

EDUCATIONAL IMPACT STATEMENT:

The Proposed Consolidation of M.S. 326 Writers Today & Leaders Tomorrow (06M326) with M.S. 328 Manhattan Middle School for Scientific Inquiry (06M328) in Building M164 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to consolidate M.S. 326 Writers Today & Leaders Tomorrow (06M326, “M.S. 326”)¹ with M.S. 328 Manhattan Middle School for Scientific Inquiry (06M328, “M.S. 328”), two existing District 6 middle schools serving students in sixth through eighth grades in building M164 (“M164”), located at 401 West 164th Street, New York, NY 10032, beginning in the 2016-2017 school year. The DOE is proposing to consolidate M.S. 326 and M.S. 328 because both schools have struggled with low enrollment, which creates budgetary and programmatic challenges. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. If this proposal is approved, M.S. 326 and M.S. 328 will be combined such that students, staff, and resources of M.S. 326 will become part of M.S. 328 and M.S. 326 will no longer exist as a distinct school option as of the 2016-2017 school year.

M.S. 326 and M.S. 328 are currently co-located in M164. 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. M164 also houses a community-based organization (“CBO”), Beacon. If this proposal is approved, Beacon will continue to provide services and maintain its space in M164.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.² Both M.S. 326 and M.S. 328 are identified as a Local Assistance Plan (“LAP”) school.³ If this proposal is approved, the newly consolidated school would retain M.S. 328’s status as a LAP school.

Rationale for Consolidation

Consolidation decisions are made on a case-by-case basis in partnership with the superintendents and impacted school communities. Consolidations are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that arise as a result of low enrollment. A consolidation may also be proposed to allow the DOE to leverage a particularly strong

¹ M.S. 326 is listed under the name “Literary Arts Academy” in the Middle School Directory, available at <http://schools.nyc.gov/NR/ronlyres/00FCA1C4-4C16-43D3-B109-38CB2AB6AC30/0/2016NYCMSDirectoryDistrict06.pdf>

² More information on New York State Education Department accountability status can be found at: <http://www.p12.nysed.gov/accountability/APA/home.html>

³ Schools are identified as LAP for having a subgroup of students that fail to make progress in English Language Arts, Math, Science or high school graduation rates for multiple years; having large and increasing gaps in performance between specific subgroups of students; or, for schools not located in a low-performing district, having a subgroup perform at or below the benchmark used for low-performing districts. Schools can be identified as LAP any year.

school leader. Since most funding in schools' budgets is allocated on a per-pupil basis based on Fair Student Funding ("FSF") per capita allocation levels, schools that struggle with low enrollment may also subsequently struggle with funding issues. For example, they may not be able to afford the full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively. Other potential benefits of consolidations include increased access to resources and improvements in school performance.

The DOE is proposing to consolidate M.S. 326 with M.S. 328 based primarily on the benefits students would derive from the additional resources made available by consolidating the two school organizations into one. If this proposal is approved, students attending the consolidated M.S. 328 will have access to a variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for either individual school to offer in the absence of a consolidation. For example, the consolidated school plans to implement programming focused on science, technology, engineering, and math ("STEM" programming) and is working with the District 6 Superintendent to build relationships with industry partners. In addition to increased resources, the consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

This proposal has been developed by the District 6 Superintendent to address limited resources and low enrollment at M.S. 326 and M.S. 328, which became evident over the course of conversations between the District 6 Superintendent and the principals of M.S. 326 and M.S. 328. In addition to working with the school communities, the District 6 Superintendent has worked closely with various DOE offices to determine the best path to support the students at both schools. The consolidation of M.S. 326 with M.S. 328 will improve resources at the consolidated school and reduce the number of under-enrolled middle schools in the district.

Collaboration at M.S. 326 and M.S. 328 is already underway. The schools are co-located and staff from both schools are working to increase existing collaboration, with a focus on developing shared instructional practices, sharing resources, and building a cohesive school culture. For example, in the current school year, teachers at M.S. 326 and M.S. 328 are planning meetings to share instructional and professional development practices. The M.S. 326 and M.S. 328 school communities will continue to work together for the duration of the 2015-2016 school year in order to ensure the consolidation is seamlessly executed in the 2016-2017 school year, if this proposal is approved.

Public Engagement

Public engagement was conducted in the course of creating this proposal, which included:

- The District 6 Superintendent led a meeting with the M.S. 326 staff and leadership on January 6, 2016, at which the Superintendent discussed the proposed consolidation.
- The District 6 Superintendent led a meeting with the M.S. 328 staff and leadership on January 12, 2016, at which the Superintendent discussed the proposed consolidation.
- Letters discussing the proposed consolidation were sent home with the M.S. 326 and M.S. 328 students on January 14, 2016.
- Parent meetings and information sessions were held on January 19, 2016 for the M.S. 326 and M.S. 328 communities.
- On January 29, 2016, a Deputy Chancellor conducted a walk-through of the M164 facilities and held a meeting to discuss the proposal and take questions and concerns in advance of the Panel for Educational Policy ("PEP") vote. Meeting participants included

representatives from the DOE's Office of District Planning, Office of Space Planning, and Office of School Design, the District 6 Community Education Council ("CEC 6"), M.S. 326's School Leadership Team ("SLT"), and M.S. 328's SLT. During the meeting, the Deputy Chancellor discussed the rationale for consolidation and all participants had the opportunity to ask questions and have them answered by the Deputy Chancellor and representatives from other offices.

The DOE will provide other public engagement opportunities following this posting, including:

- An optional community meeting prior to the Joint Public Hearing for this proposal where representatives from the DOE would meet with the school communities to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at M164, which will be open to the public and at which attendees are encouraged to provide comments on this proposal.
- Dedicated phone line and email address to accept public comment after the posting of this proposal. Comments can be submitted in any language by calling 212-374-3466 or emailing D06Proposals@schools.nyc.gov.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received at the above-noted hearing or through the dedicated phone line or email address by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/April202016SchoolProposals>.

If this proposal is approved, M.S. 326 will be consolidated with M.S. 328 beginning in the 2016-2017 school year. The consolidated M.S. 328 will continue to serve students in grades six through eight. M.S. 326 will no longer exist as an individual school option and current M.S. 326 students will be accommodated at M.S. 328 (see Section III for more information).

M164 has the capacity to serve a total of 907 students.⁴ If this proposal is approved, in 2016-2017, M.S. 328 will absorb the enrollment of M.S. 326 and will serve a projected 225-255 students in sixth through eighth grades,⁵ yielding a projected building utilization rate of 25%-28%.⁶ If this

⁴ According to the 2014-2015 Enrollment Capacity Utilization Report (the "Blue Book").

⁵ All projections referenced for M.S. 326 and M.S. 328 for the 2015-2016 school year and for the consolidated M.S. 328 in 2016-2017 are based on the 2015-2016 Audited Register and reflect the forward promotion of the cohorts by grade. M.S. 326's and M.S. 328's current sixth grade cohorts are smaller than previous sixth grade cohorts at the same schools. The projections for the consolidated M.S. 328 assume that future sixth grade cohorts will be at or near the current year's level across the two schools. As the higher grades of M.S. 328 and M.S. 326 presently have larger cohorts than the lower grades, it is anticipated that overall enrollment may decrease over time as a result of those students graduating. Please note that the enrollment numbers provided in this EIS are only projections and are subject to change as a result of many factors, including increased demand for the consolidated school.

⁶ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence ("LTA") students, who have been absent continuously for 30 days or more as of October 31, 2015. This methodology is consistent

proposal is approved, M164 will still be considered under-utilized because the consolidation is not expected to significantly change the total building enrollment, and there will still be significant excess space available in the building. If this proposal is approved, the DOE anticipates issuing another proposal for the use of that excess space.

II. Proposed or Potential Use of Building

As noted in Section I above, M164 has a target capacity of 907 students and currently serves 313 students across M.S. 326 and M.S. 328, yielding a building utilization rate of 35%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A. If this proposal is approved, the newly consolidated M.S. 328 will serve approximately 225-255 students in the 2016-2017 school year, resulting in a projected utilization rate of 25%-28%.

If the proposed consolidation of M.S. 326 with M.S. 328 in M164 is approved, the grade spans served by each of the current and proposed school organizations in M164 will be as follows:

Grade Spans			
DBN	School Name	2015-2016	2016-2017
06M328	M.S. 328	6-8	6-8
06M326	M.S. 326	6-8	-

The chart below shows the current and projected enrollment and building utilization for building M164, if this proposal is approved:

DBN	School Name	2015-2016 Enrollment⁷	2016-2017 Projected Enrollment
06M328	M.S. 328	146	225 - 255
06M326	M.S. 326	167	-
Total Building Enrollment		313	225 - 255
Utilization		35%	25% - 28%

If this proposal is approved, the newly consolidated M.S. 328 will receive its baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space are available in Section III and Appendix C of this Educational Impact Statement (“EIS”). Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

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/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>

⁷ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

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

A. Students

M.S. 326 and M.S. 328 currently serve students in grades six through eight in M164. Because both schools have struggled with low enrollment, which creates budgetary and programmatic challenges, the DOE is proposing to consolidate M.S. 326 with M.S. 328 in M164. If this proposal is approved, current M.S. 326 students in sixth and seventh grades, as well as M.S. 326 students in the eighth grade who must repeat the grade, will be served in M.S. 328 beginning in the 2016-2017 school year. If M.S. 326 is consolidated with M.S. 328, M.S. 326 will no longer exist as a distinct school option and new students will no longer enroll in M.S. 326 as of the 2016-2017 school year.

Impact on Students Currently Attending M.S. 326 and M.S. 328

The proposed consolidation of M.S. 326 with M.S. 328 may impact educational and/or extra-curricular programming available to M.S. 328 students, as the consolidated school may offer new opportunities currently available at M.S. 326 in place of or in addition to current offerings. If this proposal is approved, students currently attending M.S. 326 will gain access to the programming available at M.S. 328 and will no longer be served by M.S. 326 as of the 2016-2017 school year, although many of the programs and services currently provided by M.S. 326 would be offered instead by M.S. 328.

M.S. 326 and M.S. 328 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) classes and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and future students enrolled at M.S. 328 will continue to receive all mandated special education services if this proposal is approved.

In addition, M.S. 326 and M.S. 328 serve English Language Learner (“ELL”) students currently enrolled in Spanish Dual Language programs and who receive English as a Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided at the consolidated M.S. 328, and all students will receive their mandated services.

Current eighth-grade students who are on track to graduate will complete middle school at their current school (M.S. 326 or M.S. 328) at the end of the 2015-2016 school year, provided they meet promotional criteria, and can apply to high school through the high school admissions process.⁸

If this proposal is approved, in the 2016-2017 school year, current M.S. 328 sixth- and seventh-grade students, as well as eighth-grade students who are not on track to graduate, will continue to be served at M.S. 328 alongside their new classmates from the former M.S. 326. It is expected that all current M.S. 326 students, with the exception of those continuing on to high school, will attend M.S. 328. However, any M.S. 326 students who prefer a different school option may seek a transfer for the 2016-2017 school year through the Office of Student Enrollment (“OSE”), which will work to match students based on their needs and seat availability.

⁸ More information about the high school admissions process can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at M.S. 326 or M.S. 328 for the duration of the current (2015-2016) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

M.S. 328's current extra-curricular activities, sports, and partnerships include:⁹

- **Extra-curricular Activities:** Dance, International Video Conferencing, School Ambassador Program, Wellness Committee, Chess, Choir, Robotics, Accelerated Math, Sustainable Education Program, College & Career Readiness Program at the Armory, Breakfast in the Classroom, Theater RTI, After School Program, Saturday Academy, Principal's Book Club, Computer Lab
- **Sports:** Basketball, Baseball, Cheerleading, Soccer, Tennis, Track and Field, Volleyball, Flag Football
- **Partnerships:** Mouse Squad, Champs Sports, Urban Advantage, Easter Academy, iZone, Mighty Milers, Sustainability Education Program, Urban Advantage, Winter & Spring Academies, Breakfast in the Classroom, Grow NYC, Chefs for Change

M.S. 326 currently offers the following extra-curricular activities, sports and partnerships:¹⁰

- **Extra-curricular Activities:** Morning and After School Support, Saturday Academy, Hip Hop Theater, Chorus, Mid-Winter and Spring Vacation Camp for Academics, Student Government, Yearbook, Caribbean and West African Dance, Fashion Club, Dance Club, Smart Girls
- **Sports:** Basketball, Cheerleading, Dance, Rugby, Track and Field
- **Partnerships:** Children's Aid Society, Urban Advantage Program, Urban Arts Program, Champs, USA Rugby, Columbia Presbyterian Hospital

If this proposal is approved, M.S. 328 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, M.S. 328 may also offer programs and partnerships that are currently offered by M.S. 326 after M.S. 326 ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

If this proposal is approved, the DOE expects the consolidation to increase the programmatic opportunities available to students due to the combination of the schools' individual resources.

Impact on Future Middle School Students in District 6

M.S. 326 and M.S. 328 currently admit students through the middle school admissions process and share a zone. Both schools admit students using an unscreened admissions program open to students and residents of District 6 that offers priority to fifth-grade students at P.S. 4, P.S. 28, and P.S. 128, as well as students living in the zone. Additionally, both schools offer Spanish Dual Language programs that admit students using screened language admissions methods and offer

⁹ School reported data on February 22, 2016.

¹⁰ School reported data on February 21, 2016.

priority to English Language Learners (ELLs), heritage language speakers of the target language, and participants of elementary school-level Dual Language and Transitional Bilingual Education programs in the target language. The Dual Language program at M.S. 326 is open to students and residents of Manhattan, while the Dual Language program at M.S. 328 is open to students and residents of District 6. M.S. 328's Dual Language program also uses the following selection criteria:

- 4th Grade New York State ELA & Math Exams¹¹
- Academic and Personal Behaviors
- Attendance & Punctuality
- Final 4th Grade Report Card

If this proposal is approved, M.S. 326 will no longer be a distinct school option and will cease to admit students as of the 2016-2017 school year. The consolidated M.S. 328 will instead offer admissions to the seats previously available at M.S. 326. M.S. 328 will continue to admit students through the middle school admissions process in the methods described above. The Dual-Language program at the consolidated M.S. 328 will remain open to students and residents of District 6 and use the selection criteria described above.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm> and in Appendix B of this EIS.

Enrollment Impact on Future Over-the-Counter ("OTC") Students

M.S. 326 and M.S. 328 also currently admit students through the OTC placement process. If this proposal is approved, the consolidated M.S. 328 will continue to admit students through the OTC placement process. The consolidation is not expected to impact the DOE's ability to accommodate future OTC middle school students in District 6. Please see Appendix B of this EIS for more information on the OTC process.

Impact on CBO

M164 houses a CBO, Beacon, a program that provides students with youth development activities such as art, fitness, career development, and tutoring. Beacon is not expected to lose any space or reduce their services as a result of this proposal.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the consolidated M.S. 328 in M164 pursuant to the Footprint. Please see Appendix C of this EIS for more information on

¹¹ New York State recently passed a law that prohibits the use of State ELA and math test scores for students in grades 3-8 as the sole, primary, or major factor for placement decisions; consistent with this law, M.S. 328 considers all of the factors listed above in admitting students to its Dual Language program.

the Footprint, which guides space allocation and use in city schools, and visit the DOE's website to access the Footprint: http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

According to a walk-through and survey of M164 conducted on October 20, 2015 by a representative from the Office of Space Planning, M164 includes 37 full-size rooms, 10 half-size rooms, 6 quarter-size rooms and the full-size equivalent of 6.5 rooms of designed administrative space ("FSE"). M164 also includes a gymnasium, an auditorium, a library and a cafeteria, all of which are currently shared by M.S. 326 and M.S. 328. The below spaces are also currently being shared by the two schools:

- The School-Based Support Team ("SBST") occupies 1.0 FSE of designed administrative space.
- The custodian's room occupies 1 quarter-size room.
- The school safety room occupies 1 quarter-size room.
- The school based health clinic occupies 2.0 FSE of designed administrative space.
- The CBO, Beacon, occupies 0.5 FSE of designed administrative space and 1 half-size room.

Excluding the shared spaces outlined above, M164 has a total of 37 full-size rooms, 9 half-size rooms, 4 quarter-size rooms, and 3.0 FSE of designed administrative space remaining to be allocated.

Per the Footprint, M.S. 328's current baseline allocation is 7 full-size rooms, 4 half-size rooms, and 3.0 FSE spaces for administrative use. Due to a lack of half-size spaces, the DOE adjusted M.S. 328's baseline Footprint allocation to substitute 1 full-size space in lieu of 1 half-size space. Thus, M.S. 328's adjusted baseline allocation is 8 full-size rooms, 3 half-size rooms, and 3.0 FSE spaces for administrative use, comprised of 2.0 FSE of designed administrative space, 1 half-size room, and 2 quarter-size rooms. This yields a total adjusted baseline allocation of 8 full-size rooms, 4 half-size rooms, 2 quarter-size rooms, and 2.0 FSE of designed administrative space. Currently, M.S. 328 is using 19 full-size rooms, 4 half-size rooms, 2 quarter-size rooms, and 2.0 FSE of designed administrative space. Therefore, M.S. 328 is using 11 full-size rooms above its adjusted Footprint allocation.

Per the Footprint, M.S. 326's current baseline allocation is 9 full-size rooms, 3 half-size rooms, and 3.0 FSE spaces for administrative use, which is currently comprised of 1 full-size room, 1 half-size room, 2 quarter-size rooms, and 1.0 FSE rooms of designed administrative space. Therefore, M.S. 326's grand total baseline allocation is 10 full-size rooms, 4 half-size rooms, 2 quarter size rooms, and 1.0 FSE rooms of designed administrative space. Currently, M.S. 326 is using 18 full-size rooms, 5 half-size rooms, 2 quarter-size rooms, and 1.0 FSE of designed administrative space. Therefore, M.S. 326 is using 8 full-size rooms and 1 half-size room above its Footprint allocation.

If this proposal is approved, M.S. 326 will be consolidated with M.S. 328, and the consolidated M.S. 328's baseline Footprint allocation will be 11 full-size rooms, 6 half-size rooms, and 3.5 FSE spaces for administrative use, comprised of 3.0 FSE of designed administrative space and 1 half-size room. As a consolidated school, M.S. 328 will be able to program students more efficiently in fewer class sections and therefore would require less space than the two schools require as separate organizations. However, should the consolidated school choose to program with more class sections, sufficient space will remain available in the building.

The current and estimated future baseline and adjusted baseline Footprint allocations of full-size rooms in M164, including any full-size rooms allocated for administrative or other purposes, are detailed in the chart below:

DBN	School Name	2015-2016	2016-2017
06M326	M.S. 326	10	-
06M328	M.S. 328	8	11
TOTAL		18	11
TOTAL FULL-SIZE ROOMS TO BE ALLOCATED		37	37
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		19	26

M164 is considered under-utilized and will have significant excess space beyond the baseline allocation of the consolidated M.S. 328. If this proposal is approved, the DOE anticipates issuing another proposal for the use of that excess space.

Building Safety and Security

If this proposal is approved, the consolidated M.S. 328 will develop a safety and security plan for M134 prior to the first day of school in September 2016.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of M.S. 326 and M.S. 328 will result in a healthier enrollment at the consolidated school and provide the budget required to run effectively. Because of the increased resources, M.S. 328 will be able to enhance programs offered, creating a stronger school environment, and an improved middle school option. Further, there are numerous under-enrolled middle schools in District 6. By reducing the total number of middle schools in the district, other schools may experience an increase in demand and enrollment, which would result in increased resources for those schools.

If this proposal is approved, community members and organizations will be able to obtain school building use permits at the M164 building. This proposal is not expected to impact the accessibility of M164, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

M.S. 326

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened, Screened Dual Language Program.
Admissions if Proposal Approved	N/A

Enrollment Data¹²

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	43	43	81	167
2016-2017 (projected)	-	-	-	-

Demographic Data¹³

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with Individualized Education Programs	27%
Percentage of English Language Learner Students	42%
Percentage of Students Eligible for Free or Reduced-Price Lunch	87%

¹² All figures are based on the 2015-2016 Audited Register as of October 31 2015, excluding LTA students.

¹³ All figures reflect a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators^{14 15}			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	4%	8%	13%
Math % Proficient (Levels 3 and 4)	5%	7%	8%
Other Key Performance Indicators			
Attendance Rate	88%	89%	90%
2015-2016 State Accountability Status¹⁶	Local Assistance Plan		

M.S. 328*Admissions Data*

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened, Screened Dual Language Program
Admissions if Proposal Approved	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened, Screened Dual Language Program

¹⁴ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>

¹⁵ Not all schools receive Quality Reviews every year. M.S. 326 did not have a Quality Review for the 2012-2013 and the 2014-2015 school years.

¹⁶ This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*Enrollment Data*¹⁷

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	32	47	67	146
2016-2017 (projected)	70-80	70-80	85-95	225-255

*Demographic Data*¹⁸

Percentage of Students Receiving ICT or SC Services	30%
Percentage of Students with Individualized Education Programs	34%
Percentage of English Language Learner Students	37%
Percentage of Students Eligible for Free or Reduced-Price Lunch	97%

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators ^{19 20}			
1.1 Curriculum	N/A	Developing	Proficient
1.2 Pedagogy	N/A	Developing	Developing
2.2 Assessment	N/A	Developing	Proficient
3.4 High Expectations	N/A	Developing	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Developing	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	3%	5%	2%
Math % Proficient (Levels 3 and 4)	1%	3%	3%
Other Key Performance Indicators			
Attendance Rate	87%	90%	87%
2015-2016 State Accountability Status ²¹	Local Assistance Plan		

¹⁷ All figures are based on the 2015-2016 Audited Register Projections as of October 31, 2015, excluding LTA students.

¹⁸ All figures are reported as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015, excluding LTA students.

¹⁹ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/ronlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>

²⁰ Not all schools receive Quality Reviews every year. M.S. 328 did not receive a Quality Review for the 2012-2013 school year.

²¹ This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

V. Initial Impact on Budget and Cost of Instruction

The costs associated with this proposal are explained below.

Most funding in schools' budgets is allocated on a per pupil basis, based on FSF per capita allocation levels. As shown in Section IV above, M.S. 328's enrollment is expected to increase as a result of this consolidation and as a result, M.S. 328's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, English Language Learners, and those students with other supplemental academic needs. Please refer to the FSF Guide²² and FY16 School Allocation Memoranda²³ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of this consolidation.

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

A. Personnel Needs

If this proposal is approved, some M.S. 328 and/or M.S. 326 staff members may be excessed when the school is consolidated. Where possible, the DOE will seek to minimize excessing²⁴ of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from M.S. 326 and M.S. 328 will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the absent teacher reserve ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

B. Administration

If this proposal is approved, some supervisors and/or administrators at M.S. 326 and M.S. 328 may be excessed when the schools are consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation.

Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving on a temporary basis in other City schools.

²²Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf

²³ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html

²⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

C. Transportation

There will be no change to existing transportation practices at M.S. 328 or M.S. 326 during the current school year (2015-2016).

If this proposal is approved, transportation will continue to be provided to eligible students attending the consolidated M.S. 328 according to Chancellor's Regulation A-801:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided as consistent with citywide policy.

VII. Building Information

Building	M164	
Type of Building	IS/JHS	
Year Built	1930	
Overall BCAS rating	2.66	
2014-2015 Blue Book Target Building Utilization	47%	
2014-2015 Blue Book Target Building Capacity	907	
FY 2015 Maintenance Costs	Labor	\$30,333
	Materials	\$13,359
	Maintenance, repair, and service contracts	\$34,189
	Custodial operations costs— Materials	\$6,892
	Custodial operations costs— Custodial Allocation	\$262,724
FY 2015 Energy Costs	Electric	\$75,427
	Gas	\$56,879
	Steam	N/A
	Oil	N/A
Projects completed during the current or prior school year	Electrical Lighting Fixtures	
Projects proposed in the capital plan	Electrical Systems	
Accessibility of the building	No Accessibility	
Building attributes	Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab	

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at:

[http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf)

[2015BlueBook.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf), a building's target utilization rate is calculated by dividing the aggregated enrollment of all 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 United Federation of Teachers' 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 2014-2015. As described above in this EIS, the DOE's utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, utilization rates for 2015-2016 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 high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity will 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 will decrease.

Appendix B: School Admissions

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices, which are pre-populated on each student's customized middle school application. These programs may include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (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;
- K-8 schools with a zoned, screened, limited unscreened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2016-2017 school year was in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines is available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with 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 ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

OTC Placement

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or

- Left the New York City school system and have returned;²⁵ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school for some other reason.

When student eligible for middle school student arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students requiring an OTC middle school placement are eligible to attend middle school based on their district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student's needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

²⁵ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

Appendix C: Instructional Footprint

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 a school's representative.

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 room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms 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 six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. 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.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.