

## **AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of P.S. 260 Breuckelen (19K260)**

### **I. Summary of Proposal**

P.S. 260 Breuckelen (19K260, “P.S. 260”) is a zoned elementary school located at 875 Williams Avenue, Brooklyn, NY, 11207, in Community School District 19, in Building K260 (“K260”). It currently serves students in Kindergarten through sixth grade, and it offers a full-day Pre-Kindergarten program. On December 17, 2010, the New York City Department of Education (“DOE”) published an Educational Impact Statement (“EIS”) that proposed to phase out and eventually close P.S. 260 based on its poor performance and the DOE’s assessment that the school lacks capacity to turn around quickly to better support student needs. This amended EIS corrects typographical errors and the projected enrollment ranges, clarifies footnotes related to the building utilization rates and capacity, includes 2010-2011 unaudited register data, additional information related to charter school options, updates certain past strategic improvement efforts directed to P.S. 260, and deletes redundant paragraphs. Two Community Based Organizations (“CBOs”), Groundwork and the Institute for Community Living are currently located in the building. These CBOs offer a continuum of programming designed to support children and families and to strengthen communities, and will not be impacted by this proposal.

If approved, P.S. 260 would no longer admit Kindergarten students or offer grades one, two, or six after the conclusion of the 2010-2011 school year. It would also no longer offer a Pre-Kindergarten program after the conclusion of the 2010-2011 school year. Current students in grades two, three, and four would continue to be served by P.S. 260 as they progress toward completion of elementary school at P.S. 260. Current and future fifth-grade students would participate in the District 19 Middle School Choice process consistent with current practice or enroll in their zoned middle school, which is either I.S. 68 Isaac Bilderee (18K068, “I.S. 68”) located in District 18 or J.H.S. 166 George Gershwin (19K166, “J.H.S. 166”) located in District 19. Current sixth graders would attend their zoned middle school, which is either I.S. 68 or J.H.S. 166.

Beginning in the 2011-2012 school year, after Kindergarten, first grade, and second grade are phased out, P.S. 260 will serve one grade less each subsequent year until it completes its phase-out in June 2014<sup>1</sup>. Kindergarten and first-grade students in P.S. 260 would be guaranteed a seat in a new zoned elementary school, P.S. 325 (19K325, “P.S. 325”), to be opened in K260, which will be proposed in a separate Educational Impact Statement (“EIS”). Pending continued available funding, a Pre-Kindergarten program would also be offered by P.S. 325 in K260.

In 2009-2010, K260 had a target capacity of 403 students, and the building enrolled 362 students, yielding a target building utilization rate of 90%.<sup>2</sup> In 2010-2011, there was a total of 314 students enrolled at P.S.

<sup>1</sup> Students who do not meet promotional requirements during the phase-out plan will continue to have access to appropriate courses to support their progress toward promotion at either P.S. 260 or P.S. 325 depending on the student’s grade level. More detail provided in the Student Impact section.

<sup>2</sup> The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

260, including one section of 18 students in pre-Kindergarten, yielding a target capacity of 78%.<sup>3</sup> In a separate EIS, the DOE has proposed the creation of a new zoned elementary school in K260, P.S. 325, which would serve K-5 students residing in the P.S. 260 zone when fully phased in.<sup>4</sup>

### *Background on the DOE's Decision-Making Process*

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating below Proficient on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.<sup>5</sup> Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes safety, attendance and survey feedback from parents, teachers, and sixth to twelfth grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

Progress Report and Quality Review results are initial indicators that a school should be considered for intervention, but no single criteria leads to a phase-out decision. To identify the kind of action that will be best for the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

P.S. 260 earned a D grade on its 2009-2010 Progress Report, including F grades in the Student Performance and School Environment sub-sections and a D grade in the Student Progress sub-section. On its 2008-2009 Progress Report, P.S. 260 earned a B grade, but it earned a D grade in the School Environment sub-section. P.S. 260 earned an F grade on its 2007-2008 Progress Report, including F grades in the Student Environment and Student Progress sub-sections.<sup>6</sup>

Based on those low Progress Report scores, the DOE initiated a comprehensive review of P.S. 260 with the goal of determining what intensive supports and interventions would best benefit the P.S. 260 community. During that review, the DOE looked at recent and historical performance, consulted with experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE contends that only the most serious intervention—the gradual phase-out and eventual closure of P.S. 260—is the action we must take to best serve students and the community. It will allow for new school options to develop in Building K260 that will provide the highest quality options to families.

### *Performance and School Environment at P.S. 260*

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<sup>3</sup> The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

<sup>4</sup> Posted on December 17, 2010 and amended on January 24, 2011:  
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

<sup>5</sup> Elementary schools that have average math and English Language Arts (“ELA”) proficiency rates that are higher than the district average, which earn a Well Developed rating on the quality review, or which are receiving a Progress Report for the first time are not considered for phase-out.

<sup>6</sup> Source: P.S. 260’s Progress Report, which can be accessed on the DOE’s website at:  
<http://schools.nyc.gov/Accountability/tools/report>.

P.S. 260 has struggled for years. The DOE believes the school lacks the ability to turn around quickly to better support student needs.

- Low student performance at P.S. 260 has been a persistent trend. During the 2009-2010 school year, only 32% of P.S. 260 students were performing on grade level in math, putting P.S. 260 in the bottom 7% of all elementary schools in New York City. That same year, only 22% of P.S. 260 students were on grade level in English, putting P.S. 260 in the bottom 5% of elementary schools Citywide.
- In 2008-09, P.S. 260 was in the bottom 17% in Citywide math proficiency, and in the bottom 7% in English proficiency. In 2007-08, P.S. 260 was in the bottom 22% in Citywide math proficiency, and in the bottom 9% for Citywide English proficiency.
- P.S. 260 students have not shown any signs of improvement over the last three years. Last year, P.S. 260 was in the bottom 3% of elementary schools in learning growth in math and the bottom 16% of elementary schools in learning growth in English. If this situation persists, P.S. 260 students will continue falling further behind their peers in other schools.
- P.S. 260 earned an overall D grade on its 2009-2010 Progress Report, with an F grade in the Environment and Performance sub-sections and a D grade in the Student Progress sub-section. This represents a pattern of poor performance for P.S. 260, which earned an overall F grade in 2007-2008 and a B grade on its 2008-2009 Progress Report.
- Attendance at P.S. 260 remains low. The 2009-2010 attendance rate was 91%, in the bottom 9% among all elementary schools Citywide and below the Citywide average of 94%.
- Safety has been a concern at P.S. 260. On the 2010 New York City School Survey 48% of student respondents reported feeling unsafe in the hallways, bathrooms, and locker rooms at P.S. 260. Parent respondents also expressed concern about their children's safety at P.S. 260, with 16% indicating that they did not feel their child was safe at school. In addition, 41% of P.S. 260 teachers reported that order and discipline were not maintained at the school.
- P.S. 260 was rated "Proficient" on its most recent Quality Review in 2008-2009. Quality Reviews evaluate how well schools are organized to support student learning.<sup>7</sup> While a rating of Proficient reveals that a school possesses strengths and weaknesses, P.S. 260's 2009 Quality Review cited a number of serious concerns. Specifically, the reviewer indicated that the school failed to differentiate instruction to support individual students' needs. The reviewer also indicated that the school needed to improve upon providing regular feedback to students in order to support consistent academic growth. These concerns suggested that the school is ill-equipped to turn around quickly to better support students.
- Demand for seats at P.S. 260 is low. P.S. 260 is a zoned school, but only 51%<sup>8</sup> of students residing in the zone choose to attend the school. That means that approximately 49% of students who were guaranteed a seat at P.S. 260 chose to enroll elsewhere. In addition, fifth-grade students at P.S. 260 are guaranteed a sixth-grade seat at P.S. 260, but 48% of the fifth graders enrolled in P.S. 260 in 2009-2010 enrolled in other middle schools for 2010-2011, indicating that parents are choosing other middle school options.

<sup>7</sup> For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>.

<sup>8</sup> Demand data captures information based on the November 1, 2010 unaudited register in Automate the Schools (ATS). This excludes Pre-Kindergarten and 6<sup>th</sup> grade.

The chart below summarizes key performance data for P.S. 260 over the past three years.

P.S. 260 Breuckelen	2007-2008	2008-2009	2009-2010 <sup>9</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	F	B	D
Performance Grade	C	C	F
Progress Grade	F	B	D
Environment Grade	F	D	F
Quality Review Score	P	P	P
<b>Performance Data<sup>10</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	44%	51%	22%
Math % Proficient (Levels 3 and 4)	75%	80%	32%
<b>Other Key Performance Indicators<sup>11</sup></b>			
Attendance Rate	88%	88%	91%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

### *Overview of Past Strategic Improvement Efforts at P.S. 260*

We recognize that P.S. 260 staff members have worked hard to improve the school, but the school has not turned around. To help the school's efforts to improve performance, the DOE has offered numerous supports to P.S. 260 including:

#### **Leadership Support:**

- Providing monthly professional development to the principal on how to evaluate the effectiveness of teaching strategies in literacy, mathematics, and other subject in meeting students' needs.
- Helping the principal develop P.S. 260's Comprehensive Education Plan and school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at P.S. 260.

#### **Instructional Support:**

- Providing professional development to assistant principals to help them better evaluate student work and use accountability tools.
- Providing onsite support for teacher observations and improving instructional practices.
- Offering teacher training in collaboration, evaluating student work, and developing assessments.

<sup>9</sup> In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' raw scores on the tests remained largely unchanged relative to the prior year.

<sup>10</sup> Source: P.S. 260's Progress Report, which can be accessed on the DOE's website at: <http://schools.nyc.gov/Accountability/tools/report>.

<sup>11</sup> Source: P.S. 260's Progress Report, which can be accessed on the DOE's website at: <http://schools.nyc.gov/Accountability/tools/report>.

- Supporting the implementation of ongoing assessments in reading and math for students in grades K-3 and Acuity assessments for students in grades 3-6 to determine if students are on track to meet ELA and math standards.

#### **Operational Support:**

- Guided the implementation of more than \$138,000 in grant funding. The school received an American Recovery and Reinvestment Act (ARRA) grant for the past two years and used the money to implement new programs such as Achieve 3000, Vmath Live, PBIS, and Connect with Kids.
- One-on-one support and training for the principal in human resources, operations, compliance, curriculum and instruction, and utilization of data.

#### **Student Support:**

- Helping to identify strategies to improve attendance efforts and patterns.

#### **Safety Support:**

The DOE makes available the following supports to schools around safety and security:

- Providing Best Practices Standards for Creating and Sustaining a Safe and Supportive School resource guide.
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD).
- Providing technical assistance when incidents occur via the Borough Safety Directors.
- Providing professional development and support to CFN Safety Liaisons.
- Providing professional development and kits for Building Response Teams.
- Monitoring and certifying School Safety Plans annually.

Given P.S. 260's lack of success despite the above supports—whether as part of the centralized effort to support all schools or the individualized plans for P.S. 260—it is apparent that P.S. 260 has failed to develop the proper infrastructure to meet the needs of its students and families.

#### *Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 260 community about strategies to better support students and improve outcomes at the school. The DOE solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public: <http://schools.nyc.gov/community/planning/changes/brooklyn/PS260>.

On October 22, 2010, District 19 Interim Acting Superintendent Nicole Williams held a School Leadership Team (“SLT”) meeting and parent meeting at the school to discuss what is and is not working at P.S. 260, and how to work together to better serve students. Approximately 40 parents attended. While parents had some positive comments about school staff and partnerships with community-based organizations—particularly with Groundwork—they had concerns about a number of issues. Parents said:

- Communication with families must improve and there are very few opportunities for parents to become involved with the school.
- There is a lack of after-school activities, enrichment programs, and opportunities for students to access technology.
- Students with disabilities are not receiving the proper support.
- There are problems with classroom management and discipline; while some teachers go above and beyond to work with struggling students, others seem to lack patience or the ability to manage students effectively.

The SLT expressed similar concerns and stated that the school has failed to meet student needs because of inconsistencies in school goals and communication problems. Although staff members were positive about the school's reading curriculum and relationships with local businesses, these positive components are not enough to move P.S. 260 in the right direction.

While many members of the P.S. 260 community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles, the lack of evidence that the school has the capacity to quickly turn around to better support students, and the very low demand for seats at the school. The DOE will incorporate community feedback as we continue to support current P.S. 260 students working toward promotion and as we develop plans to replace P.S. 260 with other schools that better meet student and community needs.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

## II. Potential Use of Building

The building in which P.S. 260 is located, K260, has the capacity to serve 403 students. In 2009-2010—the most recent year for which audited enrollment data is available—the building served 362 students, yielding a target utilization rate of 90%. In 2010-2011, there was total of 314 students enrolled at P.S. 260, including one section of pre-kindergarten, yielding a target capacity of 78%. In a separate EIS, the DOE has proposed to open a new DOE zoned elementary school in K260, P.S. 325, which would serve students residing in the P.S. 260 zone in Kindergarten through fifth grade when fully phased-in 2014-2015. The two CBOs, Groundwork and the Institute for Community Living, would not be impacted by this proposal.

Over the next four years, the proposed grade spans for the schools in the building are as follows:

School Name	2010-11 (current)	2011-12	2012-13	2013-14	2014-15
P.S. 260	K-6	3, 4, 5	4, 5	5	NA
P.S. 325	NA	K, 1, 2	K, 1, 2, 3	K, 1, 2, 3, 4	K, 1, 2, 3, 4, 5

P.S. 325 will open in K260 in 2011-2012 and will serve Kindergarten through second grade with an enrollment of approximately 115-145 students during that year. Pending continued funding, P.S. 325 would also offer one section of a full-day Pre-Kindergarten program to exactly replace the one section of the full-day Pre-Kindergarten that P.S. 260 currently offers. In 2014-2015, P.S. 325 will serve approximately 220-280<sup>12</sup> students in Kindergarten through fifth grade, plus one section of 18 pre-kindergarten students, for a total of 238-298 students at full scale.

In 2010-2011, P.S. 260 would serve grades three, four and five, for a total enrollment of approximately 100-130 students. In 2012-2013, P.S. 260 would serve grades four and five, for a total enrollment of approximately 75-95 students. In 2013-2014, P.S. 260 will serve only fifth grade for a total enrollment of approximately 35-45 students. In 2014-2015, once P.S. 260 phases out and P.S. 325 completes its expansion, there would be approximately 238-298 total students located in the building, including one section of pre-kindergarten.<sup>13</sup> The projected utilization for K260 at that point is approximately 74%. This

<sup>12</sup> Enrollment projections are based on enrollment in 2010-2011 (November 1, 2010 Unaudited Register), with the current Kindergarten class size used to project future incoming Kindergarten class sizes. Enrollment in 2014-2015 could be larger than this estimate if a larger percentage of students zoned to the school choose to attend the new school, and/or if there is an increase in the total number of students zoned to the school.

<sup>13</sup> Enrollment projections are based on enrollment in 2010-2011 (November 1, 2010 Unaudited Register), with the current Kindergarten class size used to project future incoming Kindergarten class sizes. Enrollment in 2014-2015 could be larger than

means that the building has adequate capacity to accommodate P.S. 325's full expansion in K260, and the CBOs, Groundwork and the Institute for Community Living. There would also be sufficient space to accommodate an increase in student enrollment resulting from demand from more zoned students to attend the new school or increases in the number of families residing in the zone.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at [http://source.nycsca.org/pdf/capitalplan/2009-10/BB\\_2009\\_2010.pdf](http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf), a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

#### A. Students

The DOE is proposing to phase out and eventually close P.S. 260 based on its poor performance, and the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs. The proposal to co-locate a new zoned elementary school, P.S. 325 and in the K260 building is outlined in a separate EIS posted on December 17, 2010 and amended on January 24, 2011. Please visit the DOE's website to view that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011>.

#### *Enrollment Options for Current P.S. 260 Students*

Under this proposal, all current P.S. 260 students would either be served in the new zoned elementary school, P.S. 325, or would continue at P.S. 260 as they progress towards completion of elementary school

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this estimate if a larger percentage of students zoned to the school choose to attend the new school, and/or if there is an increase in the total number of students zoned to the school.

and transition to middle school.

### *Current Kindergarten and First Grade Students in P.S. 260*

Current P.S. 260 Kindergarten and first grade students will be guaranteed a seat in the new elementary school, P.S. 325, which would open in September 2011 in Building K260 where P.S. 260 is located.

### *Current Second, Third and Fourth Grade Students in P.S. 260*

Current P.S. 260 second, third and fourth grade students would continue to be enrolled at P.S. 260. This includes students in these grades who enter New York City Public Schools during the year. During their fifth-grade year, they will participate in the District 19 Middle School Choice process to enroll in sixth grade at a middle school of their choice. Each fifth grade student would also be guaranteed a seat at his or her zoned school, provided that he or she ranks that school on his or her middle school application. The zoned middle schools for P.S. 260 students residing in the P.S. 260 zone are I.S. 68 or J.H.S. 166. More details are available on the table on page 10.

P.S. 260 students who do not meet promotional standards for a grade that is still offered by P.S. 260 in the following school year will continue to have access to appropriate instruction at P.S. 260 to meet promotional standards. This applies to current third, fourth and fifth graders in 2010-2011, fourth and fifth graders in 2011-2012 and only fifth graders in 2012-2013. All other students not meeting promotional standards would be supported in transitioning to the new elementary school, P.S. 325.

### *Current Fifth Grade Students at P.S. 260*

Current P.S. 260 fifth grade students will complete fifth grade at P.S. 260. These students are participating as planned in the District 19 Middle School Choice process this year and would enroll in sixth grade at a choice middle school or at his or her zoned middle school, I.S. 68 in District 18 or J.H.S. 166 in District 19. Fifth graders currently enrolled in P.S. 260 may submit a middle school choice application after the published deadline of December 17, 2010. Applications are available and can be submitted at P.S. 260. Elementary schools have the capability to enter late applications until January 10, 2011; these students will not be penalized. The sixth-grade seats lost would not be replaced, but they would be absorbed by the existing capacity at the zoned middle schools for P.S. 260 students, J.H.S. 166 or I.S. 68, and by existing capacity at the district choice middle schools. More details are listed in the below table on pages 10 and 11.

Any current fifth grade student who does not meet promotional requirements to move on to sixth grade for the 2011-2012 school year would remain at P.S. 260.

Through the District Middle School Choice processes, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>. Please note that this directory is updated yearly. In districts with zoned middle schools, students may elect to attend their zoned school.

Under Middle School Choice, students rank their preferences from among District 19 choice middle schools. These options include:

- Choice middle schools with a screened application process (entrance is based on criteria designated by the school);

- Choice middle schools with an unscreened or limited-unscreened application processes (Note: limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle school in the zone where the student resides; and
- Zoned middle schools in District 19 outside the zone in which the student resides.

Students with Individualized Education Plans (“IEPs”) will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools in reviewing students’ IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student’s needs. This process would apply to students with IEPs transitioning to middle school from P.S. 260 in the same manner as it applies to all other students. Similarly, when P.S. 325 completes its expansion and has fifth-grade students applying to middle schools, any students with IEPs will continue to receive mandated services at the zoned middle school or the choice school to which they are matched.

In accordance with DOE policy, English Language Learners (“ELLs”) participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same criteria as their English-speaking peers. Current students at P.S. 260 who receive ELL services will continue to receive ELL services as P.S. 260 phases out. Similarly, when P.S. 325 completes its expansion and has fifth-grade students applying to middle schools, any students requiring ELL services will continue to receive mandated services at the middle school to which they are matched.

Approximately 37 students enrolled in P.S. 260 matriculated from fourth grade in 2009-2010 into fifth grade for the 2010-2011 school year; four students were holdovers. Approximately four additional fifth-grade students were admitted to P.S. 260 through the over-the-counter placement process, as described on the previous page. Thus, approximately 45 total fifth-grade students who are attending P.S. 260 would begin sixth grade at a choice middle school or at their zoned middle school one year earlier than they would have in the past. A portion of these fifth grade students are currently served in one Self-Contained (“SC”) class. No fifth graders are served in a Collaborative Team Teaching (“CTT”) class.

As noted previously, the zoned middle schools for P.S. 260 students residing in the P.S. 260 zone are I.S. 68 in District 18 or J.H.S. 166 in District 19. In addition to the two zoned middle schools noted below, Districts 18 and 19 have adequate capacity to accommodate the approximately 45 middle school students that would be enrolled in choice middle schools one year earlier than they have typically enrolled, if P.S. 260 is phased out and replaced by a new elementary school that will serve Kindergarten through fifth grade.<sup>14</sup>

- Excluding the sixth-grade seats currently available at P.S. 260, there are 2,462 total sixth-grade seats in choice middle schools in District 19.
- In 2010-2011, there were only 1,652 sixth-grade students projected to enroll in District 19 choice middle schools.
- This means that there is extra space in existing District 19 choice middle schools in the entry grade.
- There are 2,180 total sixth-grade seats in choice middle schools in District 18.
- In 2010-2011, there were only 1,475 sixth grade students projected to enroll in District 18 choice middle schools.
- This means that there is extra space in existing District 18 choice middle schools in the entry grade.

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<sup>14</sup> Current fifth grade enrollment based on unaudited register data November 1, 2010.

The available district 19 choice middle schools are listed below:

School Name	DBN	Address	Grades Served 2010-2011	2009-2010 Progress Report Grade	% SE	% ELL	Admissions Process	Organizational Target Capacity <sup>15</sup>	Target Utilization Rate <sup>16</sup>	2010-2011 Enrollment <sup>17</sup>	Site Accessibility
P.S. 89 Cypress Hills	19K089	265 Warwick Street	K-8	B	8%	48%	District 19 Middle School Choice – Screened	143	122%	303	Functionally Accessible
J.H.S. 218 James P. Sinnott	19K218	370 Fountain Avenue	6-8	B	12%	11%	District 19 Middle School Choice – Screened	959	67%	601	Not Accessible
Essence School	19K311	590 Sheffield Avenue	6-8	B	6%	3%	District 19 Middle School Choice – Screened	466	52%	221	Functionally Accessible
I.S. 364 Gateway	19K364	1426 Freeport Loop	6-8	B	8%	1%	School Based Application-Screened	239	79%	407	Not Accessible
East New York Family Academy	19K409	2057 Linden Boulevard	6-12	B	3%	0%	School Based Application-Screened	631	71%	441	Not Accessible
Frederick Douglass Academy VII Middle School	19K452	1400 Pennsylvania Avenue	6-8	B	6%	0%	School Based Application-Screened	631	71%	441	N/A
East New York Middle School of Excellence	19K678	605 Shepherd Avenue	6-7	NA	18%	6%	District 19 Middle School Choice – Limited Unscreened	103	82%	146	N/A

<sup>15</sup> 2009-2010 Enrollment Capacity Utilization Report.

<sup>16</sup> Target Organizational Capacity and Target Utilization Rate are taken from the 2009-2010 Enrollment Capacity.

<sup>17</sup> Based on November 1, 2010 unaudited register, excludes Pre-Kindergarten.

The available district 18 choice middle schools' are listed below.

School Name	DBN	Address	Grades Served 2010-2011	2009-2010 Progress Report Grade	% SE	% ELL	Admissions Process	Organizational Target Capacity <sup>18</sup>	Target Utilization Rate <sup>19</sup>	2010-2011 Enrollment <sup>20</sup>	Site Accessibility
P.S. 66	18K066	845 EAST 96 STREET BROOKLYN NY	K-8	A	5%	3%	District 18 Middle School School-Based Applications - Screened	858	87%	724	Functionally Accessible
I.S. 068 Isaac Bilderseer	18K068	956 EAST 82 STREET BROOKLYN NY	6-8	C	12%	9%	District 18 Middle School Choice – Zoned, Screened	1488	67%	916	Not Accessible
I.S. 211 John Wilson	18K211	1001 EAST 100 STREET BROOKLYN NY	6-8	B	14%	5%	District 18 Middle School Choice – Zoned, Screened	1499	55%	840	Functionally Accessible
P.S. 235 Lenox School	18K235	525 LENOX ROAD BROOKLYN NY	K-8	B	2%	1%	Brooklyn Middle School - School Based Applications Screened	680	88%	1313	Partially Accessible
I.S. 285 Meyer Levin	18K285	5909 BEVERLY ROAD BROOKLYN NY	6-8	C	5%	1%	District 18 Middle School Choice – Zoned, Screened	1194	82%	940	Not Accessible
THE SCIENCE AND MEDICINE MIDDLE SCHOOL	18K366	965 EAST 107TH STREET BROOKLYN NY	6-7	NA	7%	3%	District 18 Middle School Choice – Zoned, Limited Unscreened	244	42%	205	NA
East Flatbush Community Research School	18K581	905 WINTHROP STREET BROOKLYN NY	6-8	C	16%	7%	District 18 Middle School Choice – Zoned, Limited Unscreened	415	61%	241	Not Accessible
Middle School for Art and Philosophy	18K588	1084 LENOX ROAD BROOKLYN NY	6-8	C	10%	2%	District 18 Middle School Choice – Zoned, Limited Unscreened	562	60%	356	Functionally Accessible
Middle School of Marketing and Legal Studies	18K598	905 WINTHROP STREET BROOKLYN NY	6-8	C	7%	5%	District 18 Middle School Choice – Zoned, Limited Unscreened	503	61%	335	Not Accessible

<sup>18</sup> 2009-2010 Enrollment Capacity Utilization Report.

<sup>19</sup> Target Organizational Capacity and Target Utilization Rate are taken from the 2009-2010 Enrollment Capacity.

<sup>20</sup> Based on November 1, 2010 unaudited register, which excludes Pre-Kindergarten.

In addition, current fifth grade students in Districts 18 and 19 will continue to have access to a broad range of middle school options for Brooklyn borough-wide and middle schools.<sup>21</sup> These are listed below.

School Name	DBN	Address	Grades Served 2010-2011	2009-2010 Progress Report Grade	% SE	% ELL	Admissions Process	Organizational Target Capacity <sup>22</sup>	Target Utilization Rate <sup>23</sup>	Enrollment <sup>24</sup>	Site Accessibility
New Explorations into Science, Technology and Math High School	01M539	111 Columbia Street, Manhattan	K-12	A	0%	0%	Citywide School Based Application	1560	95%	1,593	Not Accessible
Institute for Collaborative Education	02M407	345 East 15 Street, Manhattan	6-12	C	0%	1%	Citywide School Based Application	357	136%	498	Partially Accessible
Professional Performing Arts High School	02M408	328 West 49 Street, Manhattan	6-12	A	0%	1%	Citywide School Based Application	540	86%	495	Not Accessible
Ballet Tech, NYC Public School for Dance	02M442	890 Broadway, Manhattan	4-8	C	0%	7%	Citywide School Based Application	248	58%	148	Partially Accessible
The Anderson School	03M334	100 West 77 Street, Manhattan	K-8	A	0%	1%	Citywide School Based Application	431	131%	571	Not Accessible
Tag Young Scholars	04M012	240 East 109 Street, Manhattan	K-8	A	0%	0%	Citywide School Based Application	429	109%	504	Functionally Accessible
Academy of Business and Community Development	13K336	141 Macon Street, Brooklyn	6-11	D	11%	2%	Borough-wide District Middle School Choice	592	70%	230	Functionally Accessible
Urban Assembly Institute of Math and Science for Young Women	13K527	283 Adams Street, Brooklyn	6-10	D	7%	1%	Borough-wide District Middle School Choice	450	35%	398	Not Accessible
Khalil Gibran International Academy	13K592	50 Navy Street, Brooklyn	6-9	C	0%	10%	Borough-wide District Middle School Choice	177	65%	111	Not Accessible
Young Women's Leadership School of Brooklyn	14K614	223 Graham Avenue, Brooklyn	6-8	C	15%	6%	Borough-wide School Based Application	516	25%	198	Not Accessible
Science, Technology and Research Early College High School at Erasmus	17K543	911 Flatbush Avenue, Brooklyn	6-12	C	0%	0%	Borough-wide School Based Application	678	72%	517	Functionally Accessible
Medgar Evers College Preparatory School	17K590	1186 Carroll Street, Brooklyn	612	B	0%	0%	Borough-wide School Based Application	753	125%	1036	Functionally Accessible
P.S. 235 Lenox School	18K325	545 Lenox Road, Brooklyn	K-8	B	2%	1%	Borough-wide School Based Application	680	88%	1313	Partially Accessible

<sup>21</sup> School-based applications are available directly at the school. Borough-wide District-wide District Middle School Choice schools are listed on the applications, and Borough-wide School Based schools are not listed on the application, and can be obtained directly at the school.

<sup>22</sup> 2009-2010 Enrollment Capacity Utilization Report.

<sup>23</sup> Target Organizational Capacity and Target Utilization Rate are taken from the 2009-2010 Enrollment Capacity.

<sup>24</sup> Based on November 1, 2010 unaudited register, excludes Pre-Kindergarten.

Urban Assembly School for Criminal Justice (All Girls)	20K609	4200 16 Avenue, Brooklyn	6-9	B	6%	11%	Borough-wide District Middle School Choice	242	88%	295	Partially Accessible
Mark Twain I.S. 239 for the Gifted & Talented	21K239	2401 Neptune Avenue, Brooklyn	6-8	A	2%	2%	Citywide Choice (Gifted and Talented)	1686	76%	1330	Not Accessible
Brooklyn College Academy	22K555	2900 Bedford Avenue, Brooklyn	7-12	B	0%	0%	Borough-wide School Based Application	488	65%	620	Functionally Accessible
Brooklyn Collegiate: A College Board School	23K493	2021 Bergen Street, Brooklyn	6-12	D	4%	1%	Borough-wide School Based Application	1097	55%	599	Functionally Accessible

Additional information regarding special programs and courses offered by the schools listed are available in the online Middle School Directory, which is updated yearly:

<http://schools.nyc.gov/ChoicesEnrollment/Middle>.

As mentioned previously, students who reside in the P.S 260 elementary zone are zoned to either J.H.S. 166 in District 19 or I.S. 68 in District 18 for middle school. Both J.H.S. 166 and I.S. 68 are zoned middle schools and have adequate capacity to enroll all zoned students and will be able to accommodate incoming sixth graders one year earlier than they are typically enrolled.

- In 2009-2010, the target building capacity for building K166, the building that currently serves J.H.S. 166, was 1,307, and the target building utilization rate was 72%.
- In 2009-2010, the target building capacity for building K068, the building that currently serves I.S. 68, was 1488, and the target building utilization rate was 67%.

This means that both buildings have adequate capacity to enroll all zoned students and will be able to accommodate incoming sixth graders one year earlier than they are typically enrolled.

### *Current Sixth Grade Students at P.S. 260*

Current P.S. 260 sixth-grade students are guaranteed a seventh-grade seat at their zoned middle school. Students residing in the P.S. 260 elementary zone are zoned to I.S. 68 in District 18 or J.H.S. 166 in District 19 for middle school.

Approximately 29 students enrolled in P.S. 260 matriculated from fifth grade in 2009-2010 into sixth grade for the 2010-2011 school year; one student was a holdover. Approximately 9 additional sixth-grade students were admitted to P.S. 260 through the “over-the-counter” placement process. Thus, approximately 39 total sixth-grade students will attend his or her zoned middle school for seventh-grade in September 2011. A portion of these sixth-grade students are currently served in 1 SC class and 1 CTT class. Both J.H.S. 166 and I.S. 68 are zoned middle schools and continue to have adequate capacity to enroll all zoned students.

More details are listed in the table below.

School Name (DBN)	Address	Current Grades Served	2009-10 Progress Report Grade	%SE	% ELL	Admission Process	Target Capacity <sup>25</sup>	Utilization <sup>26</sup>	Enrollment <sup>27</sup>	Site Accessibility
I.S. 68 Isaac Bildersee (18K068)	956 East 82 Street	6-8	C	12%	9%	District 18 Middle School Choice Zoned Middle School Program, Academic Screen	1488	67%	916	Not Accessible
J.H.S. 166 George Gershwin (19K166)	800 Van Siclen Avenue	6-8	C	14%	7%	Zoned Middle School	925	60%	519	Not Accessible

### *Impact on Academic and Extracurricular Offerings at P.S. 260*

Currently, there are no immediate proposed changes to existing instructional or extracurricular programs offered at P.S. 260. That said, the availability of certain offerings at the school could be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, P.S. 260 would continue offering all necessary classes to support current students as they work to meet promotional requirements. One of the special programs currently offered at P.S. 260 is the Reading Streets core reading program. As total enrollment shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented. School administrators will make decisions based on student demand as well as staff and budget conditions at the school. As is the case Citywide, schools modify extracurricular offerings annually based on student demand and available resources.

P.S. 260 does not currently offer student athletics or other extracurricular program options.

P.S. 260 currently offers Collaborative Team Teaching (“CTT”) classes, Self-Contained Classes (“SC”), and Special Education Teacher Support Services (“SETSS”). The existing CTT, SC and SETSS classes would continue to be provided as the school phases out and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, when P.S. 325 completes its expansion, students with IEPs will continue to receive mandated services as the new elementary school phases in.

In accordance with DOE policy, ELL students are admitted to elementary schools in the same manner as their peers who are not ELL. ELL students at P.S. 260 would continue to receive mandated services as the school phases out. Similarly, when P.S. 325 completes its expansion, students requiring ELL services will continue to receive mandated services.

During the proposed phase-out, the DOE will build on our past efforts to help the school by:

<sup>25</sup> 2009-2010 Enrollment Capacity Utilization Report.

<sup>26</sup> Target Organizational Capacity and Target Utilization Rate are taken from the 2009-2010 Enrollment Capacity.

<sup>27</sup> Based on November 1, 2010 unaudited register, excludes Pre-Kindergarten.

- Providing teacher training around issues including curriculum planning, improving teaching practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students.
- Facilitating partnerships with community-based organizations to support youth development initiatives at the school.

### *Impact on Community Partnerships at P.S. 260*

P.S. 260 currently has partnerships with two community-based organizations (“CBO”): Groundwork and the Institute for Community Living. These CBOs offer a continuum of programming designed to support children and families and strengthen communities. P.S. 260 also partners with: Cornell University to provide nutritional services to the school community; Study Island to provide New York State assessment preparation programs; and with C.H.A.M.P.S, a middle school athletic program. Those partnerships would continue to support current students as P.S. 260 phases out, though it is possible that the nature and scope of those partnerships could change based on shifting need and resource availability as the school phases out. The DOE would work with P.S. 260 staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with the community and other organizations in the building to work to retain partnerships with CBOs that are offering valuable services to the school community. As appropriate, the DOE will work with P.S. 325 to introduce or enhance existing partnerships with the CBOs that currently support P.S. 260 students.

### *Admissions Impact for Future Elementary School Students*

P.S. 260 is a zoned elementary school. A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes, please visit the DOE website’s School Search function: <http://schools.nyc.gov/SchoolSearch>.

In a separate EIS posted on December 17, 2010 and amended on January 24, 2011, the DOE has proposed the creation of a new zoned elementary school, P.S. 325, that would serve the same zone as P.S. 260, and which would be located in the same building that currently houses P.S. 260. If both this proposal and the proposal to co-locate P.S. 325 are approved, the 257 seats in Kindergarten through fifth grade eliminated by P.S. 260’s phase-out and eventual closure would be recovered seat-for-seat through the phase-in of P.S. 325 at K260.

Incoming Kindergarten students who reside in the P.S. 260 zone are guaranteed a seat in the new elementary school that would open next September in building K260. This includes students who seek to enroll over-the-counter. Over-the-counter (OTC) enrollment includes:

- Students who are new to the New York City school system; or
- Students who left the New York City school system and have returned; or
- Students seeking transfers.

Approximately 395 students are zoned to P.S. 260 in the 2010-2011 school year. During the 2010-2011 school year, approximately 51% of these students attended P.S. 260, which means that 49% of students who were guaranteed a seat in the school chose to attend elementary school elsewhere. If more zoned students choose to attend the new school than attended P.S. 260, the school building has the capacity to accommodate these additional students. In fact, the building has the capacity to serve 403 students. If both this phase-out proposal and the proposal to phase in and co-locate P.S. 325 are approved, the new zoned school will accept and serve all students zoned for P.S. 260, including over-the-counter students and

students requiring SC or CTT classes. During the phase-out, over-the-counter students will attend school at either P.S. 260 or at P.S. 325 depending on which school offers the appropriate grade level.

In addition, incoming Kindergarten students have other elementary school options. The table below lists six charter schools currently located in District 19 that enroll Kindergarten students through the charter school lottery application process and provide a preference for District 19 students.<sup>28</sup> All students in District 19 will continue to have the opportunity to participate in the respective charter lotteries for Kindergarten enrollment.

School Name (DBN)	Address	Grades Served 2010-2011	Enrollment <sup>29</sup>	Admissions (Lottery Grades)	Programs
Achievement First Apollo Elementary School (84K774)	350 Linwood Street	K-1	175	Kindergarten	Mandatory Summer Academy, Extended day, After-school
Achievement First East New York Charter School (84K358)	557 Pennsylvania Avenue (ES) 158 Richmond Street (MS)	K-6	513 (ES) 86 (MS)	Kindergarten	Mandatory Summer Academy, Extended day, After-school, REACH Club, African Drumming, Dance
Brooklyn Scholars Charter School (84K740)	2635 Linden Boulevard	K-5	249	Kindergarten	After-school
Hyde Charter School II (84K769)	300 Alabama Avenue	K-1	117	Kindergarten and Sixth grade	N/A
Imagine Me Charter School (84K785)	818 Schenck Avenue	K-1	117	Lottery	NA
The United Federation of Teachers Charter School (84K359)	300 Wyona Street (ES) 800 Van Siclen Avenue (MS)	K-10	449 (ES) 312 (MS) 148 (HS)	Kindergarten	Extended day, extracurricular activities

<sup>28</sup> For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

<sup>29</sup> Based on November 1, 2010 unaudited register, excludes Pre-Kindergarten.

In addition, there are three charter schools that are in the process of being phased in and are located in District 18, which provide an admissions preference for District 18 students. All students in District 18 will continue to have the opportunity to participate in the respective lotteries for Kindergarten enrollment. These charter schools are listed in the below table<sup>30</sup>:

School Name (DBN)	Address	Current Grades Served	Grades Served at Full Scale	Enrollment in 2010-2011 <sup>31</sup>	Admissions Criteria	Special Programs or Activities
Brooklyn Ascend Charter School (84K652)	205 Rockaway Parkway	K-3	K-12	428	Kindergarten lottery	Extended day
Brownsville Ascend Charter School (84K737)	205 Rockaway Parkway	K-2	K-12	249	Kindergarten-Second Grade Lottery	Saturday school, after-school tutoring, summer school for eligible students, extended day
Kings Collegiate Charter School (84K608)	1084 Lenox Road	5-8	5-12	269	Fifth Grade Lottery	Basketball, soccer, yoga, art, dance, after-school, extended day, extended year

The charts above also includes (where available at the time of EIS creation) details about specialized academic programs planned for these charter schools. In some cases, schools offer programs comparable to those currently offered at P.S. 260. Detailed information about charter schools will also be published annually and is available in print or on the DOE website here:

[http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory\\_English.pdf](http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf)

### *Impact on Pre-Kindergarten Program at P.S. 260*

P.S. 260 currently offers a full-day Pre-Kindergarten program. Beginning in 2011-2012, P.S. 260 would no longer offer a Pre-Kindergarten program. Pending continued available funding, P.S. 325, the new school, would offer a Pre-Kindergarten program beginning in 2011-2012.<sup>32</sup> Enrollment policies for Pre-Kindergarten admissions would remain the same. Younger siblings of zoned students already enrolled in P.S. 260 or P.S. 325 would get first preference for Pre-Kindergarten admissions. Siblings from outside the zone would receive second preference.

## **B. Schools**

P.S. 260 currently enrolls 296 kindergarten through sixth grade students, of which 38 students are in Kindergarten. As noted previously, if this proposal is approved, P.S. 260 will phase out gradually, but the 257 kindergarten through fifth grade elementary seats lost as a result of that phase-out will be replaced as a new zoned elementary school phases in to K260.<sup>33</sup> While, the sixth-grade seats lost would not be replaced, sixth-grade students would be served at their zoned middle school either, J.H.S. 166 or I.S. 68, or at the district choice middle schools. There is more than enough capacity to accommodate the students at their zoned school or at another district choice middle school.

<sup>30</sup> Explore Charter school is currently proposed to open in District 18, in a separate EIS:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

<sup>31</sup> November 1, 2010 unaudited register data.

<sup>32</sup> Funding for Pre-Kindergarten programs will be determined prior to the 2011-2012 school year.

<sup>33</sup> Based on November 1, 2010 unaudited register, excludes Pre-Kindergarten.

Once P.S. 325 is fully phased-in and P.S. 260 has phased out, the projected utilization for K260 at that point is 74% of target capacity. This means that the building has adequate capacity to accommodate the new school that will be located in K260, as well Groundwork and the Institute for Community Living. There would also be sufficient space to accommodate an increase in student enrollment resulting from demand for the new school or increases in the number of families residing in the zone area.

There would be sufficient space to serve P.S. 260 and P.S. 325 students pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while P.S. 260 phases out and while P.S. 325 gradually phases in. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

According to the 2009-2010 building walkthrough conducted by the Director of Space Planning, K260 has 37.5 total rooms, including 27 full-size rooms, 3 half-size rooms, and 6 quarter-size rooms. Consistent with the Footprint, in 2011-2012, P.S 260 would be allocated a baseline of 7 full-size instructional classrooms and P.S. 325 would be allocated a baseline of 7 full-size instructional classrooms in 2011-2012. Thus, there would be sufficient instructional space at K260 for P.S. 325 to grow to scale. Schools would also be allocated cluster rooms in accordance with the Instructional Footprint. As in other instances in which schools share space, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, playground, and cafeteria. Specific decisions regarding the allocation of shared spaces would be made by the Building Council, consisting of the principals of the two schools, in conjunction with the DOE Office of Space Planning.

Half-size classrooms can be used as self-contained special education classrooms, as resource rooms, or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school’s Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or Self-Contained special education classrooms.

The community-based organization Groundwork is currently allocated one half-size room in the building, and the Institute for Community Living is currently allocated one quarter-size room in the building. These CBOs will conyiu to operate out of the same space if this proposal is approved.

If both this proposal and the proposal to phase in the new school are approved, the following number of full-size classrooms will be allocated per the Footprint to P.S. 260, P.S. 325 and their respective Pre-Kindergarten programs<sup>34</sup>:

	Full-Size Instructional Room Allocation Per NYCDOE Instructional Footprint				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Pre-Kindergarten program at P.S 260	1	N/A	N/A	N/A	N/A
Pre-Kindergarten program at P.S 325	NA	1	1	1	1
P.S. 260 (19K260)	27	7	5	3	NA
P.S. 325 (19K325)	NA	7	8	10	15 <sup>35</sup>

<sup>34</sup> As noted throughout the document, Pre-Kindergarten programs are based on funding availability and will be determined before the start of the 2011-12 school year.

<sup>35</sup> There will be sufficient space to accommodate an increase in student enrollment resulting from demand for the new school or increases in the number of families residing in the zone area.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. All schools receive a baseline of the approximate equivalent of 2 full-size classrooms<sup>36</sup> for administrative services, student support services and resource rooms.

Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

### **C. Community**

P.S. 260 has struggled with low performance despite the considerable support that the DOE has offered to the school. There is a need to provide better options for families in the community. Under this proposal, the P.S. 260 building will remain open but will offer new educational options that better support the learning needs of future students zoned for P.S. 260.

K260 opened in 1953 and has served elementary students since then. The new elementary school, P.S. 325 would serve the needs of the community and would align the new elementary school's grade span with other middle schools in District 19, creating a single entry point for students.

As noted throughout this document, with the creation of P.S. 325 in K260, the DOE estimates that 115-145 new Kindergarten through second-grade seats will be created in District 19 during the 2011-2012 school year. Thus, the approximately 127 Kindergarten through second-grade seats eliminated by P.S. 260's phase-out and eventual closure would be recovered seat-for-seat through the phase-in of P.S. 325, which would be located in K260. As a result, the proposal to phase-out P.S. 260 is not expected to yield a net loss of Kindergarten through fifth-grade seats in K260 or in District 19.

When P.S. 260 completes its phase-out and P.S. 325 completes its phase-in and achieves full scale, the

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<sup>36</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services resource rooms, which could be equal to 1 full size classroom and 2 half size classrooms or 0 full size classrooms and 4 half size classrooms, etc.

DOE projects the building will have a 74% utilization rate. Enrollment and utilization projections for P.S. 325 are based on current Kindergarten enrollment at P.S. 260, and on the assumption that P.S. 325 will offer one section of pre-kindergarten based on funding availability. If, however, the demand for P.S. 325 increases or the number of families residing in the zone increase, there would be sufficient space to accommodate an increase in student enrollment.

Additionally, as discussed previously, several charter schools in the district give preference to District 19 students in their respective lotteries, including Achievement First Apollo Elementary School (84K774), Achievement First East New York Charter School (84K358), Brooklyn Scholars Charter School (84K740), Hyde Charter School II (84K769), Imagine Me Charter School (84K785), and the United Federation of Teachers Charter School (84K359).

### *Rationale for Truncation of Sixth Grade in the New School*

If this proposal and the proposal to co-locate P.S. 325 are approved, P.S. 325 will only serve Kindergarten through fifth grade and it will not offer sixth grade like P.S. 260 currently does. Students residing in the P.S. 260 zone will matriculate to middle school, as described below. The DOE believes that having all students move on to middle school after fifth grade, rather than sixth grade, serves students better for the following reasons:

- Typically, sixth-grade cohorts in K-6 schools are smaller than their counterparts at middle schools, resulting in limited resources to provide the types of extracurricular activities and enrichment opportunities available in a full-size middle school.
- Middle schools typically have more varied and richer instructional offerings, especially in the sciences and languages, as well as more extracurricular activities. Middle schools' space and facilities are also better aligned to support these programs. By entering middle school after fifth grade, students will have more opportunities to take advantage of these experiences. At the same time, they will avoid transitional challenges related to entering the school a year later than most of their classmates.
- District 19 adopted a Middle School Choice enrollment process for choice middle schools. As a result, all District 19 students entering middle schools in 2011 and beyond now do so via the Middle School Choice process. Students who wait until sixth grade to apply to middle school are reserved a seventh-grade seat at their zoned school, but are otherwise restricted to District 19 middle schools that still have remaining seventh-grade seats. There are typically few such seats available, meaning that sixth graders have limited access to the choice process compared with students who apply to middle school during fifth grade. By default, current sixth-grade students would most likely enroll in their zoned middle school for seventh grade in September 2011. Having all students apply to middle school during fifth grade ensures that students will have the greatest access to their first choice schools.
- When students enter middle school at multiple entry grades (sixth and seventh), the students and the middle school receiving those students face challenges. Students who start middle school in seventh grade may face transitional challenges related to entering middle school a year later than most of their classmates and they remain in their new middle school for only two years before again transitioning to high school. Multiple entry years also creates an instructional challenge for middle school teachers and leadership who are responsible for preparing all students for high school success. Those students who enter the middle school at seventh grade will not have the benefit of a sustained educational experience in the middle years; this has the effect of depersonalizing the school experience when adolescents tend to need the most personal and supportive environments.

As discussed earlier on page 10, Districts 18 and 19 have adequate capacity to accommodate the approximately 45 fifth-grade students who would enroll in choice middle school students one year earlier than they have typically enrolled.

Also as noted above, the 39 sixth-grade seats lost as a result of this proposed phase-out and eventual closure of P.S. 260 will be absorbed by existing middle school seat availability in choice middle schools in District 19 and in the zoned middle schools, J.H.S. 166 and I.S. 68.

As discussed previously on page 13, fifth and sixth grade students who reside in the P.S. 260 zone are guaranteed a seat at their zoned middle school: J.H.S. 166 in District 19, or I.S. 68 in District 18. Both J.H.S. 166 and I.S. 68 are zoned middle schools and have adequate capacity to enroll all zoned students and will be able to accommodate incoming sixth graders one year earlier than they are typically enrolled.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K260.

## IV. Enrollment, Admissions and School Performance Information

### P.S. 260

#### Admissions Data

<b>Current Admissions</b>	<p><b>Pre-K:</b> Standard Universal Pre-K Admissions Process</p> <p><b>K-5:</b> Zoned</p> <p><b>6:</b> Zoned</p>
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#### Enrollment Data

<b>Current Grades Served</b>	K-6
<b>Current 2010-2011 Enrollment</b> <sup>37</sup>	296
<b>Grades Served during Phase-Out in 2011-2012</b>	3, 4, 5
<b>Projected 2011-2012 Enrollment</b>	100-130
<b>Grades Served during Phase-Out in 2012-2013</b>	4, 5
<b>Projected 2012-2013 Enrollment</b>	75-95
<b>Grades Served during Phase-Out in 2013-2014</b>	5
<b>Projected 2013-2014 Enrollment</b>	35-45
<b>Grades Served during Phase-Out in 2014-2015</b>	NA

<sup>37</sup> November 1, 2010 unaudited register, excludes pre-kindergarten

## Demographic Data

Percentage of Students Receiving CTT or SC Services <sup>38</sup>	9%
Percentage of Students with an Individual Education Plan <sup>39</sup>	14%
Percentage of English Language Learner Students <sup>40</sup>	5%
Percentage of Students Eligible for Free or Reduced Lunch <sup>41</sup>	90%

## School Performance Data

P.S. 260 Breuckelen	2007-2008	2008-2009	2009-2010 <sup>42</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	F	B	D
Quality Review Score	P	P	P
<b>Performance Data<sup>43</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	44%	51%	22%
Math % Proficient (Levels 3 and 4)	75%	80%	32%
<b>Other Key Performance Indicators<sup>44</sup></b>			
Attendance Rate	88%	88%	91%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

<sup>38</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>39</sup> Students with IEP as percentage of total students from the 2009-2010 Audited Register.

<sup>40</sup> ELL as percentage of total students from the 2009-2010 Audited Register.

<sup>41</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

<sup>42</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' raw scores on the tests remained largely unchanged relative to the prior year.

<sup>43</sup> Source: Progress Report

<sup>44</sup> Source: Progress Report

## 19K325

### Admissions Data

<b>Projected Admissions</b>	<b>Pre-K:</b> Standard Universal Pre-K Admissions Process <sup>45</sup> <b>K-5:</b> Zoned
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### Enrollment Data

<b>Projected Grades Served in 2011-2012</b>	K, 1, 2,
<b>Projected 2011-2012 Enrollment</b>	115-145
<b>Projected Grades Served in 2012-2013</b>	K, 1, 2, 3
<b>Projected 2012-2013 Enrollment</b>	150-190
<b>Projected Grades Served in 2013-2014</b>	K, 1, 2, 3, 4
<b>Projected 2013-2014 Enrollment:</b>	185-235
<b>Projected Grades Served in 2014-2015</b>	K, 1, 2, 3, 4, 5
<b>Projected 2014-2015 Enrollment:</b>	220-280 <sup>46</sup>

### Demographic Data

P.S. 325 has not opened yet. Therefore, it does not have any demographic data.

### School Performance Data

P.S. 325 has not opened yet. Therefore, it does not have any school performance data.

## V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 260, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 260 roster as the phase-out is implemented, the school is expected to receive approximately \$4,059.71 less per pupil funding annually for elementary grade students. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic

<sup>45</sup> Pending funding availability.

<sup>46</sup> Enrollment projections are based on enrollment in 2010-2011 (2010 Unaudited Register), with the current Kindergarten class size used to project future incoming Kindergarten class sizes. Enrollment in 2014-2015 could be larger than this estimate if a larger percentage of students zoned to the school choose to attend the new school.

instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at P.S. 260 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of P.S. 260 with the new school, PS 325.

## **VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services**

### **A. Personnel Needs**

All teachers, administrative and non-pedagogical staff at P.S. 260 would be excessed<sup>47</sup> over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers ("UFT") contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in P.S. 260 would be enrolled in P.S. 325 and other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

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<sup>47</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

## **B. Cost of Instruction**

As a result of the phase out, the total number of students enrolled at P.S. 260 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$1,623.47 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, P.S. 260 may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 260 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individualized Education Plans (IEPs). Even as P.S. 260 is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

## **C. Administration**

All school supervisor and/or administrator positions assigned to P.S. 260 would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

## **D. Transportation**

There will be no change to existing transportation practices at P.S. 260 throughout its phase-out. Transportation will be provided according to Chancellor’s Regulation A-801:  
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

## **E. Other Support Services**

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

## VII. Building Information

<b>Type of Building</b>	Primary School
<b>Year Built</b>	1953
<b>Overall BCAS rating</b>	2.82 out of 5
<b>Target Utilization</b>	90%
<b>Target Capacity</b>	403
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$ 30,872.32 <b>Materials:</b> \$ 29,189.90 <b>Maintenance and repair contracts:</b> \$57,602.93 <b>Custodial operations costs—Materials:</b> \$225,725.29 <b>Custodial operations costs—Custodial Allocation:</b> \$NA
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$30,088.00 <b>Gas:</b> \$1,813.00 <b>Oil:</b> \$46,646.00
<b>Projects completed during the current or prior school year</b>	FY10 Reso A science lab, low-voltage electrical system, PBX installation, IEH PO18-rm: 207/209/213/216/21
<b>Projects proposed in the capital plan</b>	Building upgrade-low-voltage electrical systems, auxiliary signal/bell system, fire alarm system, public address system, other classroom activity, new/retrofit telephone/intercom systems
<b>Accessibility of the building</b>	Building is not functionally programmatic accessible
<b>Building attributes</b>	Art room, Auditorium, Cafeteria, Gymnasium, Library