

AMENDED 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”). P.S. 260 currently serves students in Kindergarten through sixth grade, and it offers a full-day Pre-Kindergarten program.

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. On December 17, 2010, the New York City Department of Education (“DOE”) published an Educational Impact Statement (“EIS”) proposing to co-locate P.S. 325 with P.S. 260 in building K260. This amended EIS corrects typographical errors and the projected enrollment ranges, clarifies footnotes related to the building utilization rates and capacity, includes 2010-2011 unaudited register data, additional information related to charter school options, and deletes redundant paragraphs. In a separate Educational Impact Statement (“EIS”) that was published on December 17, 2010, and amended on January 24, 2011, the DOE proposed to gradually phase out and eventually close P.S. 260 because of its low performance.¹ 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. Two Community Based Organizations (“CBOs”), Groundwork and the Institute for Community Living are currently located in the building. These CBOs offer a continuum of programming designed to support children and families and to strengthen communities, and will not be impacted by this proposal. 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 practice² or plan to enroll in their zoned middle school, which is either I.S. 68 Isaac Bildersee (18K068, “I.S. 68”), located in District 18 or J.H.S. 166 George Gershwin (19K166, “J.H.S. 166”) located in District 19. Current sixth graders are guaranteed a seventh-grade seat at their zoned middle school, which is either I.S. 68 or J.H.S. 166.

In 2011-2012, P.S. 325 would open in K260 as a zoned elementary school serving the same zone as P.S. 260 and would serve approximately 35-45 students in kindergarten, 35-45 students in first grade, and 45-55 students in second grade. P.S. 325 would then grow to serve 45-55 third-grade students in the 2012-2013 school year and 45-55 fourth graders in the 2013-2014 school year. P.S. 325 is expected to reach full scale in 2014-2015 and would serve approximately 220-280 students in kindergarten through fifth grade and serve

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

² 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.

the same zone area as P.S. 260³. Pending continued funding availability, this school will also offer a pre-kindergarten program beginning in 2011-2012.

In 2009-2010, K260 had a target capacity to serve 403 students, and the building enrolled 362 students⁴, yielding a target building utilization of 90%.⁵ In 2010-2011, P.S. 260 enrolled a total of 314 students⁶, yielding a target capacity of 78%.⁷

In 2014-2015, once P.S. 325 is fully phased-in and P.S. 260 has completed its phase-out, there would be approximately 220-280 kindergarten through fifth grade students, plus one section of pre-kindergarten, for a total 238-298 students served in the building, yielding a projected building utilization of 74%. As a result, 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

A more detailed background on the DOE's decision to phase-out and close P.S.260 is available in the amended EIS posted on January 24, 2011, and it can be found on the DOE's website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in the Educational Impact Statement posted on December 17, 2010, the DOE has concluded that phasing out P.S. 260 is appropriate due to the school's history of poor performance.⁸

In determining the most optimal way to distribute space to high quality schools, the DOE is proposing to open P.S. 325 in the K260 building and create a new zoned elementary school that the DOE believes is a high-quality school that will serve the families of District 19.

Not including P.S. 260, there are currently 21 total district elementary schools located in District 19. Of those, 2 received an A on the 2009-2010 Progress Report; 9 schools received a B on the Progress Report and 9 schools received a C on the Progress Report. One school is phasing and did not receive a Progress Report

³ 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.

⁴ Building enrollment total includes kindergarten through sixth student enrollment, plus one section of pre-kindergarten at P.S. 260. 2009 audited register.

⁵ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁶ Building enrollment total includes kindergarten through sixth student enrollment, plus one section of pre-kindergarten at P.S. 260. November 1, 2010 unaudited register.

⁷ The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

⁸ <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

score in 2009-2010. P.S. 260 was the only elementary school in the district to earn 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.

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%. In 2010-2011, there were 296 kindergarten through sixth grade students, plus one section of pre-kindergarten, for a total 314 students enrolled at P.S. 260, yielding a target capacity of 78%. The two CBOs, Groundwork and the Institute for Community Living, would not be impacted by this proposal.

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 115-145 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 220-280 students in kindergarten through fifth grade at full scale in 2014-2015.⁹

Once P.S. 260 phases out and P.S.325 completes its expansion, there would be approximately 220-280 kindergarten through fifth-grade students, plus one section of pre-kindergarten, for a total of 238-298 students located in the building.¹⁰ The projected utilization for K260 at that point is approximately 74%. This means that the building has adequate capacity to accommodate P.S. 325's full expansion in K260, and the two CBOs. 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.

⁹ 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.

¹⁰ 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.

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.

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

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

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

A. Students

Impact on Students Currently Attending School in the K260 Building

The proposed co-location of P.S. 325 in K260 is the replacement strategy for the proposed phase out of 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 and amended on January 24, 2011. 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. 325 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 have participated in the middle school choice process¹¹ and would 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 located in District 18 or J.H.S. 166 located in District 19. Fifth graders currently enrolled in P.S. 260 were able to submit a middle school choice application after the published deadline of December 17, 2010. Applications were made available and received at P.S. 260. Elementary schools had the capability to accept late applications until January 10, 2011; these students were not 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.

The proposed co-location of P.S. 325 is not expected to impact instructional programming, extracurricular offerings or community partnerships 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. P.S. 260 would continue offering all necessary classes to support current students as they work to meet promotional requirements.

- P.S. 260 currently offers the Reading Streets core reading program and partner 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.

The DOE does not anticipate that this proposal would impact the partnerships in the K260 building. Similarly, P.S. 260 would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location of P.S. 325 would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

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”).

In accordance with DOE policy, ELL students are admitted to elementary schools in the same manner as their peers who are not ELLs. Current ELL students at P.S. 260 would continue to receive mandated services.

A more detailed description of the potential impact that the phase-out of P.S. 260 would have on students is outlined in a separate EIS, also posted on December 17, 2010 and amended on January 24, 2011. Please visit the DOE’s website to access that Educational Impact Statement:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

Impact for 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>.

¹¹ <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>

In a separate EIS also released on December 17, 2010 and amended on January 24, 2011, 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, P.S. 325 would become the zoned elementary school serving kindergarten through fifth grade students who reside in the K260 zone.

This includes students who seek to enroll “over the counter.” Over-the-counter (“OTC”) enrollment includes:

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

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					

P.S. 260 currently offers Collaborative Team Teaching (“CTT”) classes, Self-Contained Classes (“SC”), and Special Education Teacher Support Services (“SETTS”). As P.S. 325 completes its expansion, any students with an Individual Education Plan (“IEP”) will continue to receive mandated 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. As P.S. 325 completes its expansion, any students requiring ELL services will continue to receive mandated services.

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.¹² 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 ¹³	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

¹² 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>

¹³ Unaudited register data November 1, 2010, excludes pre-kindergarten

In addition, there are three charter schools that are in the process of being phased in and are located in District 18, which provide an admissions preference for District 18 students. These charter schools are listed in the below table¹⁴:

School Name (DBN)	Address	Current Grades Served	Grades Served at Full Scale	Enrollment in 2010-2011 ¹⁵	Admissions Criteria	Special Programs or Activities
Brooklyn Ascend Charter School (84K652)	205 Rockaway Parkway	K-3	K-12	428	Kindergarten lottery	Extended day
Brownsville Ascend Charter School (84K737)	205 Rockaway Parkway	K-2	K-12	249	Kindergarten-Second Grade Lottery	Saturday school, after-school tutoring, summer school for eligible students, extended day
Kings Collegiate Charter School (84K608)	1084 Lenox Road	5-8	5-12	269	Fifth Grade Lottery	Basketball, soccer, yoga, art, dance, after-school, extended day, extended year

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. 260.¹⁶ 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 257 kindergarten through fifth grade students, 39 sixth grade students, and 18 students in pre-kindergarten, for a total of 314 students. Of the 296 kindergarten through sixth grade students, 38 students are in Kindergarten. 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.

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 220-280 kindergarteners through fifth graders, plus one section of pre-kindergarten, for a total of 238-298 students. 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%. This means that the building has adequate capacity to accommodate P.S. 325's full expansion in K260, as well as the CBO. There will also will be sufficient space to accommodate an increase in student enrollment resulting from demand for

¹⁴ Explore Charter school is currently proposed to open in District 18, in a separate EIS:

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

¹⁵ November 1, 2010 unaudited register data.

¹⁶ Funding for Pre-kindergarten programs will be determined prior to the 2011-2012 school year.

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.¹⁷

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	-	-	-	35-45	30-40	35-45	-	100-130
2012-13	-	-	-	-	35-45	30-40	-	75-95
2013-14	-	-	-	-	-	35-45	-	35-45
2014-15	-	-	-	-	-	-	-	-

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)	-	-	-	-	-	-	-	
2011-12	35-45	35-45	45-55	-	-	-	-	115-145
2012-13	35-45	35-45	35-45	45-55	-	-	-	150-190
2013-14	35-45	35-45	35-45	35-45	45-55	-	-	185-235
2014-15	35-45	35-45	35-45	35-45	35-45	45-55	-	220-280

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/rdonlyres/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. For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

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

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms¹⁸ for administrative services, student support services and resource rooms. Additional resource rooms and administrative rooms

¹⁷ Based on current enrollment (November 1, 2010 unaudited register) at P.S. 260.

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

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 programs¹⁹:

	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.

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 will not impact these organizations and both organizations will continue to operate out of the same space in the building.

¹⁸ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services resource rooms, which could be equal to 1 full size classroom and 2 half size classrooms or 0 full size classrooms and 4 half size classrooms, etc.

¹⁹ 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.

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 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 257 kindergarten through fifth grade 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 115-145 new Kindergarten through second-grade seats will be created in District 19 during the 2011-2012 school year. At full scale, P.S. 325 is projected to enroll 220-280 kindergarteners through fifth graders, plus one section of pre-kindergarten, for a total of 238-298 students.²⁰

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. 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 will 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). There are also several charter schools that give preference to District 18 students in their respective lotteries, including Brooklyn Ascend Charter School (84K652), Brownsville Ascend Charter School (84K737) and Kings Collegiate Charter School (84K608).

- 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.²¹ 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. Excluding the sixth-grade seats currently available at P.S. 260, there are 2,462 total sixth-grade seats in choice middle schools in District 19. In 2010-2011, there were only 1,652 sixth-grade students projected to enroll in District 19 choice middle schools. This means that there is extra space in existing District 19 choice middle schools in the entry grade.
- There are 2,180 total sixth-grade seats in choice middle schools in District 18. In 2010-2011, there were only 1,475 sixth-grade students projected to enroll in District 18 choice middle schools. This means that there is extra space in existing District 18 choice middle schools in the entry grade.

²⁰ 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.

Includes one section of pre-kindergarten

²¹ Unaudited register data November 1, 2010, current fifth grade enrollment

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).²²

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%.²³

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.

²² Unaudited register data November 1, 2010

²³ Data from 2009-2010 Blue Book

IV. Enrollment, Admissions and School Performance Information

P.S. 260 Admissions Data

Current Admissions	Pre-kindergarten: Standard Universal Pre-K Admissions Process Grades K-5: Zoned Grades 6: Zoned
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Enrollment Data

Current Grades Served	K-6
Current 2010-2011 Enrollment: ²⁴	296
Grades Served during Phase-Out in 2011-2012	3, 4, 5
Projected 2011-2012 Enrollment:	100-130
Grades Served during Phase-Out in 2012-2013	4, 5
Projected 2012-2013 Enrollment	75-95
Grades Served during Phase-Out in 2013-2014	5
Projected 2013-2014 Enrollment:	35-45
Grades Served during Phase-Out in 2014-2015	NA

Demographic Data

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

²⁴ November 1, 2010 unaudited register, excludes pre-kindergarten.

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

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

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

²⁸ 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 ²⁹
School Performance and Progress			
Overall Progress Report Grade	F	B	D
Quality Review Score	P	P	P
Performance Data³⁰			
English Language Arts % Proficient (Levels 3 and 4)	44%	51%	22%
Math % Proficient (Levels 3 and 4)	75%	80%	32%
Other Key Performance Indicators³¹			
Attendance Rate	88%	88%	91%
2010-2011 State Accountability Status			
In Good Standing			

P.S.325

Admissions Data

Projected Admissions	<p>Pre-K: Standard Universal Pre-K Admissions Process³²</p> <p>K-5: Zoned</p>
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²⁹ 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.

³⁰ Source: Progress Report

³¹ Source: Progress Report

³² Pending funding availability.

Enrollment Data

Projected Grades Served in 2011-2012	K, 1, 2,
Projected 2011-2012 Enrollment:	115-145
Projected Grades Served in 2012-2013	K, 1, 2, 3
Projected 2012-2013 Enrollment:	150-190
Projected Grades Served in 2013-2014	K, 1, 2, 3, 4
Projected 2013-2014 Enrollment:	185-235
Projected Grades Served in 2014-2015	K, 1, 2, 3, 4, 5
Projected 2014-2015 Enrollment:	220-280 ³³

Demographic Data

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

School Performance Data

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

V. Initial Costs and Savings

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

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, P.S. 325 will receive approximately \$4,059.71 in per pupil allocations. Beginning in their 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 FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

³³ 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.

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 and amended on January 24, 2011. Please visit the DOE's website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

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.

P.S. 325 would need to hire additional teachers during each year of the grade expansion as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created to serve students in kindergarten through fifth grade would be determined based on annual enrollment projections available as the school grows to serve those grades.

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.

New administrative staff and non-pedagogical positions will be created at P.S. 325 over the course of the school's phase-in. P.S. 325 is expected to hire additional teachers as each new grade is added. Ocean Hill may hire additional personnel to support its grade expansion.

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 and amended on January 24, 2011. Please visit the DOE's website to access that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

This proposal should not impact the operating budget or costs of instruction at P.S. 260 or P.S. 325. The basic operating budget for those schools is determined by the same Fair Student Funding (FSF) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for elementary schools was \$4059.71. 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, elementary schools received an additional \$ 1623.00 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, P.S. 260 and 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. All three of these schools are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students 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 special education students as defined by their Individualized Education Plans (IEPs). P.S. 260 and P.S. 521 would receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur 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 as P.S. 325 phases in.

VII. Building Information

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