



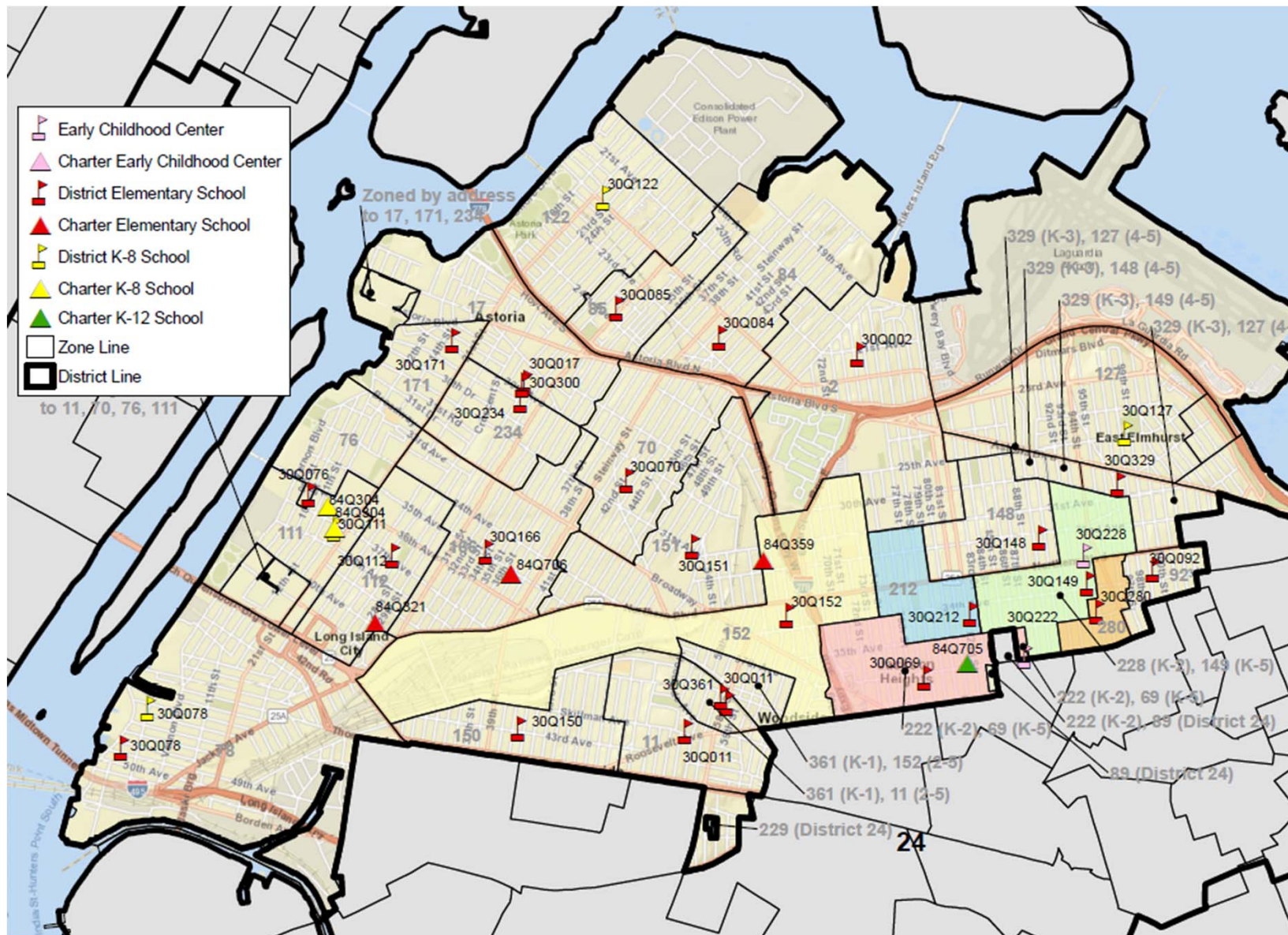
Presentation to CEC 30 for the Rezoning of P.S. 69, P.S. 148, P.S. 149, P.S. 152, P.S. 212, P.S. 222, P.S. 228, P.S. 280, and P.S. 89

Office of District Planning
September 24, 2018

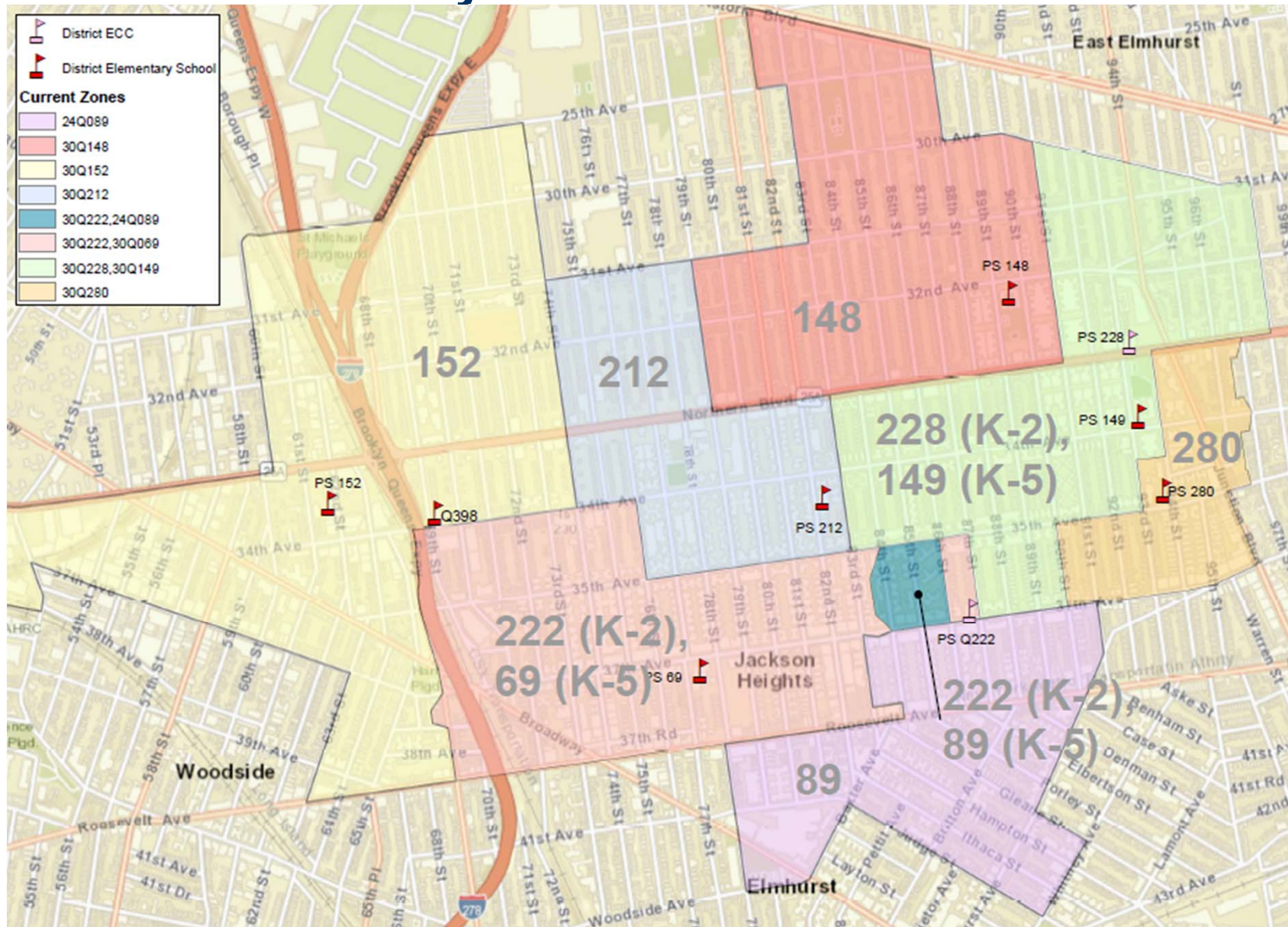


AGENDA

- District 30 Elementary School Zones Overview
- New School Building Q398
- Why Rezone in District 30?
- Rezoning Process and Timeline
- Rezoning Policies and Methodology
- Proposed Elementary School Scenario and Impact
- Questions & Answers
- Appendix



Current Elementary School Zones



New School Building Q398

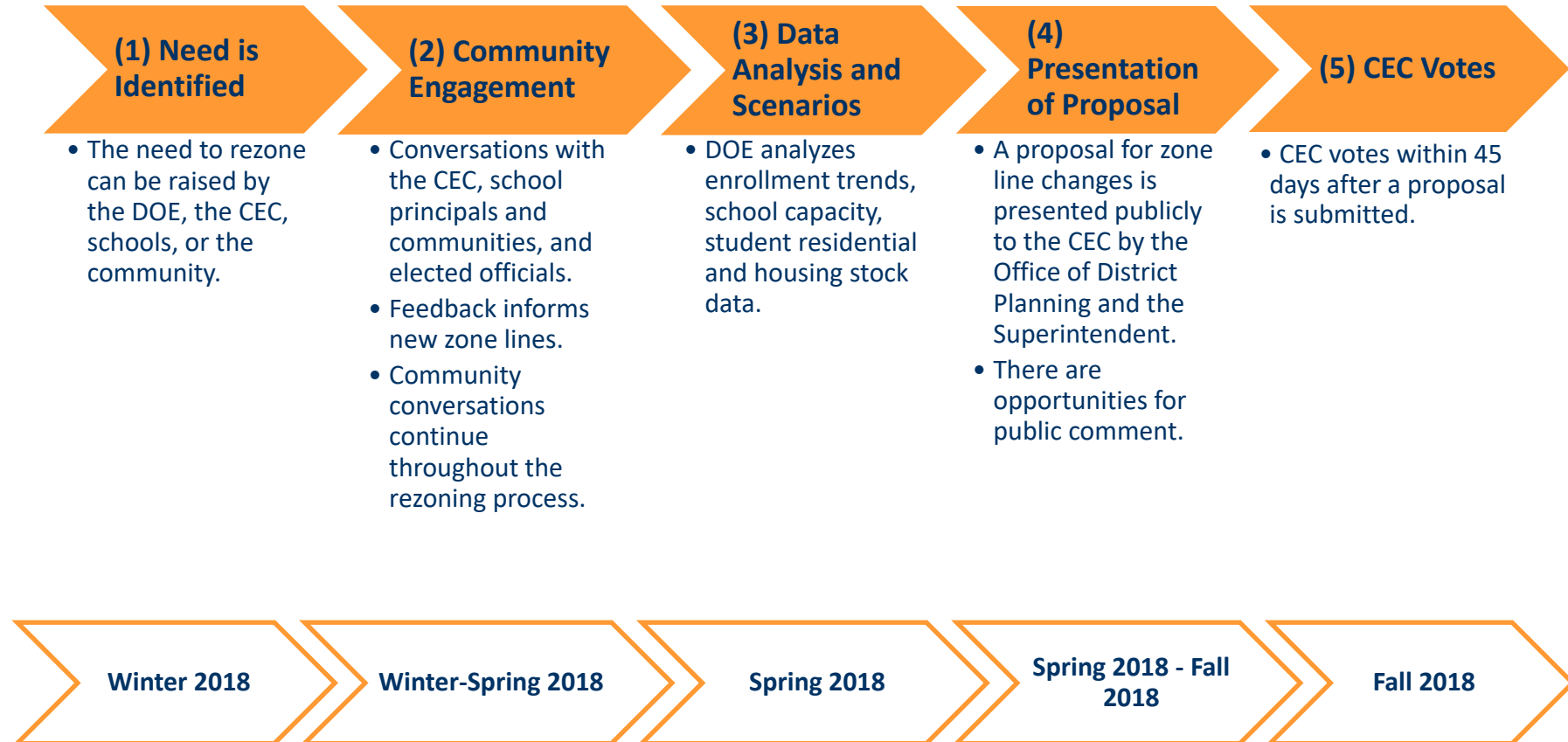
- New school 30Q398 is scheduled to open at 69-01 34th Avenue for the 2019-2020 school year.
- New building Q398 has the capacity to serve approximately 476 elementary students.



Why Propose a Rezoning in District 30?

- To create a zone for the new elementary school, 30Q398, that will open in building Q398.
- To alleviate waitlists, capping, and overcrowding at elementary schools in the Jackson Heights neighborhood.
- To enable P.S. 212, P.S. 228, and P.S. 280 to reclaim educational spaces, known as cluster rooms, for specialized classes like art and music. Those rooms are currently being used as regular classrooms.

Rezoning Process and Timeline for 2019-2020 Implementation



Rezoning Policies and Impacts

When will this rezoning be implemented?

- Pending approval by the CEC in 2018, proposed changes would take effect for the 2019-2020 academic year.

Who will this proposed rezoning impact?

- The rezoning will impact incoming pre-kindergarten and kindergarten students, and students newly enrolling in DOE schools in 2019-2020.
- All currently enrolled students may remain in their school.
- The proposed plan would implement a gradual phase-in of the new zones in order to maintain current zoning patterns for current students at K-2 schools who will articulate to another zoned school for grades 3-5 (P.S. 222 and P.S. 228).

Rezoning Policies and Impacts

Who will this proposed rezoning impact?

Three-year phase-in timeline:

- **2019-2020:** Pre-kindergarten, kindergarten, and students newly enrolling in DOE schools
- **2020-2021:** Pre-kindergarten, kindergarten, Grade 1, and students newly enrolling in DOE schools
- **2021-2022:** Pre-kindergarten, kindergarten, Grades 1-5, and students newly enrolling in DOE schools (rezoning is at scale and applies to all elementary grades)

Rezoning Policies and Impacts

Sibling Grandfathering:

- When applying to a school impacted by a rezoning, children entering pre-kindergarten and kindergarten who live where a zone is changing can retain their zoned sibling priority if they have a sibling attending that school.

Standard Admissions Policies:

- All impacted schools will continue to admit students according to Chancellor's regulation A-101.

Standard Busing Policies:

- The Office of Pupil Transportation will follow standard procedure to determine bus service eligibility of general education students, as outlined by Chancellor's regulation A-801.

Rezoning Methodology

Steps:

1. Determine the target kindergarten zone size for each school
2. Project future kindergarten residents
3. Draw new zone line scenarios

Methodology:

Determining the Target Zone Size

Seat Supply: What is the capacity of each school?

Specifically, how many instructional sections (i.e. classes) and how many students can each building accommodate?

Seat Demand: How many students do we anticipate?

We assess demand – both from inside and outside the zone – based on:

- The historical number of kindergarten students living in the zone;
- Historical kindergarten waitlists and capping activity;
- Historical average class sizes;
- Historical zone retention rates and historical zone enrollment rates; and
- Anticipated kindergarten growth, based on current/future housing developments.

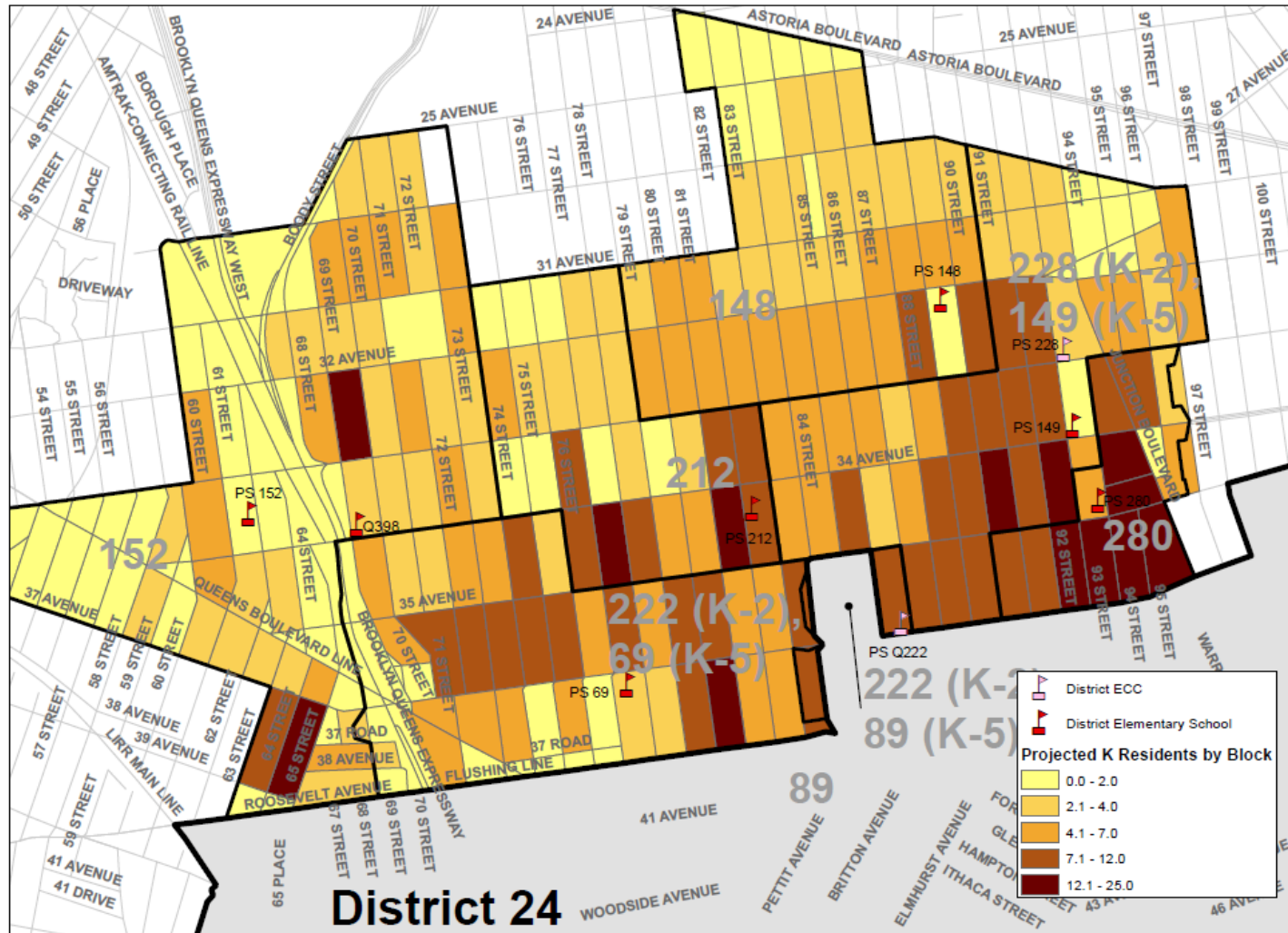
Methodology:

Determining the Zone Lines

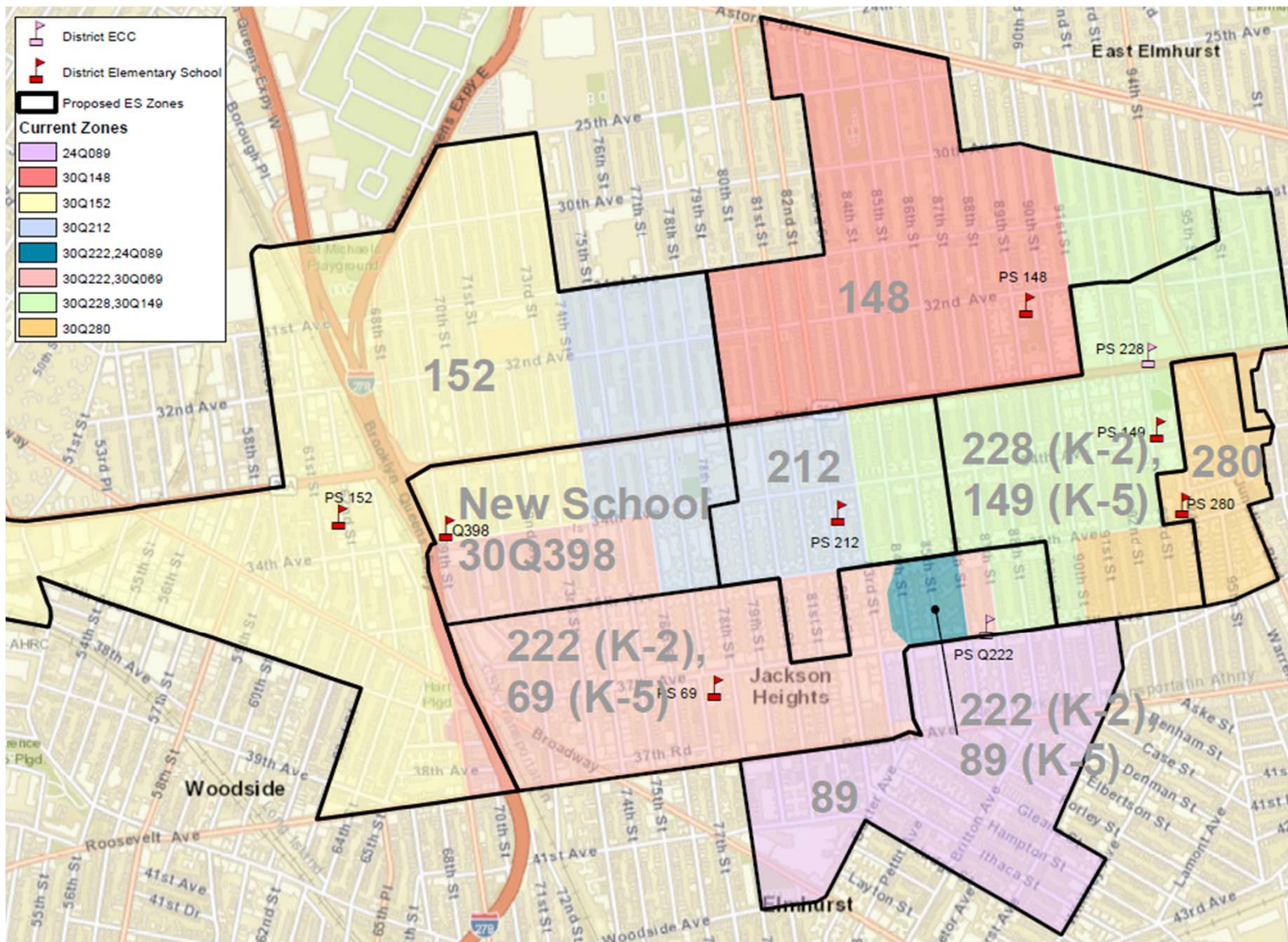
To the extent possible, we draw zone lines in a way that:

- Contains appropriate number of residents for a school's size, based on recent public school enrollment trends
- Keeps each school geographically within the zone boundaries
- Factors we take into consideration:
 - New residential construction
 - Diversity
 - Geographic barriers
 - Travel distance

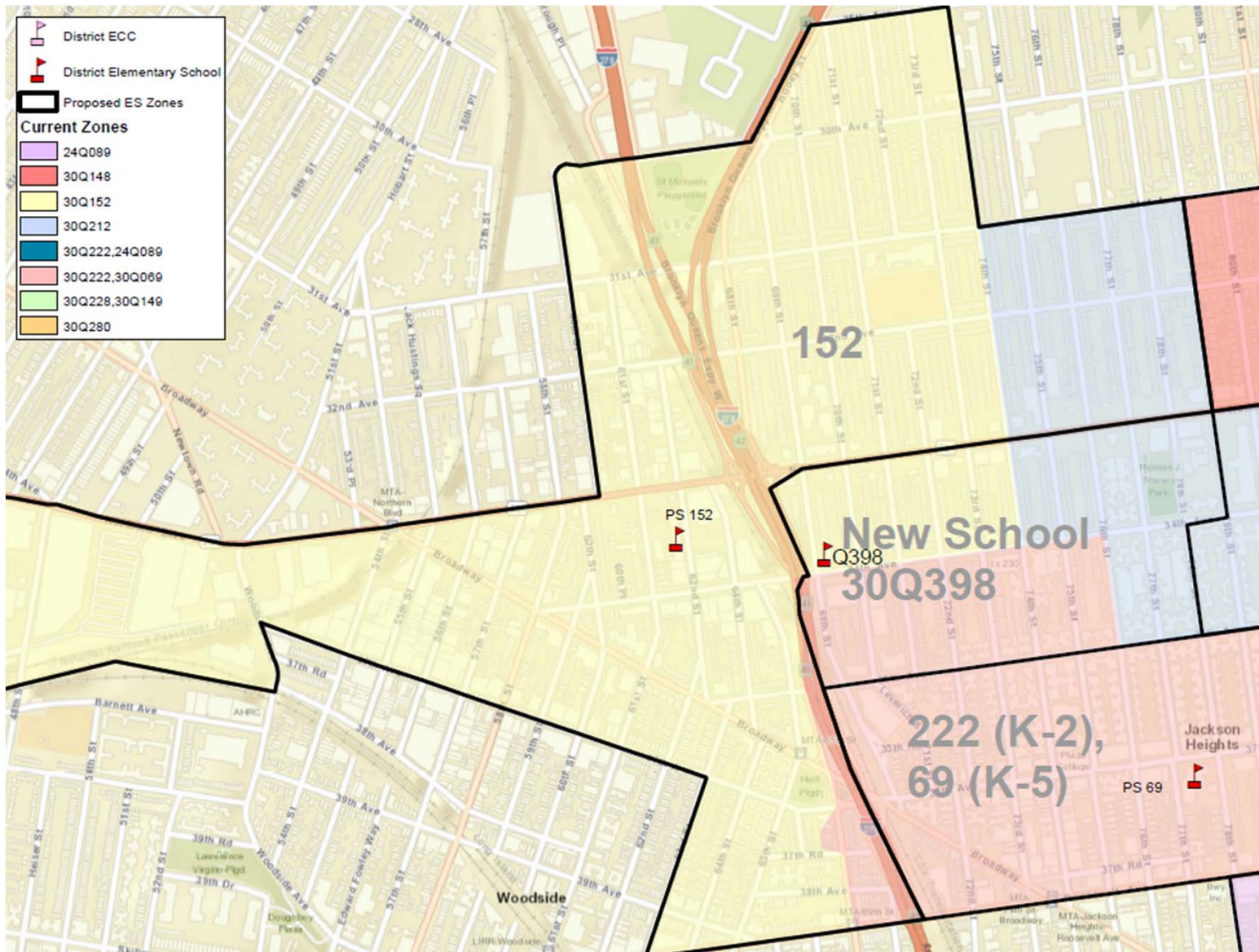
Current Elementary School Zone Lines – Density Map



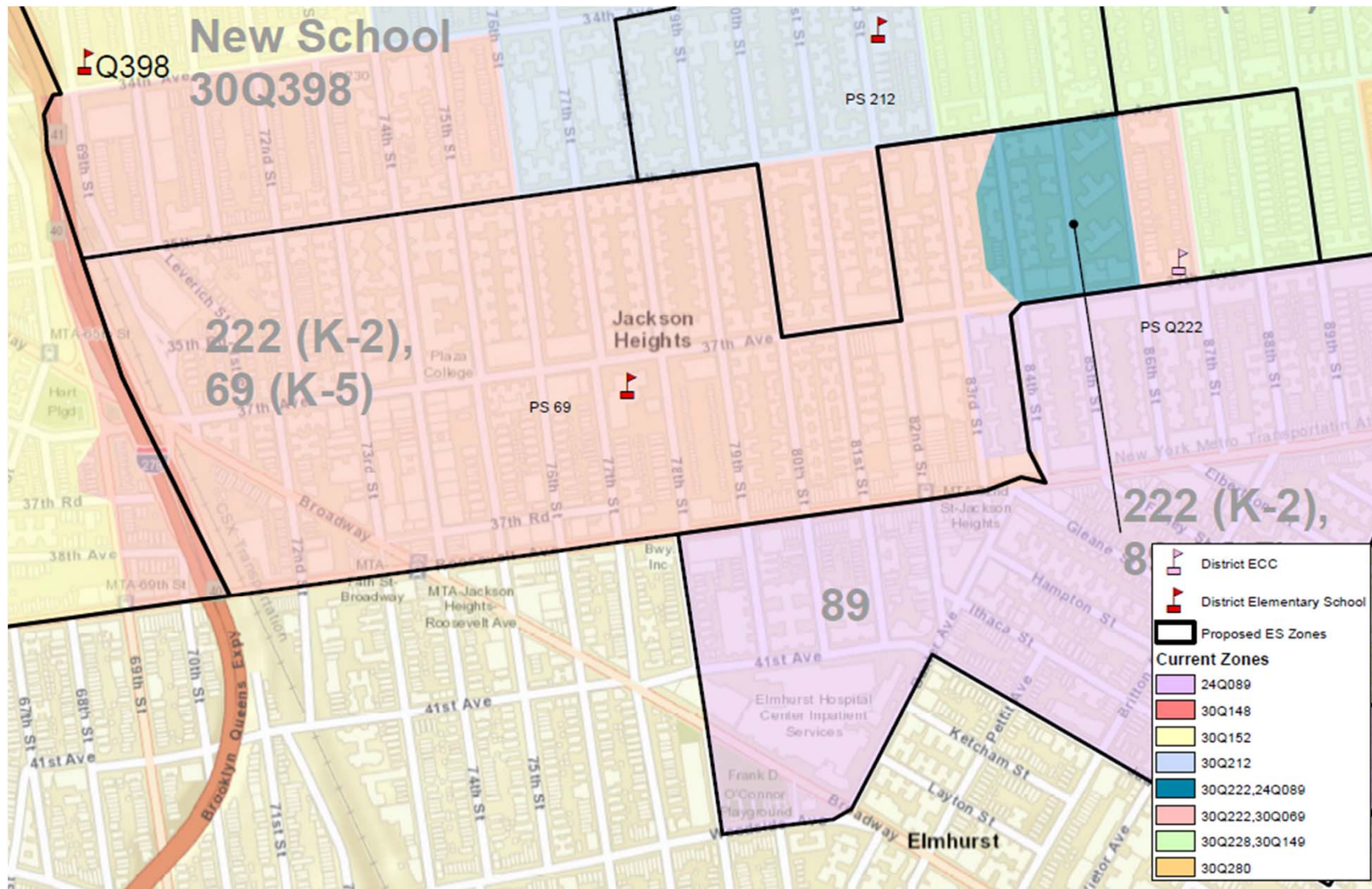
Proposed Elementary School Zone Lines



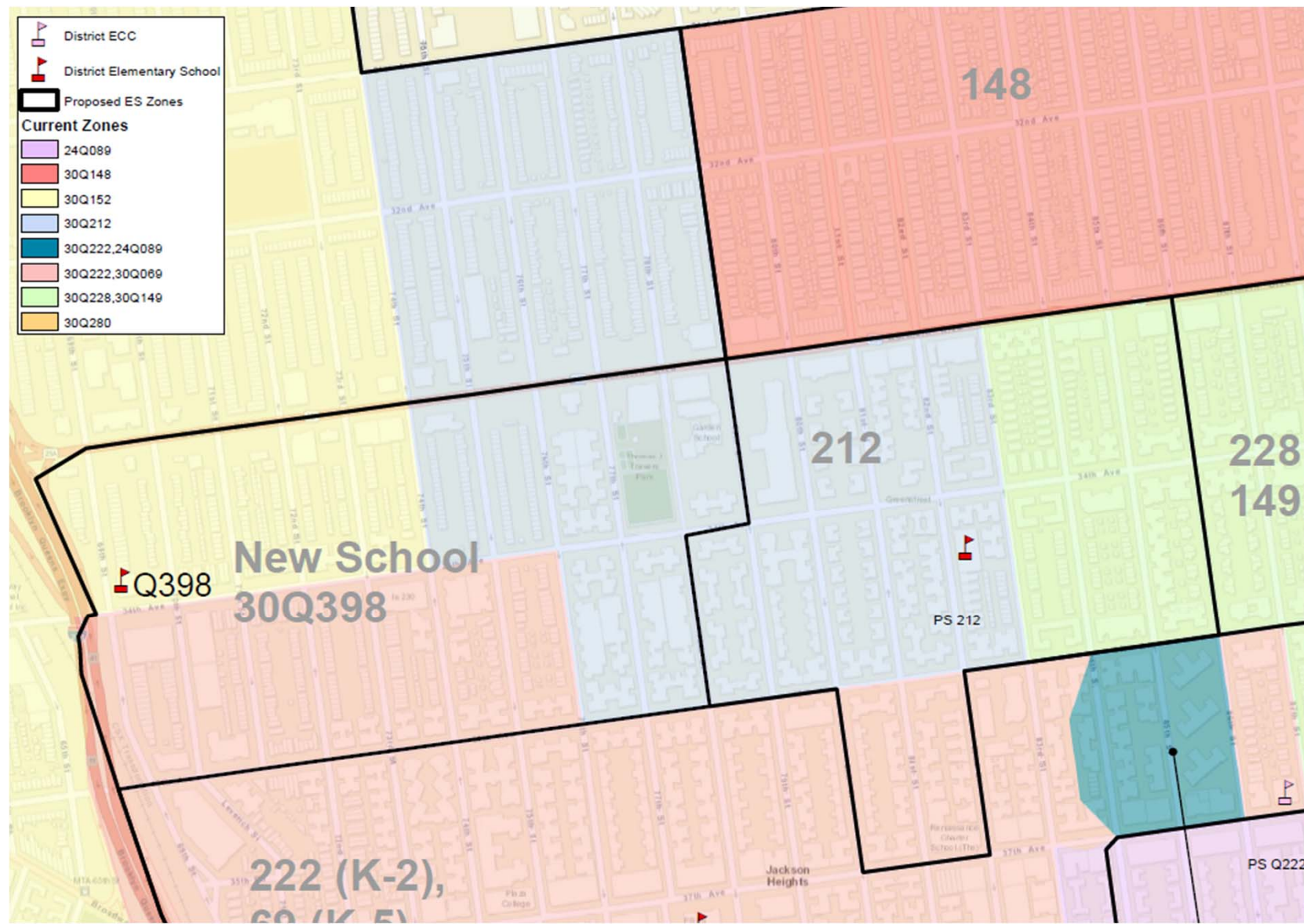
Proposed Elementary School Zone Lines: P.S. 152



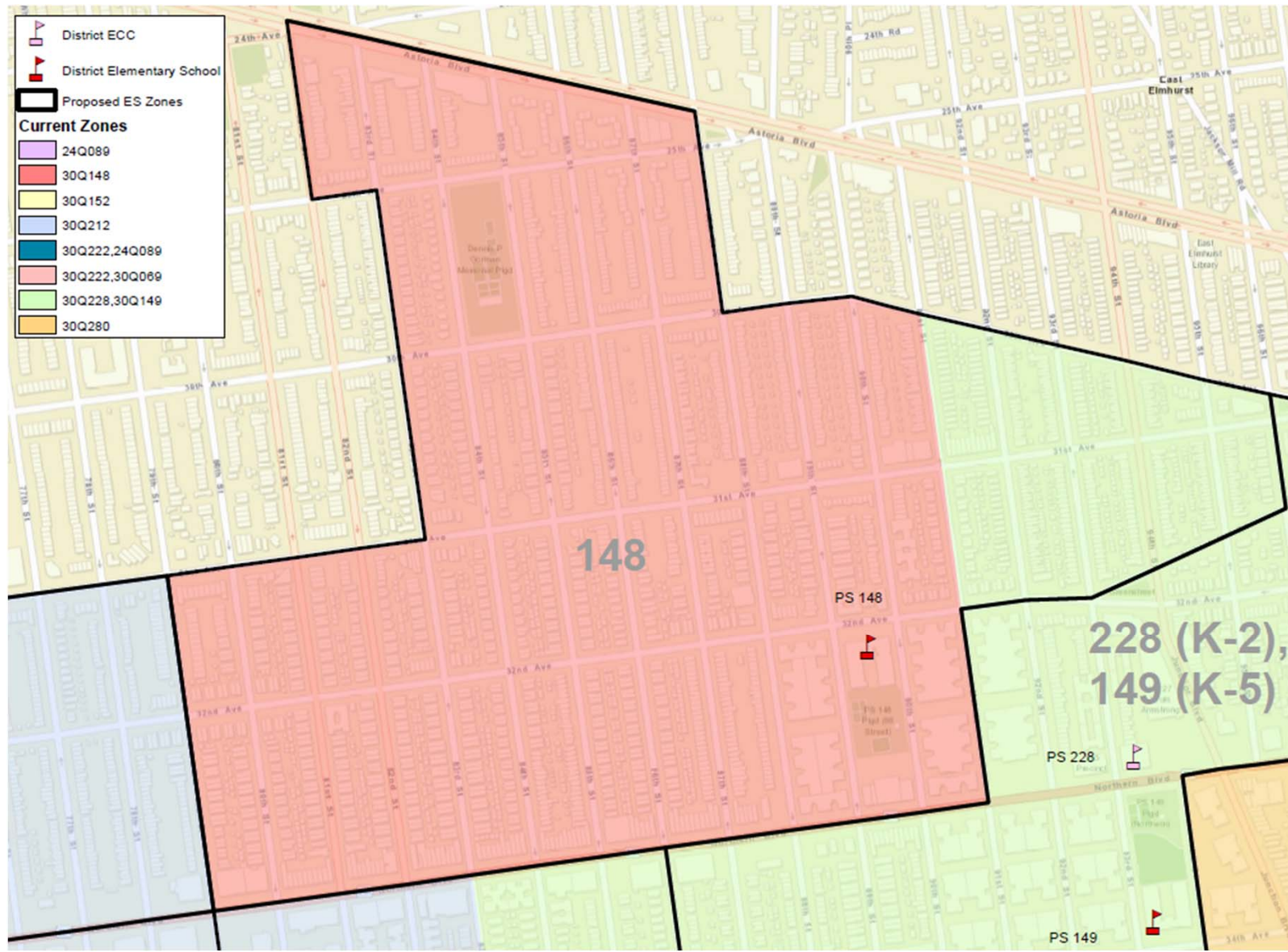
Proposed Elementary School Zone Lines: Shared Zone for P.S. 69 and P.S. 222



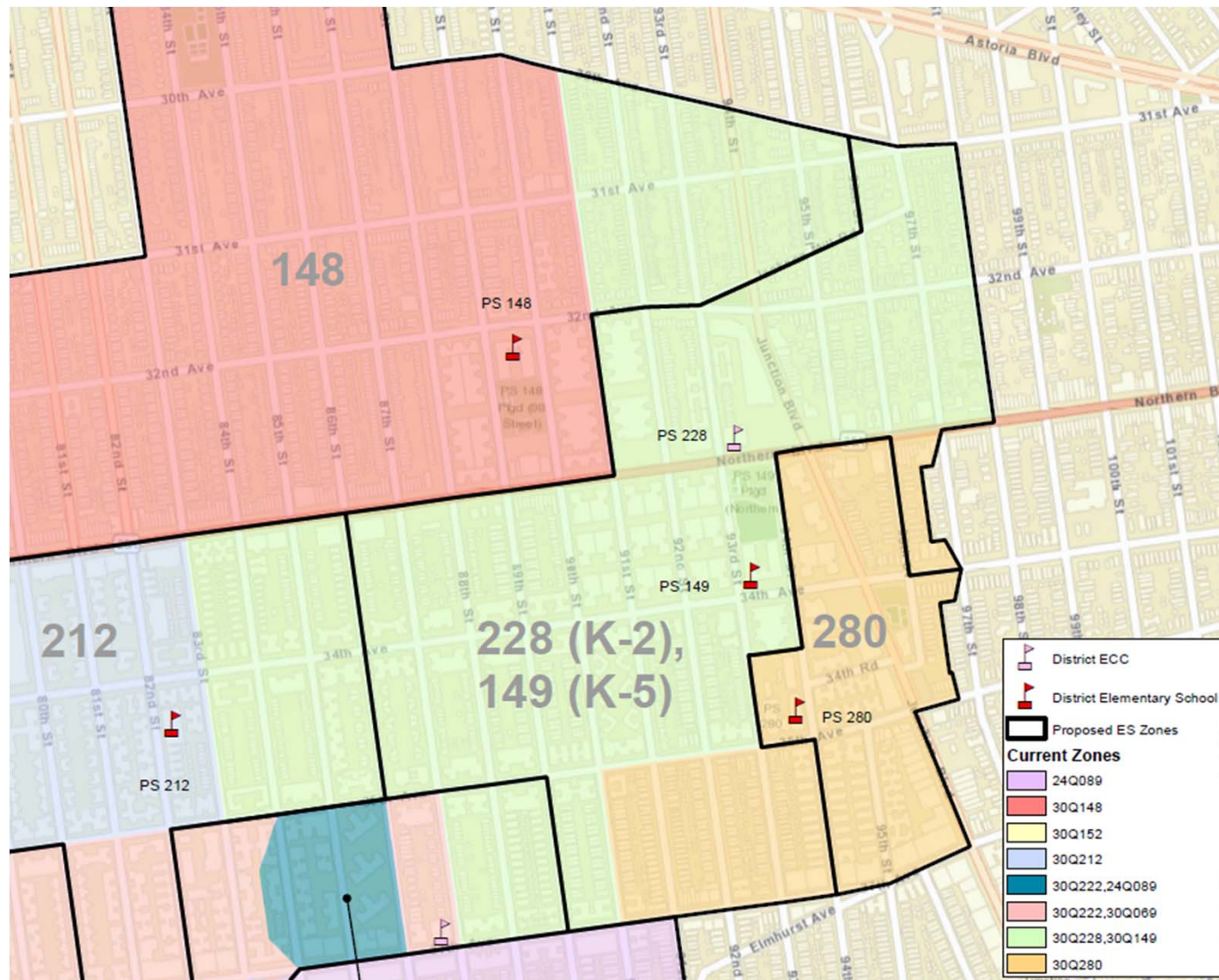
Proposed Elementary School Zone Lines: P.S. 212

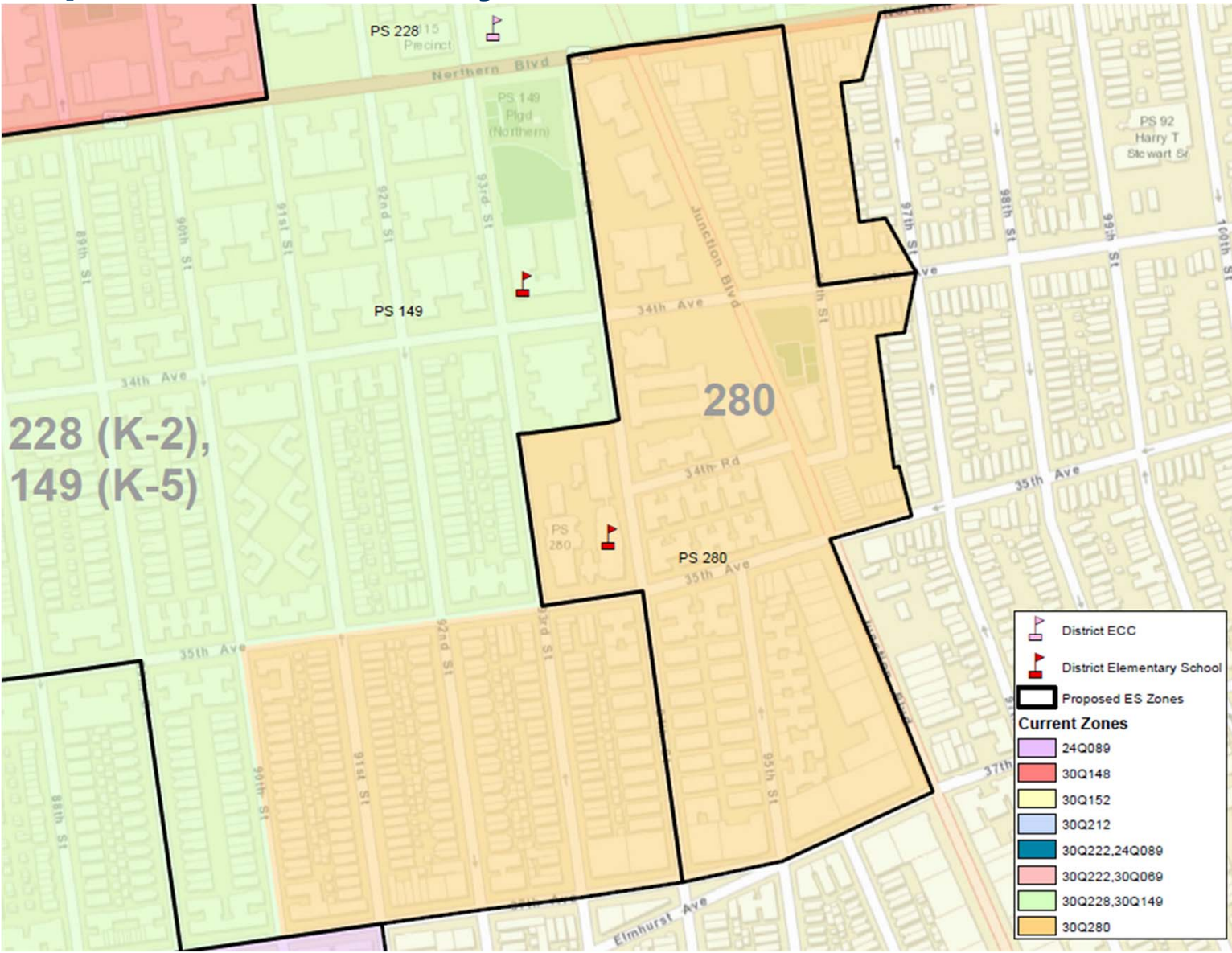


Proposed Elementary School Zone Lines: P.S. 148

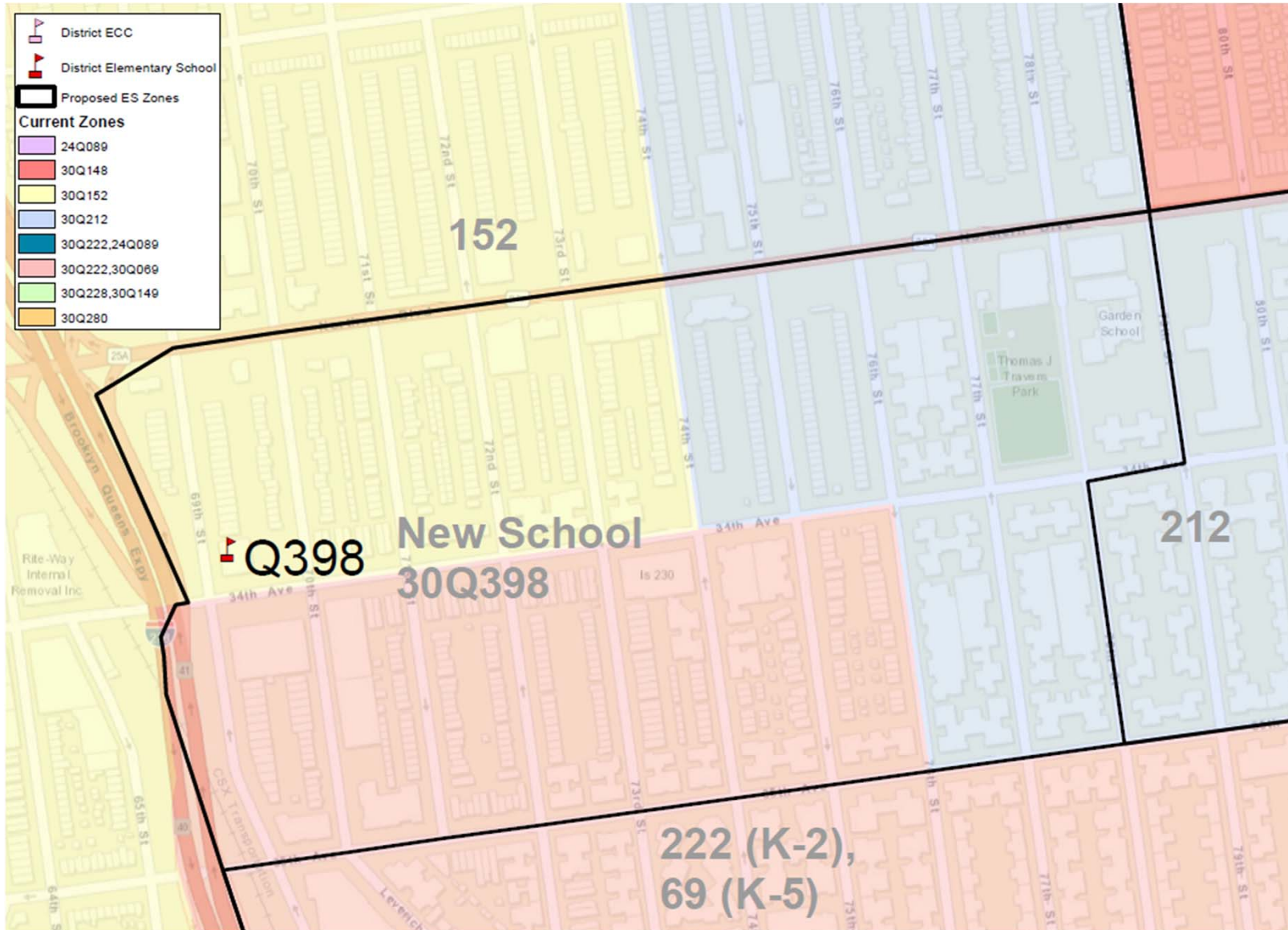


Proposed Elementary School Zone Lines: Shared Zone for P.S. 149 and P.S. 228

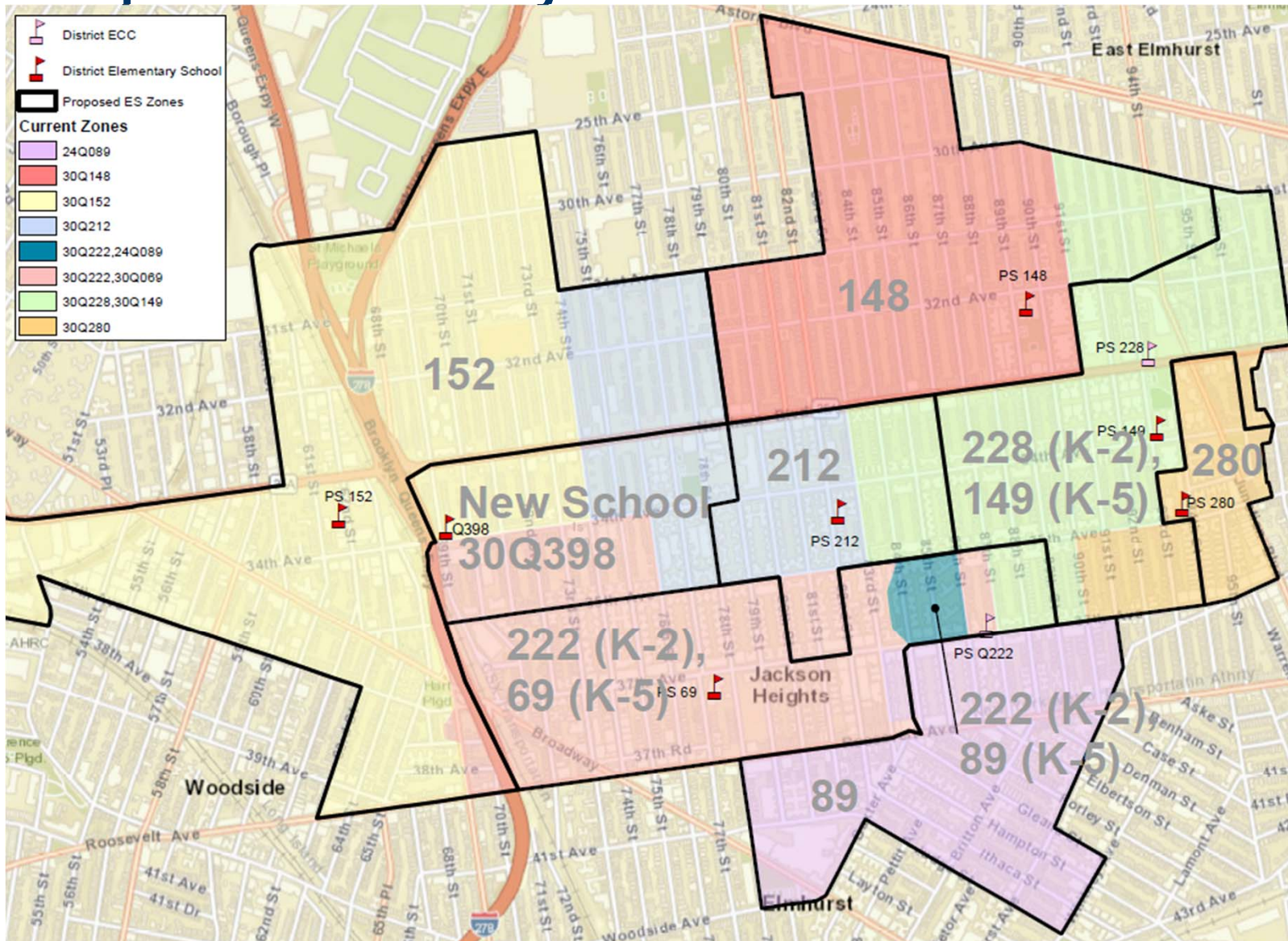




Proposed Elementary School Zone Lines: New School 30Q398



Proposed Elementary School Zone Lines



Impact on School Kindergarten Zone Size

DBN	School Name	Current Zone Size ¹	Projected Zone Size ²	Change
30Q069/ 30Q222	P.S. 69 / P.S. Q222	224	195-205	Decrease
30Q148	P.S. 148	155	175-185	Increase
30Q149/ 30Q228	P.S. 149 / P.S. 228	260	230-240	Decrease
30Q152	P.S. 152	189	210-220	Increase
30Q212	P.S. 212	129	110-120	Decrease
30Q280	P.S. 280	148	90-100	Decrease
30Q398	P.S. 398	-	85-95	-
24Q089	P.S. 89 ³	353	285-295	Decrease

(1) Current zone size is based on a three-year 2015-2017 average.

(2) Projected zone size is when the rezoning is at scale.

(3) P.S. 89 zone was decreased as part of a District 24 rezoning implemented in 2018-2019

Impact on School Enrollment

DBN	School Name	Current K Enrollment ¹	Projected K Enrollment ²	Current Total Enrollment ¹	Projected Total Enrollment ²
30Q069	P.S. 69	144	125-135	1,053	1,010-1,070
30Q148	P.S. 148	143	155-165	976	990-1,040
30Q149	P.S. 149	131	130-140	1,111	1,090-1,150
30Q152	P.S. 152	160	175-185	1,189	1,100-1,160
30Q212	P.S. 212	126	95-105	801	645-705
30Q222	P.S. Q222	91	95-105	287	270-300
30Q228	P.S. 228	103	80-90	325	270-300
30Q280	P.S. 280	100	75-85	706	470-530
30Q398	P.S. 398	-	75-85	-	480-540
24Q089	P.S. 89	308	300-310	1,988	1,686-1,746

(1) Current enrollment is based on a three-year 2015-2017 average.

(2) Projected enrollment is when the rezoning is at scale.

Impact on School Utilization

DBN	School Name	Capacity ¹	Current Org Utilization ²	Projected Org Utilization ³	Change
30Q069	P.S. 69	952	109%	106-112%	No change
30Q148	P.S. 148	851	108%	116-122%	Increase
30Q149	P.S. 149	1,039	101%	105-111%	No change
30Q152	P.S. 152	998	111%	110-116%	No change
30Q212	P.S. 212	539	145%	119-130%	Decrease
30Q222	P.S. Q222	176	160%	155-172%	No change
30Q228	P.S. 228	156	201%	173-192%	Decrease
30Q280	P.S. 280	496	139%	95-107%	Decrease
30Q398	P.S. 398	476	-	101-113%	-
24Q089	P.S. 89	1,293	152%	130-135%	Decrease

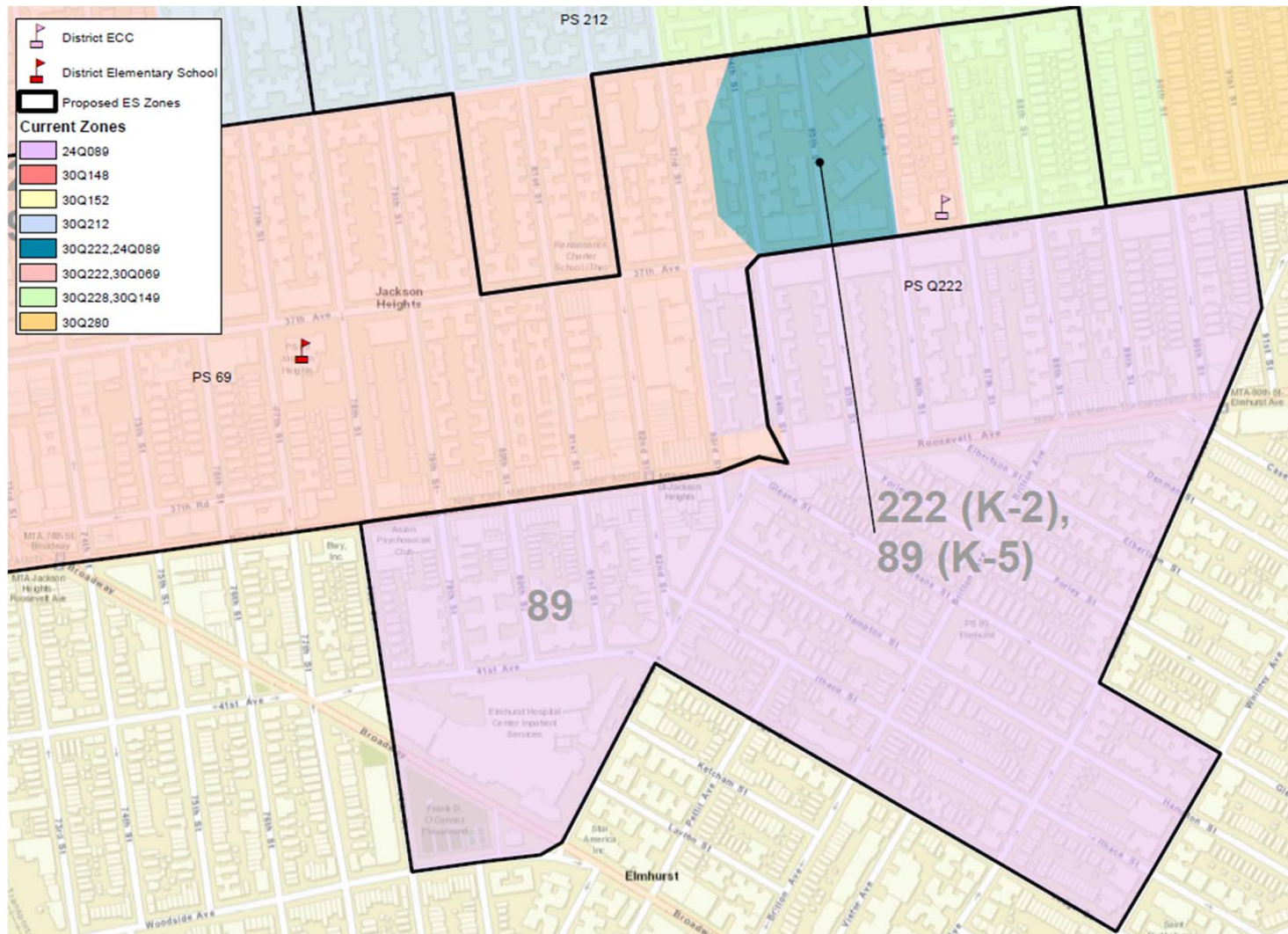
(1) Based on 2016-2017 Blue Book.

(2) Utilization based on the 2017-2018 Audited Register and 2016-2017 Blue Book Capacity.

(3) Projected Utilization is when the rezoning is at scale.

Impact on District 24

- Proposed rezoning would have a small impact on District 24



For More Information and to Provide Feedback:

Contact

Community Education Council 30

CEC30@schools.nyc.gov

Office of District Planning

QueensZoning@schools.nyc.gov

Queens District Planning webpage:

<https://www.schools.nyc.gov/about-us/school-planning/district-planning>

Questions and Answers

Appendix

- A. Section Counts
- B. Average Class Size
- C. Zone Demand
- D. Zone Demographics – FRL or HRA Eligible
- E. Zone Demographics – Ethnicity
- F. Impact on Schools & Zones
- G. Historical Ratios
- H. Rezoning Methodology

Appendix A.1:

2017-2018 Elementary School Section Counts

School Name	PK	K ¹	Grades 1-5 ²	Self-Contained
P.S. 69	3	6	5-6	4
P.S. 148	4	6	5	7
P.S. 149	-	5	5-8	4
P.S. 152	3	7	6-8	3
P.S. 212	2	5	4-5	4
P.S. Q222	2	4	4	1
P.S. 228	3	4	3-4	2
P.S. 280	3	4	3-4	2
P.S. 398	-	-	-	-
P.S. 89 (District 24)	-	12	10-11	9

(1) Includes GE/ICT only

(2) Includes GE/ICT only. P.S. Q222 and P.S. 228 serve grades K-2 only

Appendix A.2: Projected Elementary School Section Counts

School Name	PK ¹	K ²	Grades 1-5 ³	Self-Contained
P.S. 69	3	6	5-6	4
P.S. 148	4	6	5	7
P.S. 149	-	5	7	4
P.S. 152	3	7	7	3
P.S. 212	2	4	4	4
P.S. Q222	2	4	4	1
P.S. 228	3	3	3	2
P.S. 280	-	3	3	3
P.S. 398	3	3	3	3
P.S. 89 (District 24)	-	11	9	8

(1) Pre-K programming is subject to continued funding, demand, and space availability

(2) Includes GE/ICT only

(3) Includes GE/ICT only. P.S. Q222 and P.S. 228 serve grades K-2 only

Appendix B.1:

2017-2018 Average Class Sizes

School Name	PK	K ¹	Grades 1-5 ²	Self-Contained
P.S. 69	20	23	28	10
P.S. 148	19	21	26	8
P.S. 149	-	24	28	12
P.S. 152	18	23	24	9
P.S. 212	19	22	27	9
P.S. Q222	20	24	17	7
P.S. 228	12	23	24	12
P.S. 280	-	24	27	9
P.S. 398	-	-	-	-
P.S. 89 (District 24)	-	25	31	12

(1) Includes GE/ICT only

(2) Includes GE/ICT only. P.S. Q222 and P.S. 228 serve grades K-2 only.

Appendix B.2: Projected Average Class Sizes

School Name	PK ¹	K ²	Grades 1-5 ³	Self-Contained
P.S. 69	19-20	21-22	28-29	10
P.S. 148	18-19	24-25	28-29	8
P.S. 149	-	24-25	27-28	12
P.S. 152	17-18	24-25	25-26	9
P.S. 212	17-18	24-25	25-26	9
P.S. Q222	19-20	24-25	18-20	7
P.S. 228	12-13	24-25	25-26	12
P.S. 280	-	24-25	27-28	9
P.S. 398	17-18	24-25	27-28	10
P.S. 89 (District 24)	-	24-25	29-31	11-12

(1) Pre-K programming is subject to continued funding, demand, and space availability

(2) Includes GE/ICT only.

(3) Includes GE/ICT only. P.S. Q222 and P.S. 228 serve grades K-2 only.

Appendix C: Kindergarten Zone Demand

School Name	Current Zone Retention ¹	Projected Zone Retention	Current Zone Enrollment ²	Projected Zone Enrollment
P.S. 69	61%	55-65%	94%	90-100%
P.S. 148	77%	70-80%	83%	80-90%
P.S. 149	42%	45-55%	84%	85-95%
P.S. 152	76%	65-75%	90%	85-95%
P.S. 212	80%	80-90%	82%	85-95%
P.S. Q222	21%	15-25%	56%	50-60%
P.S. 228	34%	25-35%	85%	80-90%
P.S. 280	63%	70-80%	94%	90-100%
P.S. 398	-	75-85%	-	90-100%
P.S. 89 (District 24)	81%	80-90%	92%	90-100%

(1) Current zone retention is based on a three-year 2015-2017 average.

(2) Current zone enrollment is based on a three-year 2015-2017 average.

Appendix D: Kindergarten Zone Demographic Changes Free & Reduced Lunch or HRA Eligible

School Name	Current % Eligible ¹	Projected % Eligible
P.S. 69 / P.S. Q222	48%	45-55%
P.S. 148	63%	60-70%
P.S. 149 / P.S. 228	70%	70-80%
P.S. 152	65%	60-70%
P.S. 212	41%	30-40%
P.S. 280	88%	85-95%
P.S. 398	-	45-55%
P.S. 89 (District 24)	55%	50-60%

(1) Current % FRL or HRA Eligible is based on a three-year 2015-2017 average.

Appendix E.1: Kindergarten Zone Demographic Changes Non-White

School Name	Current % Non-white ¹	Projected % Non-white
P.S. 69 / P.S. Q222	87%	80-90%
P.S. 148	90%	90-100%
P.S. 149 / P.S. 228	94%	90-100%
P.S. 152	94%	90-100%
P.S. 212	81%	75-85%
P.S. 280	97%	90-100%
P.S. 398	-	85-95%
P.S. 89 (District 24)	97%	90-100%

(1) Current % non-white is based on a three-year 2015-2017 average.

Appendix E.2: Kindergarten Zone Demographic Changes Current Ethnicity¹

School Name	Asian	Black	Hispanic	White	Other
P.S. 69 / P.S. Q222	40%	1%	42%	13%	4%
P.S. 148	21%	0%	73%	1%	5%
P.S. 149 / P.S. 228	12%	2%	78%	6%	2%
P.S. 152	53%	1%	36%	6%	4%
P.S. 212	27%	1%	50%	19%	3%
P.S. 280	8%	2%	85%	3%	2%
P.S. 398	-	-	-	-	-
P.S. 89 (District 24)	27%	0%	69%	3%	1%

¹Current ethnicity is based on a three-year 2015-2017 average.

Appendix E.3: Kindergarten Zone Demographic Changes Projected Ethnicity

School Name	Asian	Black	Hispanic	White	Other
P.S. 69 / P.S. Q222	25-35%	0-10%	45-55%	10-20%	0-10%
P.S. 148	15-25%	0-10%	70-80%	0-10%	0-10%
P.S. 149 / P.S. 228	5-15%	0-10%	75-85%	0-10%	0-10%
P.S. 152	45-55%	0-10%	35-45%	0-10%	0-10%
P.S. 212	10-20%	0-10%	50-60%	20-30%	0-10%
P.S. 280	5-15%	0-10%	80-90%	0-10%	0-10%
P.S. 398	40-50%	0-10%	35-45%	5-15%	0-10%
P.S. 89 (District 24)	10-20%	0-10%	70-80%	0-10%	0-10%

Appendix G: Historic Ratios by Zone¹

	Kindergarten Residents per Housing Unit							3 year avg.
	2011	2012	2013	2014	2015	2016	2017	
P.S. 69	0.022	0.023	0.025	0.027	0.025	0.021	0.026	0.024
P.S. 148	0.038	0.040	0.033	0.034	0.032	0.032	0.029	0.031
P.S. 149	0.022	0.036	0.034	0.035	0.036	0.036	0.029	0.034
P.S. 152	0.040	0.038	0.040	0.048	0.032	0.031	0.031	0.031
P.S. 212	0.018	0.025	0.029	0.026	0.027	0.029	0.026	0.028
P.S. Q222	0.022	0.023	0.025	0.027	0.025	0.021	0.026	0.024
P.S. 228	0.022	0.036	0.034	0.035	0.036	0.036	0.029	0.034
P.S. 280	0.017	0.060	0.056	0.053	0.057	0.057	0.049	0.055
Average	0.026	0.034	0.033	0.035	0.032	0.031	0.029	0.031

¹Based on 2011-2017 Audited Registers, and housing data provided by the Department of City Planning.

Appendix H: Rezoning Methodology

Steps:

1. Determine the target kindergarten zone size for each school
2. Project future kindergarten residents
3. Draw new zone line scenarios

Methodology Step 1:

Determining the Target Zone Size

Seat Supply: What is the capacity of each school?

Specifically, how many instructional sections (i.e. classes) and how many students can each building accommodate?

Seat Demand: How many students do we anticipate?

We assess demand – both from inside and outside the zone – based on:

- The historical number of kindergarten students living in the zone;
- Historical kindergarten waitlists and capping activity;
- Historical average class sizes;
- Historical zone retention rates and historical zone enrollment rates; and
- Anticipated kindergarten growth, based on current/future housing developments.

Methodology Step 2a: Projecting Kindergarten Residents

Analysis of Historical Ratios (2011-2017)

- > Analyze annual ratios of Kindergarteners to Housing Units
- > Ratios are calculated at multiple levels of geography
 - Block
 - School zone
 - Neighborhood
 - School district



Methodology Step 2b:

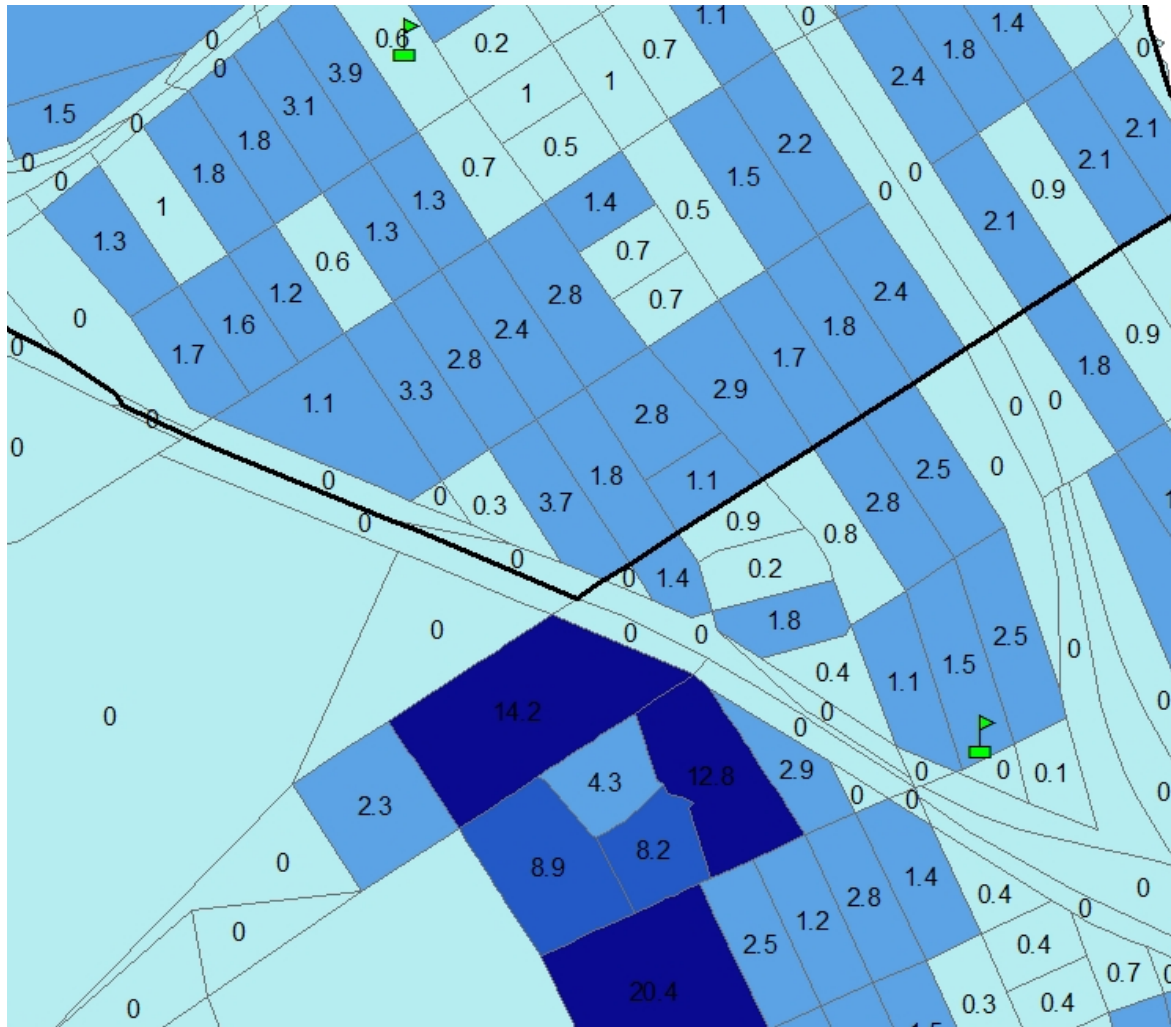
Projecting Kindergarten Residents

Projecting Kindergarten Residents per Block


- > Housing projected for each block (existing units + issued DOB permits)
- > Weighted average of historical ratios (# of students per housing unit)



Methodology Step 2: Projecting Kindergarten Residents




Map legend

 Current Zone Line

Projected Kindergarten students

 >10

 5.1 to 10

 1.1 to 5

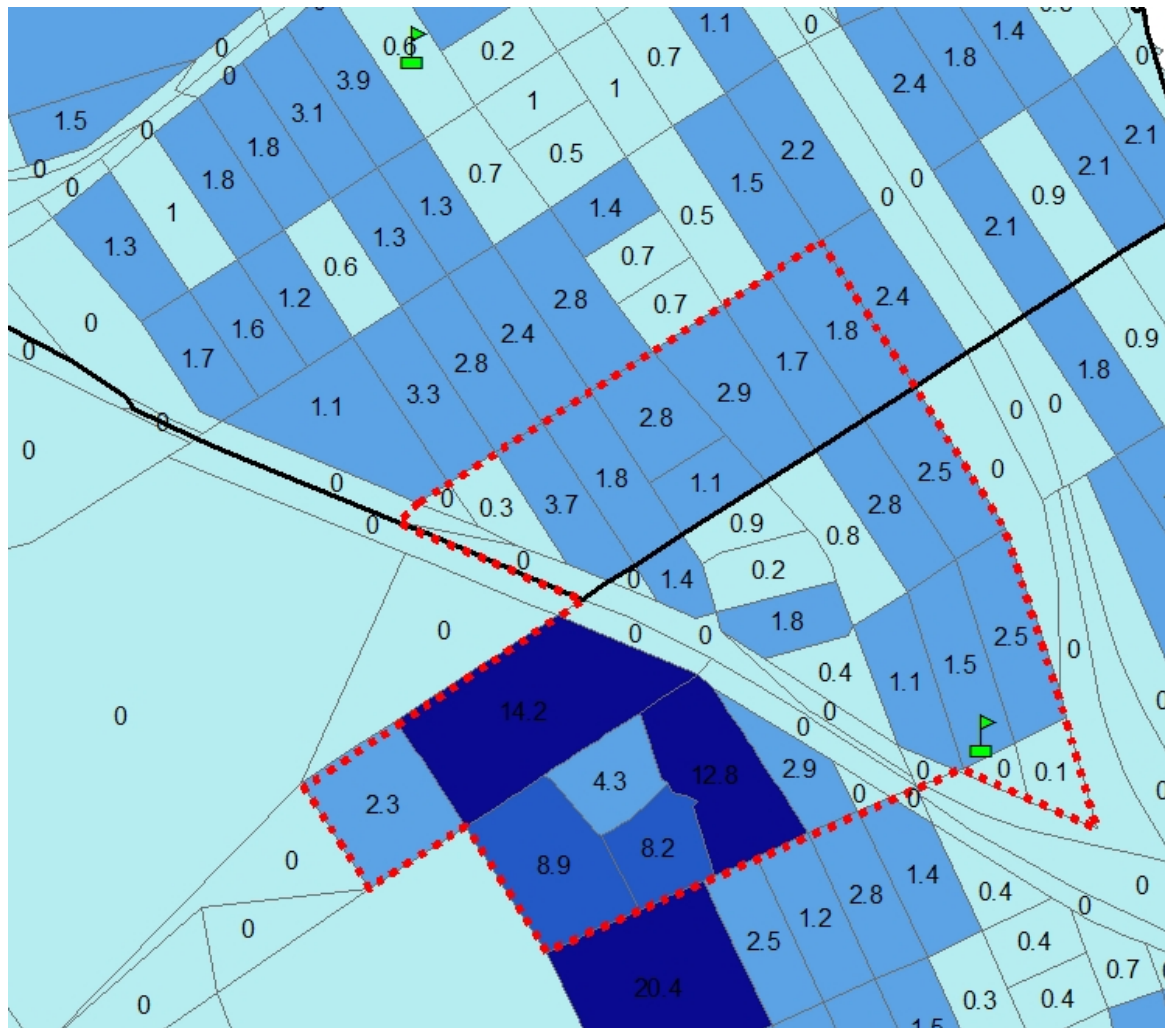
 0 to 1

Methodology Step 3: Drawing the Zone Lines

To the extent possible, we draw zone lines in a way that:

- Contains appropriate number of residents for a school's size, based on recent public school enrollment trends
- Keeps each school geographically within the zone boundaries
- Factors we take into consideration:
 - New residential construction
 - Diversity
 - Geographic barriers
 - Travel distance

Methodology Step 3: Drawing the Zone Lines



Map legend

- Current Zone Line
- Proposed Zone Line

Projected Kindergarten students

- >10
- 5.1 to 10
- 1.1 to 5
- 0 to 1