

## **EDUCATIONAL IMPACT STATEMENT:** **The Proposed Grade Truncation of P.S. 160 Walter Francis Bishop (28Q160) to a K-5 School**

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

P.S. 160 Walter Francis Bishop (28Q160, “P.S. 160”) is an existing elementary school located at 109-59 Inwood Street, Jamaica, NY 11435, in Community School District 28. It currently serves students in kindergarten through sixth grade and offers a pre-kindergarten program. This is a proposal to implement a “grade truncation,” meaning that the school would no longer enroll sixth graders after the 2011-2012 school year.

If this proposal is approved, at the close of the 2011-2012 school year, all fifth and sixth graders who meet promotional standards would graduate from P.S. 160. In September 2012, these students would enter middle school as sixth and seventh graders, respectively. Beginning in 2012-2013, P.S. 160 would serve students only in kindergarten through fifth grade and would continue to offer a pre-kindergarten program. From that time forward, P.S. 160 students would participate in the middle school choice process during fifth grade and move on to middle school for sixth grade.

Prior to June 2010, students in District 28 could attend their zoned middle school, or they could apply to choice middle schools on a school-by-school basis. In June 2010, the District 28 Community Education Council voted to adopt “Middle School Choice.” Now, students may use a single application to rank and apply to middle schools throughout the District, including zoned middle schools outside the zone in which they reside. While zoned students still have priority for admission to those schools, other District 28 students are now eligible to attend those schools if there are remaining seats once zoned children are accommodated.

Middle schools typically enroll students beginning in sixth grade, and P.S. 160 students have the option to apply to middle school as fifth graders. With the adoption of district-wide Middle School Choice, P.S. 160 students who wait until sixth grade to apply to middle school are limited to those schools that still have available seventh-grade seats. There are several unzoned, choice middle schools in District 28, which rarely have open seventh-grade seats. Seats become available only if sixth graders leave the school. As a result, students who remain at P.S. 160 through sixth grade have fewer options than their peers who start middle school a year earlier.

Additionally, having students start middle school through multiple entry grades (sixth and seventh) creates challenges for students and the school as a whole. P.S. 160 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. They remain in their new middle school for only two years before moving on to high school, leaving them with very little time to adjust to a new school environment and new academic expectations before facing another transition and adjustment. Multiple transitions in such close succession can have the effect of depersonalizing the school experience when adolescents tend to need the most personal and supportive environments. Having students enter in multiple years is also challenging for teachers and leadership from an instructional perspective.

The New York City Department of Education (“DOE”) strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Having elementary schools that terminate in different grades (i.e., K-5 versus K-6) creates unequal levels of access for students based simply on the year they exit elementary school.

- This proposed grade truncation would help standardize middle school application and entry grades in District 28, giving all P.S. 160 students access to the same range of middle school options as their peers throughout the district.
- At the same time, this proposal will create the potential for additional K-5 seats in an area where demand for elementary school seats is high: P.S. 160 students attend school in two buildings:<sup>1</sup>

Type of Facility	Building	Target Capacity <sup>2</sup>	Target Utilization <sup>3</sup>
Main Building	Q160	732	88%
Transportable	Q958	96	160%
		828	

- P.S. 160 has a total capacity of 828 seats.
- P.S. 160 served 800 students in grades kindergarten through sixth grade, including pre-kindergarten, during the 2010-2011 school year. During the 2010-2011 school year, the main building, Q160, held 646 students with a target utilization rate of 88% and the transportable classroom unit (TCU), Q958, held 154 students with a target utilization rate of 160%.<sup>4</sup> In the 2011-2012 school year, P.S. 160 is projected to serve 790-825 students in pre-kindergarten through sixth grade.<sup>5</sup>
- Taken together, these utilization rates, enrollment numbers, and capacities show that P.S. 160 is operating near or above full capacity.
- Changing P.S. 160’s grade span from K-6 to K-5 would reduce the school’s enrollment by approximately 83 students, freeing up additional space that P.S. 160 could use to accommodate additional lower-grade students or to meet other needs (e.g., art room, resource center, etc.).<sup>6</sup>
- P.S. 160 has seen increasing enrollment over the past two years and the addition of approximately 83 K-5 seats could help address capacity needs in an area that has high demand for elementary seats.
- There are currently 25 schools serving elementary students in District 28 and 14 of those schools serve students in sixth grade. Of the 14 K-6 schools, 8 have been approved by the Panel for Educational Policy (PEP) to truncate for the 2011-2012 school year. Next year, the vast majority of District 28 elementary school students will apply to middle school during fifth grade and enter middle school in sixth grade, giving those students equal access to the choice process.

<sup>1</sup> The official target capacity and utilization rates for the 2010-2011 school year are not yet available. All references to building utilization rates in this document are based on data from the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”).

<sup>2</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 2009-2010 Blue Book. As discussed below, 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>3</sup> The utilization rate reported here may differ from that published in 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.

<sup>4</sup> 2010-2011 Audited Register.

<sup>5</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>6</sup> The number of sixth grade seats eliminated as a result of the P.S. 160 truncation is consistent with budget register projections for 2011-2012.

## II. Proposed or Potential Use of Building

The buildings in which P.S. 160 is located, Q160 and Q958, have the capacity to serve a total of 828 students. The buildings have target utilization rates of 88 percent and 160 percent, respectively. All P.S. 160 sixth grade students are currently served in Building Q160. Building Q958 houses four sections of kindergarten students in addition to P.S. 160's pre-kindergarten program.

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 educational impact statement ("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.

Although a utilization rate greater than or equal to 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. Building utilizations greater than or equal to 100% do not always impact the utilization of the space allocated to traditional public schools.

At this time, the DOE currently has no proposed additional uses for the building after the grade truncation takes place. Any future proposals for use of the space would begin with community engagement to discuss the community's needs and would be addressed in a separate educational impact statement. If this proposal is approved, the additional space made available by truncating the school's sixth grade could be used to provide additional classroom seats to K-5 students or to meet other needs (e.g., art room, resource center, new or expanded programs for P.S. 160 students, etc.).<sup>7</sup>

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

### A. Students

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<sup>7</sup> The number of sixth grade seats eliminated as a result of the P.S. 160 truncation is consistent with budget register projections for 2011-2012.

In the past, many P.S. 160 students opted to remain at the school through sixth grade, while others chose to attend sixth grade at a District 28 choice middle school or J.H.S. 8 Richard A Grossley, the middle school to which most P.S. 160 students are zoned. In 2009-2010, approximately 17 percent of P.S. 160's fifth graders chose to exit P.S. 160 after fifth grade. This creates a smaller class at the sixth-grade level with limited resources to provide the types of extracurricular activities and enrichment opportunities available in a full-size middle school.

On June 23, 2010, the Community Education Council of District 28 ("CEC 28") voted to adopt a Middle School Choice enrollment process for the entire district. As a result, all District 28 students entering middle schools in 2011 and beyond now do so via the Middle School Choice process. Every fifth grade student is issued a personalized middle school application and should apply to the middle schools they would most like to attend.

If this proposal is approved, P.S. 160 students would apply to middle school during fifth grade and start middle school as sixth graders. That would mean they would be applying when all seats in the District's middle schools were open, giving P.S. 160 students equal access to their top-choice schools.

Middle schools typically have extremely varied and rich instructional offerings (especially in the sciences and languages) and extra-curricular activities, and middle school facilities are typically better aligned to support these programs. By entering middle school for sixth grade, P.S. 160 students will have more opportunities to take advantage of the enriching, high-school preparatory experiences afforded only at the middle school level. At the same time, they will avoid transitional challenges related to entering the school a year later than most of their classmates.

If this proposal is approved, all fifth and sixth graders who meet promotional standards at the close of the 2011-2012 school year would graduate from P.S. 160. In September 2012, those students would enter middle schools as sixth and seventh graders, respectively.

Beginning in 2012-2013, P.S. 160 would serve students in kindergarten through fifth grade only. P.S. 160 would also continue to offer a pre-kindergarten program. If, at the end of the 2011-2012 school year, a P.S. 160 sixth grader does not meet promotional standards and is required to repeat the grade, the DOE would seek to place that student in sixth grade at the same middle school to which he or she has been matched for seventh grade through the Middle School Choice process. If such placement is not feasible, the DOE will find an alternative placement for that student in another District 28 middle school.

Under Middle School Choice, students rank their preferences from among all District 28 middle schools. These options include:

- a zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school);
- zoned middle schools in District 28 outside the zone in which the student resides;
- un-zoned middle schools with unscreened<sup>8</sup> or limited-unscreened<sup>9</sup> application processes; and
- un-zoned middle schools with a screened application process.<sup>10</sup>

P.S. 160 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 other District 28 middle schools (zoned and choice) that still have remaining seventh-grade seats. As discussed in greater detail below, there are typically few such

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<sup>8</sup> Unscreened means that all students are eligible to apply to the school.

<sup>9</sup> Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

<sup>10</sup> Screened schools admit students based on specific criteria they designate for admission.

seats available, meaning that P.S. 160 sixth graders have limited access to the choice process compared with students who apply to middle school during fifth grade. If this proposal is approved, all P.S. 160 students would apply to middle school in fifth grade. This will give P.S. 160 students greater access to their top-choice middle schools.

Through the Middle School Choice process, students receive priority admission into their zoned middle school only when they rank that school on their District 28 Middle School Choice application. If students do not rank their zoned school at all, they lose their zoned-student priority status. After a zoned school admits all zoned students matched during the middle school choice process, the school's remaining spaces are open to out-of-zone District 28 students who indicated a preference for that school.

Upon accepting zoned students, it is expected that zoned middle schools will try to fill all remaining sixth-grade spaces available. Those spots would be filled with out-of-zone students who indicated a preference for that school during the sixth-grade middle school application process. Very few, if any, spaces will be available in later years to out-of-zone students wishing to enter as seventh graders. Such seats will only be available if spaces open up due to students leaving the school.

In addition, there are several un-zoned, choice middle schools in District 28. Those schools generally accept students only as entering sixth graders. Again, it is only in rare cases, when a space opens due to a student leaving the school, that a choice middle school would admit a new student into grade seven or higher.

Families that would like their children to attend one of the District 28 choice middle schools or a zoned middle school outside their school zone should participate in the choice process offered to every fifth grade student in the district each year.

The District 28 middle schools open to P.S. 160 students, along with their peers throughout the district, include:

School Name	Address	2011-2012 School Level	2011-2012 Grade Span	Grade Span at Scale (if different)
<b>P.S. 160 ZONED PREFERENCE Option*</b>				
JHS 8 Richard S. Grossley (28Q007)	108-35 167 <sup>th</sup> St	MS	6-8	
<b>CHOICE PREFERENCE Options</b>				
Queens Collegiate (28Q310)	167-01 Gothic Dr	MS/HS	6-7, 9-11	6-12
York Early College Academy (28Q284)	108-35 167 <sup>th</sup> St	MS/HS	6-10	6-12
Young Women’s Leadership School (28Q896)	150-91 87 <sup>th</sup> Rd	MS/HS	6-12	
Metropolitan Expeditionary Academy (28Q167)	91-30 Metropolitan Ave	MS/HS	6-8	6-12
Queens Gateway to Health Sciences Secondary School (28Q680)	160-20 Goethals Ave	MS/HS	6-12	6-12
<b>Other ZONED PREFERENCE Options</b>				
Catherine & Count Basie Middle School 72 (28Q072)	133-25 Guy Brewer Blvd	MS	6-8	
JHS 190 Russell Sage (28Q190)	68-17 Austin St	MS	6-8	
JHS 157 Stephen A. Halsey (28Q157)	63-55 102 <sup>nd</sup> St	MS	6-9	
JHS 217 Robert A. Van Wyck (28Q217)	85-05 144 <sup>th</sup> St	MS	6-8	

\* Most of P.S. 160’s students are zoned to J.H.S. 8 Richard S. Grossley. Students not zoned to this school would be zoned to one of the other four zoned middle schools in District 28, all of which are listed under “Other ZONED PREFERENCE Options” above.

As in the past, District 28 students may also apply to borough-wide and citywide middle schools.

P.S. 160 would continue to meet the needs of students with disabilities and English language learners (ELLs) in grades K-5. Fifth and sixth grade students with Individual Education Plans (IEPs) and students requiring ELL services would continue to receive appropriate services at the middle school to which they are matched.

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE 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. It is expected that the middle school to which a student is matched will develop a program to meet the students’ needs. This process will apply to students with IEPs entering fifth and sixth grades at P.S. 160 in September 2011 in the same manner as it applies to all other students.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Information regarding the types of ELL programs historically

offered by the middle schools available to impacted students can be found in the Middle School Directory for District 28 (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>).

P.S. 160 currently operates three sections of a full day pre-kindergarten program. Barring unforeseen circumstances, we expect that pre-kindergarten would continue to be offered at P.S. 160.

## B. Schools

No other schools are co-located in Buildings Q160 and Q958, which both house P.S. 160, so there will be no impact on other schools in the buildings.

By phasing out the sixth-grade class, the proposed grade truncation will reduce the number of students enrolled in P.S. 160's buildings by approximately 83 students. After this proposal is implemented, there would be sufficient space to serve P.S. 160 students pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools:

[http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf)

Last year, approximately 17 percent of the fifth-grade class left P.S. 160 after fifth grade to begin middle school as sixth graders.<sup>11</sup> As a result of this proposal, all of the rising sixth graders at P.S. 160 would participate in the middle school choice process next year. If the proposal is approved and sixth graders are no longer served at P.S. 160 in 2012-2013, assuming that the school does not decide to enroll additional K-5 students, the utilization rate of the main building, Q160, would be 75-79% and the utilization of the TCU, Q958, would be 156-161% .<sup>12</sup>

## C. Community

This proposal addresses many needs of the P.S. 160 community:

- Phasing out the sixth-grade class at P.S. 160 creates the potential for additional K-5 seats in an area where demand for elementary-school seats exceeds available capacity.
- District 28 has a high demand for a limited number of elementary seats. District 28 middle schools, however, have unused, available capacity. By serving sixth-grade students in middle schools, the DOE can open up much needed elementary seats and space to younger students, while using space more efficiently in district middle school buildings.
- Phasing out the sixth-grade class at P.S. 160 will align the school's grade span with other schools in District 28.
- There are currently 25 schools serving elementary students in District 28 with 14 of those schools terminating in sixth grade. Since November 2010, the PEP has approved grade truncation proposals for eight K-6 schools in District 28.
  - The proposal to truncate P.S. 144 Col Jeromus Remsen was approved by the PEP on November 16, 2010.

<sup>11</sup> 2010-2011 Audited Register.

<sup>12</sup> Currently, pre-kindergarten and 4 out of the 5 sections of kindergarten at P.S. 160 are located in Q958, while the remaining grades are located in Q160. Utilization of the buildings in 2012-2013 and beyond will be subject to change based on which grades or classroom sections are located in the main building and the TCU.

- The proposals to truncate P.S. 139 Rego Park, P.S. 161 Arthur Ashe School, P.S. 50 Talfourd Lawn Elementary School, P.S. 55 Maure, and P.S. 140 Edward K Ellington were approved by the PEP on December 14, 2010.
- The proposal to truncate P.S. 86 was approved by the PEP on January 19, 2011.
- The proposal to truncate P.S. 40 Samuel Huntington was approved by the PEP on February 1, 2011.
- Next year, District 28 will have just six K-6 schools (including P.S. 160) and the vast majority of elementary school students in the district will apply to middle school during fifth grade and enter middle school in sixth grade. This means that even fewer seats will be available to students entering middle school in the seventh grade.
- Even if this proposal is approved in addition to the eight truncation proposals already approved for District 28 K-6 schools, District 28 will have sufficient middle school capacity.
  - There are 2,591 total sixth grade seats in District 28 middle and 6-12 schools.<sup>13</sup>
  - There are 1,109 students currently enrolled in 6-8 and 6-12 schools in the 2010-2011 school year for these same seats.<sup>14</sup>
  - There are 1,997 seats projected to be filled by sixth graders in middle and 6-12 schools in the 2011-2012 school year.<sup>15</sup>
  - If this proposal to truncate P.S. 160 is approved, District 28 middle and 6-12 schools will need to serve 83 additional students in sixth grade along with the 1,997 seats projected in 2011-2012. Even with these additional students, District 28 middle and 6-12 schools would still have an available capacity of 511 sixth grade seats.<sup>16</sup>

At the same time, creating a single entry grade helps schools build and foster stronger school cultures. Taken collectively, these proposed changes would enable schools to better support students throughout the District 28 community.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q160.

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<sup>13</sup> The official target capacity for the 2010-2011 school year and beyond are not yet available. The reference to building capacity regarding available seats are on target capacity data from the 2009-2010 Blue Book.

<sup>14</sup> 2010-2011 Audited Register.

<sup>15</sup> The total projection is consistent with the budget register for 2011-2012. For the 2011-2012 school year, proposals to truncate grade six from P.S. 144, P.S. 139, P.S. 161, P.S. 50, P.S. 55, P.S. 140, and P.S. 40 were approved by the PEP resulting in an increased sixth grade projection for 6-8 and 6-12 schools in District 28.

<sup>16</sup> 2010-2011 Audited Register.

## IV. Enrollment, Admissions and School Performance Information

The only impacted school in this proposal is P.S. 160.

### Admissions Data

<b>Current Admissions</b>	Pre-K: Standard Universal Pre-K Admissions K-6: Zoned
<b>Admissions after Grade Reconfiguration in 2012-2013</b>	K-5: Zoned

### Enrollment Data<sup>17</sup>

<b>Current Grades Served</b>	K-6
<b>Current Enrollment</b> <sup>18</sup>	747
<b>Grades Served in 2011-2012</b>	K-6
<b>Projected 2011-2012 Enrollment</b>	735-770
<b>Grades Served after Grade Reconfiguration in 2012-2013</b>	K-5
<b>Projected 2012-2013 Enrollment:</b>	645-675

### Demographic Data

<b>Percentage of Students Receiving CTT or SC Services</b> <sup>19</sup>	11%
<b>Percentage of Students with Individual Education Plans</b> <sup>20</sup>	19%
<b>Percentage of English Language Learner Students</b> <sup>21</sup>	6%
<b>Percentage of Students Eligible for Free or Reduced Lunch</b> <sup>22</sup>	90%

<sup>17</sup> These numbers do not reflect Pre-Kindergarten enrollment.

<sup>18</sup> 2010-2011 Audited Register.

<sup>19</sup> Students Receiving CTT and SC services as percentage of total students from the 2010 Audited Register.

<sup>20</sup> Students with Individual Education Plan as percentage of total students from the 2010 Audited Register.

<sup>21</sup> English Language Learner students as percentage of total students from the 2010 Audited Register.

<sup>22</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

**School Performance Data**

<b>P.S. 160 Walter Francis Bishop</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010<sup>23</sup></b>
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade	B	A	B
Performance Grade	A	A	D
Progress Grade	B	A	B
Environment Grade	B	C	C
Quality Review Score	P		
<b><i>Performance Data<sup>24</sup></i></b>			
English Language Arts % Proficient (Levels 3 and 4)	60%	70%	37%
Math % Proficient (Levels 3 and 4)	81%	87%	45%
<b><i>Other Key Performance Indicators<sup>25</sup></i></b>			
Attendance Rate	93%	93%	92%
<b><i>2010-2011 State Accountability Status</i></b>			
In Good Standing			

**V. Initial Costs and Savings**

No initial costs or savings are expected due to the P.S. 160 grade truncation.

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

**A. Personnel Needs**

Some current P.S. 160 staff positions may be excessed due to declining enrollment associated with the 83 sixth-grade students that will no longer be enrolled at P.S. 160. It is difficult to precisely predict the number of affected positions.

<sup>23</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 a 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’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>24</sup> Source: Progress Reports

<sup>25</sup> Source: Progress Reports

Any necessary 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. Most teachers working in grades 1-6 hold a “common branches” license, regardless of their students’ age.

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 as substitute teachers 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 sixth-grade students who would otherwise have enrolled in P.S. 160 will now be enrolled in other District 28 middle schools, and those schools might need to hire new teachers to serve their larger student populations.

## **B. Cost of Instruction**

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 160 roster after the truncation is completed, the school is expected to receive approximately \$4,384.81 less annual base funding. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic 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 truncation, the total number of students enrolled at P.S. 160 is expected to decline, 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.

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, schools received an additional \$2,031 per pupil for each ELL student they enrolled. It is difficult to project the impact of this proposal on the total supplemental funding that P.S. 160 will receive because future students’ achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students’ needs.

As with all other schools citywide, P.S. 160 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. 160 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 special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individual Education Plans (IEPs). After the truncation is completed, funding will continue to be provided to meet the needs of all special education students in accordance with their IEPs.

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. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

**C. Administration**

No change in school supervisory or administrator positions is expected as a result of the grade truncation at P.S. 160.

**D. Transportation**

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>. There will be no change to existing transportation practices at P.S. 160 due to this proposal.

**E. Other Support Services**

Other support services will continue to be provided consistent with citywide policy.

**VII. Building Information**

<b>Type of Building</b>	Elementary School
<b>Year Built</b>	1939
<b>Overall BCAS rating</b>	2.76
<b>Target Utilization</b>	<b>Q160:</b> 82% <b>Q958:</b> 188%
<b>Target Capacity</b>	<b>Q160:</b> 732 <b>Q958:</b> 96
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$41,645.35 <b>Materials:</b> \$31,267.22 <b>Maintenance and Repair Contracts:</b> \$46,792.66 <b>Custodial Operations Costs—Materials:</b> \$5,314.68 <b>Custodial Operations Costs—Custodial Allocation:</b> \$258,166.19
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$98,071.54 <b>Gas:</b> \$841.30 <b>Oil:</b> \$61,755.00
<b>Projects completed during the current or prior school year</b>	No projects identified
<b>Projects proposed in the capital plan</b>	No projects identified
<b>Accessibility of the building</b>	1 <sup>st</sup> Floor only Functionally Programmatic Accessible
<b>Building attributes</b>	Transportable, Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library