operations costs—Custodial Allocation	\$223,775
FY 2014 Energy Costs	Electric	\$94,059
	Gas	\$57,388
	Steam	\$0
	Oil	\$29,664
Projects completed during the current or prior school year		Electrical Lighting Fixtures, IP Surveillance Cameras
Projects proposed in the capital plan		Exterior Masonry, Classroom Connectivity, New/Retrofit Telephone/Intercom Systems
Accessibility of the building		No Accessibility
Building attributes		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office

²² Includes TCU Q936.