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# District 30 Working Group

Addressing Elementary School Capacity, Overcrowding and Equity

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June 2022

## D30 Working Group

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# About the Center for Public Research & Leadership

The Center for Public Research and Leadership (CPRL) facilitated the D30 Working Group (WG) and supported the WG in generating recommendations to the NYC Department of Education.

CPRL strives to revitalize public school systems while reinventing professional education. CPRL conducts high-impact research and consulting projects for our clients in the education sector and provides rigorous coursework, skills training, and real world experiential learning for our graduate students who attend programs at Columbia University and across the country.

Since our founding in 2011, CPRL has provided research and consulting support to state agencies, school districts, charter school organizations, foundations, advocacy groups, and others, completing 200 projects and counting.<sup>1</sup>

## Revitalize PK-12 Education

CPRL partners with public school systems and allied organizations to provide research and consulting services to help them learn, grow, and improve.

## Reinvent Professional Education

CPRL prepares graduate students for careers leading public schools systems and nonprofits through our semester-long program.

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# Introduction

# Introduction | Context

The Long Island City (LIC) Community is growing. New residents, restaurants, and real estate mix with the community’s longtime residents, and its industrial and artistic roots.<sup>2</sup> Some elementary schools in the area operate at or above capacity, and have waitlists for seats in the kindergarten class—they are “oversubscribed”. At the same time, some elementary schools in the LIC area have capacity for additional students—they are “undersubscribed”.<sup>3</sup>

**Figure 1. District 30 Sub-District 3 (Long Island City / Ravenswood) in green.**  
Map courtesy of NYCSCA.



There is also a new elementary school building in Long Island City, P.S. 384, which is currently in an incubation phase. In addition, some community members have noted that the elementary schools in Long Island City (LIC) do not reflect the overall demographics of the LIC area. **This elementary enrollment landscape has created questions about how to best utilize elementary school buildings.**

Because of these factors—the increased capacity at a new school, overcrowding in others, and school-level demographics—the New York City Department of Education (NYCDOE) Office of District Planning (ODP) hired the

Center for Public Research and Leadership (CPRL) at Columbia University **to facilitate a Working Group to engage the LIC community around these issues.** Between March and June 2022, the Working Group worked with the community and generated recommendations to the NYCDOE and community stakeholders about how to address elementary school capacity in Long Island City, and issues related to overcrowding and equity. **This report contains an overview of that process and presents the Working Group's recommendations.**

# Introduction | Goal and Approach

## Goal

The goal of the D30 project was to facilitate a Working Group (WG) to drive stakeholder engagement in order to generate recommendations to the NYCDOE and the D30 Community Education Council (CEC) about how to address elementary school capacity in LIC and issues related to overcrowding and equity. Facilitators and Working Group members pursued this goal through a five-step community engagement process.

## Approach

The D30 WG and CPRL facilitators sought to increase the capacity of the NYCDOE and the D30 CEC to engage community members about the planning effort in D30 LIC. CPRL facilitated a community engagement process that was both representative and inclusive as well as meaningful and authentic.



# Introduction | Goal and Approach

## 1 Understanding the Issue

With the aforementioned goal in mind, facilitators gathered data from the NYCDOE, held 30 initial conversations with community members and leaders, immersed themselves in neighborhoods, and developed area asset maps. From due diligence and introductory conversations, several principles to guide the engagement process emerged:<sup>4</sup>

- Be transparent, inclusive, and equitable
- Focus on the impacted schools
- Provide lots of opportunities for input
- Center the voices of those most impacted
- Include families as well as the voices of those that have expertise about school capacity solutions (e.g., Principals, Superintendent)
- Learn from the past, and also take into consideration the area's projected growth

Using ideas from introductory conversations, facilitators created goals for the WG composition and designed a nominations process to identify members of the D30 Working Group. CEC members, District 30 leadership, school leadership, and ODP Queens leadership nominated members.

## 2 Identifying Community Members

Many of the community members from the initial 30 conversations then participated in a nomination process to form the D30 WG, and also helped to identify community stakeholders for survey outreach, interviews, and facilitation of WG event attendance.

## 3 Listen & Learn

The WG used a variety of outreach strategies to engage a diverse cross-section of community members in the Long Island City area about how to address elementary school capacity in LIC and issues related to overcrowding and equity.

Engagement strategies included:

- (1) sharing information about the WG with members of the community,
- (2) talking with families, teachers, and others to gather ideas for addressing school capacity issues,
- (3) surveying community members to gather ideas for addressing school capacity issues, and
- (4) attending events and meetings to inquire about and discuss community recommendations.



# Introduction | Goal and Approach

## 4 Share & Analyze

Throughout the community engagement process, the WG reflected on the information, opinions, and themes that emerged from the community data collection, and data provided by NYCDOE about District 30. WG members reviewed data in distributed packets, WG Meetings, 1:1 conversations with CPRL, and in small group meetings (“Office Hours”) with CPRL and ODP staff. The WG reviewed data gathered through surveys and interviews, along with reviewing ODP-presented planning data.

## 5 Prepare & Report

The WG process resulted in the WG’s development of recommendations for submission to the NYCDOE and CEC for the next phase of community engagement and district planning.



## Community Engagement Plan Timeline

- **Working Group 1:** 3/23/22  
**Introductions / Launch**
- **Meaningful & Authentic Engagement Plan:** 3/24/22 - 4/3/22  
**Development of Data Collection Tools**
- **Working Group 2:** 4/4/22  
**Listen & Learn Preparation**
- **Listen & Learn Phase:** 4/4/22 - 4/25/22  
**Data Collection Round 1**
- **Working Group 3:** 4/25/22  
**Data Collection Review Meeting**
- **Listen & Learn Phase:** 4/26/22 - 5/8/22  
**Data Collection Round 2**
- **Working Group 4:** 5/9/22  
**Data Collection Review 2**
- **Working Group 5:** 5/23/22  
**Recommendation Discussion**
- **Prepare & Report Recommendations:** 5/9/22-6/22/22  
**Develop and Review Key Findings**
- **Working Group 6:** 6/22/22  
**Finalize WG Recommendations**



# **Working Group Recommendations**

# Working Group Recommendations

At the conclusion of the process, the WG generated two overarching recommendations:

## **Recommendation 1.**

Current school assignment in D30 LIC is not working for community members, and to address school assignment challenges we recommend the NYCDOE start the rezoning process.

## **Recommendation 2.**

We recommend that these priorities/values be emphasized in the rezoning process:

- Providing access to a school that kids live close to, but also a school that they want to go to;
- Prioritizing diversity in schools;
- Addressing and not perpetuating inequities, including those produced by the historic zoning processes used for Queensbridge;
- Providing students with equitable education across the district, including through additional programs, resources, and more school choice for families;
- Conducting an engagement process responsive to involved communities, using a variety of outreach strategies.

# 3

## Understanding the Issue

## Understanding the Issue | Neighborhood Context

**Long Island City (LIC)** is an area in western Queens bordered by the East River. It spans several neighborhoods from Hunters Point in the south to Ravenswood in the north. LIC is bordered by Sunnyside and Woodside in the east, and Astoria in the north.<sup>5</sup> It is home to a diverse population with a rich history, and is experiencing rapid population growth and changes due in part to recent significant commercial development.<sup>6</sup>



The **District 30 Working Group** focused on four elementary schools that the NYCDOE initially considered for policy shifts: P.S. 76Q The William Hallet School (P.S. 76) , P.S./I.S.78Q The Robert F. Wagner Jr. School (P.S. 78), P.S. 111 Jacob Blackwell School (P.S. 111) and P.S. 384 Hunters Point Elementary School (P.S. 384).<sup>7</sup> The creation of P.S. 384, a new elementary school that began taking overflow from P.S. 78 in September of 2018 and was re-sited to its own location in 2021, sparked **conversations around the district’s capacity and elementary enrollment policies.**<sup>8</sup>

Note that in the enrollment data below, public schools operated by the NYCDOE are distinguished from Charter schools. NYCDOE - operated schools are referred to as “District schools” or “District 1-32 schools”.<sup>9</sup>

# Understanding the Issue | School District Context

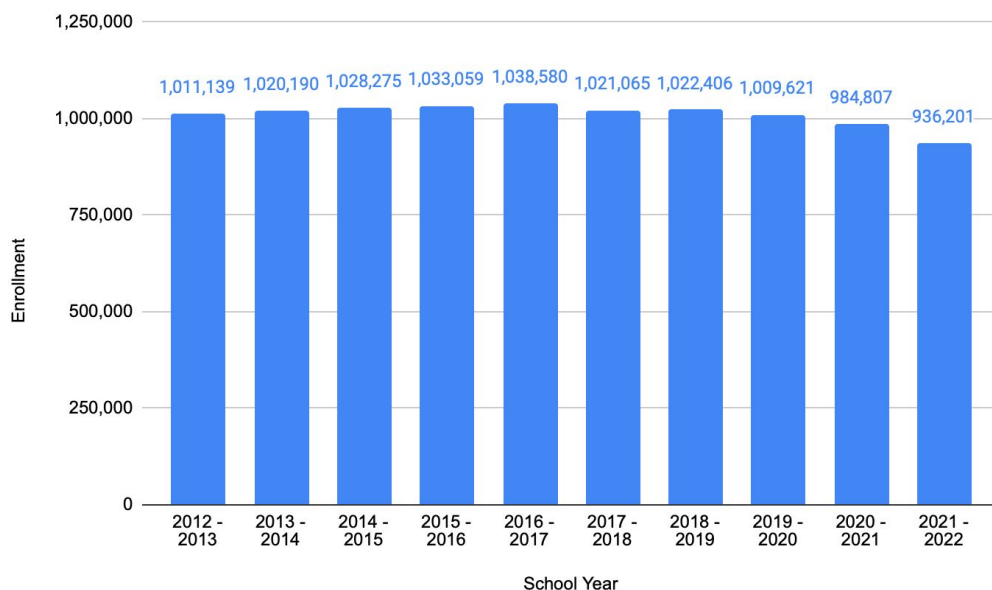
From 2016-2017 to 2021-2022, there has been a consistent decline in total enrollment in District 30 with kindergarten through 5th grade seeing 16% decreased enrollment.<sup>10</sup>

With regard to K-5 enrollment, P.S. 76 saw a 26% decline in enrollment, and P.S. 78 saw a 6% decline, while P.S. 111 saw a 3% increase.<sup>11</sup> Note: P.S. 78 and P.S. 111 are K-8 schools, but only K-5 data is relevant to this report. There is not yet full data on P.S. 384, which is still phasing in their full grade span, and served grades K-3 and a pre-K program in the 2021-2022 school year.<sup>12</sup>

The NYCDOE Office of District Planning (ODP) recently conducted research to understand seat demand in the D30 LIC area. ODP projects that enrollment in D30 elementary grades will continue to decrease over the next few years. While elementary enrollment in D30 has exceeded capacity in the past and parts of the district currently experience overcrowding, **D30 is generally expected to have enough capacity to accommodate all students based on overall seats across the district.**<sup>13</sup>

**K-12 enrollment in District 1-32 schools and charter schools has declined by about 10% since its peak in the 2016-2017 school year.**

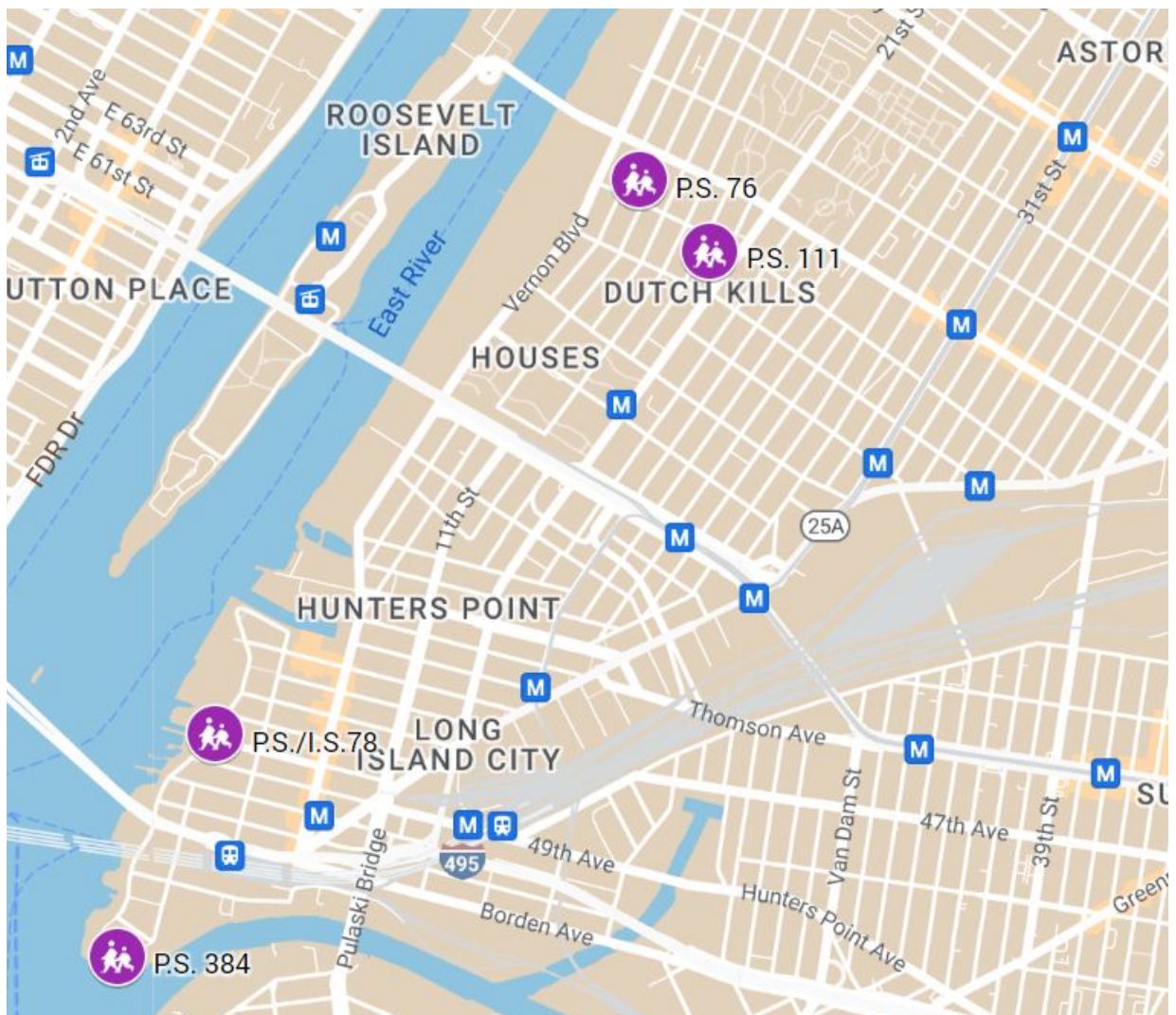
Figure 2. Citywide Enrollment (DISTRICT AND CHARTER)  
2012-13 TO 2021-22



## Understanding the Issue | School Profiles

The Long Island City community and the NYCDOE identified four schools at the start of the District 30 Working Group process as those impacted by potential policy changes. These are P.S. 76, P.S. 78, P.S. 111, and P.S. 384.<sup>14</sup> For more information about each school, see the school profiles in the following pages, and additional school data, including enrollment, demographics, and program lists at Appendix D.

Figure 3. Map of the Four Public Schools



## Understanding the Issue | School Profiles



### P.S. 76 The William Hallett School

“At P.S. 76 Queens, we recognize the **individuality** of every student and we strive to **equitably** provide each child with the academic excellence of a supportive and enriching learning environment. We aspire to offer students as much **arts, technology and sports programming** as possible, and we aim to grow students as agents of change by teaching into social issues and exploring students’ **intersectional identities and positionality** within the world.”<sup>15</sup>

- ❖ **Capacity:** 669 seats
- ❖ **2020-2021 total enrollment:** 393 students (58.7% full)

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### P.S./I.S. 78 The Robert F. Wagner School

“The mission of P.S./I.S. 78Q The Robert F. Wagner, Jr. School, is to provide a global education that enhances student achievement through a focus on **higher-order thinking skills, problem-solving strategies, and teamwork**, while providing **highly enriched art programs** that are integrated into our literacy program and throughout the core curriculum. We are committed to **provide equity** for all by developing a well-developed culturally responsive setting where children will discover their own **uniqueness, personal worth, and academic potential**. As a school community, we celebrate students’ individual talents, academic abilities, cultural identities and social emotional development.”<sup>16</sup>



- ❖ **Capacity:** 748 seats
- ❖ **2020-2021 total enrollment:** 699 students (93.4% full)



# Understanding the Issue | School Profiles

## P.S. 111 Jacob Blackwell School



The “mission at Community School 111Q Jacob Blackwell is to create a **culturally responsive environment** that is equitable in which our scholars are prepared for rigor and independent learning through equity and access to the curriculum . . . We have taken on this challenge through shifts in mindsets, becoming conscious of our own biases to hold ourselves accountable for the **academic progress and social emotional development** of our scholars. We share in the expertise of the parents, teachers, community and the scholars themselves to be partners in this endeavor.”<sup>17</sup>

- ❖ **Capacity:** 541 seats
  - ❖ **2020-2021 total enrollment:** 295 students (54.5 % full)
- 

## P.S. 384 Hunters Point Elementary

“The mission of P.S. 384 is to instill a lifelong love of learning by inspiring students to persevere and solve problems through **collaboration, creativity, and citizenship**. P.S. 384 provides students with experiences using inquiry, dialogue, and critical thinking for **academic success and social-emotional growth**. By connecting their learning, students will use their creativity, ideas, and voice responsibly to create a better present and future.”<sup>18</sup>



- ❖ **Capacity:** 612 seats
- ❖ **2020-2021 total enrollment:** 240 students (39.2% full\*)

\*School is still phasing in, and enrollment figure of 240 only captures students in PK-3.

## Understanding the Issue | Transportation

The data below is from the NYCDOE Office of Pupil Transportation (OPT). General education transportation eligibility is based on a student's grade level and the walking distance between home and school.<sup>19</sup> Based on a distance calculation, students eligible for full-fare transportation may receive either busing or a Student Metrocard. Students eligible for transportation services typically receive busing. Provision of services is managed by the Transportation Coordinator at the school level.<sup>20</sup>

**Figure 4. General Transportation Eligibility**

Grade Level	Less than 0.5 mile	0.5 mile or more, but less than 1 mile	1 mile or more, but less than 1.5 miles	1.5 miles or more
Grades K, 1, and 2	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grades 3-6	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard

**Figure 5. Students Receiving Transportation**

School	Total Number of Students receiving CTS* busing (Special Education)	Total Number of Students receiving STS** busing (General Education)	Assigned Metrocards
P.S. 76	43	33	19
P.S./I.S. 78	14	19	43
P.S. 111	9	26	18
P.S. 384	N/A	55	<5

\*Curb to School  
\*\*Stop to School

# Understanding the Issue | Queensbridge

## What is NYCHA?

The New York City Housing Authority (NYCHA), created in 1935, is the largest public housing authority in North America. NYCHA provides affordable housing in over 177,000 apartments through public housing, Section 8, and PACT/RAD programs. 1 in 16 New Yorkers call NYCHA Housing home.<sup>21</sup>

## What is Queensbridge?

NYCHA's largest public housing development is Queensbridge (North and South) Houses, with 3,147 apartments and nearly 7,000 residents.<sup>22</sup> The development is located in the northern area of Long Island City.

Queensbridge elementary school students are currently zoned to P.S. 070Q, P.S. 76Q The William Hallet School, P.S. 111 Jacob Blackwell, P.S. 112 Dutch Kills, PS/MS 122Q The Mamie Fay School, P.S. 150 Queens, and P.S. 166Q The Henry Gradstein School. Please see Appendix E for a list of zoned schools by address.



# Understanding the Issue | Queensbridge

## How are Queensbridge residents zoned for school?

Queensbridge Houses' residents are currently zoned **to eight elementary and two middle schools by address**, and some students living at Queensbridge addresses have two zoned options when entering grades 1-5. Please see Appendix E for a list of zoned schools by address.



## Why are Queensbridge students zoned in this way?



It is rare for students living so close together to be zoned to several different schools.

To date, and despite extensive research into the historical roots of Queensbridge zoning as well as zoning within Long Island City more broadly, neither NYCDOE nor CPRL has identified a historical record explaining why Queensbridge addresses are zoned in this way.

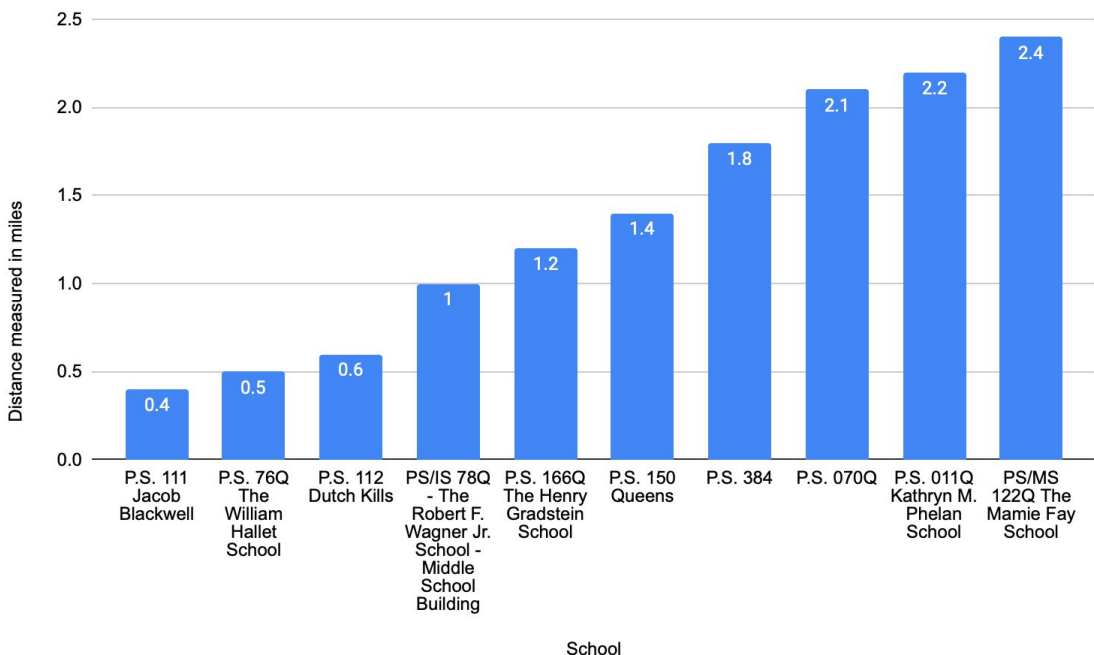
# Understanding the Issue | Queensbridge

## How far might Queensbridge elementary school students travel to school?

The distances below are the rough walking distances to each of the eight elementary schools to which Queensbridge students are zoned, with the addition of P.S. 78 and P.S. 384, which the NYCDOE is considering for potential policy changes that could impact Queensbridge students.<sup>23</sup>

- P.S. 111 - 0.4 mi.
- P.S. 76Q - 0.5 mi.
- P.S. 112 - 0.6 mi.
- P.S./I.S. 78Q - 1 mi.
- P.S. 166Q - 1.2 mi.
- P.S. 150 - 1.4 mi.
- P.S. 384 - 1.8 mi.
- P.S. 070Q - 2.1 mi.
- P.S. 011Q - 2.2 mi.
- P.S./M.S. 122Q - 2.4 mi.

Figure 6. Walking Distance from Center\* of Queensbridge to D30 Schools



\*Using as center, the Floating Hospital: Queensbridge Health Center at 10-29 41st Avenue, Long Island City, NY.

# 4

## Identifying Community Members

# Identifying Community Members | Introduction to the Working Group

CPRL facilitators based the **proposal for the D30 Working Group on more than 30 conversations** with local leaders and community members. Facilitators conducted conversations with the District 30 Superintendent, District 30 Community Education Council (CEC) members, principals, members of PTAs, parent coordinators, and NYCDOE staff about WG formation as well as recommendations for engaging members of the LIC area.



After the Working Group was formed, facilitators met with each WG member for an **introductory interview** between March 15th and March 21st, 2022. The interviews included:

- An introduction to CPRL, NYCDOE and issues core to the D30 project,
- Confirmation of candidate interest in the Working Group, and
- Expectations and norms for Working Group members

## **Between March 2022 and June 2022, Working Group members:**

- Shared information about the Working Group with the community and
- Met with families, teachers, and other community leaders one-on-one and at events to gather ideas for addressing school capacity issues.

## **Between March 2022 and June 2022, WG members also:**

- Conducted community engagement data collection through survey administration and interviews,
- Analyzed data gathered from the community engagement process to prepare consensus-based recommendations for the NYCDOE and CEC, and
- Made recommendations to the NYCDOE and CEC.

# Identifying Community Members | Working Group

## About the D30 Working Group

The Working Group was structured to include roles for 13-20 regular members and a set of advisory members.<sup>24</sup> Each member of the CEC, staff from the NYCDOE Office of District Planning, the Superintendent, and Principals at P.S. 76, P.S. 78, P.S. 111, and P.S. 384 nominated regular members. Advisory members held fixed positions. The nomination process was discussed in CEC meetings beginning in February 2022.<sup>25</sup> Additional information can be found at Appendix A.

The D30 Working Group nomination process resulted in **15 regular members** and **five advisory members**. WG members were **family members, caregivers, school employees, community leaders, and community representatives** nominated by District 30 leadership, District 30 principals, District 30 CEC members, and ODP staff.<sup>26</sup>

WG members knew and worked with Long Island City families, taught in and led schools, and lived in the Long Island City community. They also had knowledge of school assignment processes, of local efforts and organizations, and of creating equitable, and inclusive spaces.

### Working Group Members

- Annawa Naing
- Chris Hanway
- Cindy Saleh
- Danielle LoPresti Lee
- Evie Hantzopoulos
- Janet Lee
- Kelly Craig
- Lorenzo Brea
- Maria Paola Carrasquillo
- Michael Estrella
- Phoebe Maye
- Rachel Berman
- Rosalyn Henderson
- Veronica Franklin
- Yohara Morgan

### Advisory Members

- Dr. Philip Composto, District 30 Superintendent
- NYC Department of Education, Office of District Planning:
  - Jai Griem
  - Reba Lichtenstein
- Zoning Committee Co-Chairs, District 30 Community Education Council:
  - Esther Verhalle
  - Michelle Moore



5

**Community  
Engagement  
Plan**

# Community Engagement Plan | Community Engagement Process

CPRL facilitators supported the Working Group (WG) by facilitating a **robust process** for community engagement and recommendations. This process included **5 steps** and guided all of the Working Group's actions over 6 months.



# Community Engagement Plan | Community Engagement Definition

The WG's work with the community is informed by the below definition, developed from dozens of community conversations:

***Community engagement is a process and involves working collaboratively with people to advance shared goals and address issues affecting members of the community. It should strengthen the voices and wellbeing of community members, including those who do not regularly make decisions about the community.***



During steps 1, 2 and 3 of the Community Engagement Process, the Working Group used a **variety of outreach strategies to meaningfully engage** a diverse cross-section of the Long Island City area to discuss elementary school capacity issues.

Throughout this process, the Working Group listened to:

- District 30 school leaders, teachers, and staff
- Parents and families of current and incoming D30 elementary school students, and
- NYCDOE leaders

# Community Engagement Plan | Community Engagement Definition



Facilitators worked closely with Working Group members to build data collection tools, develop outreach strategies for community engagement, and collect data in **two rounds**. The first round of data collection informed additional timelines, questions, and goals for the second round.

The tools used to collect data were a structured **interview protocol and a survey** that included multiple-choice and open-ended questions.

Community engagement strategies and outreach included **(1)** sharing information about the WG with members of the community, **(2)** talking with families, teachers, and others to gather ideas for addressing school capacity issues, **(3)** using data collection methods such as surveys and structured interviews, and **(4)** attending meetings to inquire about and discuss community recommendations.



# Community Engagement Plan | Timeline



# Community Engagement Plan | Detail

## 1 Understanding the Issue

### Working Group Meeting #1: Introductions / Launch. 3/23

WG members got to know one another, reviewed the WG goals, responsibilities, norms and timeline, developed a community engagement plan specific to LIC, and prepared to better understand the elementary school capacity issues.

## 2 Identifying Community Members

### Meaningful and Authentic Engagement Plan. 3/24 - 4/3

CPRL facilitators developed draft Data Collection Tools (general public survey and interview protocol) for WG member review.

## 3 Listen & Learn From Community Members

### Working Group Meeting #2: Listen & Learn Phase Preparation. 4/4/2022

Facilitators gave an overview of the community engagement plan, and WG members prepared for interviews and community engagement events.

### Listen & Learn Phase: Data Collection Round 1. 4/4/2022 - 4/25/2022

WG members and CPRL facilitators collaborated on data collection and community engagement while NYCDOE gathered District data (e.g., enrollment trends and transportation data).

### Working Group Meeting #3: Data Collection Review Meeting 1. 4/25/2022

WG members reviewed Round 1 and ODP data and made adjustments to the community engagement plan for Round 2 of data collection.

### Listen & Learn Phase: Data Collection Round 2. 4/26/2022 - 5/8/2022

With facilitator support, WG members conducted a second round of data collection, informed by learnings from the Round 1, and after reviewing community engagement and NYCDOE data.

# Community Engagement Plan | Detail

## 4 Share & Analyze Community Views

### Working Group Meeting #4: Data Collection Review 2. 5/9/2022

WG members reviewed Round 2 data, ODP staff introduced enrollment terms and Admissions Methods and Levers, and WG members began data-based discussions around possible approaches to enrollment and admissions in LIC.

### Working Group Meeting #5: Discussion of Recommendations. 5/23/2022

WG members reviewed their reflections from community engagement as well as Key Findings, and discussed possible recommendations, additional questions, and next steps.

## 5 Prepare & Report Recommendations

### Deliverable Drafting: Preparing for Finalizing and Communicating Recommendations. 5/24/2022 - 6/6/2022

CPRL drafted recommendation language based on WG members' statements in WG Meeting #5 for discussion at WG meeting #6.

### Working Group Meeting #6: Final Recommendations. 6/7/2022

WG members gave feedback on recommendations and made a consensus-based decision to present two recommendations to NYCDOE and CEC.

### Communication of Recommendations: Delivery of Recommendations to NYCDOE and CEC. 6/22/2022

CPRL supported WG members in delivering recommendations to NYCDOE and CEC during a special meeting of the CEC Zoning Committee.

6

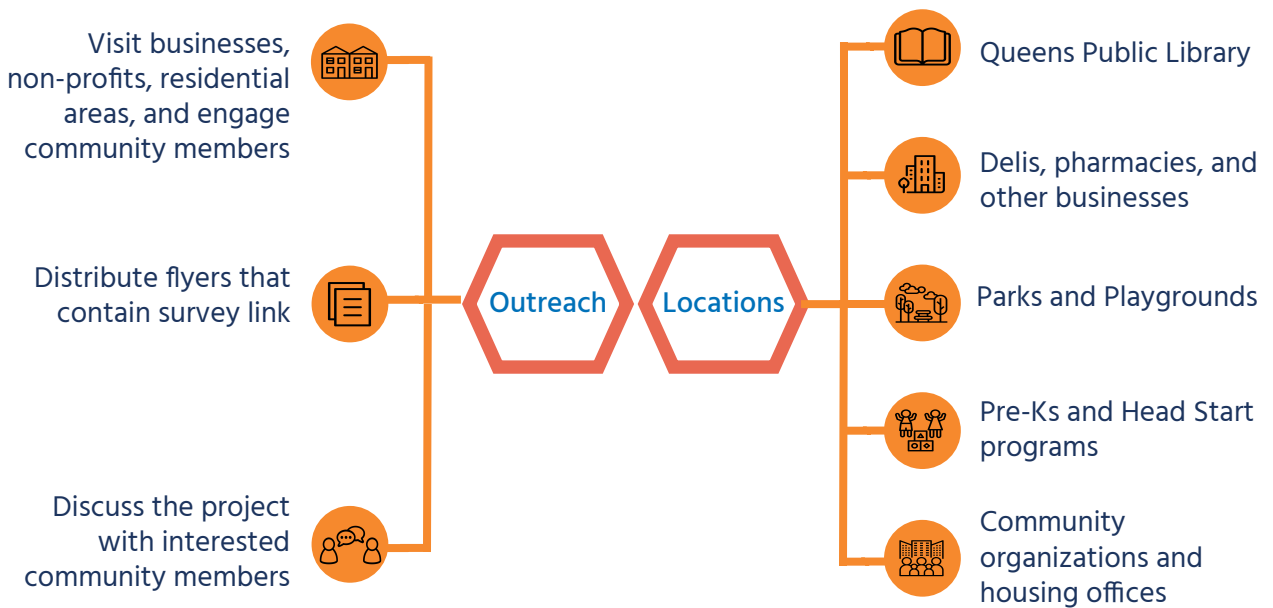
**Listen & Learn**



# Listen & Learn | Introduction

The **Listen and Learn** phase of community engagement emphasized understanding community member preferences around school assignment and why and how families make student enrollment decisions. The Working Group (WG) and facilitators sought to elevate a range of voices, and ensure they were heard throughout the process. Community member ideas, opinions and priorities were collected through interviews (both in person and over remote conference), and through paper and digital surveys.

## Outreach and Engagement



D30 WG members and facilitators distributed and promoted the **survey** using online links as well as paper flyers with survey QR codes. WG members and facilitators also encouraged community members to reach out via the **project's email address**, as well as offered **interview opportunities** to community stakeholders through email, phone, and at many locations and **events**.

These promotional activities occurred in both virtual and in-person spaces. Center for Public Research and Leadership (CPRL) facilitators also developed **a Social Media Toolkit** and **QR code poster** to streamline sharing the survey online, schedule more interviews, and encourage WG members' community engagement. See Appendix C for these supplemental materials.

# Listen & Learn | Events & Flying

The Working Group and CPRL facilitators attended **15 unique community events and school meetings** to spread the word about the project and share QR codes to the surveys

## Community Events Attended

- Easter Festival at Gantry Park
- Queensbridge Park Renew  
Queens and Skyline Church  
Annual Easter Egg Hunt
- Spring Break Fun in the Park
- Gem Rocks! at Queens Public Library
- 2nd Annual Earth Day  
Diplomatic Park Cleanup
- Spring Nature Walk
- Ravenswood Food distribution
- Fuel Your Community food distribution
- Ravenswood Houses flea market
- Ravenswood Tenants' Association Meeting

## School Meetings Attended

- School Leadership Team (SLT) meetings:
  - **P.S. 78** SLT meeting
  - **P.S. 111** SLT meeting
- Parent Teacher Association (PTA) meetings:
  - **P.S. 384** PTA meeting
- Community Breakfast:
  - **P.S. 76** Community Breakfast
- Parents' Meeting:
  - **D30 PreK** meeting with principal Dr. Goldstein

## Listen & Learn | Interviews & Surveys

CPRL and WG members collected ideas through **interviews** (both in person and over remote conference) and through **paper and digital surveys**. The interviews and survey data encapsulated community members' ideas about elementary school enrollment and assignment in Long Island City, and was collected as part of the District 30 Working Group outreach strategies.

### Interviews

The Interview protocol was a tool to gather data on community **concerns and priorities** with respect to school enrollment, rather than on technical solutions, which will be explored later. Questions are open-ended, and can help us understand individual community members' preferences and priorities. The Working Group outreach yielded:

- **70** community member interview requests
- **37** completed interviews, including:
  - **19** D30 elementary school parents (past and present),
  - **9** potential D30 elementary school parents, and
  - **8** other community leaders
  - **At least 9** neighborhoods represented: **Astoria, Court Square, Dutch Kills, Gantry Park, Hunters Point, Long Island City, Queensbridge, Ravenswood, Sunnyside**

### Survey

CPRL facilitators designed the survey in collaboration with the District 30 Working Group and the New York City Department of Education (NYCDOE). To reach more community members, CPRL and the NYCDOE translated the survey into Bengali, Arabic, and Spanish based on feedback from Working Group members. **The survey was launched on April 11, 2022 and closed on May 18, 2022.**

- **429** community members responded to the survey, including:
  - **369** parents,
  - **34** school employees, and
  - **At least 9** neighborhoods represented: **Astoria, Court Square, Dutch Kills, Gantry Park, Hunters Point, Long Island City, Queensbridge, Ravenswood, Sunnyside**

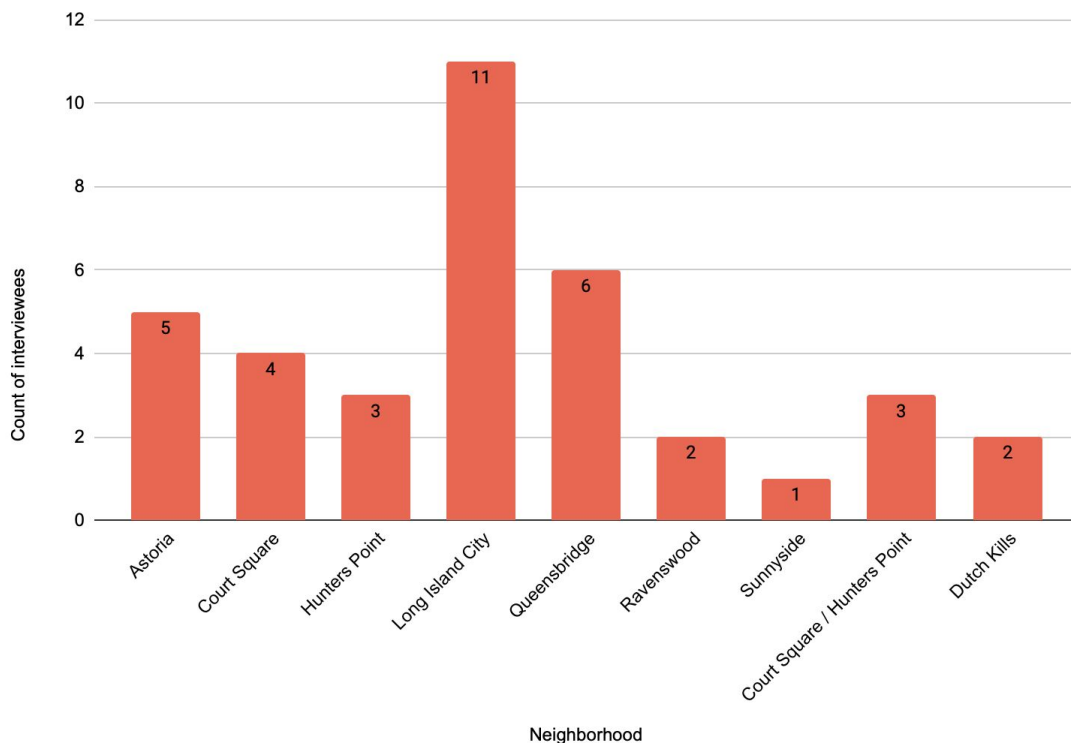
## Community Member Affiliation and Stakeholder Type

CPRL recorded interviewee and survey respondents' neighborhood, school affiliation, stakeholder type, and race/ethnicity. All responses were recorded with permission, kept on a password-protected platform, and are reported in the aggregate to protect confidentiality.

The pages below show the amounts of interviewees and survey respondents categorized by this information.

## Interviewees

Figure 7. Number of Interviewees by Neighborhood



## Interviewees

Figure 8. Number of Interviewees by School Affiliation

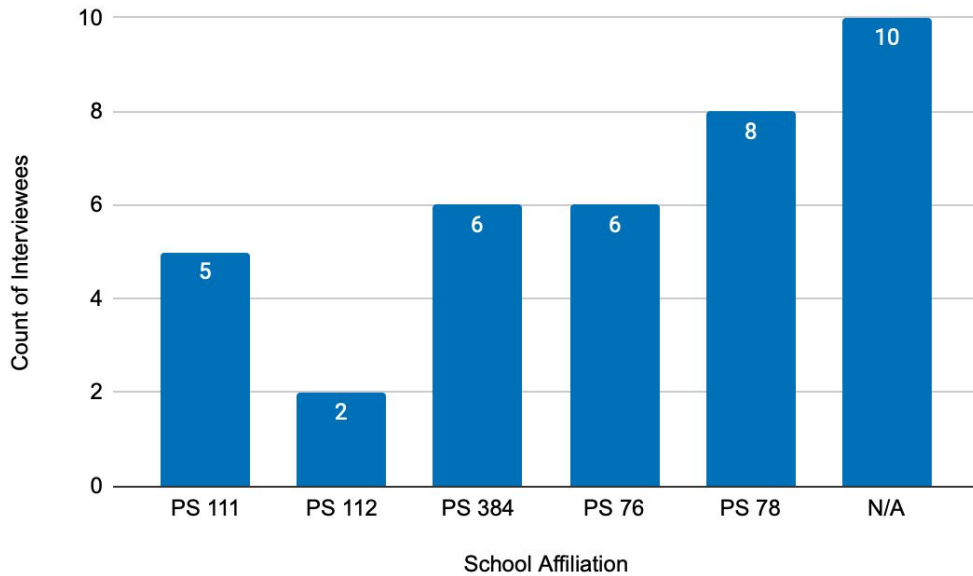
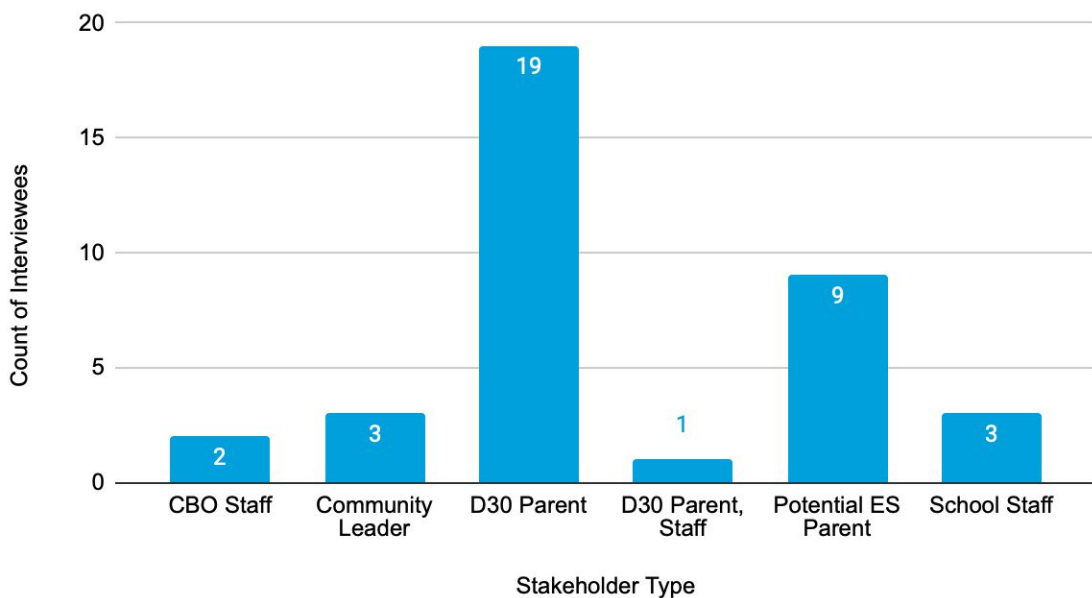


Figure 9. Number of Interviewees by Stakeholder Type



Notes: (1) ES refers to "elementary school".

(2) Interviewees could identify as more than one stakeholder type.

## Survey Respondents

Figure 10. Survey Respondents by Neighborhood

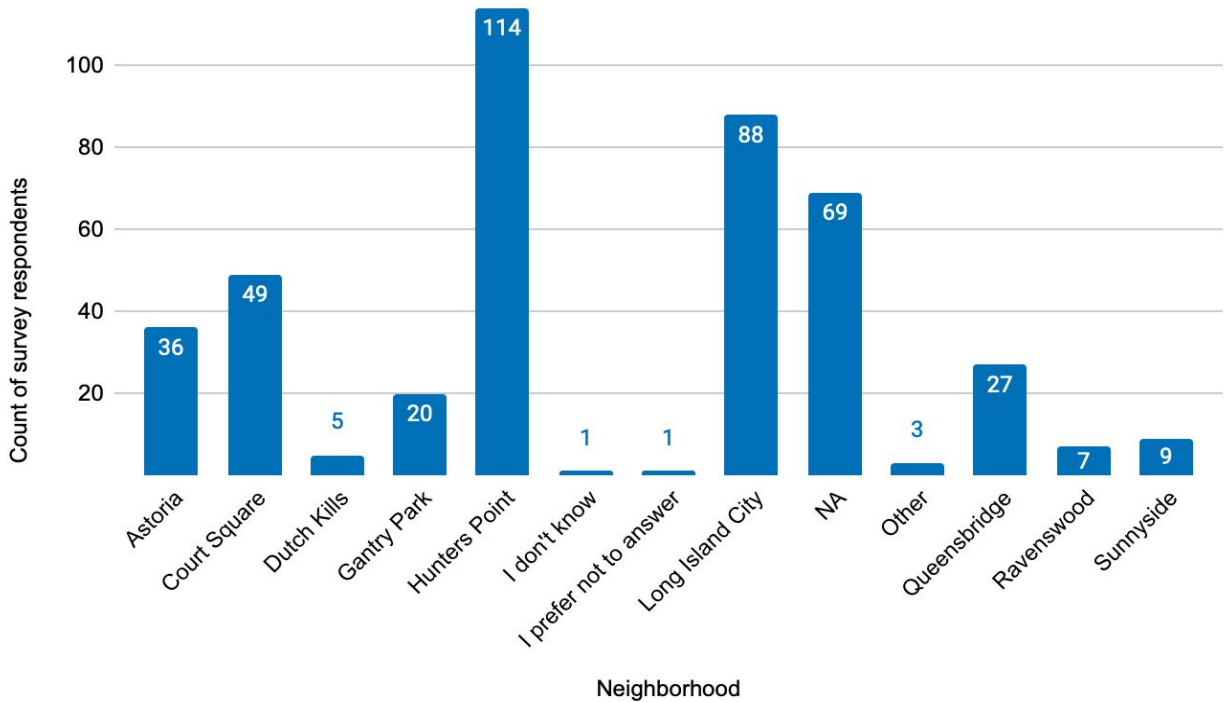
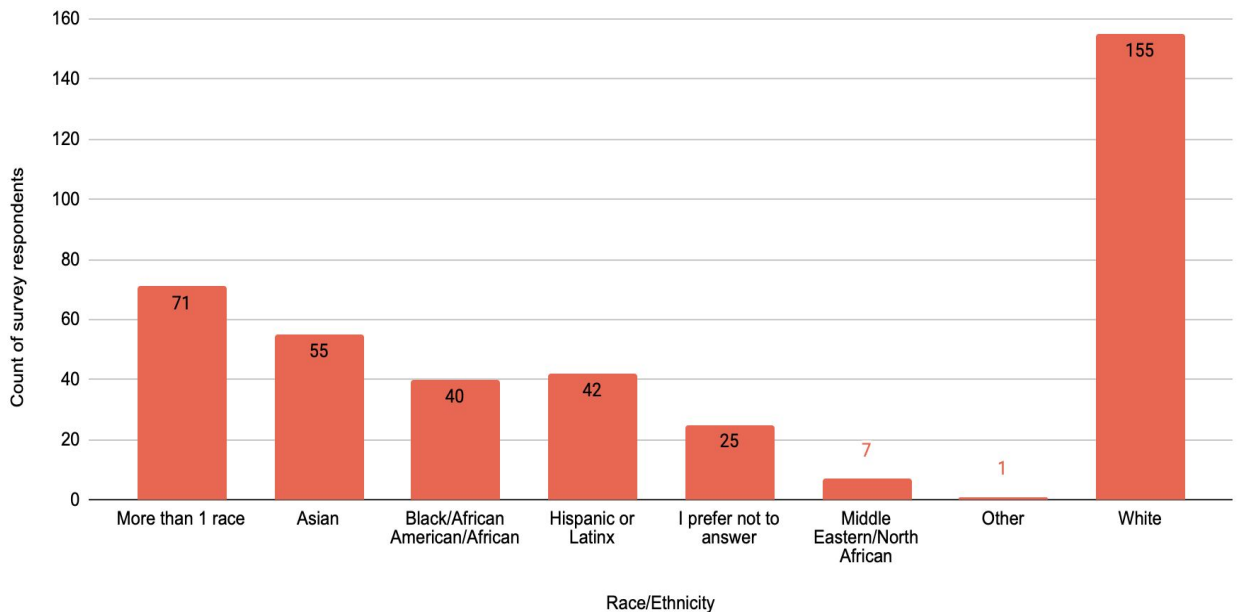


Figure 11. Survey Respondents by Race/Ethnicity



Note: Survey respondents could identify as more than one race/ethnicity.

## Survey Respondents

Figure 12. Survey Respondents by Elementary School Affiliation

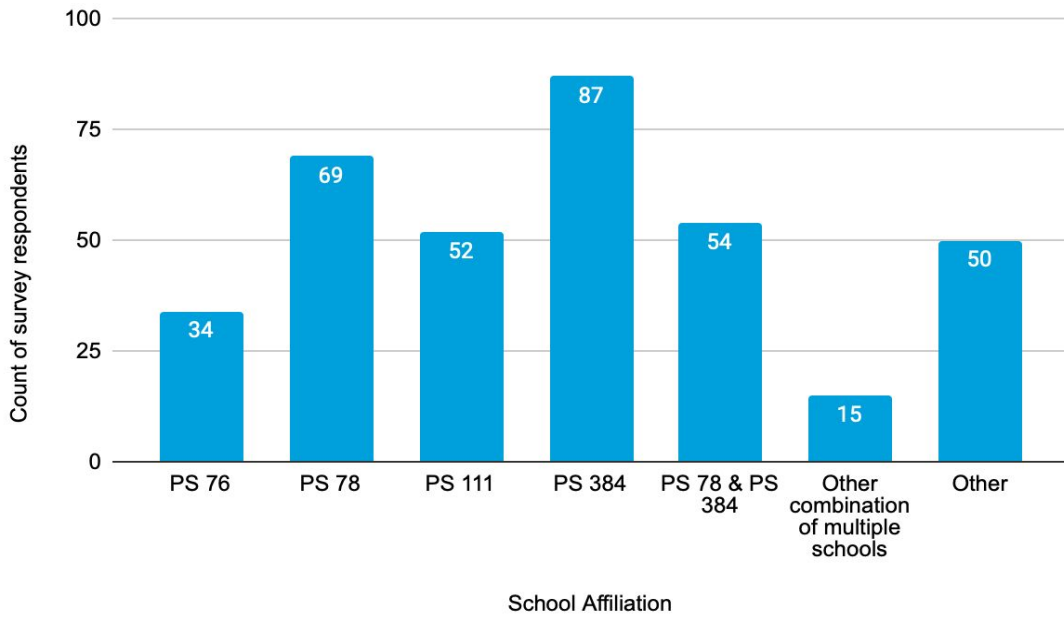
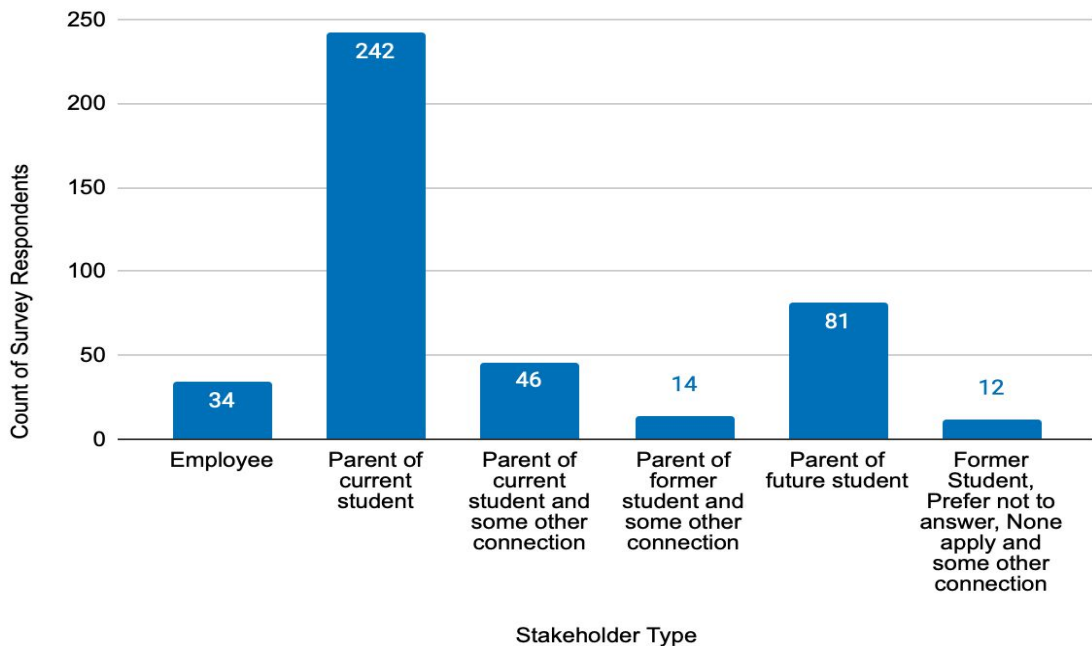


Figure 13. Survey Respondents by Stakeholder Type





**Share & Analyze**



## Share & Analyze | Data Collection Tools

One of the goals of community engagement was to use rigorous and diverse methods of data collection to ensure equity of voice.

Facilitators at the Center for Public Research and Leadership (CPRL) collaborated with Working Group (WG) members and the NYC Department of Education (NYCDOE) to survey and interview community members. The WG and facilitators used these data collection tools to gather community members perspective on the two overarching inquiry questions for the D30 project:

**(1) How can the NYCDOE address elementary school capacity issues in Long Island City (LIC), and the related issues of overcrowding and equity?**

**(2) How should the NYCDOE assign students to elementary schools in LIC?**

WG members and facilitators designed the survey and the semi-structured interview protocol together. The interview protocol contained **11 questions** and took approximately 30 minutes to conduct. Questions focused on community members' beliefs about and experiences with elementary schools in LIC, and how interviewees understood elementary school enrollment policies and equity in schools. See Appendix A for the interview protocol.

The survey contained **11 multiple choice** and **2 open-ended questions** and took approximately 7 minutes to complete. Like the interview protocol, questions focused on community members' affiliation with schools and neighborhoods, enrollment priorities, and equity. See Appendix B for the survey questions and Appendix C for survey multiple choice results.

## Share & Analyze | Data Collection Tools



WG members identified community members to interview, and additional interviewees were identified through community member recommendations, NYCDOE recommendations, and CPRL due diligence.

**Interviews began April 5, 2022.** WG members conducted interviews via remote conference and in person. Facilitators supported by asking clarifying questions, taking notes, and conducting interviews when WG members were unable to do so. With interviewee permission, facilitators recorded and transcribed interviews.

The WG and CPRL facilitators **launched the survey in English, Spanish, Arabic, and Bengali on April 11, 2022 and closed it on May 18, 2022.** WG members and facilitators shared the survey via links distributed online and through QR codes on flyers.<sup>27</sup> WG members and facilitators handed out flyers in-person at events and in locations throughout LIC.



## Share & Analyze | Survey Data Analysis

CPRL facilitators analyzed the survey data through thorough review, removing duplicates or blank surveys, and through conducting descriptive statistics. Analysis also included tabulation of responses by each question, and exploration of relationships between surveyees' characteristics and their responses. As from the beginning of the project, facilitators were guided by two inquiry questions:

**(1) How can the NYCDOE address elementary school capacity issues in Long Island City (LIC), and the related issues of overcrowding and equity? and,**

**(2) How should the NYCDOE assign students to elementary schools in LIC?**

To analyze responses to multiple choice questions, facilitators disaggregated responses by surveyee race/ethnicity, school affiliation, neighborhood association, and stakeholder status (e.g. parent, student, school staff, community leader, etc.).

Noting respondents' characteristics, affiliations and associations in this way allowed facilitators and Working Group members to see areas of agreement, disagreement, and differing priorities among



LIC community members. Facilitators also provided this data in graphs and charts to the Working Group during WG meetings and during CPRL/ODP small group meetings, which were called "Office Hours." These infographics helped WG members reflect and discuss patterns and themes from community engagement and data collection.

**See survey analysis in section 7, *Prepare and Report*.**

## Share & Analyze | Interview and Open-Ended Questions

Throughout the community engagement and data collection process, CPRL facilitators reviewed and analyzed every comment in interviews and every open-ended survey response. **Open-ended survey questions** were captured in survey tools. Facilitators took notes during interviews, recorded audio when possible with the permission of the interviewees, and transcribed all **interviews**.

CPRL facilitators **thematically categorized** the responses to the two open-ended questions included in the survey as well as responses to the structured interview questions. Based on the two inquiry questions, facilitators established several thematic categories by which survey open-ended responses and interviewee answers could be sorted, including:

- **ideas for improving** students' experiences in elementary school in D30 Long Island City elementary schools
- respondent's **school affiliation, neighborhood association, stakeholder status** (e.g. parent, student, school staff, community leader, etc.), and **race/ethnicity**
- **necessary changes** to implement in D30 Long Island City elementary schools, if any
- **community member perception** of elementary schools in D30 Long Island City generally
- community members' **priorities** when thinking about **elementary enrollment or assignment**
- **factors** that community members perceived as **ensuring/promoting equity** in D30 Long Island City elementary schools

Facilitators set analysis norms to ensure uniform categorization. See appendix B for thematic categories and sub-questions that allowed for uniform categorization.

**See interview and open-ended response analysis in section 7, *Prepare and Report*.**

## Share & Analyze | Interview and Open-Ended Questions


As data collection and community engagement concluded, CPRL facilitators further organized the established thematic categories into **several emerging themes**. The most frequently cited themes across all respondents and interviewees were:

- neighborhood **proximity**,
- highly qualified **teachers**,
- school **capacity** and **avoiding overcrowding**,
- school **resources, programs, and services** that meet their child's needs,
- **high-performing** schools,
- racial/ethnic **diversity**, and
- school-family **partnerships**.

By noting relationships between these themes and each respondent's characteristics, associations, and affiliations,\* facilitators and WG members began to see both **strong agreement** and **noticeably differing priorities** across neighborhoods and stakeholders. Stakeholders and community members often mentioned **elementary school capacity issues**, however, these concerns differed across characteristics and affiliations, particularly school affiliations. Stakeholders and community members across D30 LIC also recognized **equity as an overarching value** in D30 elementary school admissions and enrollment.

Using the emerging themes and their relationship to respondents' characteristics, associations, and affiliations, WG members began to develop recommendations. These recommendations emerged through a meaningful and authentic community engagement process that was responsive to the D30 LIC community.

\*These included school affiliation, neighborhood association, stakeholder status (e.g. parent, student, school staff, community leader, etc.), and race/ethnicity.



# Prepare and Report

## Prepare & Report | Key Findings

The following section presents **key findings** from the community engagement process. These key findings represent the **themes and ideas** that emerged from Working Group (WG) and Center for Public Research and Leadership (CPRL) review of the data collected via surveys and interviews as well as the supporting data provided by the NYC Department of Education (NYCDOE).



# Key Findings

## I. Community members across Long Island City perceive there to be elementary school capacity issues in the Long Island City area of D30.

- However, more community members **affiliated with the oversubscribed schools** (e.g. those that are affiliated with P.S. 78 or P.S. 384, or that live in the areas of Court Square, Hunters Point, Gantry Park, or Long Island City (neighborhood)) **believe the Long Island City area needs more seats**, when compared with those community members not affiliated with these schools (see Key Finding III)..

## II. When asked what the NYCDOE should prioritize in deciding how to assign students to schools, the most frequently cited themes across all respondents and interviewees were:

- neighborhood **proximity**,
- highly qualified **teachers**,
- school **capacity** and **avoiding overcrowding**,
- school **resources, programs, and services** that meet their child’s needs,
- **high-performing** schools,
- racial/ethnic **diversity**, and
- school-family **partnerships**.

## III. Community member priorities vary by school affiliation.

- Community members **affiliated with oversubscribed schools more frequently prioritize neighborhood proximity** than those affiliated with undersubscribed schools.
- Community members **affiliated with oversubscribed schools more frequently mention avoiding overcrowding or concerns about having more seats for students**.

## IV. Community members recognize equity as an overarching value in D30 elementary school admissions and enrollment.


- A substantial number of community members believe equity **means fair and adequate access** (e.g. policy or resources) **for everyone based on their different levels of need**.
- Some community members believe that **giving families more school choice would promote equity**.

**The following pages present evidence for each of these findings.**




## Key Finding I: Community members perceive there to be **elementary school capacity issues** in the Long Island City area of D30.

### Interview




**26 out of 37 interviewees** mentioned EITHER a need for more seats, or concerns about avoiding overcrowding, or BOTH.

### Survey Open Ended



**19 out of 303 open-ended respondents** mentioned a need for more seats.



**16 out of 303 open-ended respondents** mentioned concerns about avoiding overcrowding.

**Quotes** from survey open-ended questions are indicated by an **(S)**, and those from Interviews are indicated by an **(I)**.

**(I)** "I know that there **isn't enough space** in schools for the kids that live here. I see so many young families struggling with finding a place for their kids in the schools."

**(S)** "Give everyone the same opportunity to join the schools; **create more classrooms to support growth in the area.**"

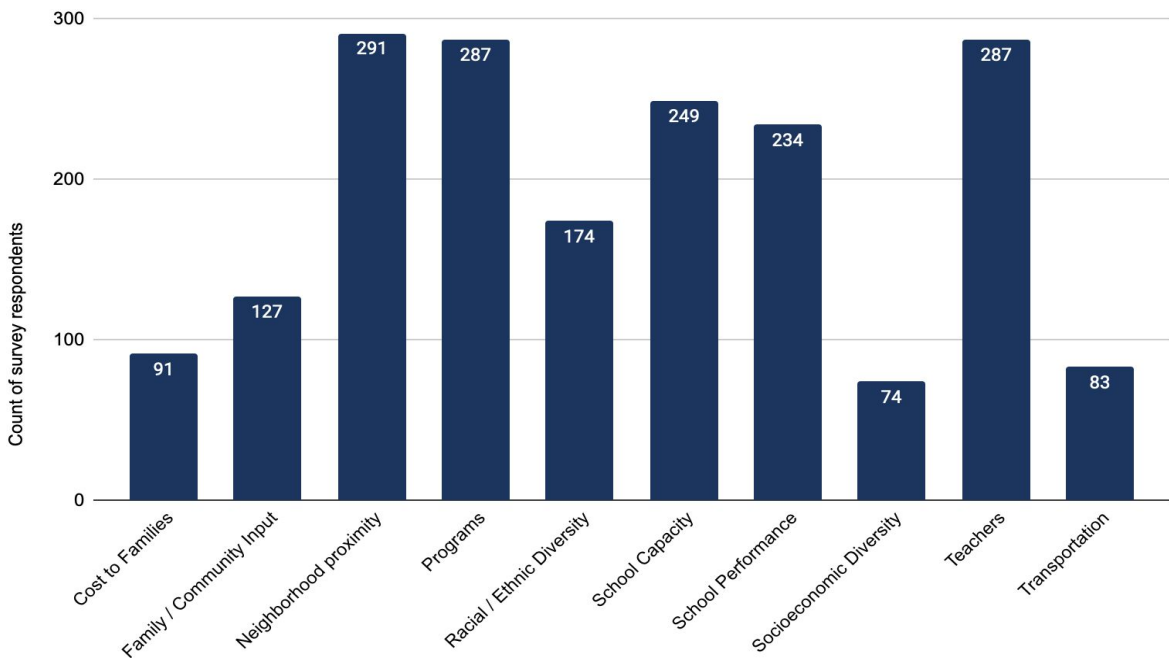
**(I)** "Now that I live here and see the demographic, there are so many young children- from 0-2, so many. You can't walk down the block and not see two or three strollers. I know the challenge that we had here, so I can't imagine when there are hundreds of young kids right on the boulevard and surrounding areas. **There are definitely not enough seats. Not even close.** That's just from the eye test. People move into the area for the schools. People are not going to pay the type of rent here and then have to pay tuition across the water in Manhattan, so we need more seats for sure."

**(S)** "If that's the case, socioeconomic and racial diversity should be top priority but also **investment in resources to avoid overcrowded schools.**"

**Key Finding II:** Below are the **most frequently cited themes** across all interviewees and survey respondents when asked what the NYCDOE should prioritize in deciding how to assign students to schools.

In multiple choice question 9 of the Community Engagement Survey, respondents were asked “What do you think the Department of Education should prioritize when deciding how to assign or admit students to elementary schools?” Respondents were directed to choose no more than 5 options.

Figure 14. Priorities by Frequency of Selection



**Key Finding II:** One of the most frequently cited themes across all interviewees and survey respondents was **neighborhood proximity.**

Community members across Long Island City said the NYCDOE should **prioritize student proximity to their school** when creating enrollment policies.

**Interview**

**27 out of 37 interviewees**

believe the NYCDOE should prioritize student proximity..

**Survey Open-Ended**

**89 out of 303 open-ended**

**respondents** believe the NYCDOE should prioritize student proximity.

**Survey Multiple Choice**

**291 out of 429 multiple choice respondents**

selected “neighborhood proximity” as one of their top enrollment priorities.

**(I)** “I think **proximity is the most important thing**, right, kids should get to school easily, to walk to school if it's possible.”

**(S)** “Neighborhood kids within their zone school should be able to enroll first **so they don't have to travel far for school.**”

**(I)** “Before I thought that you apply early enough and show that you want to be in a certain area, and you get priority. Now I realize that it's where your address is and your priorities. **Now I understand that where you live should be the number one priority. Proximity should be a priority.** When we used to live here we had to drive 30 mins. even though we were not far. It is a huge difference when you live in the area.”

**(S)** “Considering **proximity** of home and school.”



## Key Finding II: One of the most frequently cited themes across all interviewees and survey respondents was **highly qualified teachers**.

Many community members believe the NYCDOE should prioritize **highly qualified teachers** when creating enrollment policies.

### Survey Multiple Choice

**287 out of 429 multiple choice respondents** selected “highly qualified teaching staff” as one of their top enrollment priorities.

### Survey Open-Ended

**10 out of 303 open-ended respondents** mentioned the importance of highly qualified teaching staff.

**(I)** “**Teachers’ ability so my son can improve and grow.** I like the school because they help me with transportation and right now my son’s teacher is very good.”

**(S)** “[Equity means] highly **qualified teachers**, school program that is various and support individual needs of a student, safe, clean surroundings, **providing healthy food and teaching healthy lifestyle.**”

**(I)** “There are schools that my children go to that are amazing. **I’ll give you an example, in the pandemic, the principal found a way to have live instruction all day and the science and social studies teachers taught so much that my son wanted to do more research or have conversations with us about what he was learning after school.** Certain people give credit, but not enough, to how functional and positive the schools that already exist are.”

**(S)** “Schools in every area are provided the same resources **when it comes to funding and qualified teachers.** Selections should promote social and ethnic diversity. [S]tudents have a support network to ensure they feel safe and comfortable.”



**Key Finding II:** One of the most frequently cited themes across all interviewees and survey respondents was **avoiding overcrowding or a need for more seats.**

Many community members believe the NYCDOE should prioritize **avoiding overcrowding or a need for more seats** when creating enrollment policies.



**Interview**

**16 out of 37 interviewees** mentioned concerns about avoiding overcrowding.



**19 out of 37 interviewees** mentioned a need for more seats.



**Survey Open-Ended**  
**17 out of 303 open-ended respondents** mentioned concerns about avoiding overcrowding.



**19 out of 303 open-ended respondents** mentioned a need for more seats.



**(I) “If there were enough seats there would be peace of mind.** When I was speaking to the NYCDOE the alternative options for my child were less desirable schools, so much so that I kept him out of school until I got this one [P.S. 384]. I don’t think the alternatives for people that live here are reasonable or realistic.”

**(I) “Having kids close to me was my priority. Not sending them to an overcrowded school.”**

**(I) “We had been in this very overcrowded situation and **with the enrollment decline, it might actually free up some seats in which case we could look at those seats** and once those first two priorities [sibling and geographic] were filled with students, I could see doing a priority, either a geographic priority for kids outside the neighborhood.”**

**(I) “I don’t really have any long term considerations. **I do think it might be overcrowded eventually and that makes me nervous.**”**

## Key Finding II: One of the most frequently cited themes across all interviewees and survey respondents was **school resources, programs, and services**.

Many community members believe that the NYCDOE should prioritize **school resources, programs, and services** that meet their child's needs when creating enrollment policies.

### Interview

**15 out of 37 interviewees**

believe the NYCDOE should prioritize school resources, programs, and services when creating enrollment policies.



### Survey Open-Ended

**51 out of 429 open-ended respondents** mentioned the importance of prioritizing school resources, programs, and services



### Survey Multiple Choice

**97 out of 429 multiple-choice respondents** selected school resources, programs, and services as priorities the DOE should consider when creating enrollment policies



(I) "I want to say that the school closest to me provides therapy, supports for special needs, good teachers, specialized programs, after school. I want those things available in each school, so my child doesn't have to travel far."

(I) "After that [prioritizing proximity to home] I learned about different programs and wanted to enroll my kid in a school with various programs."

(S) "Prioritize the needs of Black, Latinx, public and temporary housing families in attending their most desired school and **make sure the appropriate resources (transportation, after-school services) are widely available to them**. Additionally, ensure that every school is an affirming space for marginalized identities **with appropriate culturally responsive and sustaining curriculum and educational resources**."

(S) "Increased outreach, **programs in all schools that serve a variety of student needs**. Funding that would allow schools to serve students at a high level."

**Key Finding II:** One of the most frequently cited themes across all interviewees and survey respondents was **school resources, programs, and services.**

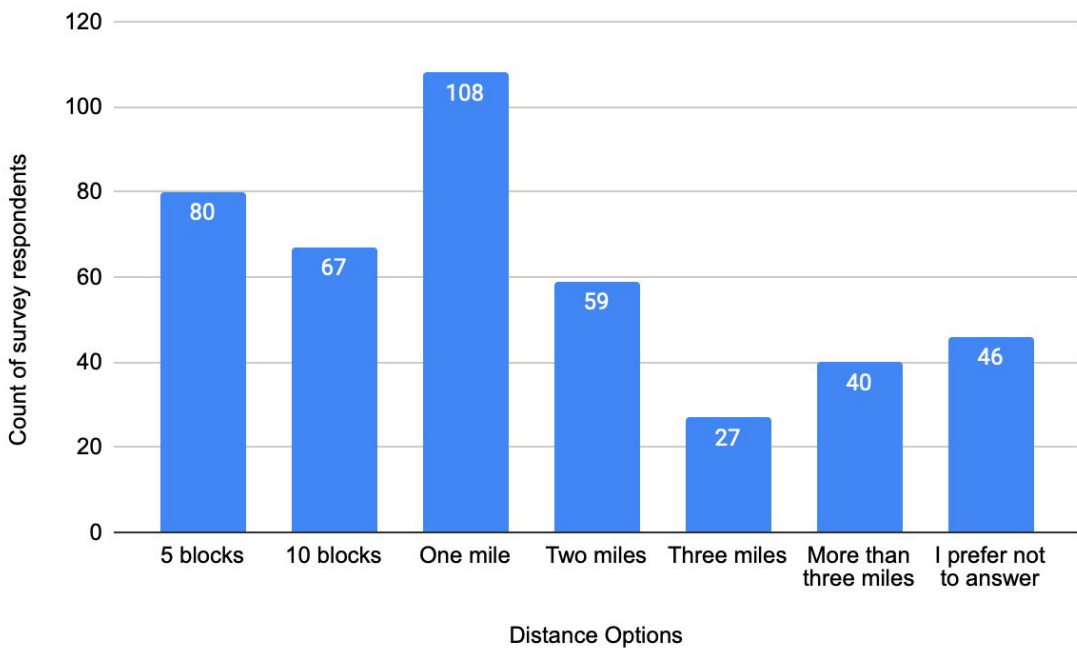
Many community members would send their elementary-aged child further to go to a school that had ideal resources and programs **if transportation was provided.**

**Survey Multiple Choice**



**Over half of multiple choice respondents (234 out of 429)** said they would be willing to send their child **one mile or more to school, if transportation was provided** and the school had ideal resources and programs for their child.

Figure 15. Distance Community Members Would Travel



## Key Finding II: One of the most frequently cited themes across all interviewees and survey respondents was **high performing schools**.

Many community members believe that the NYCDOE should prioritize **high performing schools** when creating enrollment policies.



### Interview

**9 of 37 interviewees**

mentioned high performing schools as an enrollment priority.



### Survey Open-ended

**16 out of 303 open-ended respondents**

mentioned high performing schools as an enrollment priority.



### Survey Multiple Choice

**234 out of 429**

**multiple-choice respondents** selected “high performing schools” as an enrollment priority.



**(I)** “A good school is a place that adults and children want to go to everyday. A place where students are educated, teachers are loving. It’s a community place. A home away from home. **Academics also need to be strong.**”

**(S)** “**Strong school performance attracts families** who want the best schools for their children. Families in every district should know that their local school/s meets a high standard.”

**(S)** “I believe every family should be able to choose to send their child to an excellent school in their own neighborhood. **There should be more schools, and all of the schools should be excellent.**”

**(I)** “**Performance** was very important to me when enrolling in schools (safety, teachers, administration, testing performance, etc).”



**Key Finding II:** One of the most frequently cited themes across all interviewees and survey respondents was **racial and ethnic diversity**.

Many community members believe the NYCDOE should prioritize **racial and ethnic diversity** when creating enrollment policies.



**Interview**

**23 out of 37 interviewees** mentioned racial and ethnic diversity as an enrollment priority.



**Survey Open-ended**

**49 out of 303 open-ended respondents** mentioned racial and ethnic diversity as an enrollment priority.



**Survey Multiple Choice**

**174 out of 429 multiple-choice respondents** selected racial and ethnic diversity as an enrollment priority.

**(I)** “When you diversify a school, students learn from each other. I see that more now that we have Arabic and Chinese students coming in. Students want to learn more. **By diversifying a school you’re allowing scholars to learn about other cultures and being accepting of other cultures.**”

**(S)** “Selections should promote **social and ethnic diversity**. Students have a support network to ensure they feel safe and comfortable.”

**(I)** “I strongly believe in diversity, I think that one thing I like about both schools where my kids are, it’s hard not to be that way in LIC, but **diversity is a big thing**, so when you’re selecting, that should be a key part. **Kids should grow in an environment where diversity is present**, and see people for who they are, and not color of the skin.”

**(S)** “Balanced zones so they naturally have **diverse student bodies** and wide variety of programs at each school.”

## Key Finding II: One of the most frequently cited themes across all interviewees and survey respondents was **strong school/family partnerships**.

Many community members believe the NYCDOE should prioritize **strong school/family partnerships** when creating enrollment policies.

### Interview

#### 20 out of 37 interviewees

mentioned the importance of strong relationships between parents and school staff and teachers.



### Survey Multiple Choice

#### 16 out of 303 open-ended respondents

chose “family and community involvement in the process of making school organizational decisions” as one of their top enrollment priorities.



(I) “Parental involvement: **parents really like to communicate with us teachers** quite a lot, **parents start to feel connected to the school**, especially if they’ve sent their other kids there.”

(S) “**Having the voice of students and their families play a crucial role in decision-making** to ensure their respective needs and circumstances are known and observed and met.”

(I) “A good school to me would be one that there is **fluid communication between teachers and parents**, because schooling is not something that happens in a building alone, if I don't have lots of info back and forth between my child's teacher and principal, and community liaison, then I don't know what's going on with my child.”

(I) “I really like how **the principal and educators are creating culture** and how they dealt with the pandemic. Families are on Class Dojo to communicate with teachers, etc.”

### Key Finding III: One priority that varies by community members' school affiliation is **neighborhood proximity**.

Community members affiliated with the oversubscribed schools more frequently said the NYCDOE should **prioritize student proximity** to their school when creating enrollment policies.

#### Interviews



**17 out of 22 interviewees** affiliated with the **oversubscribed schools** (e.g. 78, 384, or the areas of Court Square, Hunters Point, Gantry Park, or Long Island City) believe the NYCDOE should prioritize student proximity, compared to **10 out of 15 interviewees** affiliated with the **undersubscribed schools** (e.g. P.S. 76 or P.S. 111, or the areas of Astoria, Dutch Kills, Queensbridge, or Ravenswood) believe the NYCDOE should prioritize student proximity.

#### Survey Open-Ended



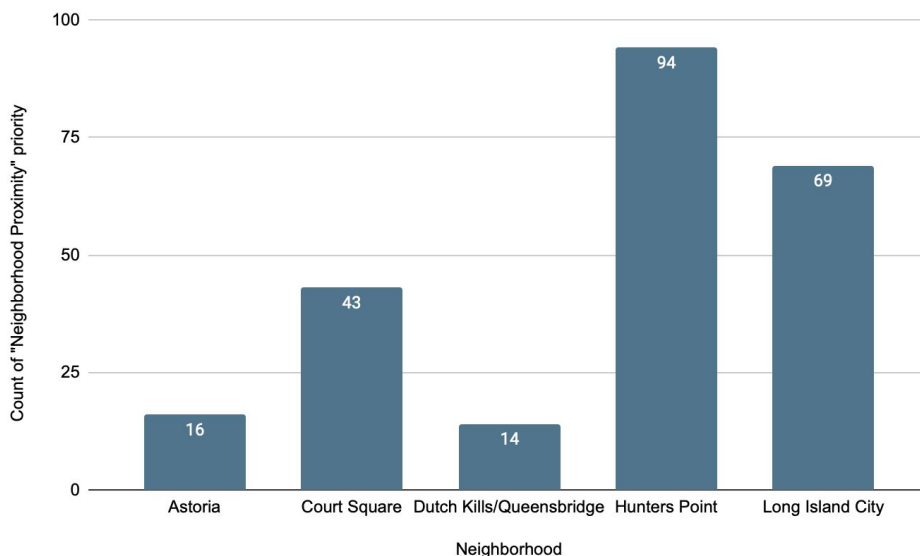
**84 out of 207 open-ended respondents** affiliated with the **oversubscribed schools** believe the NYCDOE should prioritize student proximity compared to **5 out of 66 open-ended respondents** affiliated with the **undersubscribed schools**.

#### Survey Multiple Choice



**206 out of 280 multiple choice respondents** affiliated with the **oversubscribed schools** selected **"neighborhood proximity"** as one of their top enrollment priorities, compared to **73 out of 86 multiple choice respondents** affiliated with the **undersubscribed schools**.

Figure 16. Prioritizing Proximity by Neighborhood Affiliation



**Key Finding III:** One priority that varies by community members' school affiliation is **concerns for more seats / concerns about overcrowding** in the district.

Community members affiliated with the **oversubscribed schools** more frequently said there is a **need for more seats in the district**, or had **concerns about overcrowding**.



**Interview**

**20 out of 22 interviewees** affiliated with P. S. 78, P.S. 384, or the areas of Court Square, Hunters Point, Gantry Park, or Long Island City mentioned a **need for more seats or concerns about overcrowding**.

**6 out of 15 interviewees** affiliated with P.S. 76 or P.S. 111, or the areas of Astoria, Dutch Kills, Queensbridge, or Ravenswood mentioned a **need for more seats or concerns about overcrowding**.



**Survey Open-Ended - Avoiding Overcrowding**

**13 out of 207 open-ended respondents** affiliated with 78, 384, or the areas of Court Square, Hunters Point, Gantry Park, or Long Island City mentioned **concerns about avoiding overcrowding**.

**3 out of 66 open-ended respondents** affiliated with P.S. 76 or P.S. 111, or the areas of Astoria, Dutch Kills, Queensbridge, or Ravenswood mentioned **concerns about avoiding overcrowding**.



**Survey Open-Ended - More Seats**

**17 out of 207 open-ended respondents** affiliated with P.S. 78, 384, or the areas of Court Square, Hunters Point, Gantry Park, or Long Island City mentioned a **need for more seats**.

**2 out of 66 open-ended respondents** affiliated with P.S. 76 or P.S. 111, or the areas of Astoria, Dutch Kills, Queensbridge, or Ravenswood mentioned a **need for more seats**.

## Key Finding IV: Community members recognized **equity** as an overarching value in D30 elementary school admissions and enrollment.

Many community members mentioned **equity as an enrollment priority**.

### Interview

**20 out of 37 interviewees** mentioned equity as an enrollment priority.



### Survey Open-ended

**165 out of 303 open-ended respondents** mentioned equity as an enrollment priority.



**(I)** "I feel like all LIC kids should have access to all LIC schools, we should incorporate a system where the more underserved get more access to nicer, better served schools."

**(S)** "I would prefer that **this information be gathered primarily from families who have experienced inequity in their schooling**. I want their voices to be elevated here."

**(I)** "Everyone should be able to have the same resources and same opportunities for success. And should be given the appropriate tools for them to have success. If I have two parents in a household and I've been getting tutoring before I started school I'm going to be a little better off in terms of my ability to succeed in school. If someone doesn't have that how do we make up for that ground? Do we try to give them the same support system so they can be on the same playing field at a certain time?"

**(S)** "Honestly equity needs to be achieved by **overhauling the whole DOE system**. Schools needs [sic] to be funded to reduce class size and improve programs and curriculum, as well as teacher training."

**Key Finding IV:** Community members recognized **equity as an overarching value** in D30 elementary school admissions and enrollment.

A substantial number of community members defined **equity as meaning fair and adequate access** (e.g. policy or resources) **for everyone based on their different levels of need.**

**(I)** "Everyone gets **the resources they need to succeed.**"

**(S)** "Resources are **distributed fairly and justly** while accounting for the fact that **historic/systemic barriers** (e.g., redlining) have been **disproportionately borne by some groups more than others** (e.g., BIPOC)."

**(I)** "Funding and resources are **evenly spread out**, But that allocation of resources and funding should be **based on every school's needs**. Each school has different levels of need. It can't be a cookie cutter plan, **you're dealing with real people who are not all the same.**"

**(S)** "**Equity** means a lot of things, but in the context of schooling, it means that **all children have access to high quality** education that **meets their needs.**"

## Key Finding IV: Community members recognized **equity** as an overarching value in D30 elementary school admissions and enrollment.

Some community members believe **giving families more school choice would promote equity.**



### Interview

**9 out of 37 interviewees** mentioned school choice as an enrollment priority



### Survey Open-ended

**56 out of 303 open-ended respondents** mentioned school choice as an enrollment priority



(I) "if your kid goes to a school that **isn't meeting your kid's needs for any reason**, you should have the right to look for and learn about **other school options** for where to send your child. **Parents must have some degree of choice between schools.**"

(S) "Ensure enough slots so that students have the option to **attend a school of choice.**"

(I) "Everyone wants their kid **to go to the best school**, whether it's across the street or they need to be bussed. **Allow people to choose** and want to go to the school in their community."

(S) "We need more well funded elementary and middle schools so that there **are multiple good choices for families in the district.**"

# Prepare & Report | Working Group Recommendations

At the conclusion of the process, the WG generated two overarching recommendations:

## **Recommendation 1.**

Current school assignment in D30 LIC is not working for community members, and to address school assignment challenges we recommend the NYCDOE start the rezoning process.

## **Recommendation 2.**

We recommend that these priorities/values be emphasized in the rezoning process:

- Providing access to a school that kids live close to, but also a school that they want to go to;
- Prioritizing diversity in schools;
- Addressing and not perpetuating inequities, including those produced by the historic zoning processes used for Queensbridge;
- Providing students with equitable education across the district, including through additional programs, resources, and more school choice for families.
- Conducting an engagement process responsive to involved communities, using a variety of outreach strategies.



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9

# Appendices



**Appendix:  
Working Group  
Formation**

# Working Group | Formation

Forming the Working Group was a critical step in the community engagement process so Center for Public Research and Leadership (CPRL) facilitators sought the expertise of people who live in, work in, and represent the D30 Long Island City community. 30 individuals, including those from the D30 Community Education Council (CEC), district and school leadership, PTAs, parent coordinators, and the NYCDOE, participated in initial conversations with CPRL facilitators.

In mid February each member of the CEC, staff of the Office of District Planning (ODP), District and school leadership nominated community members to the D30 Working Group. Community members recommended nominees based on knowledge, skills, connections, and experiences needed to help the Working Group achieve its goals. Examples of these were:

## Experience

- Different experience with the neighborhoods and communities that surrounded the potentially impacted schools
- Experience teaching in schools, ideally those in D30
- Experience leading schools, ideally those in D30 and those experiencing transition

## Technical expertise

- Knowledge of rezoning laws
- Knowledge of transportation system
- Knowledge of building equitable and inclusive spaces

## Resources

- Connections with different members of the impacted neighborhoods and community

## Authority

- School and community leadership

In early March facilitators matched nominations with the available roles and nominees' experiences, expertise, access to resources, and authority. Facilitators then worked with the CEC Zoning Co-Chairs to discuss the recommendations and fill any gaps. The proposed Working Group was then submitted to the CEC and Office of District Planning for review.

The CEC and ODP then worked with CPRL, who extended invitations to Working Group members beginning March 15. Prior to joining the WG, each member had a conversation with CPRL facilitators, wherein norms and goals were discussed, and each member gave their input on community engagement, school capacity, enrollment, and equity.

**Working Group meetings commenced on March 23, 2022.**

# Working Group | Overview and Norms

Members of the WG were parents and guardians, school employees, community leaders, representatives, and other members of the community appointed by principals, Community Education Council members, district leadership, and NYCDOE staff.

Working Group members were expected to follow a set of norms, or agreements, about how they would work together, engage the community, and make decisions.

The norms below reflect guidance from the Center on Great Teachers & Leaders at the American Institutes for Research.

Group members:

- Followed protocols designed to ensure that all members have opportunities to participate in meetings and used standard practices for gathering and reporting the questions from and ideas of community members
- Listened carefully to other Working Group members, community members, and CPRL team members, and allowed them to finish their ideas
- Focused comments on ideas or processes and not on specific people or groups of people
- Respectfully listened to and shared ideas as well as ask questions
- Accurately reported questions, feedback, and ideas from community members and were ready to share evidence for ideas with other Working Group members and CPRL
- Balanced contributions—neither speaking too little nor taking up too much of the community members' or Working Group's time
- Valued ideas that were different and worked to understand how those ideas were appropriate to a particular group or situation

The Working Group also made decisions based on consensus.

# B

## Appendix: Methodology

# Methodology | Interview Protocol

## Interview Protocol Questions

1. How are you connected to LIC?
2. Are you connected to one or more schools in the Long Island City area of District 30 (as a current, past, or future, parent, student, teacher, etc.)?
3. What do you think the Department of Education should prioritize when deciding on how to assign students to elementary schools? (See Talking Points and Probes section, below, for examples if needed.)
4. For parents of elementary school children, ask 4a. For prospective parents, ask 4b.
  - 4(a) For parents/caregivers of children who are attending or have attended elementary school: What did you prioritize when enrolling your child in elementary school?
  - 4(b) If you are a parent of a future elementary school student: What will you prioritize when enrolling your child in elementary school?
5. What does the idea of “a good school” mean to you?
6. Do you have any concerns about the current state of the elementary schools in Long Island City?
  - If those concerns were addressed, what would that look like for students and families?
  - If you could improve one thing about the public elementary school you know best in LIC, what would it be?
7. What does the term “equity” mean to you?
8. One of the DOE’s primary goals is to equitably serve students in the LIC area. What enrollment policies do you think would ensure equity?
9. What can the Working Group do in the next couple of weeks to ensure that your community is represented and listened to in this process?
10. Finally, do you identify with a particular race and/or ethnicity?
11. If you could suggest one person for us to talk to about this process, who would it be?



# Methodology | Survey

## Survey Questions

Questions whose data were included in the analysis are indicated by a light blue color and italics. This represents answers to 6 multiple choice questions and 2 short answers.

1. *Multiple Choice*. This survey is designed to be taken by people who are connected to District 30 schools in the Long Island City area or community members who live in that area. Please select the option that best describes you.
2. First and Last Name
3. Email address
4. **Checkbox**. By sharing your email address, you agree to receive information and updates from the District 30 Working Group. You may opt out at any time.
5. *Multiple Choice*. Do you live in Long Island City? If Yes, please select your neighborhood
6. **(If Yes to Question 1)**. *Multiple choice*. How long have you lived in Long Island City?
7. *Multiple Choice*. Please select all of the following that apply to you: all stakeholder types in LIC D30.
8. *Multiple Choice*. Please select all of the District 30 LIC public school(s) that you are affiliated with, or might be affiliated with in the near future. If you are not affiliated with any of these schools, please select "None".
9. *Multiple Choice*. What do you think the Department of Education should prioritize when deciding how to assign or admit students to elementary schools? Please choose no more than 5 options.
10. *Multiple Choice*. If transportation was provided, how far away from your home would you send your elementary-aged child to go to a school that had ideal resources and programs for that child?
11. *Multiple Choice*. If transportation was NOT provided, how far away from your home would you send your elementary-aged child to go to a school that had ideal resources and programs for that child?
12. *Short Answer*. What does the term "equity" mean to you?
13. *Short Answer*. The New York City Department of Education aims to equitably serve students in the LIC area. What enrollment/admissions policies would ensure/promote equity?
14. *Multiple Choice*. What races or ethnicities do you identify with? Please select all that apply to you
15. *Multiple Choice*. What ancestries or heritages do you identify with? Please select all that apply to you.
16. *Multiple Choice*. What is your age?

# Methodology | Survey

## Multiple choice: what the DOE Should Prioritize

In question 9, when asked “What do you think the Department of Education should prioritize when deciding how to assign or admit students to elementary schools?”

Respondents were allowed to choose no more than 5 options from the below list:

- Cost to Families.** It is important to me that the financial costs associated with my child attending a school (e.g. after school programs) are affordable.
- Family / Community Input.** It is important to me that there is family and community involvement in the process of making school organizational decisions.
- Neighborhood proximity.** It is important to me that my child attends school nearby.
- Programs.** It is important to me that a school has resources, programs, and services that meet my child’s needs.
- Racial / Ethnic Diversity.** It is important to me that my child attends a school whose students are racially and ethnically diverse.
- School Capacity.** It is important to me that my child attends a school that is not overcrowded.
- School Performance.** It is important to me that my child attends a high-achieving school (e.g. high student performance on state tests, next-level readiness, attendance rate, student proficiency in subject areas, etc.).
- Socioeconomic Diversity.** It is important to me that my child attends a school whose students are socioeconomically diverse.
- Teachers.** It is important to me that my child will be able to learn from highly qualified teaching staff.
- Transportation.** It is important to me that my child has a simple way to get to school, if they have to commute by a method other than walking.
- Other/something else. If you selected “Other/something else”, please write what topic(s) you think the Department of Education should prioritize when deciding on how to assign students to elementary schools
- I prefer not to answer.

# Methodology | Open-ended responses and Interview data analysis

## Thematic Category Examples

The following includes examples of thematic categories that CPRL facilitators termed 'codes', along with sub-questions that gave these categories further specificity. Facilitators then 'coded' each statement made in interviews or open-ended survey responses to allow for concision of data presentation.

Code	Sub-Questions
Elementary School Perception	How do community members perceive elementary schools in Long Island City generally?
Equity Factors	What factors do community members perceive as ensuring/promoting equity?
Necessary Changes	What changes do community members find necessary to implement in Long Island City elementary schools, if any?
Disapproval	What are approaches that community members disapprove of?
Enrollment Priorities	What issues do community members prioritize when thinking about elementary enrollment or assignment?
Improvement Ideas	What ideas do community members have for improving students' experiences in elementary school in Long Island City?

A large, thick, dark purple letter 'C' is positioned on the left side of the page, partially overlapping the text. The background is a solid light blue color.

# **Appendix: Survey Information**

**We want to hear from you!**

## LIC D30: Elementary School Enrollment Survey

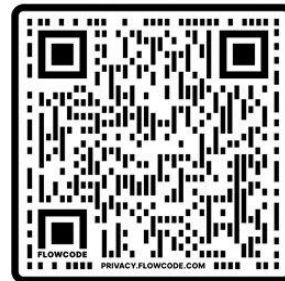
Take this 5-minute survey about elementary school enrollment and capacity in Long Island City

Use your phone's camera to scan the code

Survey



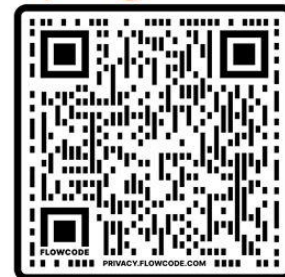
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Encuesta



استطلاع عام



Questions? Email:  
[Engagelicnow@gmail.com](mailto:Engagelicnow@gmail.com)



## District 30 Working Group Social Media Toolkit

### Overview

CPRL is excited to begin the community engagement phase with the District 30 Working Group. We hope you can take 10 minutes to share your membership on the group with others. Below are suggested social media posts, emails, hashtags, and photos you can use to spread the word about the Working Group. Feel free to revise, and to reach out to [engagelcnw@gmail.com](mailto:engagelcnw@gmail.com), if you have any questions.

### Survey Announcement: Social Media Posts

#### Option 1

The District 30 Working Group wants to hear from you! Complete our [5-minute survey](#) to share your ideas for how the district might respond to elementary school capacity issues in LIC. You can also email [engagelcnw@gmail.com](mailto:engagelcnw@gmail.com) with your questions and ideas.

#### Option 2

LIC is growing—and we need your ideas for how to respond. [Take 5 minutes](#) to share your thoughts with me and other members of the District 30 Working Group—which has been formed to gather ideas from community members about how to address elementary school capacity issues in LIC. Email [engagelcnw@gmail.com](mailto:engagelcnw@gmail.com) with your questions or other thoughts.

#### Option 3

I joined the District 30 Working Group to help make sure all members of the LIC community share their ideas for how to address elementary school capacity issues in the area. That's why I hope you can take 5 minutes to complete this [survey](#). (Or for Instagram: That's why I hope you can take 5 minutes to complete this survey. Survey link in Bio!) You can also share your thoughts by emailing [engagelcnw@gmail.com](mailto:engagelcnw@gmail.com).

#### Option 4

Are you connected to PS 76, PS 78, PS 111, or PS 384? We want to hear from you! I am part of the District 30 Working Group, which was formed to engage a diverse cross-section of the LIC community to gather ideas for how to address elementary school capacity issues in LIC. Please take 5 minutes to complete [our survey](#). Email [engagelcnw@gmail.com](mailto:engagelcnw@gmail.com) with questions, ideas or to arrange an interview to discuss your opinions. Thank you!

# Survey Information | Social Media Toolkit

## Survey Announcement: Email

Subject line: 5-min Survey Req to Address Elementary School Capacity in LIC

Hello [Colleagues/Team Members/Friends and Family],

I'm excited to be a part of the District 30 Working Group, which has been formed to address elementary school capacity issues in Long Island City. Between March and May, I and other members of the Working Group will engage a diverse cross-section of the community to:

- Share information about the Working Group with members of the community
- Talk with families, teachers, and others to gather ideas for addressing school capacity issues
- Send surveys to collect opinions about possible recommendations
- Attend meetings to discuss recommendations
- Submit recommendations to the NYC Department of Education

We need your help! Please share your opinions [in our survey!](#)

You can also email [engagelicnow@gmail.com](mailto:engagelicnow@gmail.com) to provide feedback about how to address elementary school capacity issues and the related issues of overcrowding and equity.

I look forward to keeping you updated about this work and hope to hear from you soon!

Best,

[Your Name]

## Photos

Please see [Social Media Kit Photos](#) for some photo options. These photos do not include people. If you have other photos you would like to use, please feel free to use them. If they include people, please ask for permission to post.

## Hashtags

#District30  
#EngageLICnow  
#LongIslandCity  
#NYCDOE  
#ParentVoice  
#PublicSchools

## Survey Information | Multiple Choice Results

This portion of the appendix includes survey multiple choice data with information about the race, neighborhood, and school affiliation of survey respondents. The data focuses on question 9, which asked surveyees the following:

**“What do you think the Department of Education should prioritize when deciding how to assign or admit students to elementary schools?”**

The data follows the data reporting rules set by the DOE, including confidentiality rules regarding the display of information when that information is derived from a small group of people. As a result, there are survey responses from some racial/ethnic groups or neighborhoods which are not reported because of the small number of responses in those areas or from those groups.

The survey was available in paper and online formats and in four languages: Arabic, Bangla, English, and Spanish.



# Enrollment Priorities by Neighborhood

As of May 27, 2022

## Astoria (N = 36) and Court Square (N = 49)

Figure 17. Enrollment Priorities in Astoria

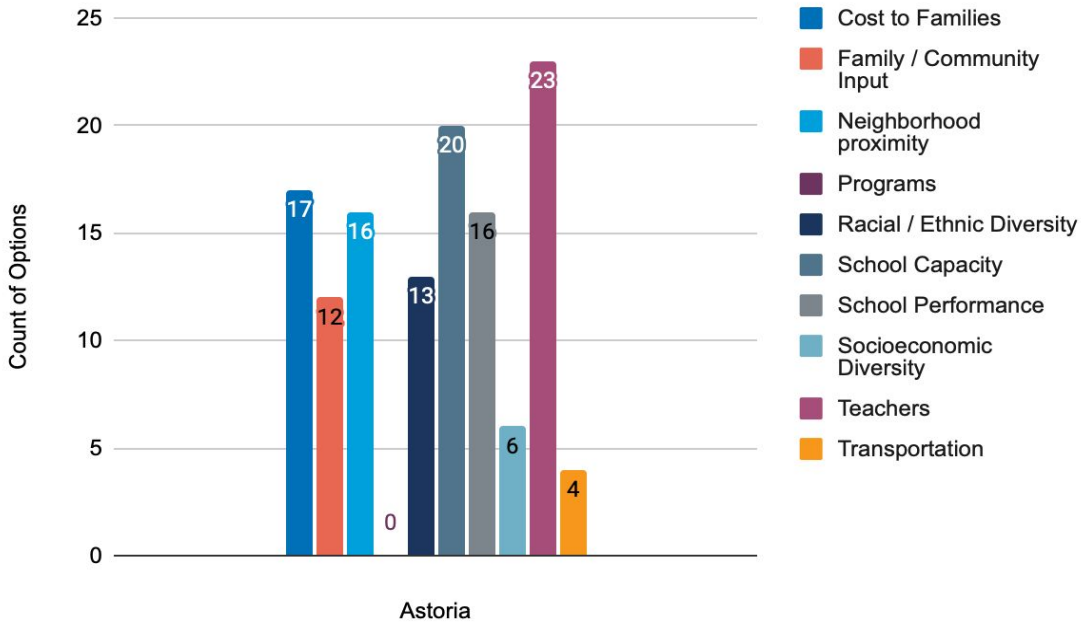
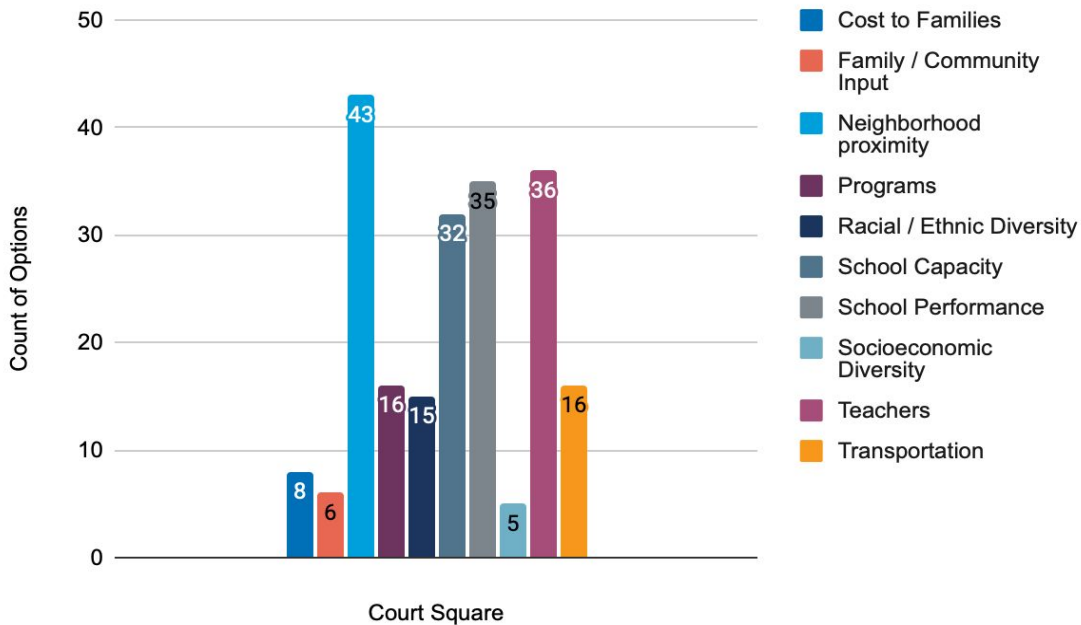


Figure 18. Enrollment Priorities in Court Square



# Enrollment Priorities by Neighborhood

As of May 27, 2022

## Dutch Kills/Queensbridge (N = 32) and Hunters Point (N = 114)

Figure 19. Enrollment Priorities in Dutch Kills and Queensbridge

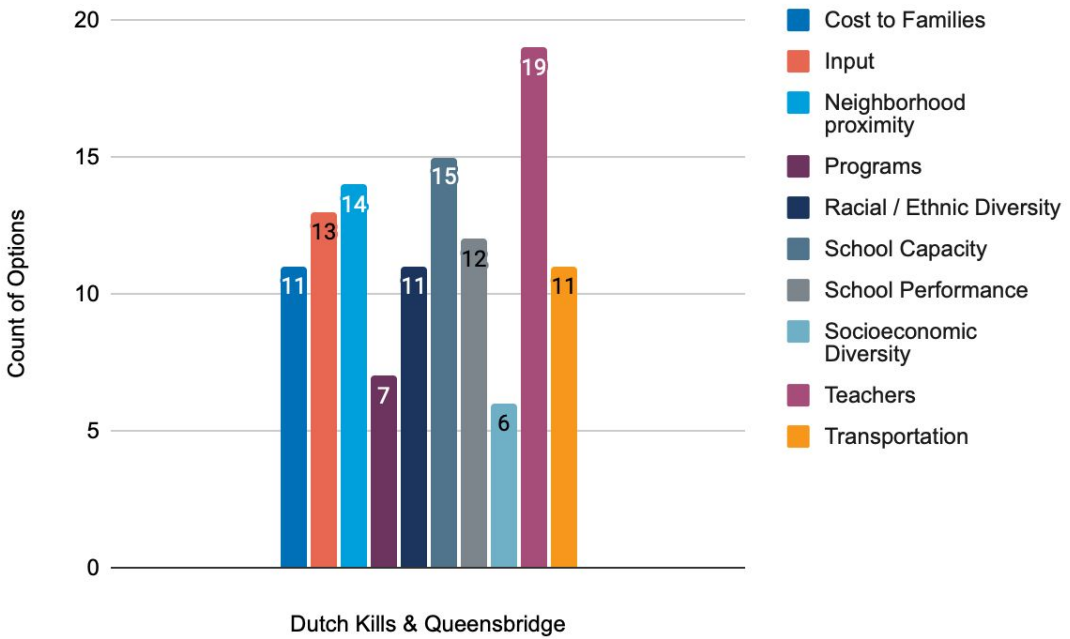
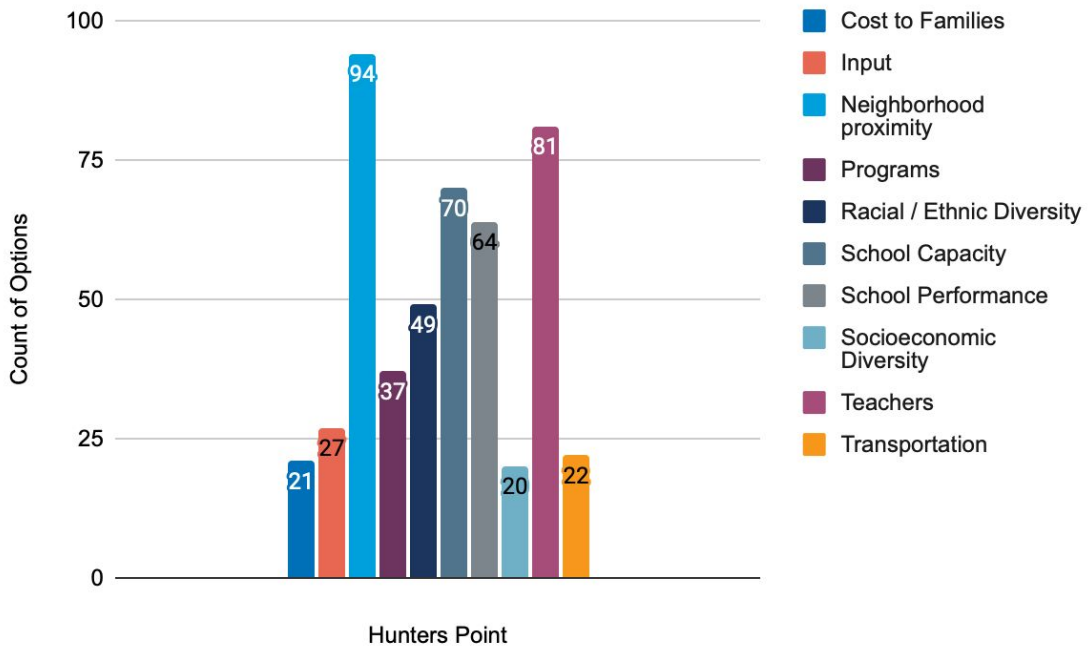


Figure 20. Enrollment Priorities in Hunters Point

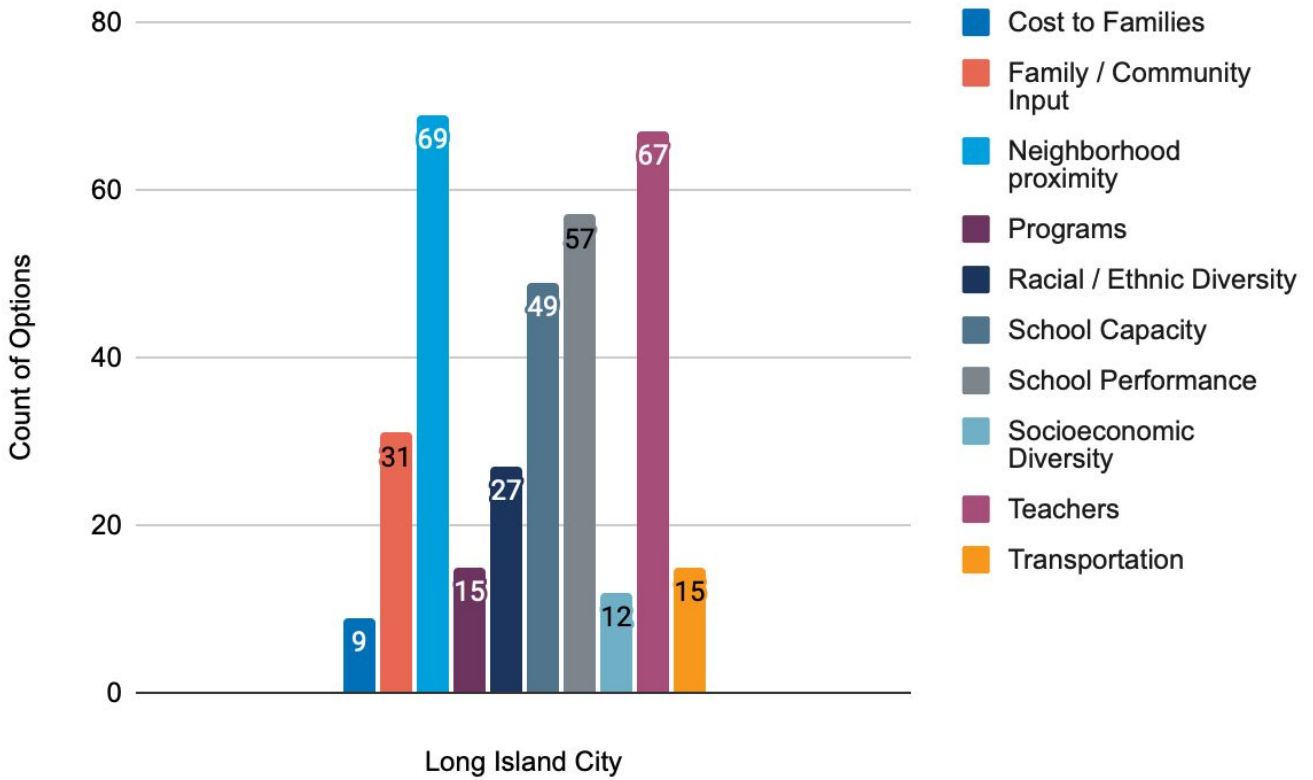


# Enrollment Priorities by Neighborhood

As of May 27, 2022

Long Island City (N = 88)

Figure 21. Enrollment Priorities in Long Island City



# Enrollment Priorities by Race

As of May 27, 2022

## Asian (N = 55) and Black/African-American/African (N = 40)

Figure 22. Enrollment Priorities for Asian Respondents

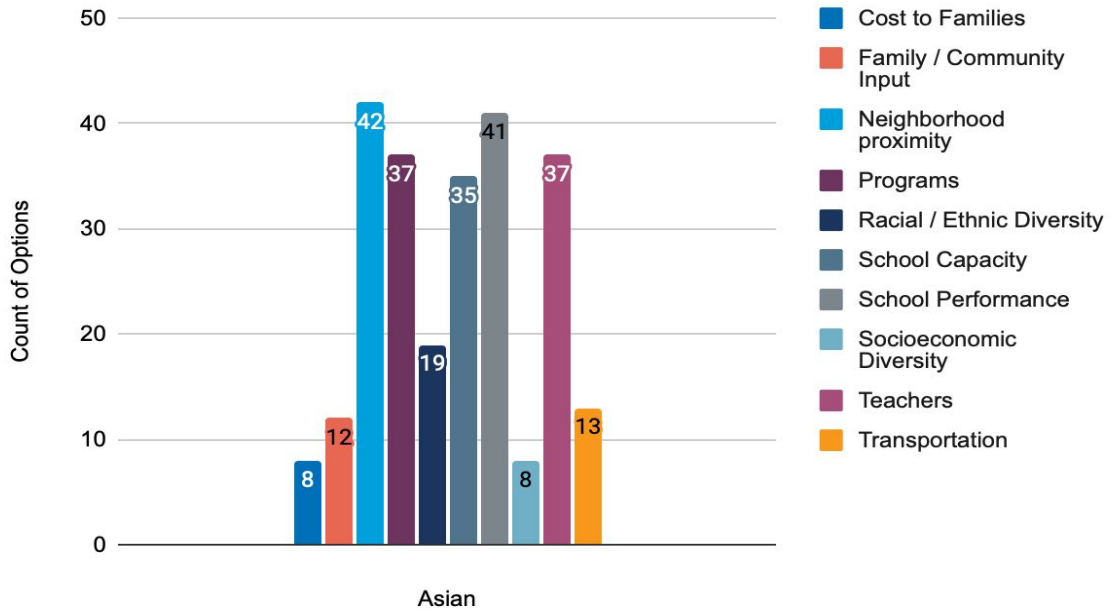
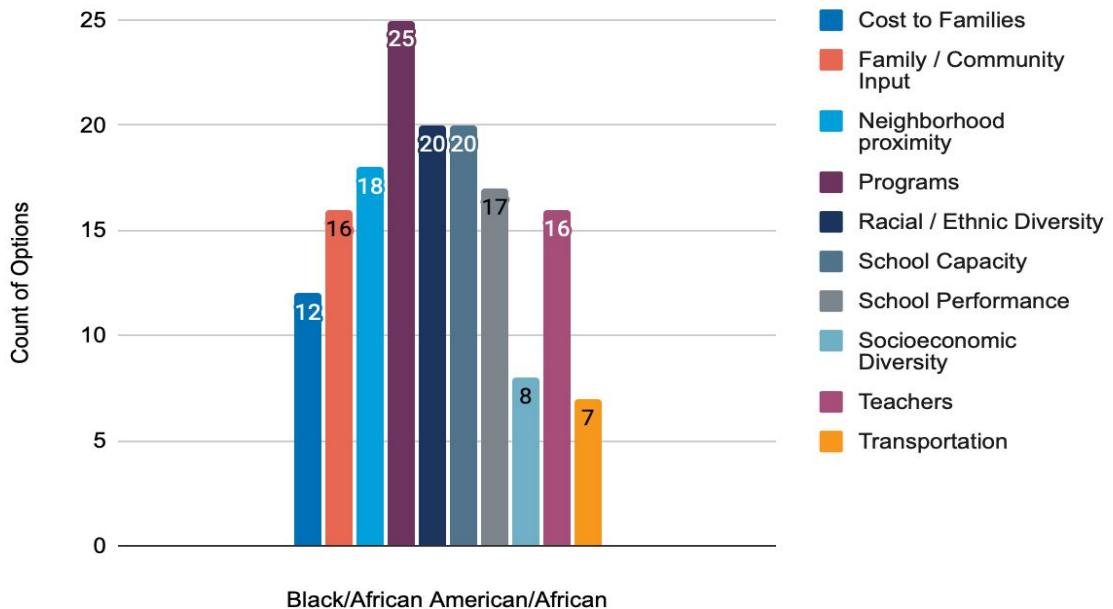


Figure 23. Enrollment Priorities for Black/African American/African Respondents



# Enrollment Priorities by Race

As of May 27, 2022

Hispanic or Latinx (N = 42) and White (N = 155)

Figure 24. Enrollment Priorities for Hispanic/Latinx Respondents

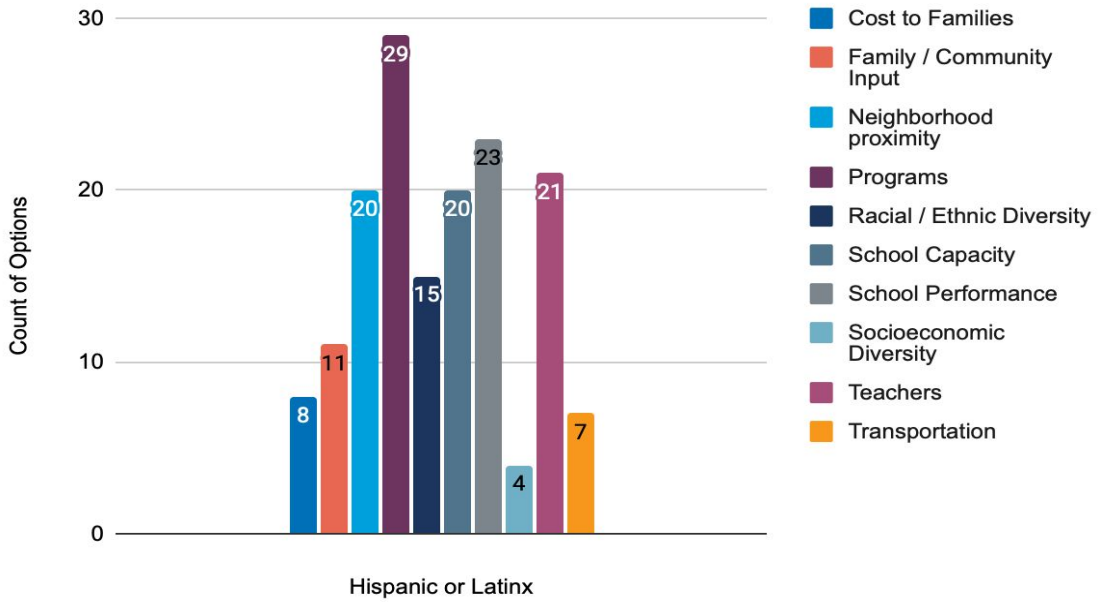
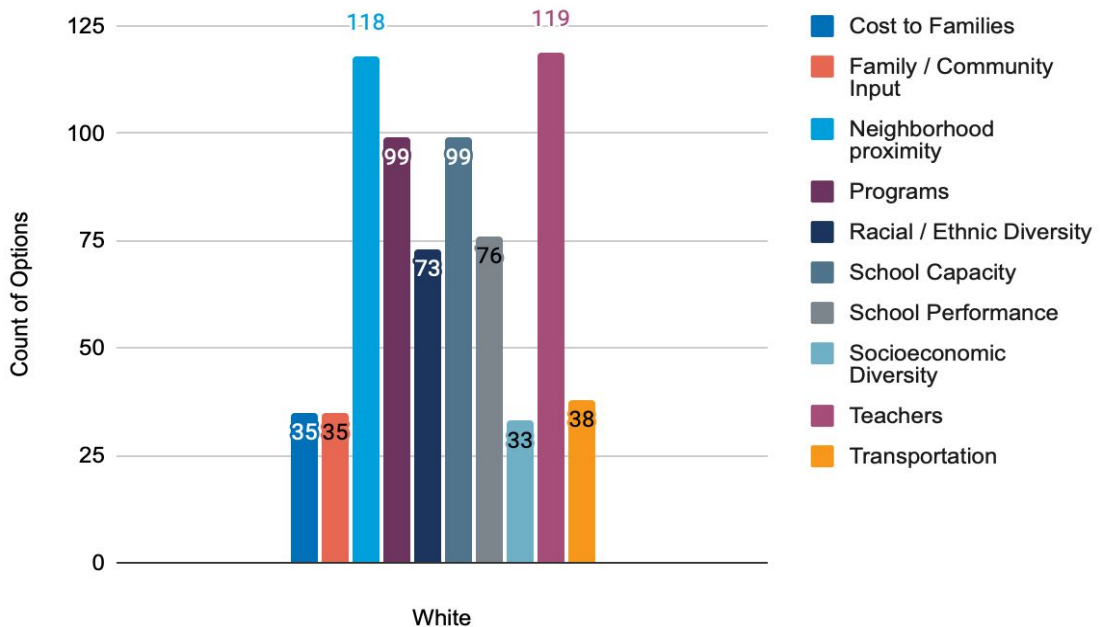


Figure 25. Enrollment Priorities for White Respondents



# Enrollment Priorities by Race

As of May 27, 2022

Asian, Multiracial (N = 14) and Black/African American, Multiracial (N = 16)

Figure 26. Enrollment Priorities for Asian, Multiracial Respondents

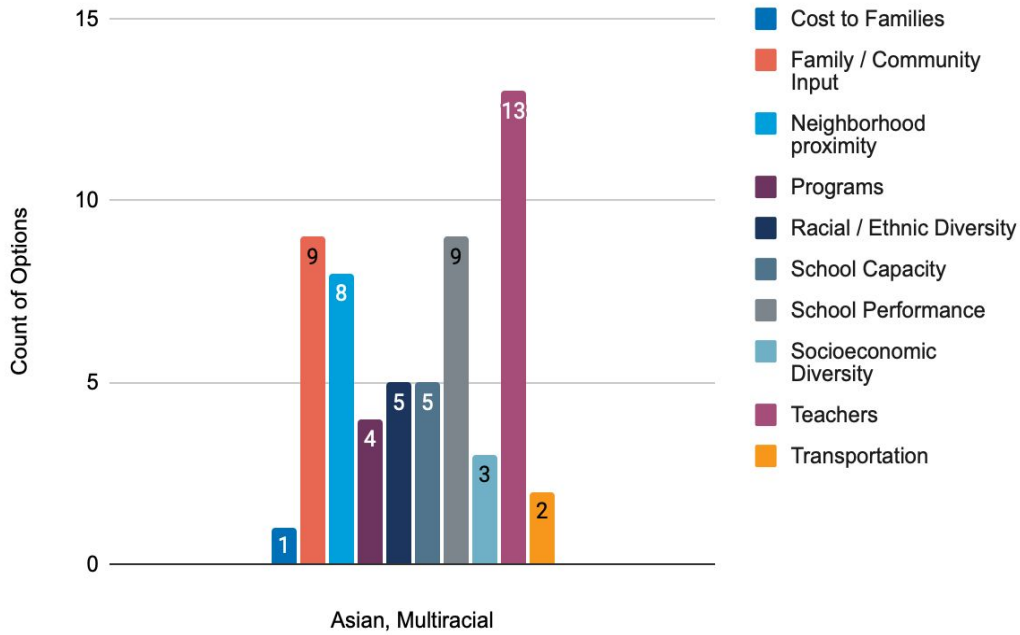
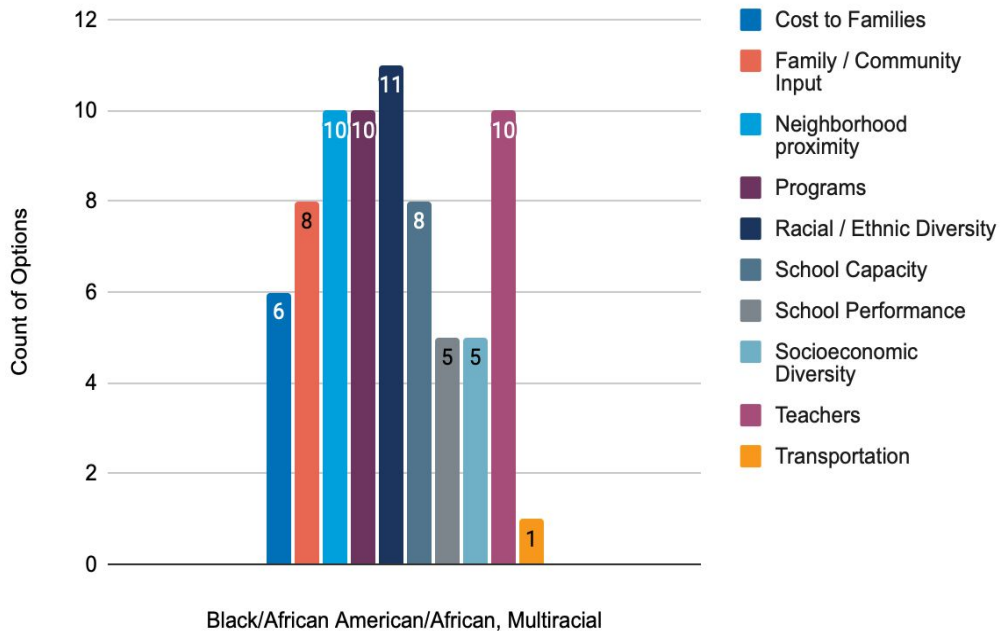


Figure 27. Enrollment Priorities for Black/African American/African, Multiracial Respondents



# Enrollment Priorities by Race

As of May 27, 2022

Hispanic or Latinx, Multiracial (N = 28) and Multiracial (more than 2 races) (N = 7)

Figure 28. Enrollment Priorities for Hispanic/Latinx, Multiracial Respondents

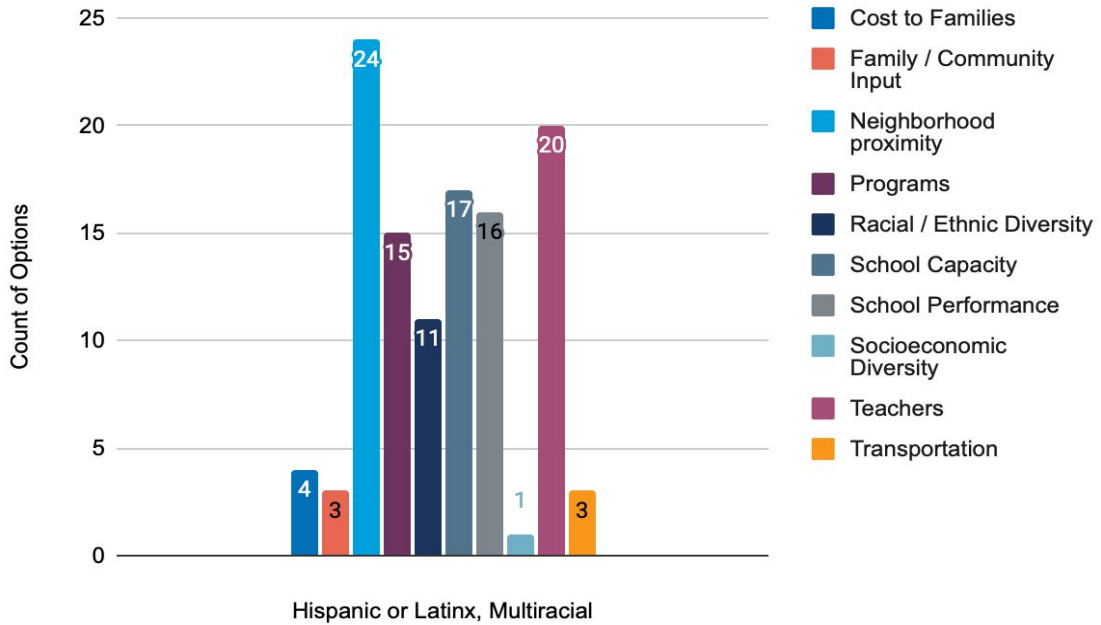
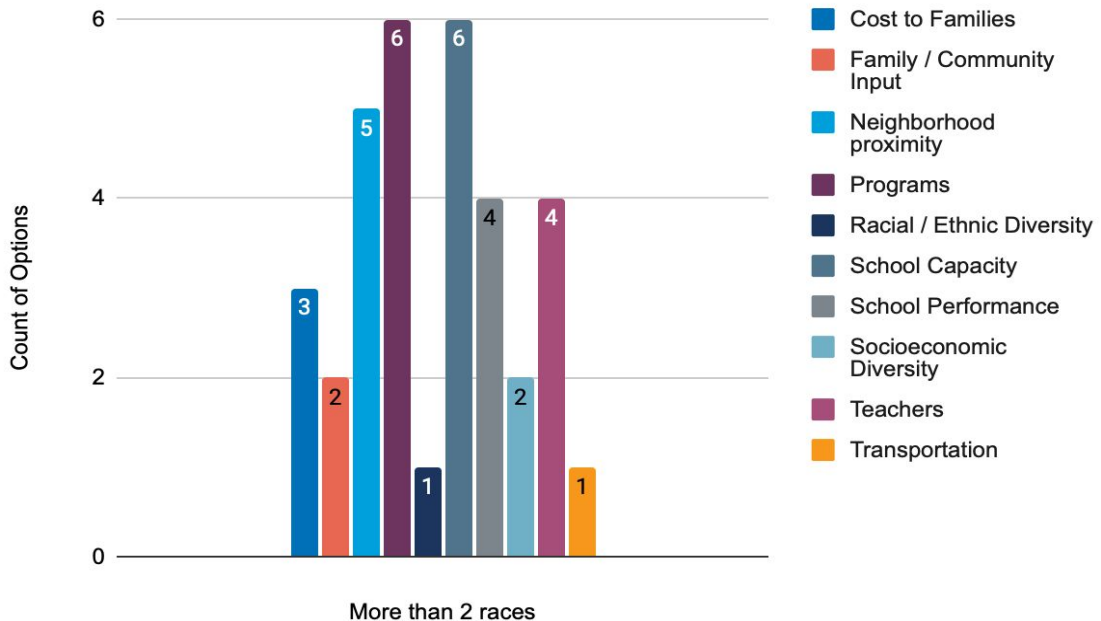


Figure 29. Enrollment Priorities for Respondents With More Than Two Races



# Enrollment Priorities by School Affiliation

As of May 27, 2022

P.S. 76 (N = 34) and P.S. 78 (N = 69)

Figure 30. Enrollment Priorities for Respondents Affiliated with P.S. 76

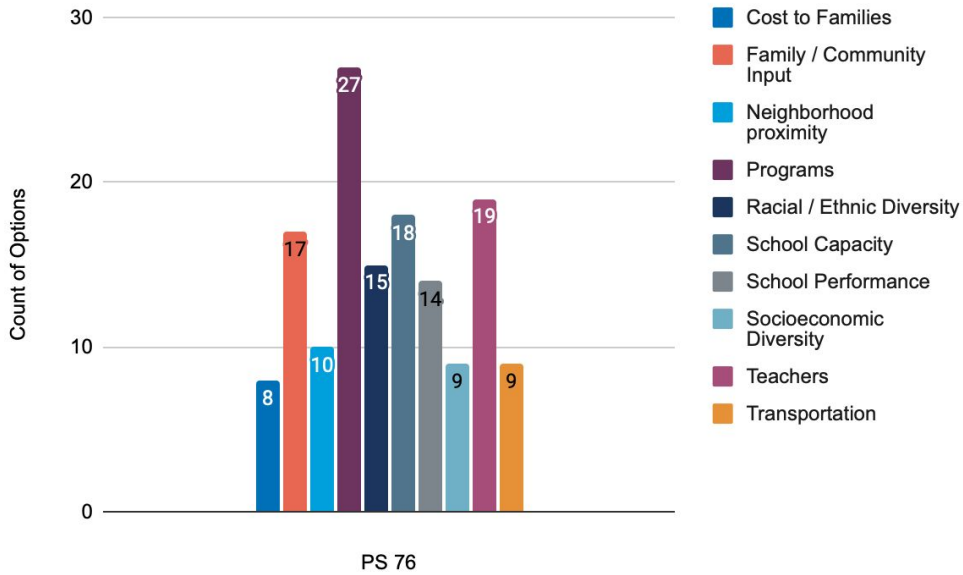
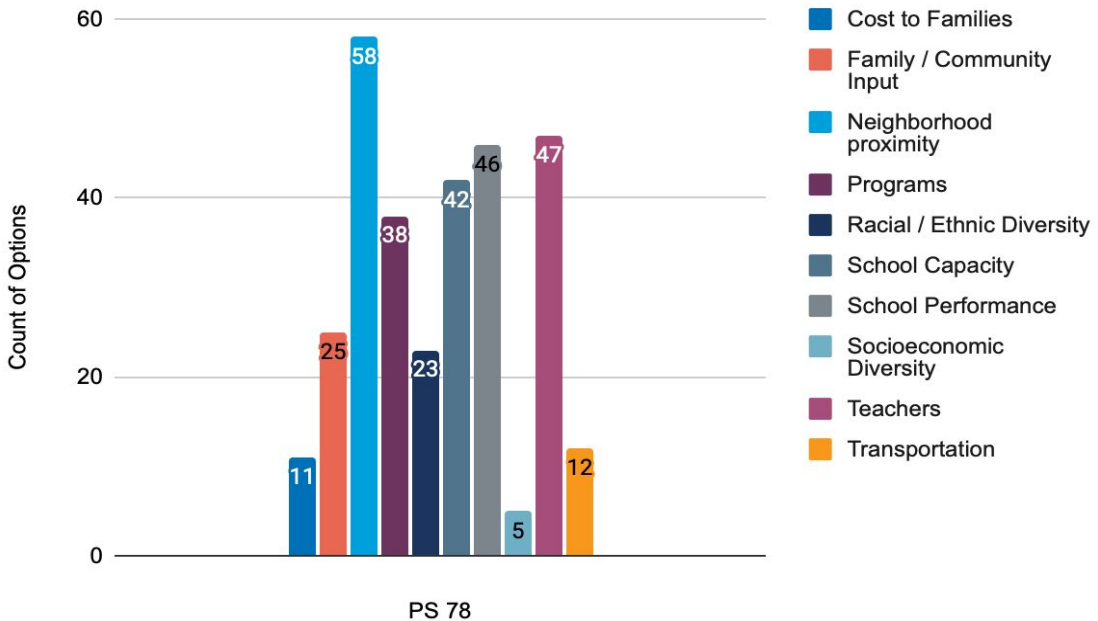


Figure 31. Enrollment Priorities for Respondents Affiliated with P.S. 78





# Enrollment Priorities by School Affiliation

As of May 27, 2022

P.S. 111 (N = 52) and P.S. 384 (N = 87)

Figure 32. Enrollment Priorities for Respondents Affiliated with P.S. 111

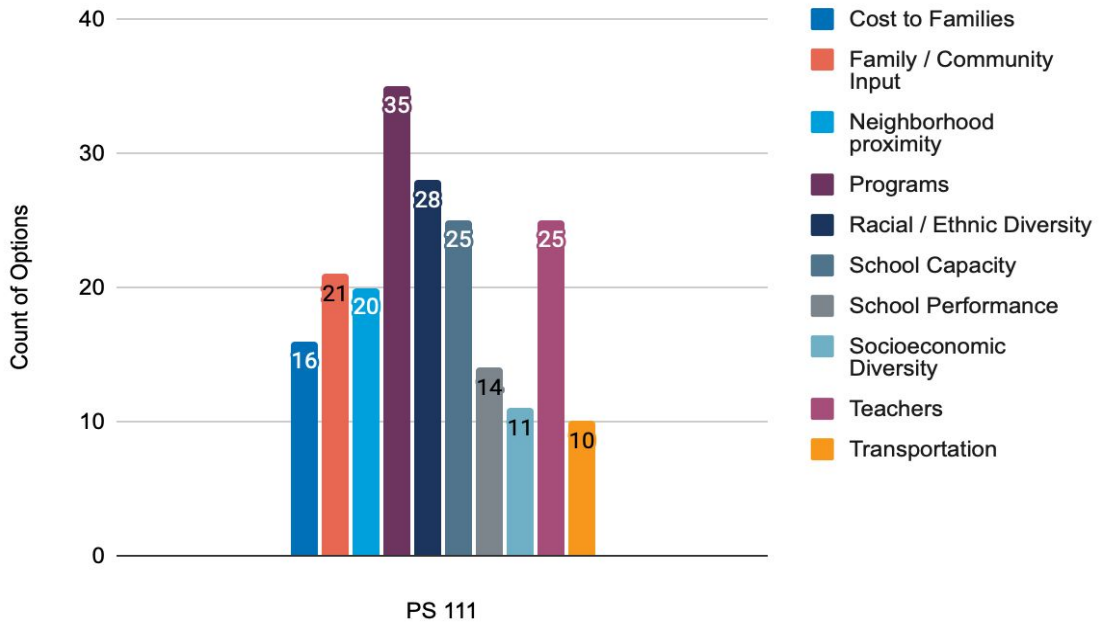
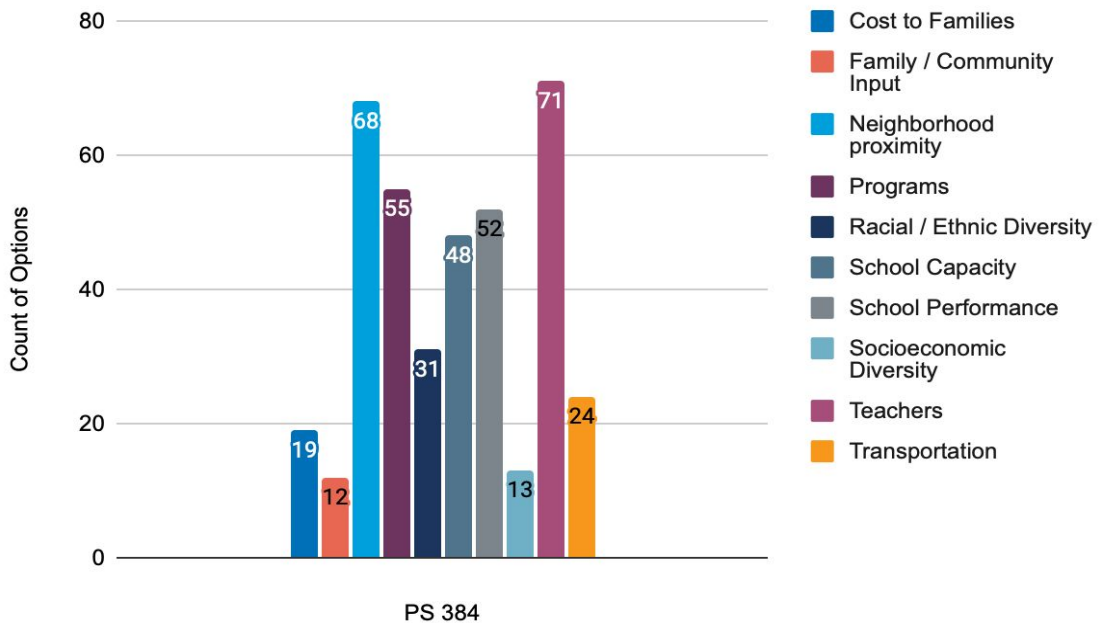


Figure 33. Enrollment Priorities for Respondents Affiliated with P.S. 384



# Enrollment Priorities by School Affiliation

As of May 27, 2022

P.S. 78 & P.S. 384 (N = 54), Other Single School (N =49 ) and Other Multiple Schools (N=16)

Figure 34. Enrollment Priorities for Respondents Affiliated with both P.S. 78 & 384

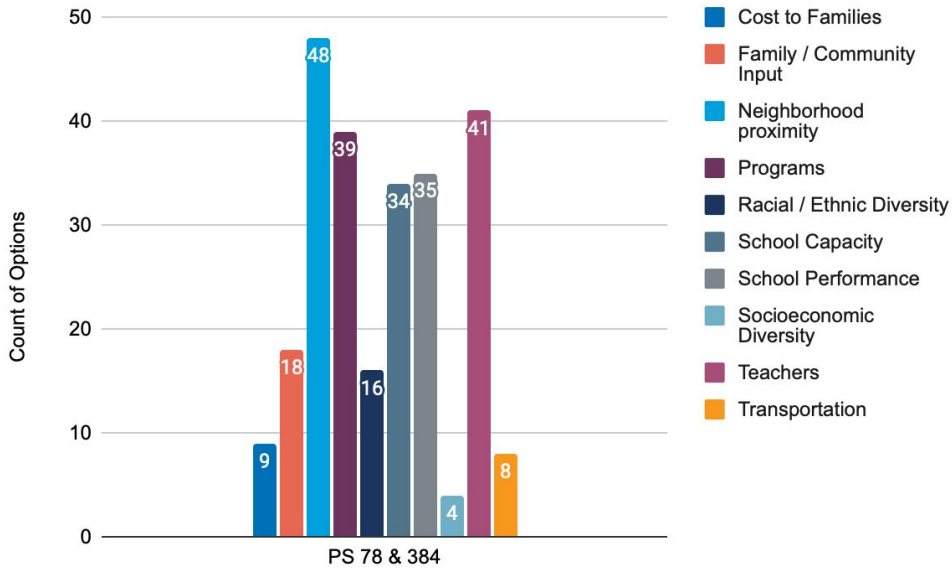


Figure 35. Enrollment Priorities for Respondents Affiliated with another school

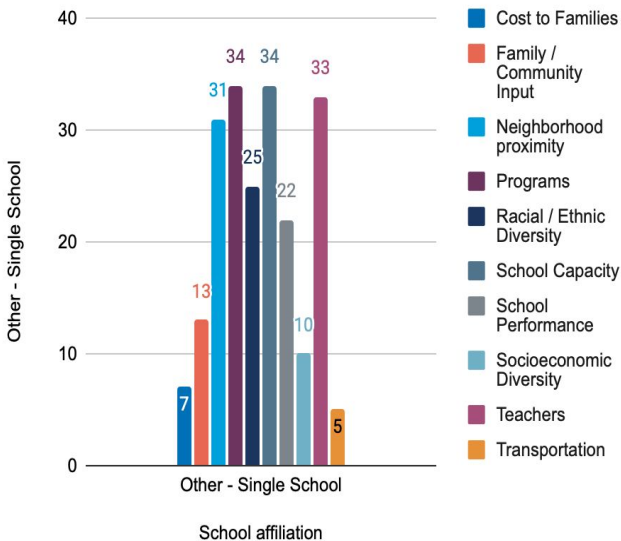
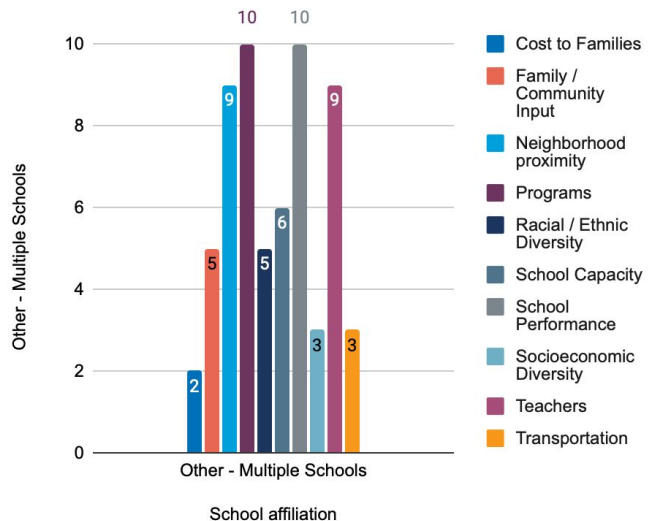


Figure 36. Enrollment Priorities for Respondents Affiliated with multiple other schools





# **Appendix: School Profiles**



## School Profile Overview

This document presents information and data about four elementary schools in the Long Island City community: P.S. 76, P.S. 78, P.S. 111, and P.S. 384. Members of the LIC community identified these schools at the start of the District 30 Working Group process as those impacted by potential policy changes.

## About the Data

Each profile contains (1) directory information about the school and (2) enrollment and demographic data. The directory information was collected by the Center for Public Research and Leadership at Columbia University.

The enrollment and demographic data reported in the profiles are provided by the New York City Department of Education. The source for these data is the [Demographic Snapshot](#).

# The William Hallet School

March 2022

**Address:** 36-36 10 St., Queens, NY 11106

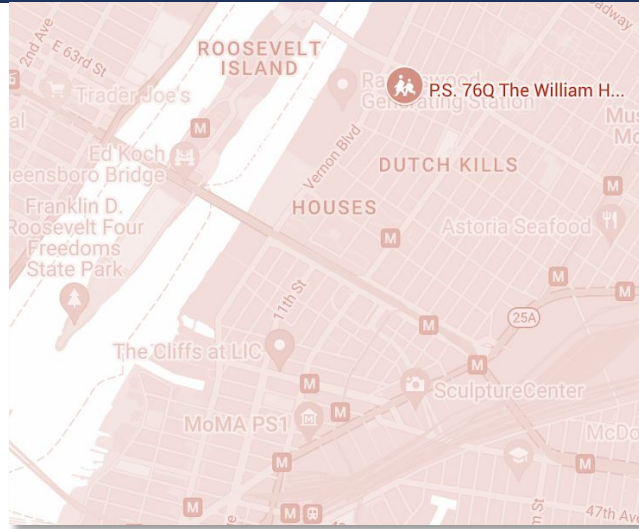
**School assignment:** Zoned

**Grades:** PK-5

**Website:** <https://www.ps76q.org/>

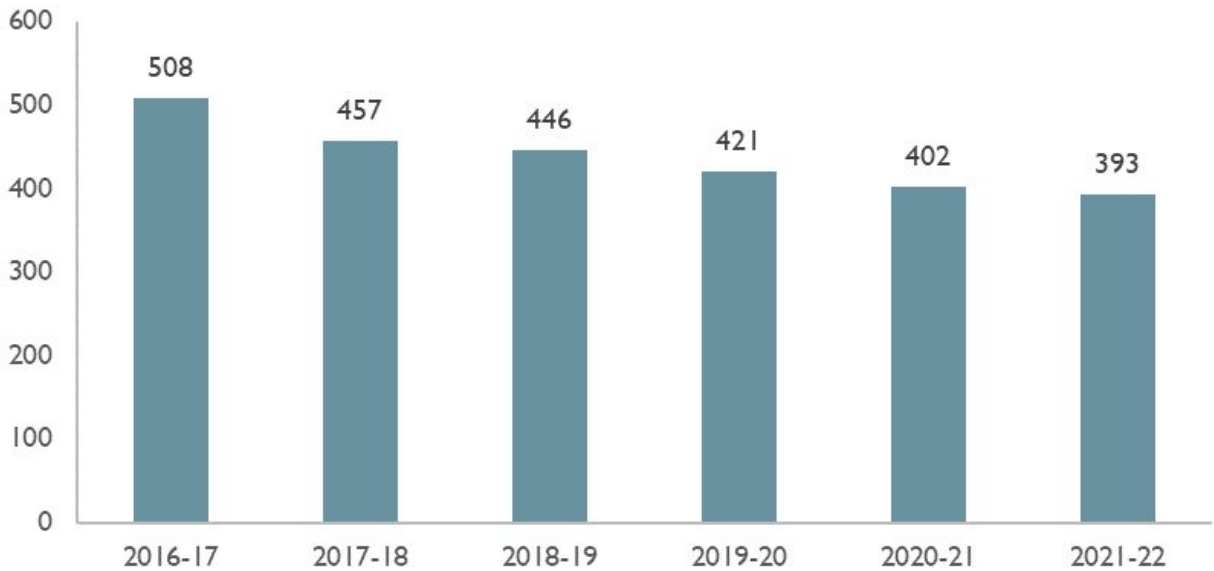
## Program and Features:

- Special education programs
- English language learner programs
- Late pickup
- Uniform is optional



## School Enrollment

Figure 37. Total Enrollment at P.S. 76



Enrollment for 2021-2022 is based on preliminary 2021-2022 Audited Register.

## School Programs and Partnerships

Please note that some programs are only available to students in particular grades and may vary year to year based on funding.

P.S. 76 currently offers the following (confirmed by Principal):

- **Extra-Curricular Activities and Programs:**
  - Jacob Riis Afterschool Program;
  - Ballet Hispanico;
  - Young People's Chorus;
  - In-house Theater Program;
  - In-house Sports Clinics;
  - In-house ELA and Math Afterschool Intervention;
  - In-house ELLs Afterschool Support Programming; and
  - Serious Fun
  
- **Special Programming:**
  - Algebra for All;
  - ASD – Nest Program (K-5); and
  - Spanish-English Dual Language Program (PK-5)



Photo by CPRL

## School Demographics

Figure 38. P.S. 76 Enrollment By Race

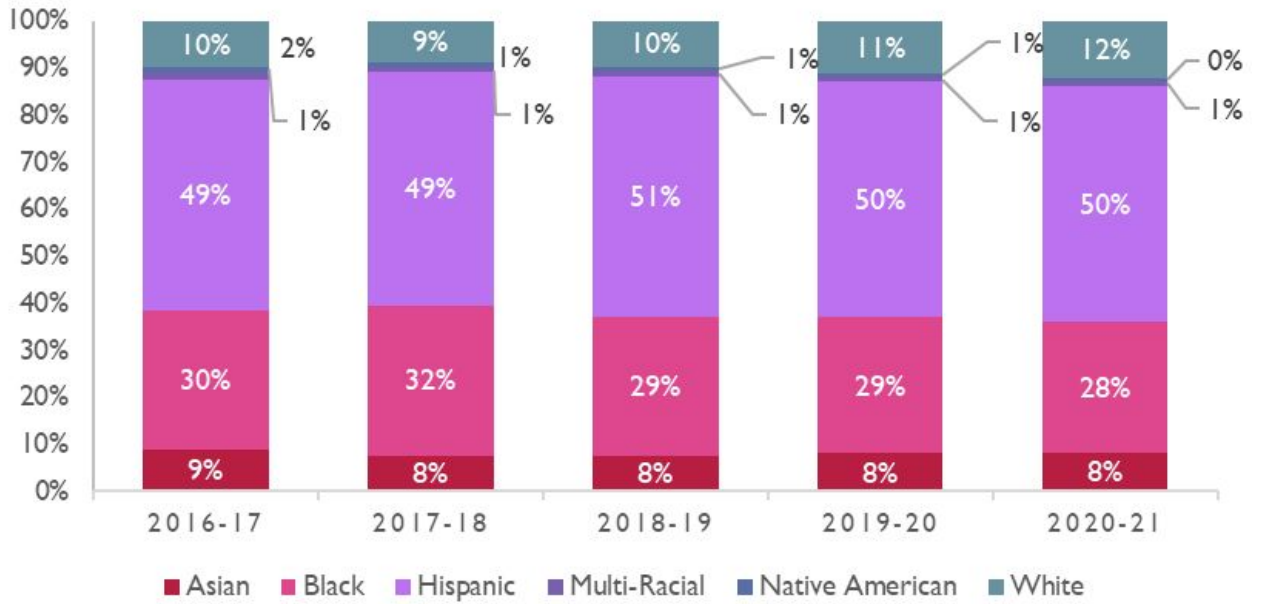


Figure 39. Economically Disadvantaged Students at P.S. 76

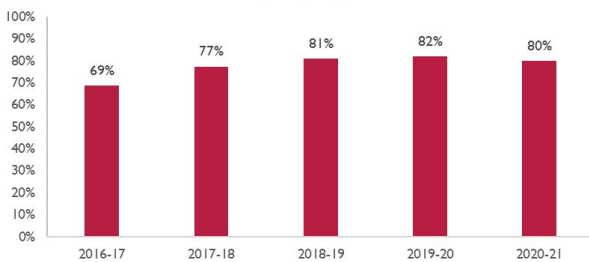
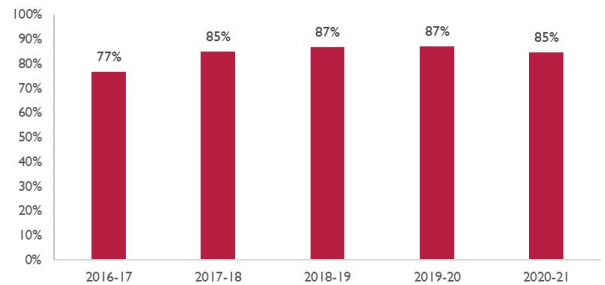


Figure 40. P.S. 76 Economic Needs Index



## School Demographics

Figure 41. English Language Learners at P.S. 76

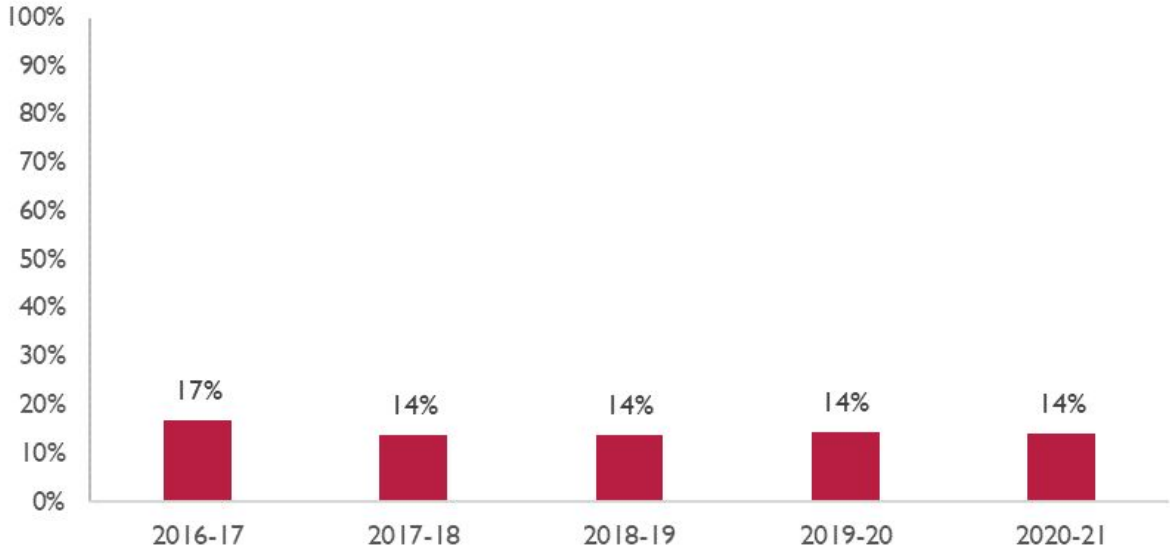
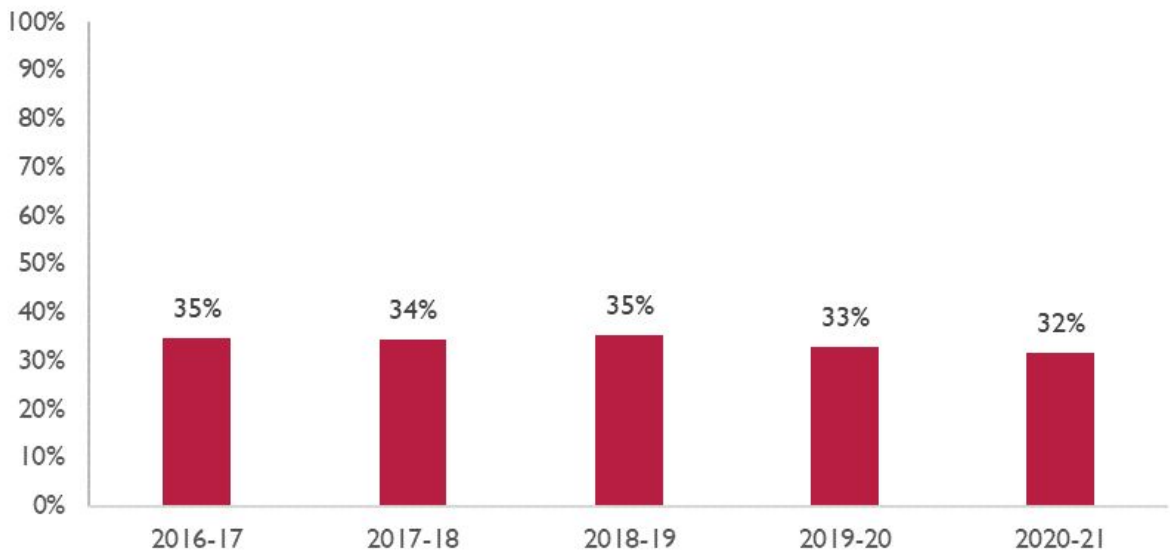


Figure 42. Students with Disabilities at P.S. 76





# The Robert F. Wagner Jr. School

March 2022

**Address:** 48-09 Center Blvd., Queens, NY 11109

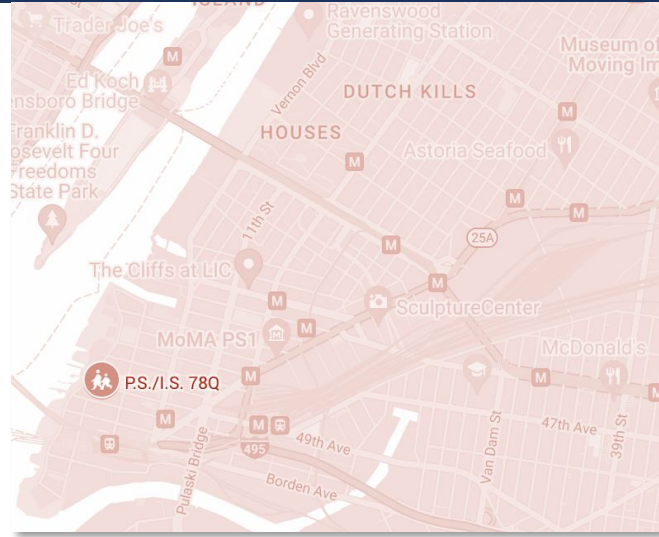
**School assignment:** Zoned

**Grades:** PK-8

**Website:** <https://www.ps78.com>

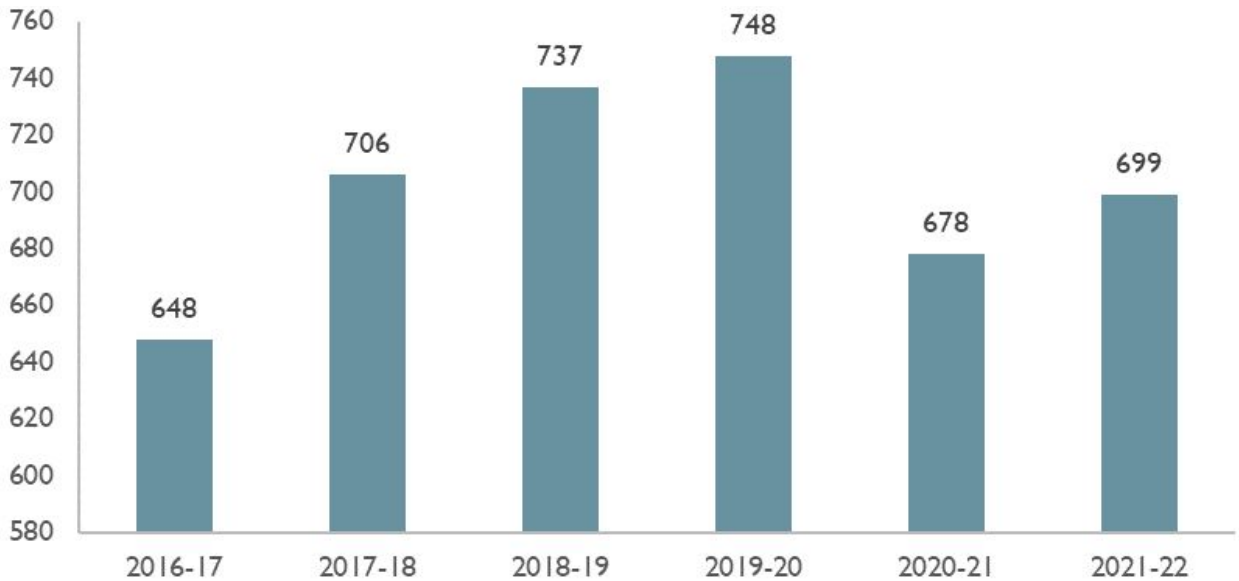
## Program and Features:

- Special education programs
- English language learner programs



## School Enrollment

Figure 43. Total Enrollment at P.S. 78



Enrollment for 2021-2022 is based on preliminary 2021-2022 Audited Register.

## School Programs and Partnerships

Please note that some programs are only available to students in particular grades and may vary year to year based on funding.

KEY (any programs without a symbol are paid for by the school or NYCDOE):

+ - available to all families/students and paid for by the PTA

\* - not funded by the school or PTA, program available for a fee

P.S./I.S. 78 currently offers the following (confirmed by Principal):

- **Extra-Curricular Activities and Programs:**

- After School Basketball (middle school);
- After School Debate Club;
- After School Newspaper Club;
- Algebra Regents Class (grade 8);
- Debate League Competitions;
- Second Language Proficiency Course (grade 8);
- Snapology After School\*;
- Spanish Foreign Language; and
- Student Government

- **Partnerships:**

- Cultural After School Adventures Program (grades 6&7);
- LIC Relief +;
- My Chinese Teacher (grades 3&4) +;
- New York City Department of Environmental Conservation (grades 5-8);
- New York City Department of Environmental Protection;
- New York Edge;
- Newtown Creek Alliance;
- NYC Junior Ambassadors Program;
- Plaxall Gallery +;
- PS/IS 78Q Learning Garden; and
- STEAM TEAM (grade 6)

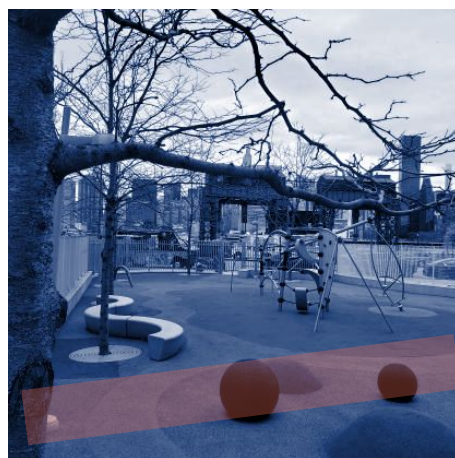


Photo by CPRL

## School Demographics

Figure 44. Enrollment by Race at P.S. 78

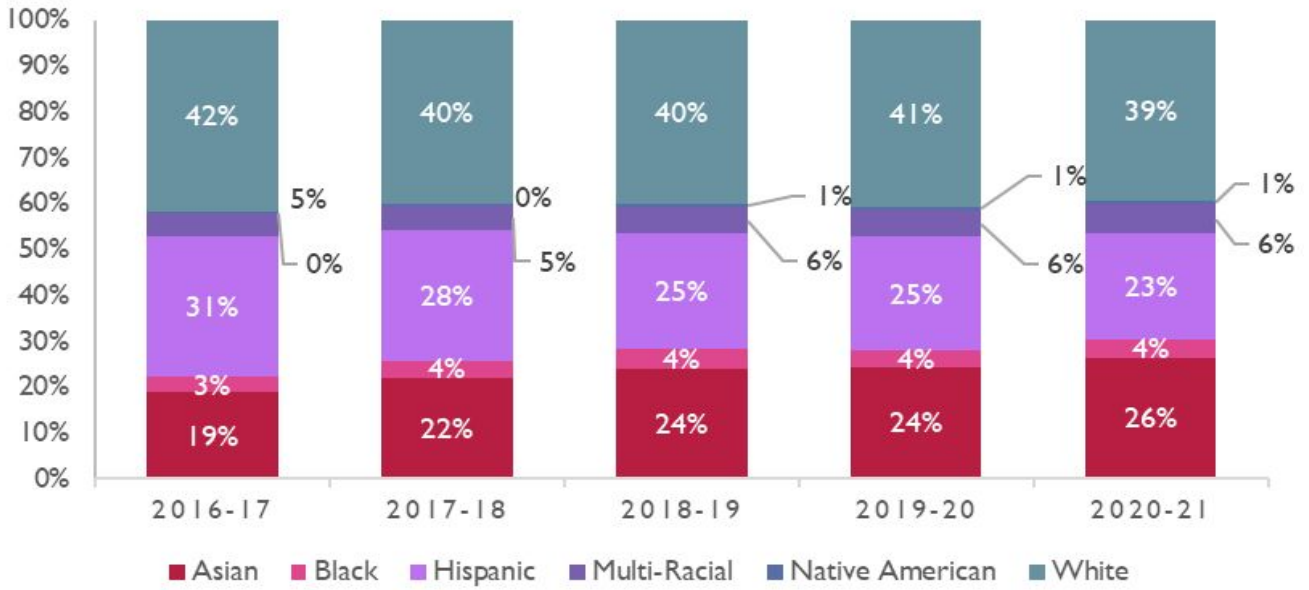


Figure 45. Economically Disadvantaged at P.S. 78

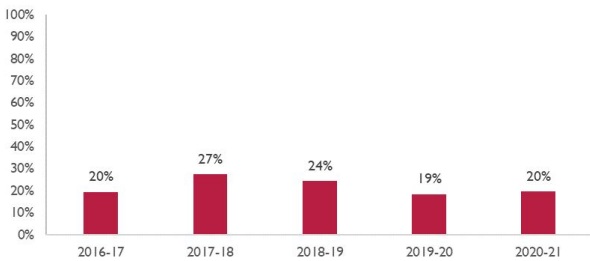
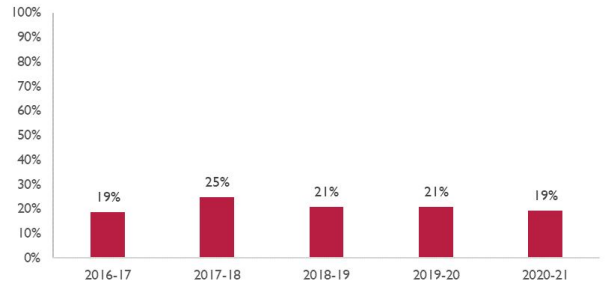


Figure 46. P.S. 78 Economic Needs Index



## School Demographics

Figure 47. English Learners at P.S. 78

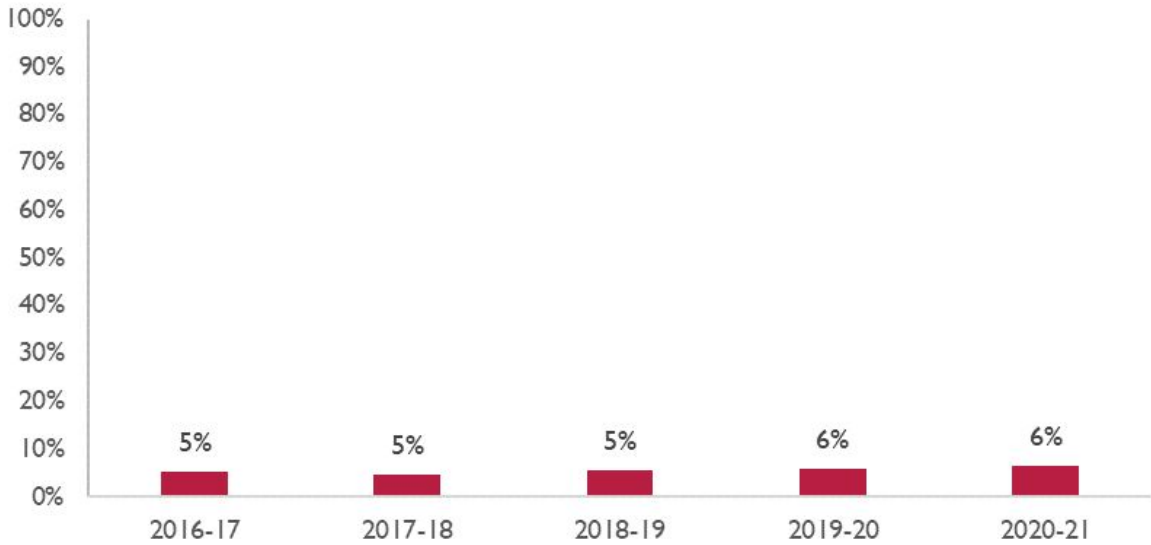
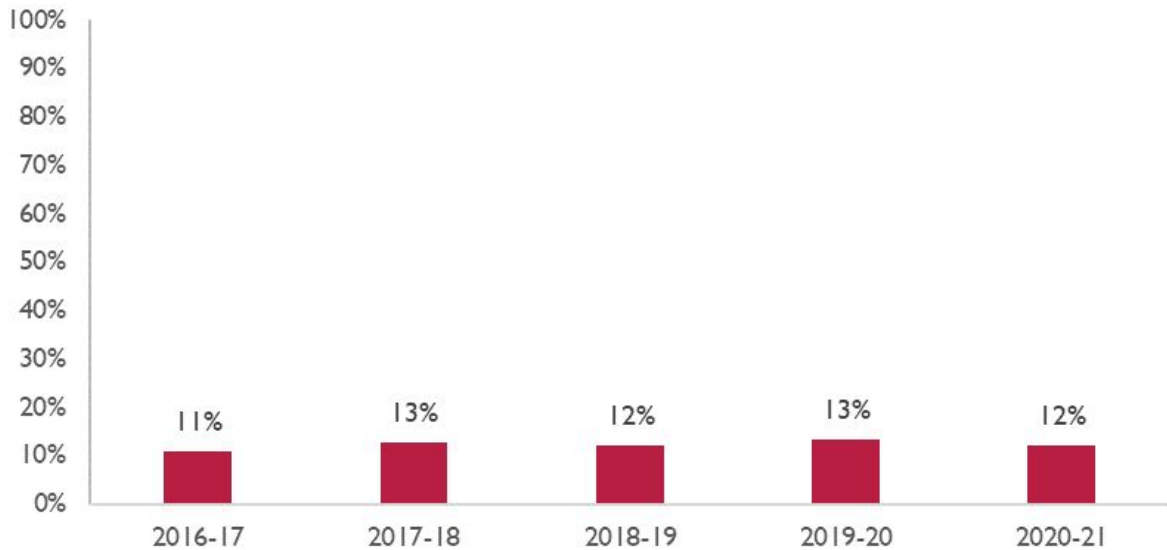


Figure 48. Students with Disabilities at P.S. 78



# Jacob Blackwell School

March 2022

**Address:** 37-15 13 St., Queens, NY 11101

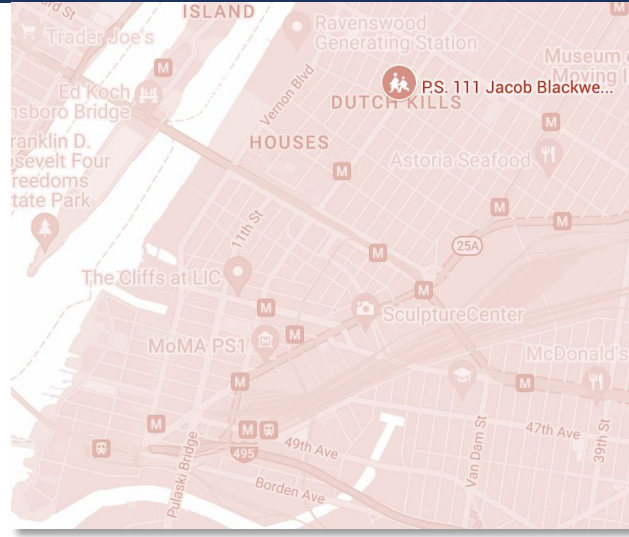
**School assignment:** Zoned

**Grades:** PK-8

**Website:** <https://www.ps111q.org>

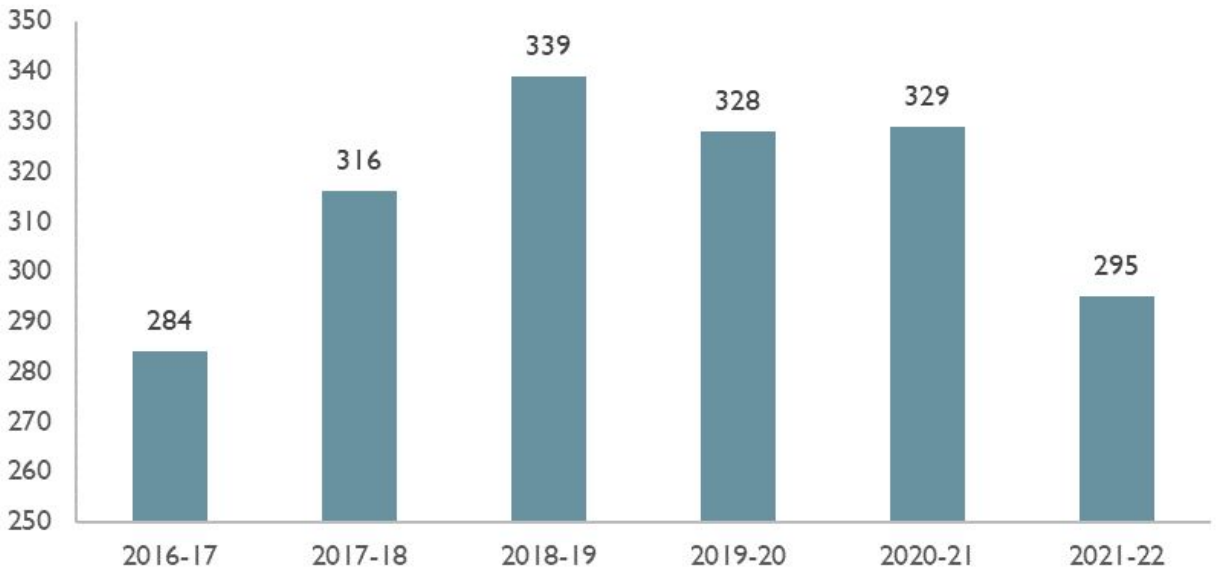
## Program and Features:

- Special education programs
- English language learner programs
- Late pickup
- Uniform is required



## School Enrollment

Figure 49. Total Enrollment at P.S. 111



Enrollment for 2021-2022 is based on preliminary 2021-2022 Audited Register.

## School Programs and Partnerships

Please note that some programs are only available to students in particular grades and may vary year to year based on funding.

P.S./I.S. 111 currently offers the following (confirmed by Principal):

- **Extra-Curricular Activities and Programs:**

- Extra-Curricular Activities and Programs:
- A.R.M.O.R. Choir;
- A.R.M.O.R. Step Team;
- Basketball Team-The Mighty Mustangs;
- Broadway Jr.;
- Cheerleading;
- Library Lunch Club;
- New York City Kids Rise;
- Peer Group Connection-PGC;
- Positive Behavior Intervention & Support;
- School Yearbook Committee
- Science Lunchtime Club;
- Student Government; and
- Thurgood Marshall Mock Trial

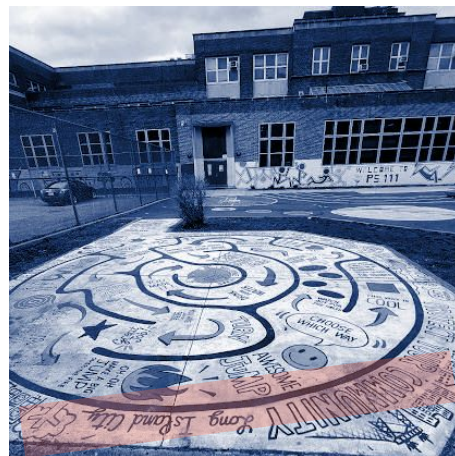


Photo by CPRL

- **Partnerships:**

- Center for Supportive Schools
- Girl Scouts
- Alvin Ailey Dance Kids
- Jacob A. Riis Settlement House; After School Program
- Learning through an Expanded Arts Program (LEAP)
- Museum of Moving Images
- Studio in a School; and
- Shubert Foundation

- **Sports:**

- Soccer
- Basketball

## School Demographics

Figure 50. Enrollment by Race at P.S. 111

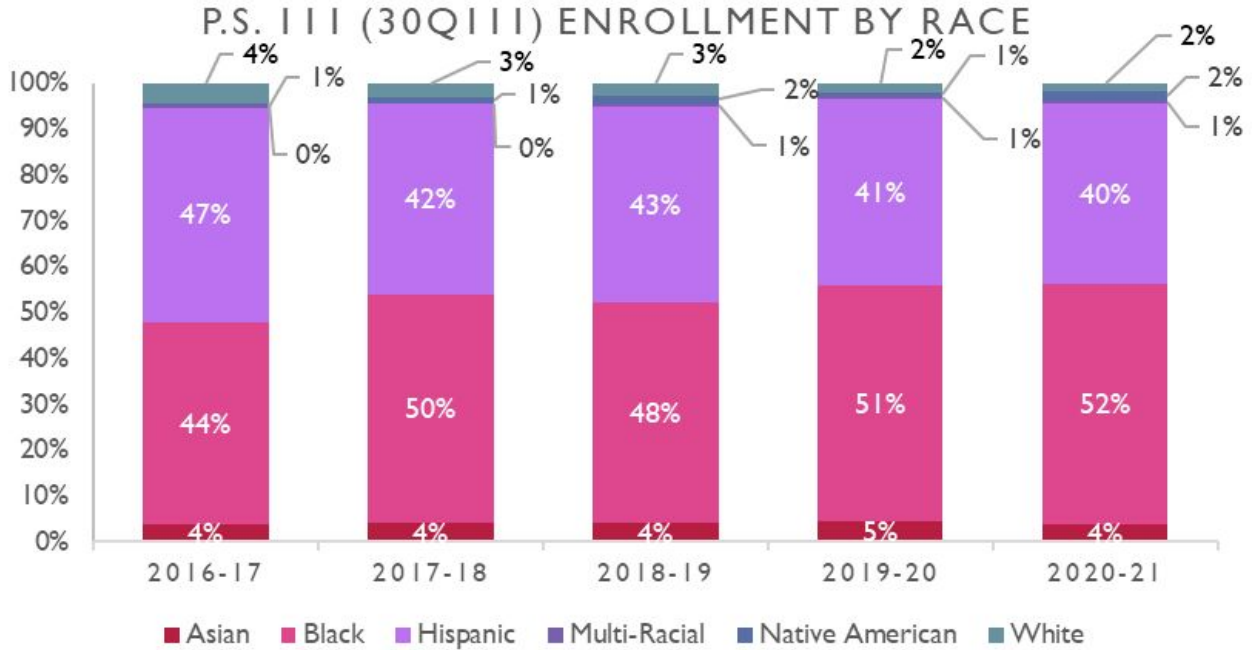
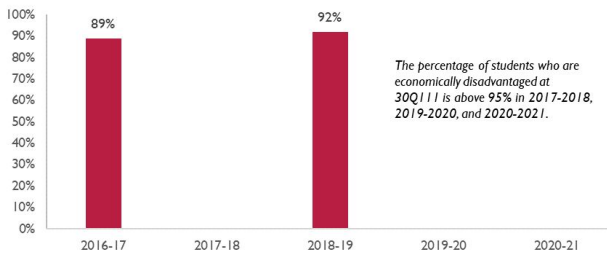
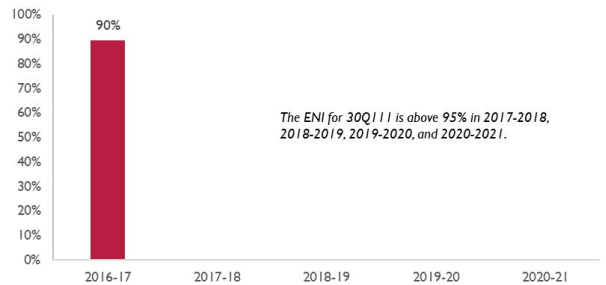


Figure 51. Economically Disadvantaged Students at P.S. 111



\*The percentage of students who are economically disadvantaged at 30Q111 is above 95% in 2017-2018, 2019-2020, and 2020-2021.

Figure 52. Economic Needs Index at P.S. 111



The ENI for 30Q111 is above 95% in 2017-2018, 2018-2019, 2019-2020, and 2020-2021.

## School Demographics

Figure 53. English Language Learners at P.S. 111

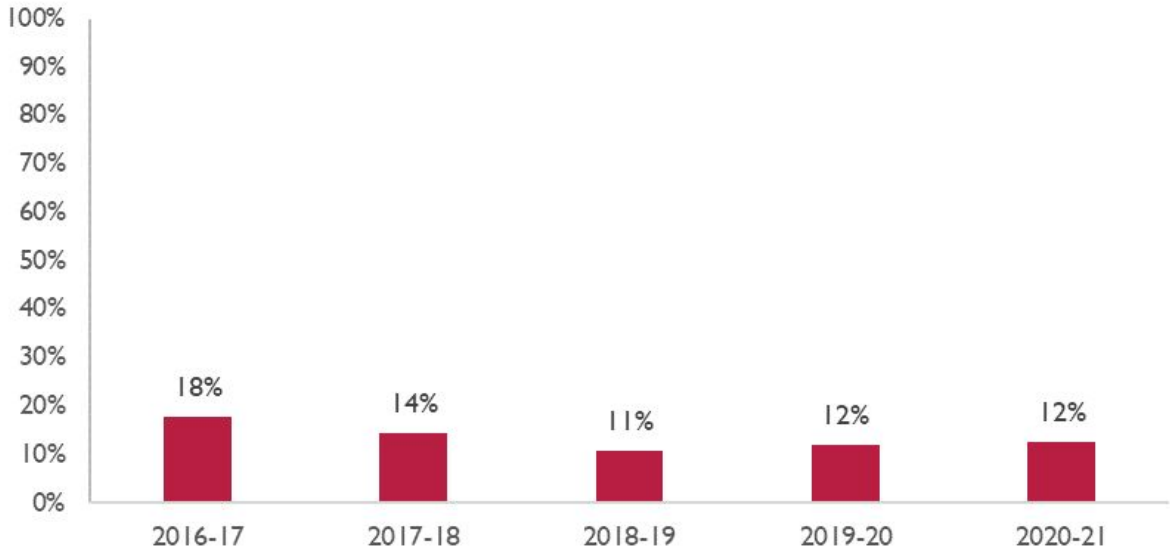
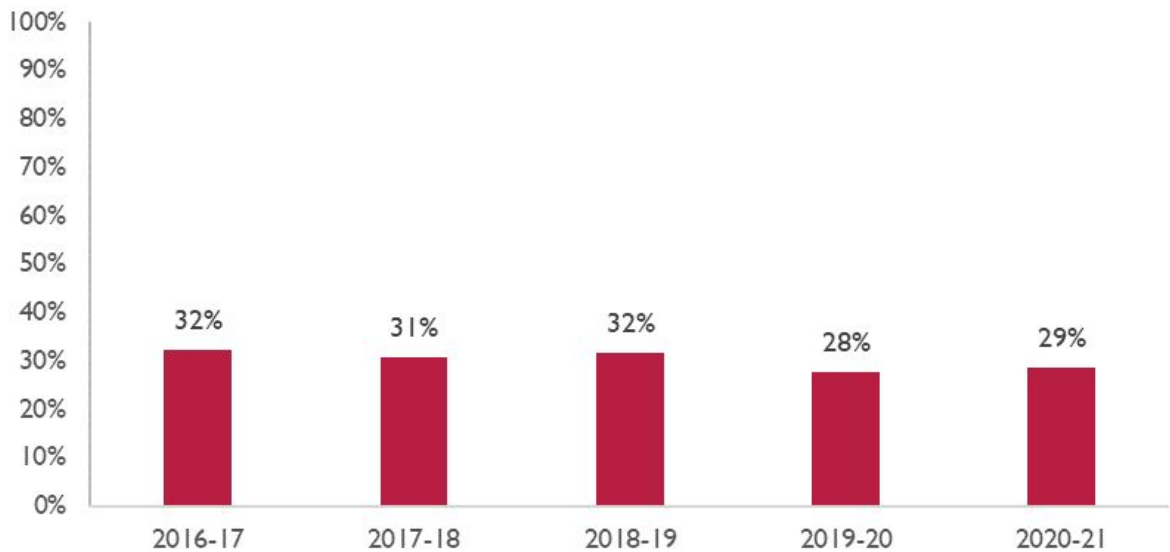


Figure 54. Students with Disabilities at P.S. 111





# Hunters Point Elementary

March 2022

**Address:** 1-35 57 Ave., Queens, NY 11101

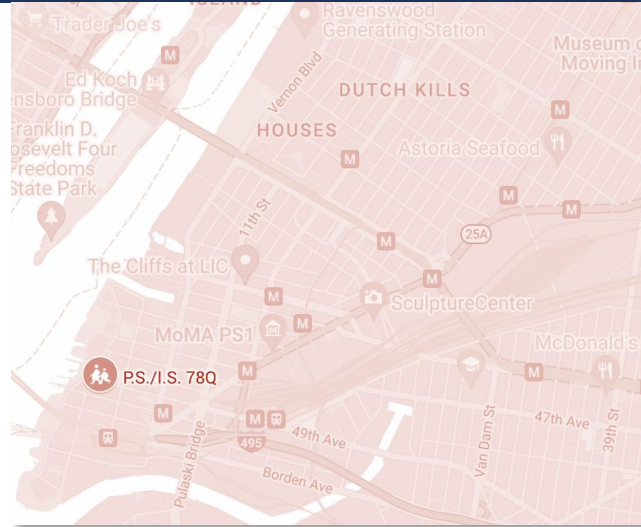
**School assignment:** Unzoned

**Grades:** K-3

**Website:** <https://www.ps384q.org/>

## Program and Features:

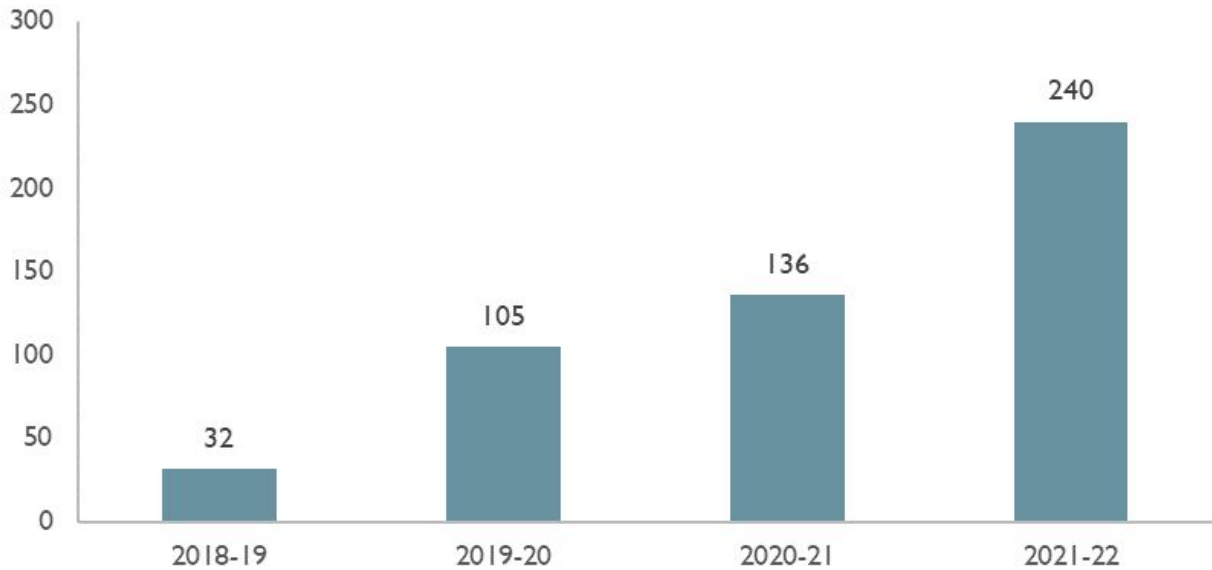
- Special education programs
- Early drop-off programs
- English language learner programs
- Late pickup



30Q384 opened in 2018-2019.

## School Enrollment

Figure 55. Total Enrollment at P.S. 384



Enrollment for 2021-2022 is based on preliminary 2021-2022 Audited Register.

## School Programs and Partnerships

Please note that some programs are only available to students in particular grades and may vary year to year based on funding.

KEY (any programs without a symbol are paid for by the school or NYCDOE):

+ - available to all families/students and paid for by the PTA

\* - not funded by the school or PTA, program available for a fee

P.S. 384 currently offers the following (confirmed by Principal):

- **Extra-Curricular Activities and Programs:**

- Acadience;
- Amplify Science;
- EnVisions Math;
- Foundations;
- Great Leaps;
- Health;
- Heggerty;
- iRead;
- iReady;
- Kindness in the Classroom;
- Mars Tasks;
- Passport to Social Studies;
- Physical Education;
- Responsive Classroom;
- Sounds Sensible;
- Student Council; and
- Teachers College Units of Study.

- **Partnerships:**

- District 30 Integration Grant;
- Muscial IQ (grades 1-3) +;
- NY Hall of Science +;
- NYC Kids Rise;
- Responsive Classroom;
- Rising New York Road Runners;
- Snapology After School Program\*;
- Third Street Music Program (grades PK-K) +.



Photo by CPRL

## School Demographics

30Q384 opened in 2018-2019.

Figure 56. Enrollment by Race at P.S. 384

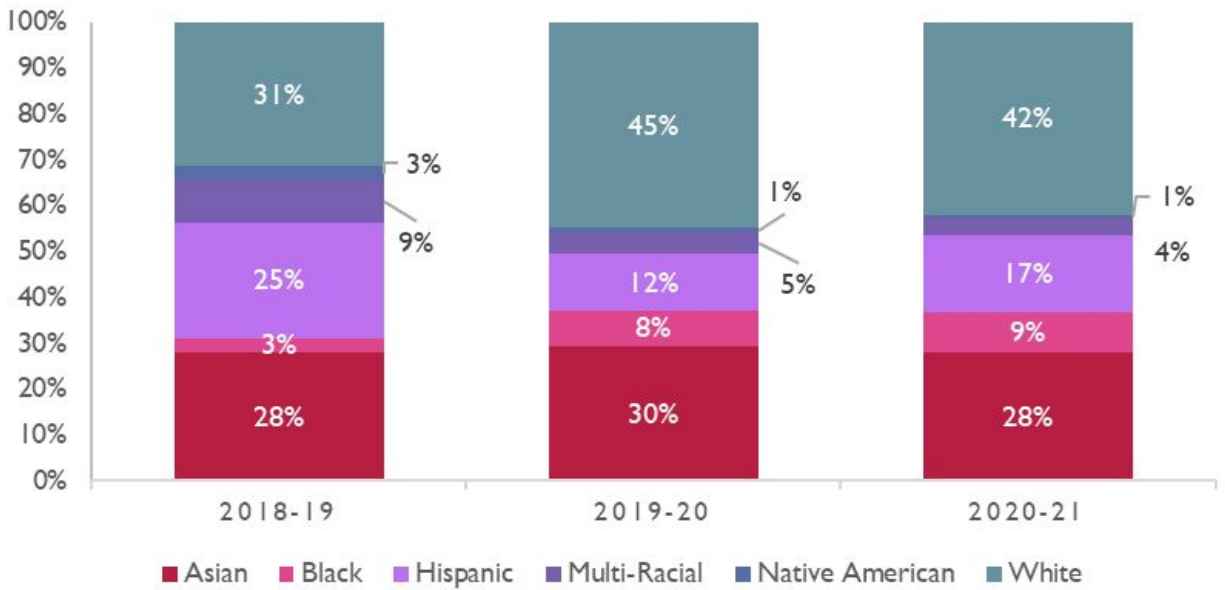


Figure 57. Economically Disadvantaged Students at P.S. 384

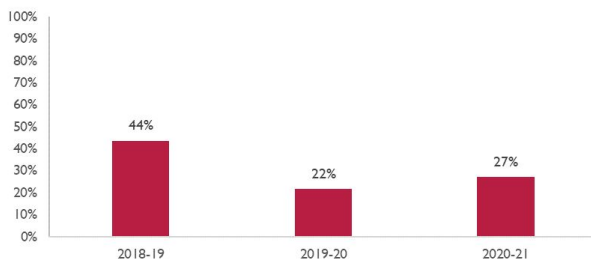
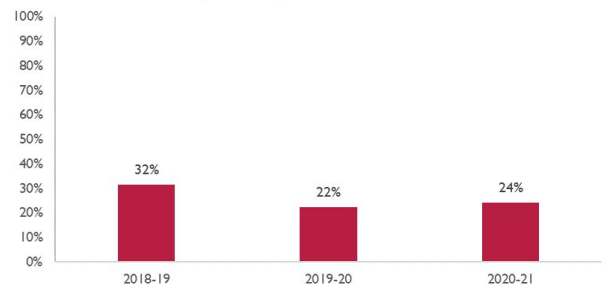


Figure 58. Economic Needs Index at P.S. 384



## School Demographics

30Q384 opened in 2018-2019.

Figure 59. English Language Learners at P.S. 384

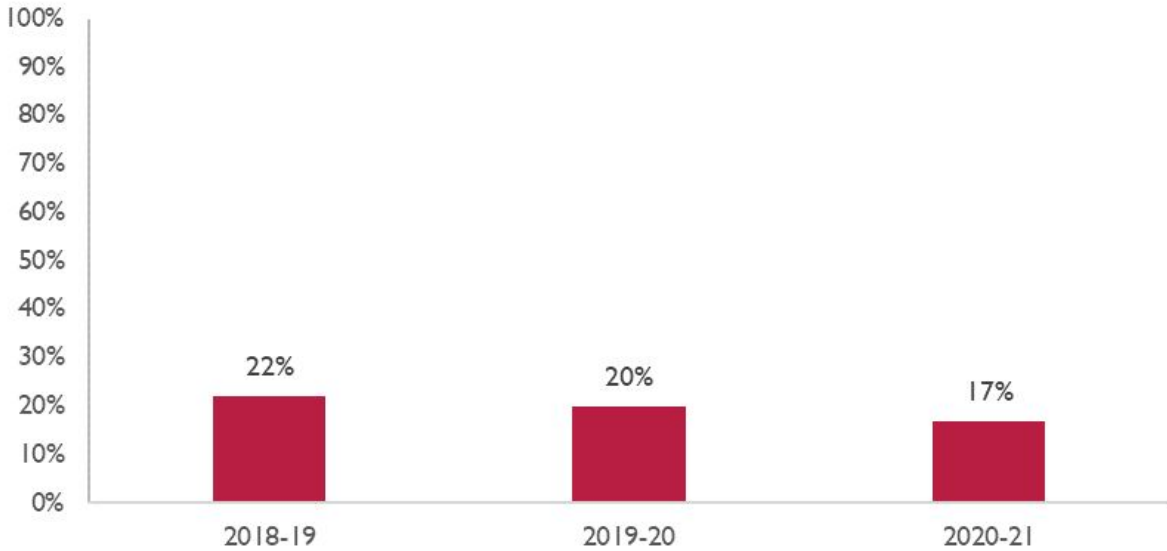
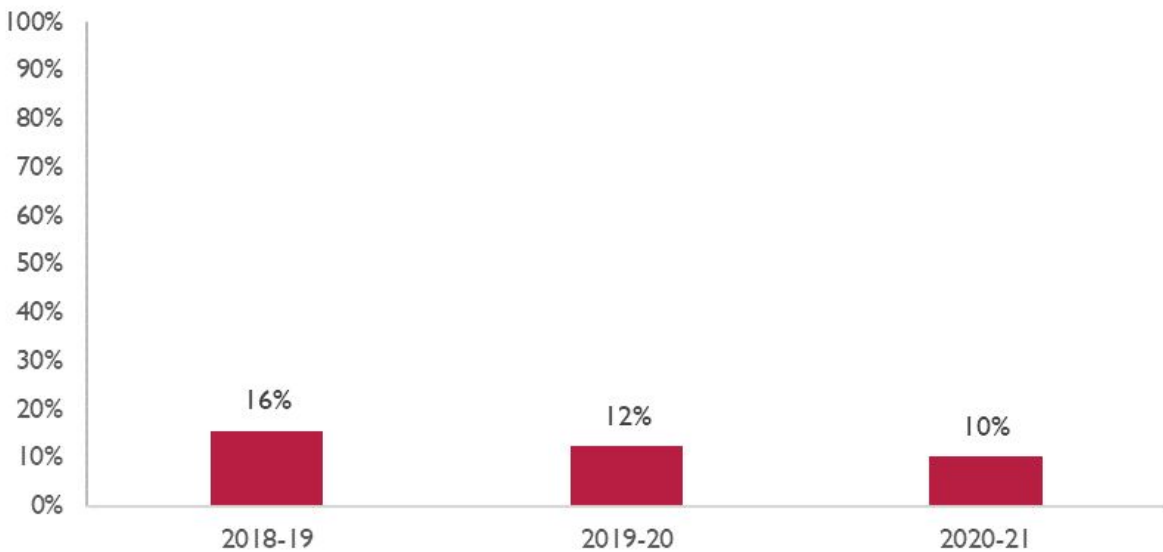


Figure 60. Students with Disabilities at P.S. 384





## Demographic Snapshot – Citywide, Borough, District, and School

Enrollment and demographic data shared the New York City Department of Education included the following notes:

SY 2016-17 to 2020-21 -- All Grades

Enrollment counts are based on the October 31 Audited Register for the 2016-17 to 2019-20 school years. To account for the delay in the start of the school year, enrollment counts are based on the November 13 Audited Register for 2020-21. Enrollment for 2021-2022 is based on preliminary 2021-2022 Audited Register.

\* Please note that October 31 (and November 13) enrollment is not audited for charter schools or Pre-K Early Education Centers (NYCEECs). Charter schools are required to submit enrollment as of BEDS Day, the first Wednesday in October, to the New York State Department of Education.

Enrollment counts in the Demographic Snapshot will likely exceed operational enrollment counts due to the fact that long-term absence (LTA) students are excluded for funding purposes.

Data on students with disabilities, English Language Learners, students' poverty status, and students' Economic Need Value are as of the June 30 for each school year except in 2020-21. Data on SWDs, ELLs, Poverty, and ENI in the 2020-21 school year are as of March 19, 2021.

3-K and Pre-K enrollment totals include students in both full-day and half-day programs.

All schools listed are as of the 2020-21 school year. Schools closed before 2020-21 are not included in the school level tab but are included in the data for citywide, borough, and district. Programs and Pre-K NYC Early Education Centers (NYCEECs) are not included on the school-level tab.

Due to missing demographic information in rare cases at the time of the enrollment snapshot, demographic categories do not always add up to citywide totals.

## Demographic Snapshot Notes, Continued

Students with disabilities are defined as any child receiving an Individualized Education Program (IEP) as of the end of the school year (or March 19 for 2020-21).

NYC DOE "Poverty" counts (which on the visuals is reported as economic disadvantage) are based on the number of students with families who have qualified for free or reduced price lunch or are eligible for Human Resources Administration (HRA) benefits. In previous years, the poverty indicator also included students enrolled in a Universal Meal School (USM), where all students automatically qualified, with the exception of middle schools, D75 schools and Pre-K centers. In 2017-18, all students in NYC schools became eligible for free lunch. In order to better reflect free and reduced price lunch status, the poverty indicator does not include student USM status, and retroactively applies this rule to previous years.

The school's Economic Need Index is the average of its students' Economic Need Values. The Economic Need Index (ENI) estimates the percentage of students facing economic hardship. The 2014-15 school year is the first year we provide ENI estimates. The metric is calculated as follows:

\* The student's Economic Need Value is 1.0 if:

- The student is eligible for public assistance from the NYC Human Resources Administration (HRA);
- The student lived in temporary housing in the past four years; or
- The student is in high school, has a home language other than English, and entered the NYCDOE for the first time within the last four years.

\* Otherwise, the student's Economic Need Value is based on the percentage of families (with school-age children) in the student's census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year estimate (2019 ACS estimates were used in calculations for 2020-21 ENI). The student's Economic Need Value equals this percentage divided by 100.

Due to differences in the timing of when student demographic, address and census data were pulled, ENI values may vary, slightly, from the ENI values reported in the School Quality Reports.

In previous years, student census tract data was based on students' addresses at the time of ENI calculation. Beginning in 2018-19, census tract data is based on students' addresses as of Oct. 31 of the given school year.

In previous years, the most recent new entry date was used for students with multiple entry dates into the NYCDOE. Beginning in 2018-19, students' earliest entry date is used in ENI calculations.

Beginning in 2018-19, students missing ENI data are imputed with the average ENI at their school.


## Demographic Snapshot Notes, Continued

In order to maintain student privacy, schools with % Poverty and ENI values below 5% or above 95% have had their exact values for each category replaced with "Below 5%" and "Above 95%", respectively.

Before the start of the 2017-18 school year, the New York State Education Department implemented a new data matching process that refined the methods to identify families eligible for free lunch. This new matching system provides a more efficient and accurate process for matching students across a range of forms that families already complete. This new matching process yielded an increase in the number of students directly certified for free lunch (in other words, matched to another government program) and therefore increased the direct certification rate. As such, the increase in the percent of students in poverty and the Economic Need Index for the 2017-18 school year and later reflects this new matching process, which allows the City to better identify students eligible for free lunch.

Approximately 25% of charter schools in NYC do not use NYCDOE School Food to provide meal services. The NYCDOE Office of School Food does not collect documentation on students' eligibility for Free or Reduced Price Lunch from schools that do not utilize NYCDOE School Food. As a result, the Poverty figures may be understated for approximately 25% of charter schools.

New York State Education Department begins administering assessments to be identified as an English Language Learner (ELL) in Kindergarten, but students in Pre-K are still included in the denominator for the ELL calculations. Also, Pre-K NYC Early Education Centers do not use NYCDOE School Food to provide meal services, but are included in the denominator for Poverty calculations.



**Appendix:  
Queensbridge  
Zoning**



## List of School Zones by Address

The list below shows the zoned schools for addresses in Queensbridge Houses.

Figure 61. List of Queensbridge School Zones by Address

School Zones for Students Residing in Queensbridge Houses in District 30				
Street Name	Address Numbers	Grade K	Grades 1-5	Grades 6-8
10 Street	40-01 Thru 40-15	P.S. 111	P.S. 111	I.S. 204
10 Street	41-01 Thru 41-04	P.S. 76	P.S. 76	I.S. 204
10 Street	41-05 Thru 41-12	P.S. 122	P.S. 122	I.S. 125
10 Street	41-13 Thru 41-15	P.S. 76	P.S. 76	I.S. 204
12 Street	40-01 Thru 40-05	P.S. 166	P.S. 166	I.S. 125
12 Street	40-06 Thru 40-08	P.S. 111	P.S. 111 OR P.S. 122	I.S. 125
12 Street	40-09 Thru 40-16	P.S. 166	P.S. 166	I.S. 125
12 Street	41-01 Thru 41-05	P.S. 76	P.S. 76	I.S. 204
12 Street	41-06 Thru 41-13	P.S. 112	P.S. 11 OR P.S. 112	I.S. 125
12 Street	41-14 Thru 41-16	P.S. 70	P.S. 70	I.S. 125
Vernon Boulevard	40-01 Thru 40-08	P.S. 76	P.S. 76	I.S. 204
Vernon Boulevard	40-09 Thru 40-13	P.S. 111	P.S. 111	I.S. 204
Vernon Boulevard	40-14 Thru 40-16	P.S. 76	P.S. 76	I.S. 204
Vernon Boulevard	41-01 Thru 41-09	P.S. 111	P.S. 111	I.S. 204
Vernon Boulevard	41-10 Thru 40-18	P.S. 111	P.S. 111 OR P.S. 150	I.S. 125