

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New School, P.S. 325 (19K325), with P.S. 260 (19K260) in School Building K260**

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

The New York City Department of Education (“DOE”) proposes to site a new zoned elementary school, P.S. 325 (“19K325”, “P.S. 325”), at 87 Williams Avenue, Brooklyn, NY, 11207, in Community School District 19, in Building K260 (“K260”). If this proposal is approved, P.S. 325 would be co-located with an existing elementary school, P.S. 260 Breuckelen (19K260, “P.S. 260”), as P.S. 260 phases out. In a separate Educational Impact Statement (“EIS”) that was published on December 17, 2010, the DOE proposes to gradually phase out and eventually close P.S. 260 because of its low performance.<sup>1</sup>

P.S. 260 is an existing zoned elementary school that currently serves kindergarten through sixth grade and offers a full-day pre-kindergarten program with 18 projected seats. P.S. 325 would be a new DOE zoned elementary school that would serve kindergarten through fifth grade, and would serve the same zone area that P.S. 260 currently serves. Pending continued funding availability, the new elementary school, P.S. 325, would also offer a pre-kindergarten program beginning in 2011-2012.

If the phase-out proposal is approved, P.S. 260 would no longer admit kindergarten students or serve grades one, two or six after the conclusion of the 2010-2011 school year. It would also not 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<sup>2</sup> or plan to enroll in their zoned middle school, which is either I.S. 68 Isaac Bildersee (18K068, “I.S. 68”) or J.H.S. 166 George Gershwin (19K166, “J.H.S. 166”). Current sixth graders are guaranteed a seventh-grade seat at their zoned middle school, which is either I.S. 68 or J.H.S. 166.

P.S. 325 would open in K260 as a zoned elementary school in the 2011-2012 school year, when it would serve approximately 40 students in kindergarten, 40 students in first grade, and 50 students in second grade. P.S. 325 would then grow to serve 50 third-grade students in the 2012-2013 school year and 50 fourth graders in the 2013-2014 school year. P.S. 325 is expected to reach full scale in 2014-2015 and would serve approximately 240-300 students in kindergarten through fifth grade and serve the same zone area as P.S. 260<sup>3</sup>. Pending continued funding availability, this school will also offer a pre-kindergarten program beginning in 2011-2012.

P.S. 325 would be “co-located” with P.S. 260 as P.S. 260 phases out. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. Once P.S. 325 has completed its expansion and P.S. 260 has completed its phase-out, there would be approximately 240-300 students served in the building.

In 2009-2010, K260 had a target capacity to serve 403 students, and the building enrolled 362 students,

<sup>1</sup> <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

<sup>2</sup> Fifth graders enrolled in P.S. 260 may submit middle school choice application after the published deadline of December 17, 2010. Applications are available at the school and may be submitted at P.S. 260.

<sup>3</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, and/or if there is an increase in the total number of students zoned to the school.

yielding a target building utilization of 90%.<sup>4</sup> In 2010-2011, there were 296 students (K-6) enrolled at P.S. 260. P.S. 325 would replace the elementary seats (K-5) that would be lost due to P.S. 260's phase out and closure.

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

More detailed background on the DOE's decision to phase out and close P.S. 260 is available in the EIS that was published on December 17, 2010. It can be found on the DOE's website:

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

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, also released by the DOE, 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.

A school's Progress Report and its Quality Review initially suggest a school 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. The DOE considers:

- Improvement strategies already in place that are showing promising results;
- Student performance data over time, including previous years' performance;
- Demand and enrollment trends;
- School leadership;
- Teacher effectiveness;
- School culture; and
- Local and district needs.

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.

Based on those conditions, the DOE initiated a comprehensive review of P.S. 260 with the goal of

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<sup>4</sup> The official target capacity and utilization rates for the 2010-11 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book") and accounts for students who are "Long Term Absences". Building enrollment figures quoted do not include students who are Long Term Absences. Note that building capacity and utilization figures include Pre-kindergarten capacity and enrollment, and are not always a precise indicator of whether a school is over or under-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

<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.

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 believes that only the most serious intervention—the gradual phase-out and eventual closure of P.S. 260—will address the school’s performance struggles and allow for new school options to develop in Building K260 that will better serve future students and the broader community.

If the proposals to phase out and close P.S. 260 is approved, the space made available by the phase-out of P.S. 260 would be used to house P.S. 325.

## II. Proposed or Potential Use of Building

K260 has a target 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%.<sup>6</sup>

If the proposal to phase out P.S. 260 and co-locate P.S. 325 at K260 are approved, over the next three years, the proposed grade spans for the schools in K260 are as follows:

School Year	2010-11	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

During the 2011-2012 school year, P.S. 260 would serve students in third, fourth, and fifth grades, with students in kindergarten, one and two being served at P.S. 325. In 2012-2013, P.S. 260 would serve students only in fourth and fifth grades. Finally, during the 2013-2014 school year, P.S. 260 would only serve students in fifth grade. The school would close after June 2014.

P.S. 325 will open in K260 in 2011-2012 and will serve kindergarten through second grade with an enrollment of approximately 130-150 students during that year. Pending continued funding availability, P.S. 325 will also offer one section of a full-day pre-kindergarten program to exactly replace the one section of full-day pre-kindergarten that P.S. 260 currently offers. P.S. 325 will serve approximately 240-300 students in kindergarten through fifth grade at full scale in 2014-2015.<sup>7</sup>

Once P.S. 260 phases out and P.S.325 completes its expansion, there would be approximately 240-300 kindergarten through fifth-grade students located in the building.<sup>8</sup> The projected utilization for K260 at that

<sup>6</sup> The official target capacity and utilization rates for the 2010-11 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) and accounts for students who are “Long Term Absences.” Building enrollment figures quoted do not include students who are Long Term Absences. Note that building capacity and utilization figures include Pre-kindergarten capacity and enrollment, and are not always a precise indicator of whether a school is over or under-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building

<sup>7</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>8</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.

point is approximately 74%.<sup>9</sup> This means that the building has adequate capacity to accommodate P.S. 325's full expansion in K260, and the two community-based organizations ("CBO"), Groundwork and Institute for Community Living that are currently located in the building. There would also be sufficient space to accommodate an increase in student enrollment resulting from greater demand from zoned students to attend the new school or increases in the number of families residing in the zone.

It is not anticipated that the proposed phase-out of P.S. 260 will impact Groundwork or the Institute for Community Living, which partner with P.S. 260 to provide a continuum of programming designed to support children and families and strengthen communities.

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

#### A. Students

##### *Current P.S. 260 Students*

The proposed co-location of P.S. 325 in K260 is part of the replacement strategy for P.S. 260. The proposal to phase out and close P.S. 260 and its impact on current P.S. 260 students is outlined in a separate EIS posted on December 17, 2010. Please visit the DOE's website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

If this proposal is approved, in September 2011, current P.S. 260 students in kindergarten and first grade will be transferred to P.S. 325 which would be located in the same building that currently houses P.S. 260. These students will be guaranteed a seat in P.S. 260 beginning in September 2011. Students currently enrolled second, third, and fourth grades at P.S. 260 would continue to attend P.S. 260 through fifth grade while the phase out is implemented.

As planned, all current fifth-grade students who meet promotional standards would participate in the middle school choice process<sup>10</sup> and transition to middle school for sixth grade enrollment in September 2011. These students would also be able to enroll at his or her zoned middle school, I.S. 68 or J.H.S. 166. 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. 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.

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 or J.H.S. 166 for middle school.

##### *Future Elementary School Students*

P.S. 260 is a zoned elementary school. A zoned elementary school is determined by a student's home address. For more information about school zoning, please visit the DOE website's School Search function at <http://schools.nyc.gov/schoolsearch>. In a separate EIS also released on December 17, 2010, the DOE has proposed to phase out and close P.S. 260. If both this proposal and the proposal to phase out and close P.S. 260 are approved, the K-6 seats eliminated by P.S. 260's phase-out and eventual closure will be recovered through the phase-in of P.S. 325 at K260 and through existing capacity at District 18 and 19 middle schools.

<sup>9</sup> Excludes pre-Kindergarten

<sup>10</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>

In that case, P.S. 260 would become the zoned elementary school serving students who currently reside in the K260 zone.

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

In accordance with DOE policy, English Language Learners (“ELLs”) are admitted to elementary schools in the same manner as their peers who are not ELLs. ELLs at P.S. 260 would continue to receive mandated services even as the school phases out. Similarly, as P.S. 325 completes its expansion, any students requiring ELL services will continue to receive appropriate services.

During the phase-out, if a new student moves into the K260 zone area, he or she will attend either P.S. 260 or P.S. 325 depending on which school offers the appropriate grade level, as shown in the table below.

School Year	2010-11 (Current)	2011-12	2012-13	2013-14	2014-15
Kindergarten	Zoned to P.S. 260	Zoned to P.S. 325	Zoned to P.S. 325	Zoned to P.S. 325	Zoned to P.S. 325
First grade					
Second grade		Zoned to P.S. 260	Zoned to P.S. 260	Zoned to P.S. 260	
Third Grade					
Fourth Grade		Zoned to P.S. 260	Zoned to P.S. 260	Zoned to P.S. 260	
Fifth Grade					

In addition, 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>11</sup> All students in the District 19 zone 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>12</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	NA
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

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

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at P.S. 260. That said, the availability of certain offerings at the school would inevitably 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. As total enrollment at the school 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 as decisions would rest with school administrators and be based on student demand as well as staff and budget conditions at the school. Some of the special programs currently offered at P.S. 260 include the Reading Streets core reading program. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school. That same situation exists for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

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

- Providing teacher training around issues including curriculum planning, improving teaching practices, and tailoring instruction to individual student needs.

<sup>11</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>12</sup> Unaudited register data November 1, 2010, excludes pre-kindergarten

- 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 a partnership with Groundworks and the Institute for Community Living, community-based organizations that 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 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 would change based on shifting need and resource availability as the school moves toward closure. 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. 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.

#### *Impact on Future Pre-kindergarten Students*

P.S. 260 currently offers a full-day pre-kindergarten program with 18 projected seats. Beginning in 2011-2012, P.S. 260 would no longer offer a pre-kindergarten program. Pending continued funding availability, the new school, P.S. 325, would offer an equivalent pre-kindergarten program to what is currently offered at P.S. 260.<sup>13</sup> Enrollment policy 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 into pre-kindergarten admissions. Siblings from outside the zone would receive second preference.

## **B. Schools**

P.S. 260 currently enrolls 296 total students (K-6), of which 38 students are in Kindergarten.<sup>14</sup> As previously noted, if this proposal and the proposal to phase out P.S. 260 are approved, the elementary seats lost as a result of the phase-out would be replaced seat-for-seat as P.S. 325 phases in to K260 to replace capacity lost at P.S. 260. While the sixth grade seats lost would not be replaced, there is sufficient capacity at existing district choice middle schools and the zoned middle schools for students residing in the P.S. 260 zone.

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<sup>13</sup> Funding for Pre-kindergarten programs will be determined prior to the 2011-2012 school year.

<sup>14</sup> Unaudited register data November 1, 2010, excludes pre-kindergarten

K260 has adequate capacity to accommodate P.S. 325 after it has completed its expansion and achieved full scale in 2014-15. At full scale, P.S. 325 is projected to enroll 240-300 Kindergarteners through fifth graders. The building would also continue to house Groundworks and the Institute for Community Living, the community-based organizations housed in the building. The projected utilization for K260 at that point is approximately 74%.<sup>15</sup> This means that the building has adequate capacity to accommodate P.S. 325's full expansion in K260, as well as the CBO. Also, 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 projected enrollment for both schools over a period of five years are shown in the table below.<sup>16</sup>

P.S. 260 Projected Enrollment over 5 Years

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Projected Enrollment
2010-11 (current)	38	50	41	39	44	45	39	296
2011-12	-	-	-	41	39	44	-	124
2012-13	-	-	-	-	41	39	-	80
2013-14	-	-	-	-	-	41	-	41
2014-15	-	-	-	-	-	-	-	0

P.S. 325 Projected enrollment over 5 Years

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Projected Enrollment
2010-11 (current)	40	40	50	-	-	-	-	130
2011-12	40	40	40	50	-	-	-	170
2012-13	40	40	40	40	50	-	-	210
2013-14	40	40	40	40	40	50	-	250
2014-15	40	40	40	40	40	40	-	240

If approved, there would be sufficient space to serve P.S. 260 and P.S. 325 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. Once P.S. 325 is at its intended scale, there would be sufficient space to serve students in P.S. 325. Please visit the DOE's website to access the 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).

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. 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.

<sup>15</sup> Excludes Pre-kindergarten

<sup>16</sup> Based on current enrollment (November 1, 2010 unaudited register) at P.S. 260.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.<sup>17</sup> Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council, in conjunction with the DOE Office of Space Planning. 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.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

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, 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.

At full scale, P.S. 325 will be the only school in building K260, and there will be sufficient instructional space in K260 for the school to grow to scale. During the phase-in of P.S. 325 and phase-out of P.S. 260, each school will be allocated sufficient full-size instructional classrooms and cluster rooms in accordance with the Footprint, as indicated in the chart below. As in other situations where schools share space, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from both schools in conjunction with the DOE Office of Space Planning.

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 NYCDOE Instructional Footprint to P.S. 260, P.S. 325 and their respective pre-kindergarten programs<sup>18</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	N/A	1	1	1	1
P.S. 260 (19K260)	27	7	5	3	NA
P.S. 325 (19K325)	N/A	7	8	10	15

Any unallocated space would be equitably distributed among the schools based on student enrollment.

<sup>17</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 or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

<sup>18</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.

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 Groundworks is currently allocated one half-size room in the building, and Institute for Community Living is currently allocated one quarter-size room in the building. As mentioned previously, this proposal does not impact these organizations.

### **C. Community**

P.S. 260 has struggled with low performance despite the DOE's considerable support. As a result, there is a need to provide better options for families in the community. Under this proposal, the K260 building will remain open but will offer new educational options that better support the learning needs of future students in District 19 and zoned to P.S. 260. The proposed co-location of P.S. 325 is intended to increase the number of high-quality elementary schools in District 19 and align the new elementary school's grade span toward creating a single entry grade for middle schools in District 19, helping middle schools build and foster stronger cultures.

The approximately 296<sup>19</sup> seats eliminated by P.S. 260's phase-out and eventual closure in District 19 would be recovered by the phase-in of P.S. 325. As a result, the proposal to phase out P.S. 260 is not expected to yield a net loss of elementary seats in K260 or in District 19. With the creation of P.S. 325 in K260, the DOE estimates that 130-150 new Kindergarten through second-grade seats will be created in District 19 during the 2011-2012 school year. When the school is at scale, the total projected enrollment is 240-300.<sup>20</sup>

In 2009-2010, K260 had a utilization rate of 90%. When P.S. 260 completes its phase-out and P.S. 325 completes its phase-in and achieves "full scale," the DOE projects the building will have a 74% utilization rate.<sup>21</sup> This projected utilization rate indicates the utilization rate of K260 when P.S. 325 is operating at its projected full scale and is based on current Kindergarten enrollment. There would be sufficient space to accommodate an increase in student enrollment resulting from demand above current projections for the new school or increases in the number of families residing in the zone area.

Additionally, there are several charter schools that 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).

In addition to adequately recovering elementary school seats, as noted previously, Districts 18 and 19 have adequate capacity to accommodate the approximately 45 fifth-grade 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.<sup>22</sup>

- Excluding the sixth-grade seats currently available at P.S. 260, there are 2,462 total sixth-grade seats in

<sup>19</sup> Unaudited register November 1, 2010, excludes pre-kindergarten

<sup>20</sup> This projection is based on enrollment projections 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>21</sup> Excludes Pre-kindergarten

<sup>22</sup> Unaudited register data November 1, 2010, current fifth grade enrollment

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.

Finally, as noted elsewhere, the 39 sixth-grade seats lost as a result of the proposed phase-out and eventual closure of P.S. 260 will be absorbed by the existing middle school seats available in choice middle schools in Districts 18 and 19 and the zoned middle schools (19K166 and 18K068).<sup>23</sup> Current fifth-grade students have access to a broad range of middle school options through the District 18 and District 19 Middle School Choice process.

Fifth- and sixth-grade students who reside in the P.S. 260 zone can enroll 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.

- 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 1,488, and the target building utilization rate was 67%.<sup>24</sup>

This means that both buildings have the adequate capacity to enroll all zoned students and will be able to accommodate incoming sixth and seventh graders.

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

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<sup>23</sup> Unaudited register data November 1, 2010

<sup>24</sup> Data from 2009-2010 Blue Book

## IV. Enrollment, Admissions and School Performance Information

### P.S. 260 Admissions Data

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

<b>Current Grades Served</b>	K-6
<b>Current 2010-2011 Enrollment:</b>	296
<b>Grades Served during Phase-Out in 2011-2012</b>	3, 4, 5
<b>Projected 2011-2012 Enrollment</b>	124
<b>Grades Served during Phase-Out in 2012-2013</b>	4, 5
<b>Projected 2012-2013 Enrollment</b>	80
<b>Grades Served during Phase-Out in 2013-2014</b>	5
<b>Projected 2013-2014 Enrollment:</b>	41
<b>Grades Served during Phase-Out in 2014-2015</b>	NA

### Demographic Data

<b>Percentage of Students Receiving CTT or SC Services<sup>25</sup></b>	9%
<b>Percentage of Students with an Individual Education Plan<sup>26</sup></b>	14%
<b>Percentage of English Language Learner Students<sup>27</sup></b>	5%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>28</sup></b>	90%

<sup>25</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>26</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>27</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>28</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

### School Performance Data

P.S. 260 Breuckelen	2007-2008	2008-2009	2009-2010 <sup>29</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	F	B	D
Quality Review Score	P	P	P
<b>Performance Data<sup>30</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>31</sup></b>			
Attendance Rate	88%	88%	91%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

### 19K325

#### Admissions Data

<b>Projected Admissions</b>	<p><b>Pre-K:</b> Standard Universal Pre-K Admissions Process<sup>32</sup></p> <p><b>K-5:</b> Zoned</p>
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<sup>29</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>30</sup> Source: Progress Report

<sup>31</sup> Source: Progress Report

<sup>32</sup> Pending funding availability.

## Enrollment Data

Projected Grades Served in 2011-2012	K, 1, 2,
Projected 2011-2012 Enrollment	130-150
Projected Grades Served in 2012-2013	K, 1, 2, 3
Projected 2012-2013 Enrollment	170-190
Projected Grades Served in 2013-2014	K, 1, 2, 3, 4
Projected 2013-2014 Enrollment	210-230
Projected Grades Served in 2014-2015	K, 1, 2, 3, 4, 5
Projected 2014-2015 Enrollment:	240-300 <sup>33</sup>

## 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.

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, P.S. 325 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$568,359.40 in per-pupil allocations. Beginning in its second year of operation, P.S. 354 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY10 allocations and are subject to change based on adjustments to the DOE's overall operating budget. In addition, if this proposal is approved and P.S. 354 offers pre-kindergarten in 2011-2012 (pending continued funding availability), the school would be funded for the standard pre-kindergarten allocation in 2011-2012.

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

### A. Personnel Needs

A more detailed description the potential impact that the phase-out of P.S. 260 would have on P.S. 260's pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that was also posted on December 17, 2010. Please visit the DOE's website to access that EIS:

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

<sup>33</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.

All teachers, administrative and non-pedagogical staff at P.S. 260 would be excessed 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 will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

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**

A more detailed description of the potential impact that the phase-out of P.S. 260 would have on cost of instruction at P.S. 260 is outlined in a separate EIS that was also posted on December 17, 2010. Please visit the DOE's website to access that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

P.S. 325 is expected to receive \$4,059.71 in total additional per-pupil funding annually based on projected increases in total enrollment. 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 the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population.

In addition, FSF awards supplemental allocations on a per pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, schools received an additional \$1,623 per pupil for each English Language Learner they enrolled. It is difficult to project the total supplemental funding that P.S. 325 will receive as it phases in because future students' achievement levels and needs cannot be predicted for each of the next five 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. 325 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. If P.S. 325 is a Title I school and the school continues to meet Title I criteria, the school's Title I funding award would grow as the school population grows.

While schools do receive supplemental support for students with disabilities through Fair Student Funding, 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). As P.S. 325 expands, funding will continue to be provided to meet the needs of all students with disabilities 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**

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

P.S. 325 is expected to hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's phase-in.

### **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/rdonlyres/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.

New district schools are provided with a fixed per school allocation and a variable per-pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, P.S. 325 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$ 568,359.40 in per pupil allocations. Beginning in its second year of operation, P.S. 325 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY10 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

## 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 Redo 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