

EDUCATIONAL IMPACT STATEMENT: The Proposed Grade Truncation of P.S. 360 (10X360) to a K-5 School in 2014-2015

I. Summary of Proposal

P.S. 360 (10X360, “P.S. 360”) is an existing zoned elementary school located in building X360, at 2880 Kingsbridge Terrace, Bronx, NY 10463, in Community School District 10 (“District 10”). It currently serves students in kindergarten through sixth grades and offers a full-day pre-kindergarten program. P.S. 360 is currently the only school located in building X360.

This is a proposal to implement a “grade truncation,” meaning that the school will no longer enroll sixth-graders at the conclusion of the 2013-2014 school year. If this proposal is approved, at the close of the 2013-2014 school year, all fifth- and sixth-grade students who meet promotional standards will graduate from P.S. 360. During the 2013-2014 school year, P.S. 360 fifth- and sixth-grade students will participate in the District 9 and 10 Middle School Choice Process, described in more detail in Section III.A below. In September 2014, P.S. 360’s fifth- and sixth-grade students will enter middle school elsewhere as sixth- and seventh-graders, respectively. Beginning in September 2014, P.S. 360 will only serve students in kindergarten through fifth grades and will continue to offer a pre-kindergarten program (subject to continued funding and demand).

Middle schools typically enroll students beginning in sixth grade, and P.S. 360 students already have the option to apply to middle school during their fifth-grade year. However, P.S. 360 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 middle schools in Districts 9 and 10 that rarely have seventh-grade seats open because those seats become available only if sixth-grade students leave the school. As a result, students who remain at P.S. 360 through sixth grade have fewer options than their peers who start middle school a year earlier.

Moreover, P.S. 360 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 less 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 at a time when adolescents tend to need the most personal and supportive environments. Having students start middle school through multiple entry grades (sixth and seventh) is also challenging for middle school teachers from an instructional perspective and for the middle schools as a whole.

The New York City Department of Education (“DOE”) strives to ensure that all students in New York City have access to high-quality schools at every stage of their education. Having elementary schools that end in different grades (i.e., K-5 versus K-6) creates unequal levels of access to middle school for students based simply on the year they exit elementary school, as well as unnecessary administrative challenges for both the K-6 elementary schools and the middle schools that receive their students through multiple entry grades. P.S. 360 is one of three schools in District 10 that serve students in kindergarten through sixth grades. In a separate Educational Impact Statement that can be found at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/June2013Proposals.htm>, the DOE, in collaboration with the school administration, is also proposing to truncate the sixth grade of one of the other two schools, P.S. 340 (10X340, “P.S. 340”), for the start of the 2014-2015 school year. Collectively, these proposed grade truncations will help standardize the middle school application and entry grades in

District 10, giving all P.S. 360 and P.S. 340 students access to the same range of middle school options as their peers throughout the District. This proposal is being initiated at the request of P.S. 360 leadership.

Changing P.S. 360’s grade span from K-6 to K-5 will reduce the school’s enrollment by approximately 65-75 sixth grade students, freeing up additional space that P.S. 360 could use to accommodate additional lower-grade students or to meet other needs (e.g., art room, resource center, etc.).¹ This will be particularly useful for P.S. 360, since it has seen an increase in its kindergarten enrollment in each year since the 2007-2008 school year.

II. Proposed or Potential Use of Building

The building in which P.S. 360 is located, X360, has the capacity to serve 501 students² and is currently serving 473 students in kindergarten through sixth grades and 18 students in pre-kindergarten in 2012-2013,³ which yields a building utilization rate of 98%.⁴

Target Capacity and Utilization	
Total Capacity	501
Enrollment (2012-13)	491
Utilization (2012-13) %	98%

If this proposal is approved, the grade span for P.S. 360 over a three-year period is described in the table below:

		Grade Span		
DBN	School Name	2012-2013	2013-2014	2014-2015
10X360	P.S. 360	K-6	K-6	K-5

As shown in the following chart, if this proposal is approved and sixth-grade students are no longer served at P.S. 360 in 2014-2015, P.S. 360 will serve approximately 448-508 students in 2014-2015, which yields an estimated building utilization rate of 89-101%.

Although the projected utilization rate after the truncation may exceed 100%, the DOE believes P.S. 360 can continue to accommodate its zoned population of kindergarten through fifth-grade students, as well as its pre-kindergarten program; indeed, this proposal will create additional space in the building. This is a proposal to serve fewer grades in the building, and the building’s utilization is expected to decrease below

¹ Based on sixth grade enrollment from the 2012-2013 Audited Registers of October 26, 2012.

² 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”).

³ According to the 2012-2013 Audited Register (as of October 26, 2012).

⁴ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Audited Register (as of October 26, 2012) or charter headcount as of October 1, 2012, which do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 2012. 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 conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

2013-2014 levels in 2014-2015 as a result of the truncation. Moreover, although a utilization rate in excess of 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, as described below.

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
10X360	P.S. 360	491	478 - 548	448 - 508 ⁵
Total Building Enrollment		491	478 - 548	448 - 508
Utilization		98%	95% - 109%	89% - 101%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.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 goals 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 2011-2012. The DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant. Thus, utilization rates for the 2012-2013 school year 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 administrative rooms in high schools 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 goal 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.

At this time, the DOE has no proposed additional uses for the building after the grade truncation takes place. Any future proposals for use of the space that involve a significant change in school utilization would be addressed in a separate proposal and Educational Impact Statement.

⁵ Note this projection is based on the truncation of the sixth grade (65-75 fewer students), as well as projected growth in the incoming kindergarten classes.

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

A. Students

Impact on Students Currently Attending P.S. 360

In the 2012-2013 school year, many P.S. 360 students opted to remain at the school through sixth grade, while others chose to attend sixth grade at a District 9 or District 10 middle school. The decrease in enrollment in the sixth grade results in reduced resources to provide the types of extracurricular activities and enrichment opportunities for sixth-grade students at P.S. 360 that are available to sixth-grade students (and other students) in a full-size middle school.

If this proposal is approved, beginning in the 2014-2015 school year, P.S. 360 will serve students only in kindergarten through fifth grades (and will continue to offer a full-day pre-kindergarten program, subject to funding and demand). The reduction in P.S. 360's grade span from K-6 to K-5 will free up additional space that P.S. 360 could use to accommodate additional lower-grade students or to meet other student needs. This will be particularly useful for P.S. 360 since it has seen an increase in its kindergarten enrollment in each year since the 2007-2008 school year.

In the 2013-2014 school year, all P.S. 360 fifth-grade students will apply to middle school and those who meet promotional requirements will graduate from P.S. 360 and start middle school as sixth-grade students. That means that they will be applying for sixth grade seats through the District 9 and 10 Middle School Choice Process concurrently with their fifth-grade peers from across Districts 9 and 10, rather than applying one year later for any seventh grade seats that may remain available. This will give P.S. 360's students equal access to their top-choice schools. If a P.S. 360 fifth-grade student does not meet the promotional standards at the conclusion of the 2013-2014 school year, then the student will be retained at P.S. 360.

All P.S. 360 sixth-grade students in the 2013-2014 school year will apply to middle school (as they have in the past), and those who meet promotional requirements will graduate from P.S. 360 and enroll in seventh grade at the middle school to which they are matched for the 2014-2015 school year. If a P.S. 360 sixth-grade student does not meet the promotional standards at the conclusion of the 2013-2014 school year and is required to repeat the grade in the 2014-2015 school year, the DOE will 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 District 9 and 10 Middle School Choice Process. If such placement is not feasible, then the DOE will find an alternative District 9 or District 10 placement for that student.

This proposal should be particularly beneficial to fifth-grade students at P.S. 360 who might otherwise have remained at P.S. 360 for sixth grade. Middle schools typically have extremely varied and rich instructional offerings, especially in the sciences and languages, as well as extra-curricular activities. By entering middle school in sixth grade rather than seventh grade, students at P.S. 360 will have more opportunities to take advantage of these enriching, high-school preparatory experiences. At the same time, they will avoid transitional challenges related to entering a school a year later than most of their classmates.

District 10 currently shares a Middle School Choice Process with District 9, which means that District 9 and District 10 students have preference for choice schools and programs in both districts, although District 9 students retain priority over District 9 seats and District 10 students retain priority over District 10 seats. Fifth-grade students who meet promotional standards and live within either district are eligible to apply to any District 9 or 10 choice middle school. Students rank their preferences from among the District 9 and District 10 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (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 schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an unscreened application process that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened application process for middle school students.

Students may also choose to apply to a number of schools that manage their own admissions process. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.⁶

Middle school students with Individualized Education Programs (“IEPs”), with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible. Accordingly, students who otherwise would have continued to attend P.S. 360 in the absence of this proposal will have their special education needs met at their new middle schools.

In accordance with DOE policy, English Language Learners (“ELL”) students participate in the Middle School Admissions Processes in the same manner as their non-ELL peers. ELL students are placed according to the same placement criteria as their English-speaking peers. All students requiring ELL services will continue to receive appropriate services at the middle school they attend. Information regarding the type(s) of ELL programs historically offered by the middle schools available to impacted students can be found in the Middle School Directory for Districts 9 and 10 (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>). The student support staff at P.S. 340, in consultation with the OSE and the Office of English Language Learners, will assist students with identifying services for ELLs offered at middle school(s) as they select programs that will meet their specific needs.

Information about all middle school options is printed in each district’s Middle School Choice Directory, which can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Currently, P.S. 360 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 9 or District 10 middle schools (zoned and choice) that still have remaining seventh-grade seats. As discussed in greater detail below, there are typically few such seats available at high-demand middle schools, meaning that P.S. 360 sixth-grade students 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. 360 students will apply to middle school in fifth grade. This will give P.S. 360 students greater access to their top-choice middle schools.

In addition to choice schools, several middle school options in District 9 and District 10 are zoned schools.

⁶ For general information about the Middle School Choice Process, visit <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

After accepting zoned students, zoned middle schools try to fill all remaining sixth-grade spaces available by accepting students who apply through the Middle School Choice Process or through over-the-counter placement. Those spots will 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 students leave the school.

As a result, families that would like their children to attend one of the District 9 or District 10 choice middle schools or a zoned middle school outside their school zone should participate in the Middle School Choice Process offered to every fifth-grade student in the District each year. Although P.S. 360 families already have the ability to do this, many currently do not exercise that option.

As discussed above, students who choose to remain at P.S. 360 for sixth grade also have a guaranteed seat at a District 10 middle school to which they are zoned. If this proposal is approved, students zoned to P.S. 360 for elementary school will retain a guaranteed seat at the District 10 middle schools to which they are zoned. Depending on their home address P.S. 360 students are zoned to The New School for Leadership and Journalism (10X244, “Leadership and Journalism”), P.S. 95 Sheila Mencher (10X095, “P.S. 95”), or In-Tech Academy (10X368, “In-Tech Academy”) for middle school. Leadership and Journalism serves sixth through eighth grade students and offers two programs: i) The Arts Academy, a limited unscreened program; and ii) The Academy of Sciences, a zoned program. P.S. 95 serves kindergarten through eighth grade students and offers a full-day pre-kindergarten program. The school’s middle school grades offer priority to continuing fifth grade students already attending Academy of Sciences. In-Tech Academy is a secondary school, which serves students in sixth through twelfth grade and offers three programs in technology: i) a zoned program, ii) an Honors program, and iii) an application-based program.⁷ As described in greater detail in Section III.C below, these middle schools have capacity to serve additional zoned students should this proposal be approved.

Limited unscreened programs give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school’s exhibit at any one of the Middle School Fairs. Zoned programs give priority to students who apply and live in the geographically zoned area of the middle school. Unscreened programs do not give a priority and students who apply are randomly selected.

If this proposal is approved, it is expected that many more P.S. 360 families with students in fifth grade will participate in the Middle School Choice Process.

⁷ Only students who are zoned to Riverdale/Kingsbridge Academy (“10X141”) can apply to the application-based program.

The following chart identifies the range of middle school options available to P.S. 360 students.

DBN	School Name	Address	Grade Span 2012-2013	Grade Span at Scale	Admissions Method ⁸
Zoned					
10X037	P.S. X037 - Multiple Intelligence School	360 WEST 230 STREET	K-8	K-8	Zoned
10X080	J.H.S. 080 The Mosholu Parkway	149 EAST MOSHOLU PKWY	6-8	6-8	Zoned
10X095	P.S. 095 Sheila Mencher	3961 HILLMAN AVENUE	K-8	K-8	Zoned
10X279	P.S. 279 Captain Manuel Rivera, Jr.	2100 WALTON AVENUE	K-8	K-8	Zoned
10X280	P.S./M.S. 280 Mosholu Parkway	3202 STEUBEN AVENUE	K-8	K-8	Zoned
10X331	The Bronx School of Young Leaders	40 WEST TREMONT AVENUE	6-8	6-8	Zoned
Zoned with Choice Options					
10X118	J.H.S. 118 William W. Niles	577 EAST 179 STREET	6-8	6-8	Zoned, Screened
10X206 *	I.S. 206 Ann Mersereau	2280 AQUEDUCT AVENUE	5-8	6-8	Zoned
10X045	Thomas C. Giordano Middle School 45	2502 LORILLARD PLACE	6-8	6-8	Screened, Zoned
10X141	Riverdale / Kingsbridge Academy (Middle School / High School 141)	660 WEST 237 STREET	6-12	6-12	Unscreened, Screened, Zoned
10X244	The New School for Leadership and Journalism	120 WEST 231 STREET	6-8	6-8	Limited Unscreened, Zoned
10X254	I.S. 254	2452 WASHINGTON AVENUE	6-8	6-8	Limited Unscreened, Zoned
10X368	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	6-12	6-12	Screened, Unscreened, Zoned
10X390	M.S. 390	1930 ANDREWS AVENUE	6-8	6-8	Limited Unscreened, Zoned
10X391	The Angelo Patri Middle School	2225 WEBSTER AVENUE	6-8	6-8	Limited Unscreened, Zoned
Districts 9 and 10 DISTRICT Options					

⁸ Admission Method data exists for all programs that utilize the Middle School Choice admission process and are listed for every program at the school. Zoned programs are listed as "zoned" and those schools utilizing school-based applications are listed as "School Based Application."

09X022	J.H.S. 022 Jordan L. Mott	270 EAST 167 STREET	6-8	6-8	Screened, Unscreened
09X117	I.S. 117 Joseph H. Wade	1865 MORRIS AVENUE	6-8	6-8	Limited Unscreened, Screened, Zoned
09X128	Mott Hall III	580 CROTONA PARK SOUTH	6-8	6-8	Screened
09X215	Kappa	3630 THIRD AVENUE	5-8	5-8	School Based Application
09X218	P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School	1220 GERARD AVENUE	K-8	K-8	Screened
09X219	I.S. 219 New Venture School	3630 THIRD AVENUE	6-8	6-8	Unscreened
09X229	I.S. 229 Roland Patterson	275 HARLEM RIVER PARK BRIDGE	6-8	6-8	Screened, Zoned
09X232	I.S. 232	1700 MACOMBS ROAD	6-8	6-8	Unscreened
09X241	Urban Assembly School for Applied Math and Science, The	1595 BATHGATE AVENUE	6-12	6-12	Limited Unscreened
09X303	I.S. X303 Leadership & Community Service	1700 MACOMBS ROAD	6-8	6-8	Screened, Zoned
09X313	I.S. 313 School of Leadership Development	1600 WEBSTER AVENUE	6-8	6-8	Unscreened
09X323	Bronx Writing Academy	270 EAST 167 STREET	6-8	6-8	Unscreened
09X324	Bronx Early College Academy for Teaching & Learning	250 EAST 164 STREET	6-12	6-12	Limited Unscreened
09X325	Urban Science Academy	1000 TELLER AVENUE	6-8	6-8	Unscreened
09X327*	Comprehensive Model School Project M.S. 327	1501 JEROME AVENUE	6-9	6-12	Unscreened
09X328	New Millennium Business Academy Middle School	1000 TELLER AVENUE	6-8	6-8	Limited Unscreened
09X339	I.S. 339	1600 WEBSTER AVENUE	6-8	6-8	Limited Unscreened
09X413	Bronx High School for Medical Science	240 EAST 172 STREET	6-12	6-12	Screened
09X454	SCIENCE AND TECHNOLOGY ACADEMY: A MOTT HALL SCHOOL	250 EAST 164 STREET	6-8	6-8	Screened, Limited Unscreened
09X505	Bronx School for Law, Government and Justice	244 EAST 163 STREET	6-12	6-12	Screened
10X003	P.S. 3 Raul Julia Micro Society	2100 LAFONTAINE AVENUE	K-8	K-8	School Based Application
10X020	P.S. 20 P.O. George J. Werdan III	3050 WEBSTER AVENUE	K-8	K-8	School Based Application

10X228	Jonas Bronck Academy	400 EAST FORDHAM ROAD	6-8	6-8	Screened
10X243	West Bronx Academy for the Future	500 EAST FORDHAM ROAD	6-12	6-12	Limited Unscreened
10X342	International School for Liberal Arts	2780 RESERVOIR AVENUE	6-12	6-12	Screened
10X363	ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE	120 EAST 184 STREET	6-8	6-8	Limited Unscreened, Unscreened
10X447	CRESTON ACADEMY	125 EAST 181 STREET	6-8	6-8	Limited Unscreened, Screened, Unscreened
10X459	EAST FORDHAM ACADEMY FOR THE ARTS	120 EAST 184 STREET	6-8	6-8	Screened, Unscreened
BOROUGH-WIDE Choice					
09X231 *	Eagle Academy for Young Men	4143 THIRD AVENUE	6-7, 9-12	6-12	Limited Unscreened
09X568 *	Young Women's Leadership School of the Bronx	1865 MORRIS AVENUE	6	6-8	Screened
10X225	Theatre Arts Production Company School	2225 WEBSTER AVENUE	6-12	6-12	Screened
10X308	Bronx Dance Academy School	3617 BAINBRIDGE AVENUE	6-8	6-8	Screened
CITY-WIDE Choice					
01M539	New Explorations into Science, Technology and Math High School	111 COLUMBIA STREET	K-12	K-12	School Based Application
02M407	Institute for Collaborative Education	345 EAST 15TH STREET	6-12	6-12	School Based Application
02M408	Professional Performing Arts High School	328 WEST 48 STREET	6-12	6-12	School Based Application
02M442	Ballet Tech, NYC Public School for Dance	890 BROADWAY	4-8	4-8	School Based Application
03M334	The Anderson School	100 WEST 77 STREET	K-8	K-8	School Based Application
03M859 *	Special Music School	129 WEST 67 STREET	K-8	K-12	School Based Application
04M012	Tag Young Scholars	240 EAST 109 STREET	K-8	K-8	School Based Application
21K239	Mark Twain I.S. 239 for the Gifted & Talented	2401 NEPTUNE AVENUE	6-8	6-8	Test Outcome
CHARTER Option					
84X258 *	Tech International Charter School	3120 Corlear Avenue	6	6-8	Lottery

* Signifies a school that is phasing in.

As in the past, District 10 students may also apply to borough-wide and citywide middle schools.

Impact on Academic and Extracurricular Programs at P.S. 360

P.S. 360 will not be required to make any immediate changes to available academic or extracurricular programs currently offered at P.S. 360. That said, the availability of certain offerings at the school may be impacted as the school implements its grade truncation.

With respect to academics, P.S. 360 will continue to offer all necessary classes to support current students as they work to meet promotional requirements. P.S. 360 currently serves general education students and students requiring special education services, including students enrolled in Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). The existing ICT, SC, and SETSS classes for students in at P.S. 360 will continue to be provided and all students with disabilities will continue to receive mandated services in accordance with their IEPs, including sixth-grade students in the year prior to the truncation. Services are tailored to meet the individual needs of the students with disabilities attending P.S. 360 and, as such, may vary from year to year.

Additionally, P.S. 360 serves ELLs, students who are of limited English proficiency. ELL students at P.S. 360 have access to English as Second Language (“ESL”) classes. All current and future ELL students attending P.S. 360 will continue to receive ELL services in accordance with DOE policy.

In sum, P.S. 360 will continue to meet the needs of its students with disabilities and ELLs in grades kindergarten through six in the 2013-2014 school year, and in grades kindergarten through five in the 2014-2015 school year, if this proposal is approved. Current fifth- and sixth-graders with IEPs or requiring ELL services will continue to receive mandated services at their new middle school.

P.S. 360 currently offers one section of a full day pre-kindergarten program. The DOE does not anticipate that the proposed truncation of P.S. 360 will affect its pre-kindergarten program.

As P.S. 360 changes its grade span, the school may make changes to its special programs and initiatives or enrichment classes. It is difficult to predict how those changes, if any, 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.

According to school reported data, P.S. 360 currently offers the following extracurricular activities and programs:

- Game Star
- Science Club
- Stock Market Team
- Aussie Consultant
- Reading Ambassadors
- Weather Station
- Softball club
- Arts and Craft Club
- After-school Drama Club
- Theatremoves Residency
- Cookshop Program

In addition, according to school reported data P.S. 360 has a number of partnerships with community-based organizations, including:

- Target Family Reading Nights
- Kingsbridge Heights Community Center
- New York City Food Bank

Again, it is difficult to predict precisely how programmatic changes, if any, might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students, as all schools modify extracurricular offerings annually based on student demand and available resources.

Impact on Future Students at P.S. 360

The proposal to truncate P.S. 360 is not expected to impact the admissions process at P.S. 360. P.S. 360 will continue to serve grades kindergarten through five and a pre-kindergarten program (subject to continued funding and demand) in building X360 in the coming years to accommodate its zoned students. P.S. 360 will continue to give priority to students who live in its zone, as it has in the past and in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools, such as P.S. 360, are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment ("OSE") deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the OSE may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Students with IEPs, with the exception of those recommended for a District 75 or a non-public school placement, will follow the same process as their non-disabled peers. The DOE will support schools by 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 environment to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at their elementary school.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at the school.

B. Schools

The proposed grade truncation will reduce the number of grades being served by P.S. 360 and result in a decrease of approximately 65-75 sixth-grade students in building X360 in the short term. This will be particularly useful for P.S. 360, since it has seen an increase in its kindergarten enrollment in each year since the 2007-2008 school year. Given that this proposal is to reduce the number of grades served in the building, this proposal will create additional space in the building. There will continue to be sufficient space to serve students in X360 pursuant to the Citywide Instructional Footprint (the "Footprint") after the grade truncation is completed. Please visit the DOE's website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

No other schools are currently co-located in building X360; as a result, there will be no impact on other schools in the building.

C. Community

The DOE does not anticipate that this proposal will have a significant impact on other schools in District 10. If this proposal is approved, all fifth-grade students at P.S. 360 who meet promotional requirements will participate in the Middle School Choice Process to exit P.S. 360; currently, it is optional for fifth-grade students at P.S. 360 to apply to middle school, as they may choose to remain at P.S. 360 for sixth grade. Given the number of middle school options available to graduating fifth-grade students in Districts 9 and 10, it is unlikely that any one school will experience a significant increase in middle school applicants as this number of additional students will be spread across many schools.

Moreover, without the proposed truncations, in 2014-2015, there will be approximately 4,442 sixth-grade seats⁹ available across District 10, while only 3,913 such students are projected to enroll in 2014-2015 yielding a projected excess capacity of 529 seats.¹⁰

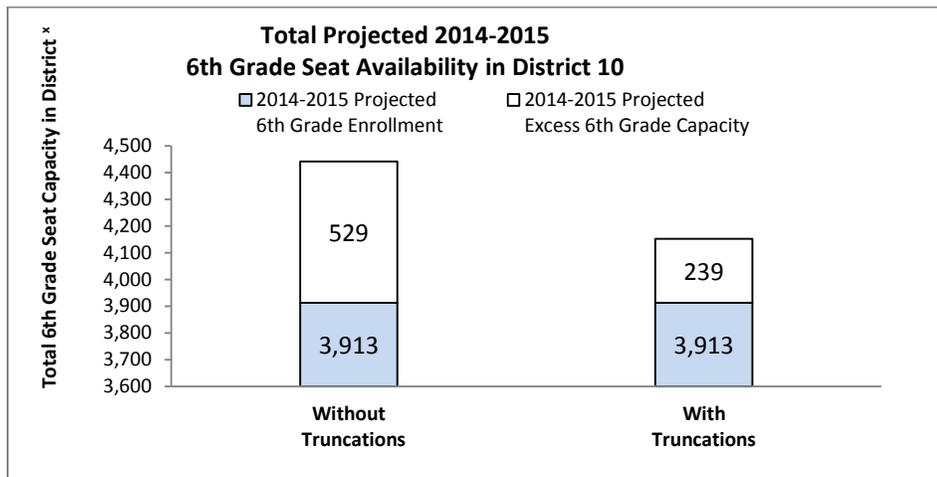
If this proposal and the proposal to truncate the sixth grade at P.S. 360 are approved, in 2014-2015 the projected sixth-grade seat capacity will be 4,152. Note this total sixth-grade seat capacity excludes sixth-grade seats at K-6 schools because historical trends indicate that fifth graders that attended a truncated K-6 school would not articulate into another K-6 school for sixth grade, so those seats generally don't represent real options for sixth grade. As stated previously there are three total K-6 schools in District 10, including P.S. 360. With the proposed truncations of P.S. 360 and P.S. 340, District 10 has a projected excess

⁹ The sixth-grade seat capacity is derived by multiplying the weighted sixth-grade audited enrollment (%) by the 2011-2012 Blue Book org capacity. Total sixth-grade seat capacity excludes sixth-grade seats at schools that have been approved or proposed for closure. Total sixth-grade seat capacity includes sixth-grade seats at approved or proposed new schools, as well as sixth-grade seats at schools expanding to serve middle school grades beginning in 2014-2015.

¹⁰ Based on sixth-grade enrollment from the 2012-2013 Audited Registers of October 26, 2012.

capacity of 239 sixth-grade seats during the 2014-2015 school year.

The chart below outlines projected enrollment and seat capacity to show sixth-grade seat availability with and without the proposed truncation in District 10, and illustrates the information described above. It is also important to note that the excess capacity is based on sixth-grade seats that are currently available in the district. There are several middle schools in the district that have the capacity to serve additional sections of sixth-grade students should the need arise.



As described above, fifth-grade students at P.S. 360 will continue to have priority to the middle schools for which they are zoned. It is important to note that Leadership and Journalism is also the zoned middle school for many students zoned to P.S. 340 and P.S. 86 Kingsbridge Heights (10X086, “P.S. 86”), the other two remaining schools in District 10 that serve students in kindergarten through sixth grades. This means that the administration of Leadership and Journalism often receive a large influx of seventh-grade students. The annual arrival of a large cohort of seventh-graders creates programming and staffing challenges for Leadership and Journalism and disrupts the traditional educational continuity of the new seventh-grade students. In 2012-2013, Leadership and Journalism received approximately 113 new seventh-grade students, who had completed sixth grade at either P.S. 86, P.S. 340, or P.S. 360. In a separate EIS that can be found at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/June2013Proposals.htm> the DOE, in collaboration with the administration of P.S. 340, is also proposing to truncate the sixth grade of P.S. 340 for the start of the 2014-2015 school year. If these proposed truncations are approved it would allow Leadership and Journalism to help normalize its programming and staffing decisions.

Based on the 2012-2013 Audited Register, Leadership and Journalism had a zoned enrollment rate of 78%, meaning that only 78% of students attending the school were zoned to it. P.S. 95 had a zoned enrollment rate of 85% and only 81% in the sixth grade, and In-Tech Academy had a zoned enrollment rate of 67%. This suggests that, should this proposal be approved, Leadership and Journalism, P.S. 95 and In-Tech Academy have the ability to serve larger populations of zoned students should fifth-graders from P.S. 360 choose to attend.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X360. Building X360 is functionally fully programmatically accessible and this proposal will not impact the building’s accessibility.

IV. Enrollment, Admissions and School Performance Information

P.S. 360

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions Grades K-6: Zoned
Admissions after Truncation (Beginning 2014-2015)	Pre-K: Standard Universal Pre-K Admissions Grades K-5: Zoned

Enrollment Data¹¹

	PK¹²	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
2012-2013 (audited)	18	84	73	64	63	68	49	72	491
2013-2014 (projections)	18	80-90	80-90	70-80	60-70	60-70	65-75	45-55	478-548
2014-2015 (projections)	18	80-90	80-90	80-90	70-80	60-70	60-70	-	448-508

Demographic Data¹³

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with Individualized Education Programs	17%
Percentage of English Language Learner Students	13%
Percentage of Students Eligible for Free or Reduced Lunch	90%

¹¹ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

¹² PK is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

¹³ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

P.S. 360	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	C	B
Quality Review Score		P	
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	31%	31%	35%
Math % Proficient (Levels 3 and 4)	44%	43%	48%
Other Key Performance Indicators			
Attendance Rate	93%	92%	93%
2012-2013 State Accountability Status¹⁵	Focus School		

V. Initial Impact on Budget and Cost of Instruction

Most funding in schools’ budgets is allocated on a per-pupil basis, based on current Fair Student Funding (“FSF”) per capita allocation levels, which 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. 360 could decline, meaning that the school’s budget could decrease, and could need fewer teachers and fewer supplies to meet the needs of its smaller student population—though, given the increases seen in previous years, the DOE projects that the decrease in the number of sixth-grade students served as a result of the truncation will be mostly offset by larger incoming kindergarten classes. 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 refer to the FSF guide and FY13 School Allocation Memorandum for additional information on the cost of instruction and how the changes to FSF funding and other school allocations could be impacted if there are register changes at P.S. 360. The FSF guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memorandum is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

¹⁴ Quality Reviews rate schools on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

¹⁵ Additional details regarding state accountability status indicators can be found at <http://www.p12.nysed.gov/irs/accountability/>.

Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

VI. Effect on Personnel Needs, Administration, Transportation and Other Support Services

A. Personnel Needs

Some current P.S. 360 staff positions may be excessed if there is declining enrollment associated with the elimination of the sixth-grade classes at P.S. 360. It is difficult to precisely predict the number of affected positions, if any.

Any excessing that might be necessary 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 the first through sixth grades hold a “Common Branch” license, regardless of their students’ ages.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers 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 contract provisions and law regarding teachers’ seniority.

When addressing the proposal’s impact on personnel, it is important to recognize that the sixth-grade students who would otherwise have enrolled in P.S. 360 will now be enrolled in District 9 and 10 middle schools, or K-8 programs, and those schools might need to hire new teachers to serve their larger student populations.

B. Administration

This proposal is not expected to impact the administration at P.S. 360.

C. Transportation

There will be no change to existing transportation practices at P.S. 360 due to this proposal. Transportation for students will continue to be provided according to Chancellor’s Regulation A-801:

<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>

D. 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

Building		X360
Type of Building		PS
Year Built		1999
Overall BCAS rating		1.98
2011-2012 Target Building Utilization		101%
2011-2012 Target Building Capacity		501
FY 2012 Maintenance Costs	Labor	\$12,824
	Materials	\$10,927
	Maintenance and repair contracts	\$1,722
	Service contracts	\$8,690
	Custodial operations costs—Materials	\$12,937
	Custodial operations costs—Custodial Allocation	\$393,432
FY 2012 Energy Costs	Electric	\$143,334
	Gas	\$30,624
	Oil	\$0
Projects completed during the current or prior school year		FY 13 Reso A Technology
Projects proposed in the capital plan		IP Surveillance Camera Installation
Accessibility of the building		Building is Functionally Fully Programmatically Accessible
Building attributes		Art Rooms, Cafeteria, Computer Room, Library, Multipurpose Room, Nurse's Office