



# 2018-2019 District 26 Strategic Planning

Division of Space Management

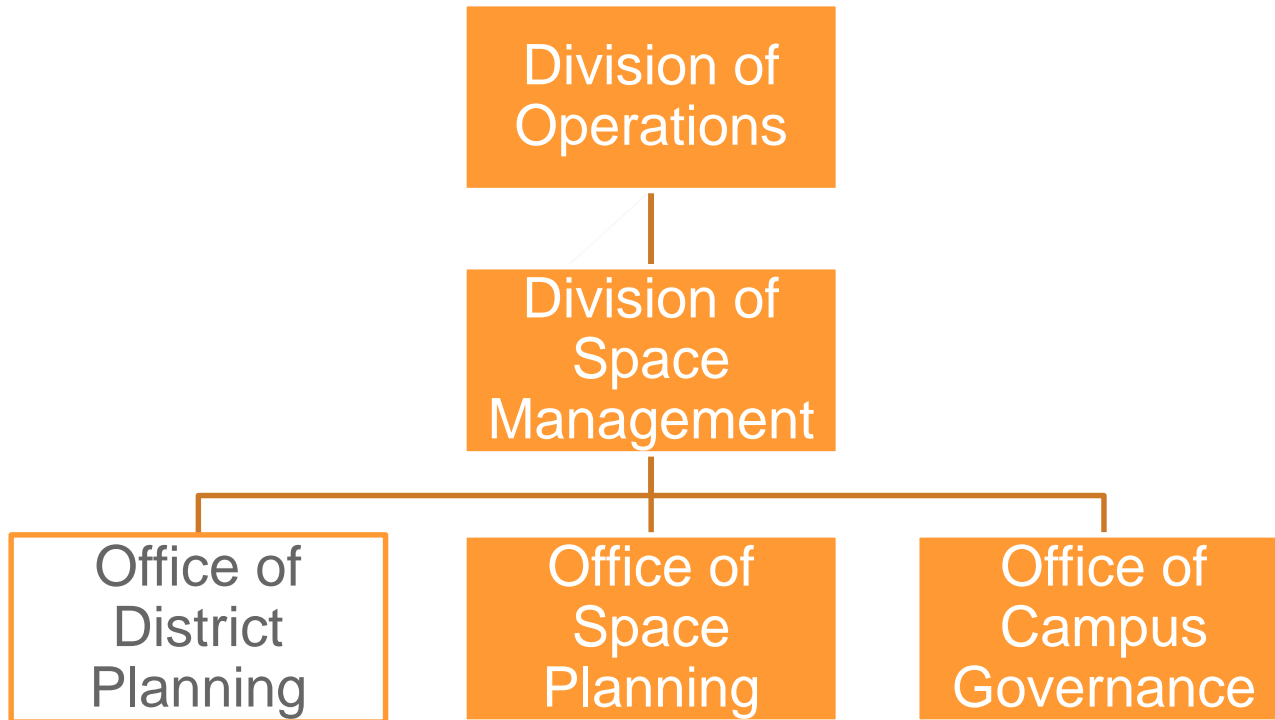
November 27, 2017

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# Division of Space Management

The Division of Space Management partners with superintendents, principals, and communities to identify and address district needs, primarily in the areas of school structure, learning conditions, access to schools and programs, and campus governance.



# The District Planning Process

# Citywide Planning Priorities

The work of the Office of District Planning focuses on four main priority areas in our efforts to support all schools to improve and provide an excellent education for all students.



**School Scale and Sustainability:** Many schools across the city struggle with low enrollment, which creates budgetary and programmatic challenges. Supports or structural changes at these schools, such as consolidations, aim to provide students with a more robust educational experience.



**Overcrowding and Transportable Classroom Units:** Schools where enrollment exceeds capacity or TCUs are required to accommodate students must be addressed in order to improve learning conditions for students. This may include identifying opportunities to increase capacity or shifting enrollment from overcrowded schools to those with available seats.



**Programmatic Needs:** In order to ensure students in each district have access to the unique programming that supports their needs and interests, specialized programs may be added or expanded at district schools. This includes programs aimed at particular populations, such as D75 programs and ASD Nest programs, as well as those that may provide new types of academic opportunities for students, such as pre-k, Gifted and Talented, and programs aimed at serving over-aged students.



**New and Reconfiguring Schools:** New district and charter schools in new construction or underutilized space may increase the availability of seats in overcrowded areas or provide families with access to a wider variety of school options to meet their needs. Similarly, as approved by their authorizers, charter schools may expand to serve new grade levels, and district schools may reconfigure the grades served to better align with standard entry points and meet demand at particular grade levels.

# Levers for Change

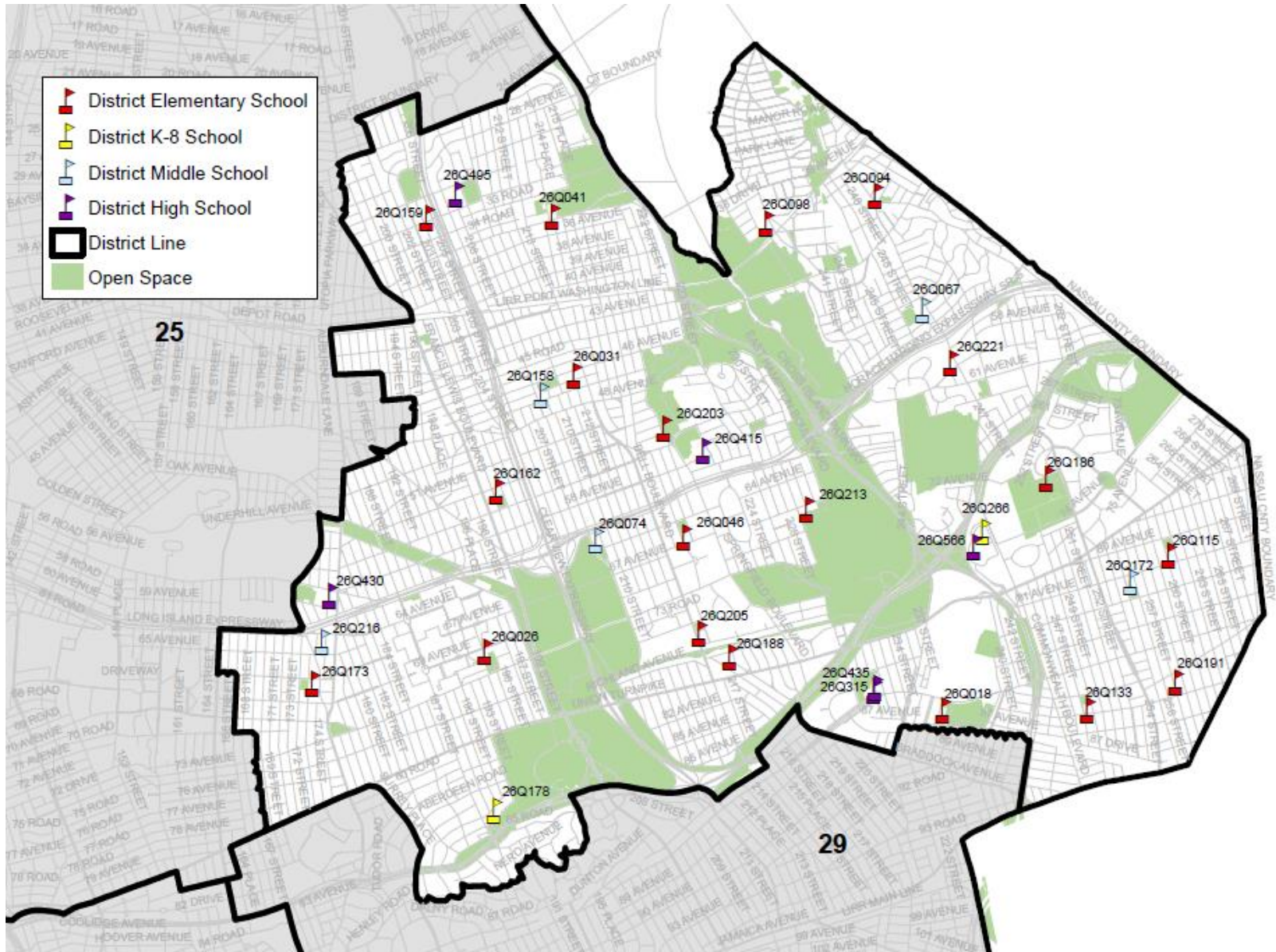
In collaboration with superintendents, the Division of Space Management partners with other offices across the DOE, including the Office of Student Enrollment, the Office of School Design and Charter Partnership, and the Division of Family and Community Engagement in particular, and community stakeholders to develop, propose, and implement changes to address some of our most pressing district needs and improve educational options and learning conditions for our students.

## Levers for Change

- ✓ Re-zoning
- ✓ Unzoning
- ✓ Consolidation
- ✓ Closure
- ✓ New School
- ✓ Grade Reconfiguration
- ✓ Re-siting
- ✓ New Program
- ✓ Enrollment Planning
- ✓ Redesign

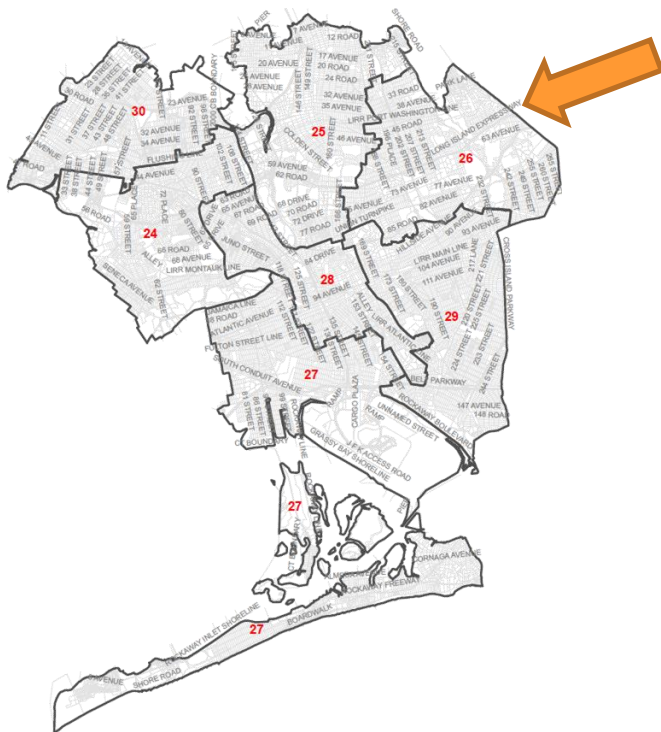
# District 26 Landscape

# District 26 Schools





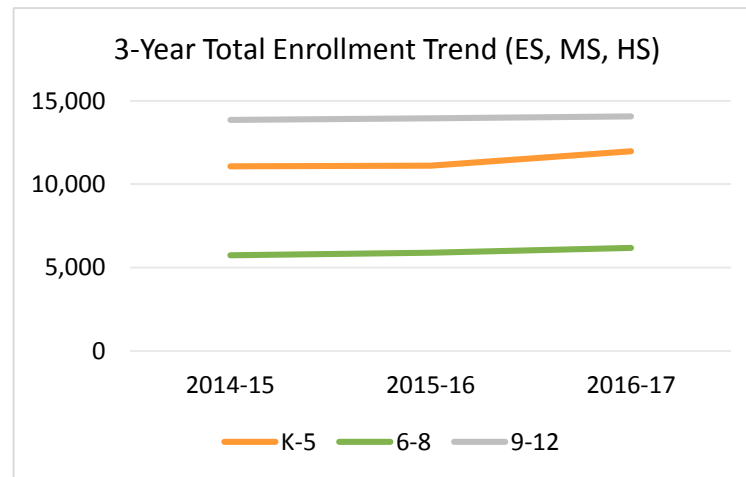
# District 26 Landscape



Count of Schools by Type <sup>1</sup>		
School Type	District	Charter
Elementary School	20	0
K-8	2	0
Middle School	5	0
High School	6	0
<b>Total</b>	<b>34</b>	<b>0</b>

Total Enrollment (3-Year Trend) <sup>2</sup>			
Grade Level	2014-15	2015-16	2016-17
Pre-K	605	594	681
K-5	11,062	11,107	11,970
6-8	5,742	5,897	6,182
9-12	13,849	13,937	14,063
<b>PK-12 Total</b>	<b>31,258</b>	<b>31,535</b>	<b>32,896</b>

<b>Number of Pre-K Centers:</b>	<b>0</b>
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1. In the 2016-2017 school year.
2. Based on 2016-2017 Audited Register for district schools and 2016-2017 Headcount for charter schools.

# District 26 Landscape

Student Demographics <sup>1</sup>									
	K-8		9-12			K-8		9-12	
	District 26	Boro	District 26	Boro		District 26	Boro	District 26	Boro
% Asian	59%	29%	44%	27%	% ELL	7%	16%	7%	11%
% Hispanic	14%	38%	21%	37%	% FRL or HRA Eligible	48%	75%	66%	73%
% Black	5%	17%	19%	21%	% IEP	15%	16%	14%	14%
% White	19%	13%	14%	12%					

District 26 Profile				
# of Overutilized Buildings <sup>2</sup>	27		# of Underutilized Buildings <sup>4</sup>	3
# of Buildings with TCUs	2		# of Renewal Schools <sup>5</sup>	1
# of schools with enrollment below 250 <sup>3</sup>	1		# of transfer schools with enrollment below 200 <sup>3</sup>	0

Sources:

1. 2016-2017 Audited Register
2. 2015-2016 Blue Book
3. 2016-2017 Audited Register for district schools and 2016-2017 Headcount for charter schools
4. 2016-2017 Under-Utilized Space Memorandum
5. 2016-2017 school year

\*All data includes both district and charter schools

# Kindergarten Capacity and Projected Enrollment

Although enrollment exceeds current Blue Book capacity, efficient programming allows schools to optimize the use of space and accommodate overall kindergarten demand in the district.

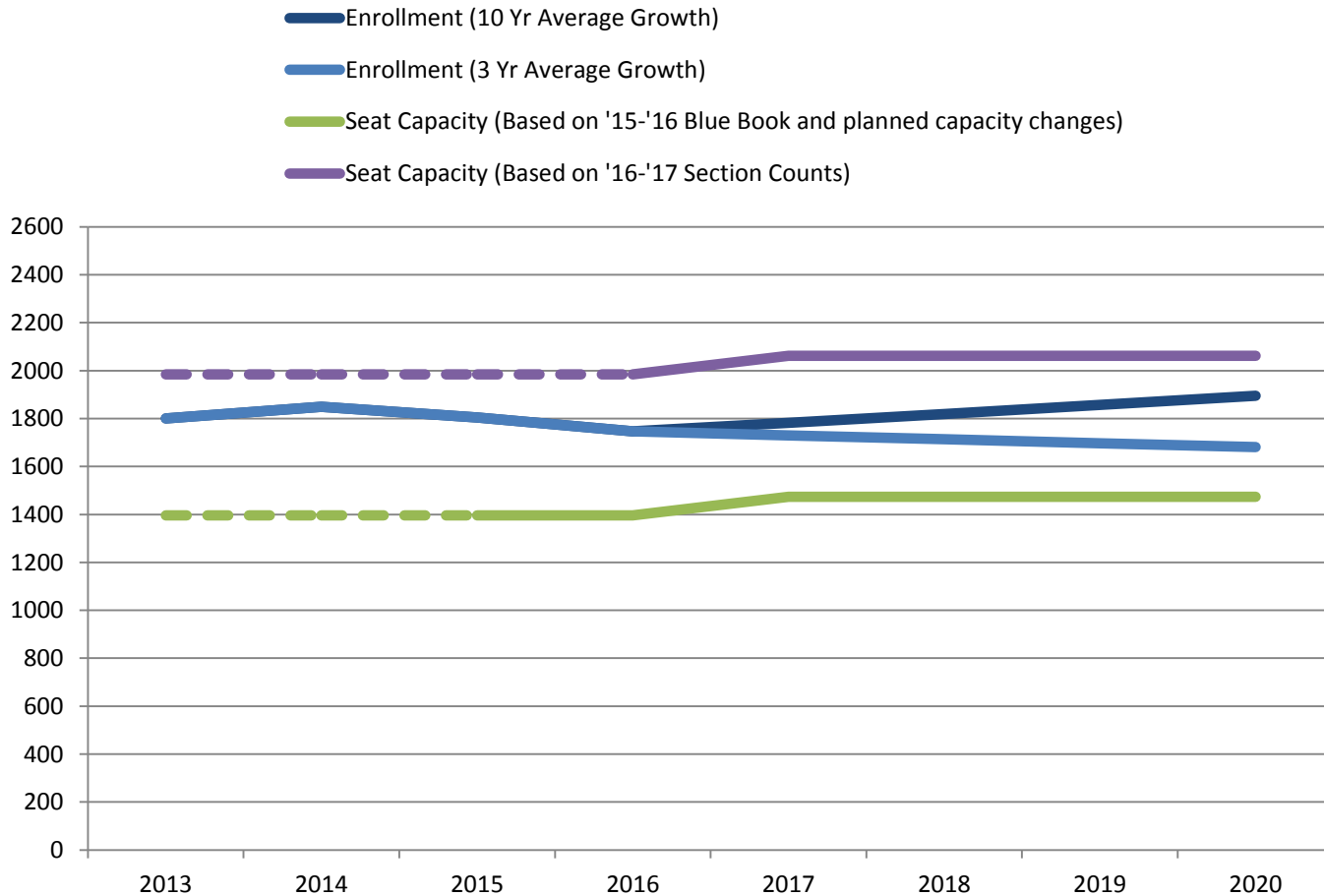


Chart includes district and charter enrollment and capacity within the district.

# 6th Grade Capacity and Projected Enrollment

As enrollment increases over time, we will explore ways to increase 6th grade seat capacity to accommodate future growth.

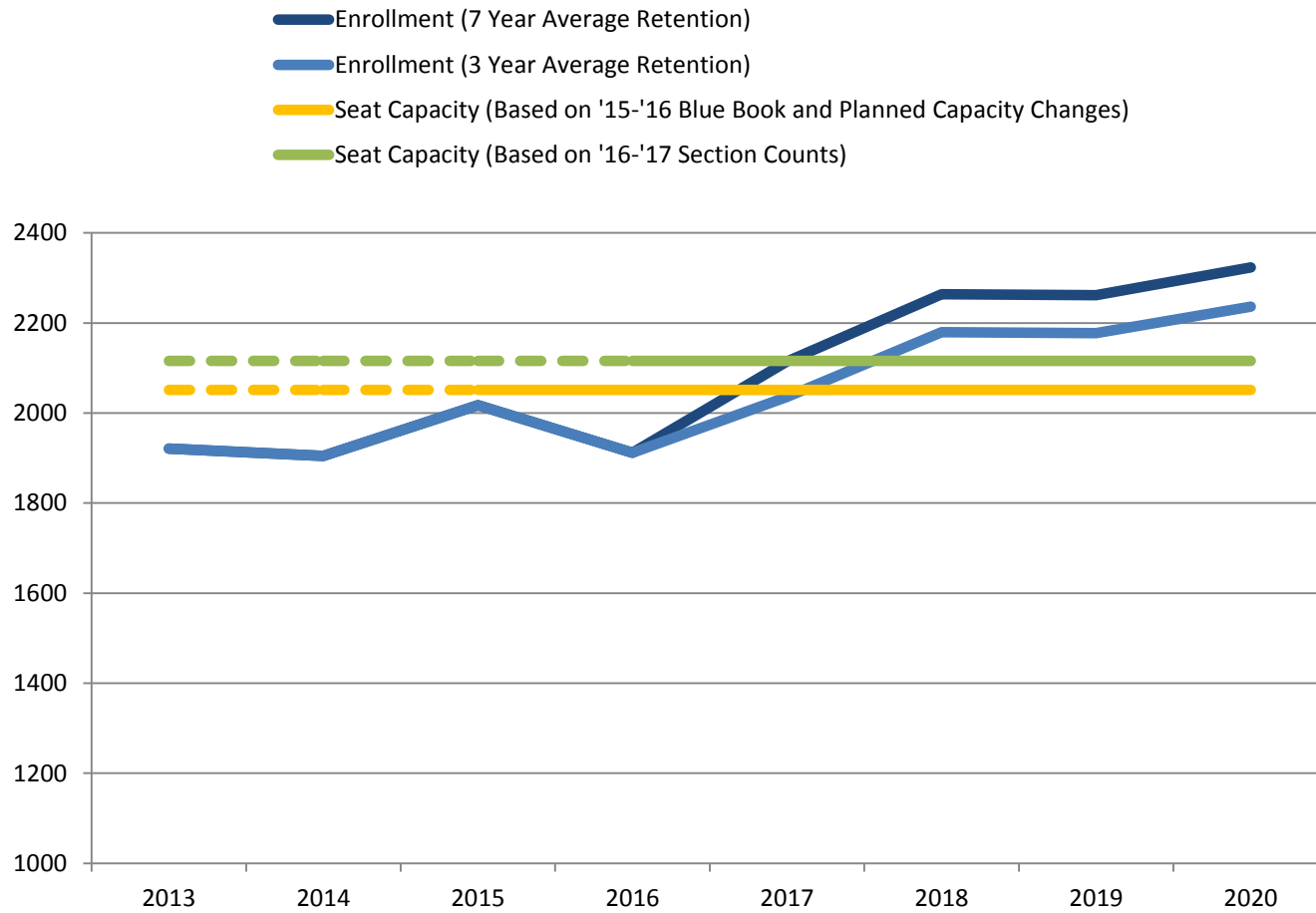


Chart includes district and charter enrollment and capacity within the district.

# Renewal Schools

Renewal Schools			
DBN	School Name	Grade Span	2016-2017 Enrollment <sup>1</sup>
26Q435	Martin Van Buren High School	9-12	1234

Sources:  
1. 2016-2017 Audited Register

# Schools with Enrollment <250\*

## Schools with Enrollment <250 (<200 for Transfer Schools)\*

DBN	School Name	Grade Span	Renewal School	2014-2015 Enrollment <sup>2</sup>	2015-2016 Enrollment <sup>3</sup>	2016-2017 Enrollment <sup>1</sup>
26Q098	P.S. 098 The Douglaston School	K-5	-	200	205	229

\* Phasing-in schools not included on list.

Sources:

1. 2016-2017 Audited Register
2. 2014-2015 Audited Register
3. 2015-2016 Audited Register

# Under-Utilized Buildings

Each year, the Department of Education (“DOE”) publishes a list of under-utilized buildings. Inclusion on this list recognizes that a building potentially has excess space for the 2016-2017 school year that can be utilized more efficiently, but does not imply that the DOE will necessarily propose a change in building utilization. Any proposed changes would be preceded by an analysis of available space by the Division of Space Management, as well as extensive community engagement.

Excess Seats	Building Code	Orgs in Building	Building Utilization Rate
150 – 299 seats	Q067	J.H.S. 067 Louis Pasteur	74%
	Q172	Irwin Altman Middle School 172	80%
300 + seats	Q435	Business Technology Early College High School Martin Van Buren High School	73%

Source: Under-Utilized Space Memorandum as of February 23, 2017, available at <http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/208881/UnderutilizedSpaceMemorandum20172019.pdf>

# Overutilized Buildings

The DOE uses various strategies to alleviate overcrowding and to address increases in enrollment. These strategies include new construction, rezoning the catchment areas of zoned schools, helping principals program their instructional space more efficiently, repurposing and creating capacity through room conversion projects, and siting new or expanded schools and programs in underutilized facilities.

Building ID	Orgs in Building	Building Utilization Rate
Q018	P.S. 018 Winchester	162%
Q026	P.S. 026 Rufus King P.S. Q224	106%
Q031	P.S. 031 Bayside	139%
Q041	P.S. 041 Crocheron P.S. Q993	171%
Q046	P.S. 046 Alley Pond	153%
Q094	P.S. 094 David D. Porter	109%
Q115	The James J. Ambrose School P.S. Q224	110%
Q159	P.S. 159	118%
Q162	P.S. 162 John Golden	153%
Q173	P.S. 173 Fresh Meadows	110%
Q178	P.S./I.S. 178 Holliswood	125%
Q186	P.S. 186 Castlewood P.S. Q224	125%



# Overutilized Buildings (cont'd.)

Building ID	Orgs in Building	Building Utilization Rate
Q188	P.S. 188 Kingsbury	132%
Q191	P.S. 191 Mayflower P.S. Q993	126%
Q203	P.S. 203 Oakland Gardens	154%
Q205	P.S. 205 Alexander Graham Bell P.S. Q224	111%
Q213	P.S. Q004 P.S. 213 The Carl Ullman School	108%
Q216	J.H.S. 216 George J. Ryan	117%
Q221	P.S. 221 The North Hills School	108%
Q266	P.S./I.S. 266 P.S. Q224	108%
Q405	Bayside High School P.S. Q811	154%
Q415	Benjamin N. Cardozo High School P.S. Q993	153%
Q430	Francis Lewis High School P.S. Q811	200%
Q566	Queens High School of Teaching, Liberal Arts and the Sciences P.S. Q811	103%
Q809	P.S. Q224	105%
Q880	P.S. 94 Annex	128%

# Needs Analysis Discussion



# Overcrowding and Temporary Classroom Units

## District Needs

### 1. Additional Elementary Capacity

- Overcrowding at the elementary school level is persistent throughout the district; it is mainly concentrated in the neighborhoods of Bayside and Oakland Gardens.
- Of the 20 elementary schools in the district, 17 operated with an organization utilization rate at or above 100% in the 2015-2016 school year.
- In the 2017-2018 school year, seven elementary schools capped within the district:
  - P.S. 18, P.S. 41, P.S. 46, and P.S. 205 capped at kindergarten
  - P.S. 213 capped at second, fourth, and fifth grade
  - P.S. 173 and P.S. 178 capped at fifth grade
- The opening of P.S. 376 provided Bayside and Oakland Gardens with an additional 468 elementary seats. The related rezoning also helped alleviate overcrowding at:
  - P.S. 31, P.S. 41, P.S. 159, P.S. 162, and P.S. 203
  - P.S. 162 in particular capped last year, but did not need to cap this year

\*Capping data as of November 17, 2017.



## District Needs (con't)

### 2. Additional Middle School Capacity

- In the 2017-2018 school year, three middle schools capped within the district:\*
  - J.H.S. 74 capped at sixth grade
  - M.S. 172 capped at eighth grade
  - M.S. 216 capped at sixth, seventh, and eighth grade

### 3. Removal of Remaining TCUs

- There are two schools within District 26 that continue to use TCUs to provide instruction:
  - Benjamin Cardozo High School
  - P.S. 41
- There are plans in place for the removal of both schools' TCUs.

\*Capping data as of November 17, 2017.



# New and Reconfiguring Schools

## District Needs

### 1. Charter Siting Requests

- No charter schools have requested space in District 26, but requests have been made in multiple districts in Queens.

Potential Charter Needs <sup>1</sup>			
Preferred District(s)	School Name	Request Type	Grades Requested
24	Elm Charter School (Incubation)	New School	K-5
29	Success Academy - Rosedale Middle School	Expansion	5-8
30	VOICE Charter School	Re-siting	3-4
27, 28, 29	Our World Charter School 2 (Incubation)	New School	K-1

<sup>1</sup> Charter requests are received and responded to on a rolling basis and this list is subject to change.

# Questions?

# Contact Information

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Planning

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# A-190 and A-185 Timelines



# A-190 Timeline

Major Activity	90+ days	60 days	45 days	30 days	15 days	24 hrs	PEP Vote
1. District, School, and CEC Engagement	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	
2. Senior Leadership Walkthrough (if applicable)	Yellow	Yellow	Yellow				
3. Post Notice, EIS, BUP (no later than 45 days prior to PEP vote)*		Yellow	Yellow				
4. Community Meetings prior to Joint Public Hearing (optional)			Yellow				
5. Conduct Joint Public Hearing* (30-45 days after posting EIS)				Yellow	Yellow		
6. Collection of Public Comments upon posting EIS*		Yellow	Yellow	Yellow	Yellow	Yellow	
7. Post Analysis of Public Comment*						Yellow	
8. PEP Vote*							Yellow

\*Mandated by A-190

# A-185 Timeline

Major Activity	2017				2018										
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
<b>1. Identify Needs:</b> The need to rezone can be raised by the CEC, schools, or the community.	Yellow shaded														
<b>2. Stakeholder Engagement:</b> This includes engaging the CEC, school principal, communities, and elected officials. Feedback from these discussions inform potential zone lines.				Yellow shaded											
<b>3. Zoning Scenario Development:</b> The DOE analyzes enrollment trends, residential data, and school capacity to inform needs of the district and potential zoning scenarios.					Yellow shaded										
<b>4. Presentation of Proposed Zone Lines to CEC:</b> ODP and the Superintendent present zone line changes to the CEC at a public meeting.													Yellow shaded		
<b>5. The CEC Votes: Within 45 days of proposal submission, the CEC votes on zonings scenario.</b>														Yellow shaded	

\*Rezoning votes take place on this timeline so that changes to school admissions/enrollment can be included in admissions process for the following school year.