

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of a New Site of an Existing District 75 Program (75X168) with P.S. 160 Walt Disney School (11X160) and The Equality Charter School (84X488) in Building X160 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new site of P168X (75X168, “P168X”),¹ an existing District 75 program (“D75”), in building X160 (“X160”), to be called “P168X@X160.” Building X160 is located at 4140 Hutchinson River Parkway East, Bronx, NY 10475 in Community School District 11 (“District 11”).² If this proposal is approved, P168X@X160 will be co-located with P.S. 160 Walt Disney (11X160, “P.S. 160”), an existing elementary school serving students in kindergarten through fifth grades,³ and The Equality Charter School (84X488, “Equality”), an existing public charter school serving students in sixth through eighth grades. 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.

Based on projected need, the D75 office is seeking to increase its capacity to serve students with autism and intellectual disabilities within the Bronx. If this proposal is approved, the DOE will open a new site for an existing D75 program in the 2013-2014 school year to help meet growing demand. P168X@X160 plans to serve a range of students across grades kindergarten through eight who are been classified as autistic or learning disabled on their Individualized Education Programs (“IEP”). P168X@X160 is projected to serve nine sections of elementary and middle school students in self-contained settings. Students will be placed in class sections based on their needs and recommended special education services, and may be served in this program throughout the course of their elementary and middle school education.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), X160 has a target capacity of 889 students. (The concept of “target capacity” is explained below in Section II). During the 2012-2013 school year the building is serving 614 students, yielding a building utilization rate of 69%. This means that the building is “underutilized” and has space that could be used more efficiently to

¹ 75X168 currently serves students at six sites: (1) Building X183 located at 339 Morris Avenue, Bronx, NY 10451 (the primary site); (2) Building X020 located at 3050 Webster Avenue, Bronx, NY 10467; (3) Building X842 located at 3990 Hillman Avenue, Bronx, NY 10463; (4) Building X194 located at 2365 Waterbury Avenue, Bronx, NY 10462; (5) Building X973 at 1716 Southern Boulevard, Bronx, NY 10460; and (6) Building X440 located at 100 West Mosholu Parkway South, Bronx, NY 10468. This proposal is not anticipated to have an impact at 75X168’s other sites.

² D75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. D75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about D75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

³ P.S. 160 also offers services and classes for blind and visually impaired students, provided through its partnership with Educational Vision Services (“EVS”). EVS is a unit within D75 that provides such special services throughout the city.

accommodate additional students.⁴ In 2013-2014, when P168X@X160 opens, it is projected that there will be 604-727 students served in X160, yielding a building utilization rate of 68%-82%.

II. Proposed or Potential Use of Building

X160 has a target capacity of 889 students.⁵ In 2012-2013, the building is serving 614 students,⁶ yielding a utilization rate of 69%.⁷ Once P168X@X160 has opened, the DOE projects that X160 will serve 604-727 students, yielding a building utilization rate of 68%-82%.

If this proposal is approved, P168X@X160 will open in September 2013 serving nine self-contained sections of elementary and middle school students, for a total of 54-72 students.

The current and proposed grade spans for P168X@X160, P.S. 160 and Equality over a two-year period are indicated in the chart below:

DBN	School Name	Grade Spans	
		2012-2013	2013-2014
75X168	P168X@X160	N/A	K-8
11X160	P.S. 160	K-5	K-5
84X488	Equality	6-8	6-8

⁴ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

⁵ 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").

⁶ Based on the 2012-2013 Audited Register (as of October 26, 2012) or charter headcount as of October 1, 2012.

⁷ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 26, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

The total current and projected student enrollment for P168X@X160, P.S. 160 and Equality over a two-year period, as well as the current and projected building utilization rates, are indicated in the chart below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment
75X168	P168X@X160	N/A	54 - 72
11X160	P.S. 160	389	340 - 400
84X488	Equality	225	210 - 255
Total Building Enrollment		614	604 - 727
Utilization		69%	68% - 82%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 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 a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Impact on Students Currently Attending Schools in the X160 Building

The proposed co-location of P168X@X160 is not expected to impact the educational options of current students at P.S. 160 or Equality. P.S. 160 offers Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) Special Education classes, as well as Special Education Teacher Support Services (“SETSS”). Elementary school students with IEPs, with the exception of those recommending placement in a D75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers in a general education setting to the greatest extent possible. Current students who are being served by these programs will continue to have their needs met after the proposed siting of P168X@X160. P.S. 160 also offers an English as a Second Language (“ESL”) program for English Language Learner (“ELL”) students, as stated in the District 11 Elementary School Directory.⁸ Students with disabilities will continue to receive mandated services in accordance with their IEPs, and current students at P.S. 160 who receive ELL services will continue to receive their mandated services after the proposed siting of P168X@X160.

Similarly, this proposal is not anticipated to impact any special needs students at Equality, including ELL students and students with IEPs. Students with disabilities will continue to receive mandated services in accordance with their IEPs, and current students at Equality who receive ELL services will continue to receive their mandated services after the proposed siting of P168X@X160.

P.S. 160 also partners with Educational Vision Services (“EVS”). EVS is a unit within D75 that provides services and classes for blind and visually impaired students throughout the city; providers hold a separate state certificate and city license for teaching blind and visually impaired students. EVS has been providing services to P.S. 160 students for approximately 25 years and this proposal will not limit or impact the ability of EVS to continue serving P.S. 160 students in the coming years.

EVS serves two bridged sections of students at P.S. 160, both operating in a 12:1:1 class setting (twelve students with one teacher and one paraprofessional). One section serves kindergarten through second grade students and one section serves third through fifth grade students—these are the only two sections of students EVS serves in the Bronx. All students benefit from participating in school-wide assemblies, events, and daily activities such as breakfast, lunch and recess with their non vision-impaired peers, as EVS tries to mainstream visually impaired children as much as possible. EVS is responsible for the curricula, instruction and supervision of EVS classes. EVS classes follow the same curricula as those taught in traditional classes at P.S. 160. Although EVS utilizes highly specialized instructional strategies, students benefit from using the same books and materials used in the general education program at P.S. 160.

⁸ The 2013-2014 District 11 Elementary School Directory is available at the DOE Web site found here: <http://schools.nyc.gov/NR/rdonlyres/0FE2D427-007C-4D8A-B45D-3E95CB2BFAC0/0/201314ESDBronxD11.pdf>

*Impact on Academic Programs, Extra-curricular Activities and Community Partnerships
Currently Offered in the X160 Building*

This proposal to co-locate P168X@X160 in X160 will not prevent P.S. 160 or Equality from continuing to offer any of their current extracurricular offerings. Changes may be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any school Citywide as all schools modify extra-curricular offerings annually based on student demand and available resources.

According to school reported data, P.S. 160 currently offers the following extra-curricular activities and sports:

- Student Council
- Welcome Back BBQ
- Harvest Day Parade
- 100th Day
- Penny Harvest
- PBIS Spirit Week (Monthly)
- Monthly PBIS Reward/Trips
- PBIS Five Alive Bee Hive Club
- Boys Initiative
- JDRF Fundraiser
- St. Jude's Math-A-Thon
- Multicultural Day
- Be Mine Family Valentine's Dance
- Grade 5 Senior Trip & Dance
- Family Game Nights
- Mother's Day Tea
- Father's Day Softball
- Annual Variety Show/Fundraiser
- PBIS End of the Year Carnival
- Student Enrichment Model (SEMS)
- Basketball Team
- Intramural Sports

According to school reported data, P.S. 160 has partnerships with several organizations, including:

- Learning Leaders
- (After school) Studio-In-a-School
- Montefiore Community Center
- Dancing Classrooms
- Community Works
- NYC DOE Parent Academy
- Common Cents
- St. Jude Research Hospital
- Common Cents,

As for Equality, the DOE does not anticipate that this proposal will require the school to reduce any of its extra-curricular offerings or partnerships; the school may continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs.

According to school reported data, Equality currently offers the following extra-curricular activities and sports:

- Mathletes
- Book Club
- Afterschool ELA & Math Support
- Typing
- Afterschool Music Class
- Living Environment Regents Prep
- Co-Ed Basketball
- Boys' Basketball
- Girls' Basketball
- Track
- Soccer
- Flag Football
- Volleyball
- Cheerleading

According to school reported data, Equality has partnerships with several organizations including:

- NY Debate League
- District Attorney's Office: Concept Program
- NY Historical Society
- Educators for Excellence
- Mighty Milers
- Charter Schools Athletic Association

Enrollment Impact for Future Elementary School Students in District 11

P.S. 160 is a zoned elementary school. If this proposal is approved, P.S. 160 will continue to give priority to students who reside in its zone in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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

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

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

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades kindergarten through five in the school at the start of

the following school year in September who are not zoned to the school but are residents of that district;

- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades kindergarten through five at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades kindergarten through five at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades kindergarten through five at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

District 11 elementary school students with IEPs, with the exception of those recommending placement in a D75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible. Please see the section below entitled "Impact for Future D75 Students" for additional information about the impact of P168X@X160 on future D75 elementary students.

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

Enrollment Impact for Future Middle School Students in District 11

This Proposal will not impact Equality's admissions process to middle school. Fifth-grade students in District 11, and throughout the City, will continue to have the opportunity to enter the charter application lottery process to enroll at Equality. Equality provides the following lottery preferences:

- Returning Students
- Siblings of Students currently enrolled at Equality
- Applicants from District 11
- Applicants from outside of District 11

There will be no impact to admissions at any other charter middle school as a result of this proposal and students will continue to have the opportunity to apply to those schools.

Detailed information about the charter lottery application process is published annually and is available in print or on the DOE Web site here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

Detailed information about charter schools is also published annually and is available in print and on the DOE Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

If this proposal is approved, District 11 students will retain the opportunity to attend their current zoned schools, as well as all of their current options through the Middle School Choice Admissions Process.⁹

Please see the section below entitled “Impact for Future D75 Students” for additional information about the impact of new D75 site P168X@X160 on future D75 middle school students in District 11.

Impact for Future D75 Students

The DOE is proposing to co-locate P168X@X160 beginning in the 2013-2014 school year. P168X@X160 is projected to serve nine sections of students in grades kindergarten through eight who are classified as autistic or learning disabled on their IEPs, in self-contained settings. Students will be placed in class sections based on their needs and may be served in this program throughout the course of their elementary and middle school education. P168X@X160 is expected to serve students in both 6:1:1 settings (six students with one teacher and one paraprofessional) and 12:1:1 settings (twelve students with one teacher and one paraprofessional). Typically, the majority of students served in 6:1:1 settings are classified as autistic and the majority of students served in 12:1:1 settings are classified as learning disabled.

P168X@X160 will admit future students in a manner consistent with current D75 enrollment procedures. Students will continue to be placed in D75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student’s home district, and whether the student has siblings in the articulating school. For additional information about D75 programs, please visit the DOE’s Web site at: <http://schools.nyc.gov/Offices/District75/default.htm>.

The DOE has proposed to open this new D75 site in the X160 building to meet increased demand for D75 self-contained programming in District 11. Building X160 is a fully accessible building and, as such, the DOE believes it is a good site for a student population that may require a barrier-free site for educational instruction.

B. Schools

P.S. 160 currently enrolls students in kindergarten through fifth grades. Equality currently enrolls students in sixth through eighth grades.

Building X160 has the capacity to accommodate P.S. 160, Equality, and P168X@X160 after P168X@X160 opens, as the building is currently underutilized. In 2013-2014, after P168X@X160 opens, there will be approximately 604-727 total students served in the building. The projected utilization rate for X160 at that point will be approximately 68% - 82%.

If the proposal to co-locate P168X@X160 in X160 is approved, there will be sufficient space to serve P168X@X160, P.S. 160 and Equality pursuant to the Citywide Instructional Footprint (the “Footprint”) over the course of these proposals. Please visit the DOE Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

⁹ Detailed information about District 11 middle schools can be found on the DOE website in the District 11 Middle School Directory: <http://schools.nyc.gov/NR/rdonlyres/1AAB0AD0-8C47-41E1-9045-33EF763861B5/0/201213D11MSD.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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by 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.

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.

The Footprint allocates the number of baseline rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding the Building Utilization Plan ("BUP") and scheduling of shared spaces.

The details of the room allocations proposed for all school organizations located in X160 over the course of this proposal are presented in the BUP attached to this proposal and available at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/April2013Proposals.htm>.

If this proposal is approved, P168X@X160 will develop a safety and security plan for X160 prior to the first day of school in September 2013.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. To this end, the DOE evaluates public school buildings throughout the City that are underutilized or have extra space to accommodate additional students. Building X160 is underutilized and has space to accommodate additional students.¹⁰ Accordingly, the DOE believe X160 is a good location for a new D75 site, as the DOE has seen a growing demand for D75 seats in District 11.

¹⁰ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

This proposal is not anticipated to impact the broad range of options available to elementary and middle school students in District 11. Students in District 11 may also apply to attend one of several charter elementary or middle schools that provide a preference to District 11 students through the charter school lottery application process. These schools are listed in the table below:

Charter Options

DBN	School Name	Grade Span 2012-2013	Grade Span at Scale	Enrollment 2012-2013¹¹
84X255	Bronx Charter School for Excellence	K-8	K-8	518
84X378	Icahn Charter School 2	K-7	K-8	269
84X422	Icahn Charter School 3	K-6	K-6	225
84X488	Equality Charter School	6-8	6-8	225
84X496	Icahn Charter School 4	K-5	K-6	219
84X538	Icahn Charter School 5	K-3	K-5	144
84X718	Bronx Charter School for Better Learning	K-5	K-5	387

Detailed information about charter schools is also published annually and is available in print and on the DOE Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X160. X160 will remain a fully functional, programmatically accessible building.

¹¹ Based on the charter headcount as of October 1, 2012.

IV. Enrollment, Admissions, and School Performance Information

P168X@X160

Admissions Data

Current Admissions	N/A
Admissions After Proposed Opening of P168X@X160	Grades K-8: D75 Placement based on Individual Students Needs/Recommended Special Education Services

Enrollment Data¹²

	Total Enrollment
2012-2013 (audited)	-
2013-2014 (projections)	54-72

Demographic Data¹³

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	98%
Percentage of ELL Students	19%
Percentage of Students Eligible for Free or Reduced Lunch	67%

¹² Enrollment projections for P168@X160 are based on nine sections of students in self-contained settings.

¹³ P168X@X160 does not yet have enrollment; as such, no demographic data is available. The demographic data presented above reflects 75X168's entire enrollment across its existing sites.

School Performance Data¹⁴

P.S. 168X	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	C	C
Quality Review Score	N/A	P	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	4.8%	3.6%	2.2%
Math % Proficient (Levels 3 and 4)	1.5%	5.8%	4.4%
Other Key Performance Indicators			
Attendance Rate	87%	88%	88%
2012-2013 State Accountability Status		N/A ¹⁵	

P.S. 160

Admissions Data

Current Admissions	Grades K-5: Zoned
Admissions After Proposed Opening of P168X@X160	Grades K-5: Zoned

Enrollment Data¹⁶

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (audited)	56	72	62	54	73	72	389
2013-2014 (projections)	50-60	50-60	65-75	55-65	50-60	70-80	340-400

¹⁴ P168X@X160 does not yet have enrollment; as such, no performance data is available. The performance data presented above reflects 75X168's performance across its existing sites.

¹⁵ D75 programs do not receive a State Accountability Status categorization.

¹⁶ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	25%
Percentage of Students with IEPs	34%
Percentage of ELL Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	73%

School Performance Data

P.S. 160	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	N/A	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	38%	42%	42%
Math % Proficient (Levels 3 and 4)	52%	54%	54%
Other Key Performance Indicators			
Attendance Rate	93%	93%	94%
2012-2013 State Accountability Status		Focus School ¹⁸	

Equality Admissions Data

Current Admissions	Grades 6-8: Charter Lottery Application
Admissions After Proposed Opening of P168X@X160	Grades 6-8: Charter Lottery Application

¹⁷ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

¹⁸ In New York City, Focus Schools are the schools within each borough that met one or more of the following criteria in 2010-2011: 1) bottom 5% on the New York State Department of Education (“SED”) Performance Index and/or graduation rate for the performance of at least one accountability group and not making progress; or 2) had the highest number of non-proficient results in English Language Arts or Math or non-graduate results or the highest percentages of such results within a district; or 3) were low-performing in the district or borough according to the SED Performance Index and/or graduation rate and the 2010-11 NYC Progress Report.

Enrollment Data¹⁹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	68	79	78	225
2013-2014 (projections)	70-85	70-85	70-85	210-255

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	23%
Percentage of Students with IEPs	21%
Percentage of ELL Students	2%
Percentage of Students Eligible for Free or Reduced Lunch	76%

School Performance Data

Equality	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	C	A
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	33%	24%	29%
Math % Proficient (Levels 3 and 4)	50%	51%	69%
Other Key Performance Indicators			
Attendance Rate	95%	95%	96%
2012-2013 State Accountability Status			
In Good Standing			

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations at P.S. 160 or Equality in building X160.

Please refer to the Fair Student Funding (“FSF”) Guide and FY13 School Allocation Memorandum 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 register changes at P168X. The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

¹⁹ All figures represent total headcount as of October 1, 2012.

²⁰ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

The FY13 School Allocation Memorandum is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

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

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

A. Personnel Needs

P168X@X160 will need to hire teachers to accommodate its opening in X160. The precise number of positions needed for the 2013-2014 school year will be determined once annual enrollment projections are released in the spring of 2013.

New administrative staff and non-pedagogical positions will be created to accommodate the opening of P168X@X160 in September of 2013.

This proposal is not expected to impact personnel needs at P.S. 160 or Equality in building X160.

B. Administration

P168X@X160 may hire school supervisors and/or administrator personnel to accommodate the opening of P168X@X160 in September of 2013. P168X@X160 will hire additional staff –teachers and paraprofessionals – in advance of the program’s opening in X160.

This proposal is not expected to impact administrative needs at P.S. 160 or Equality in building X160.

C. Transportation

There will be no change to existing transportation practices at P.S. 160 or Equality as a result of this proposal to site and co-locate P168X@X160 in X160. Transportation will be provided at P.S. 160 and P168X@X160 according to Chancellor’s Regulation A-801:

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

D. Other Support Services

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

VII. Building Information

Building	X160	
Type of Building	PS	
Year Built	1972	
Overall BCAS rating	2.7	
2011-2012 Target Building Utilization	71%	
2011-2012 Target Building Capacity	889	
FY 2012 Maintenance Costs	Labor	\$64,836
	Materials	\$41,857
	Maintenance and repair contracts	\$15,077
	Service contracts	\$4,753
	Custodial operations costs—Materials	\$8,601
	Custodial operations costs—Custodial Allocation	\$269,108
FY 2012 Energy Costs	Electric	\$165,485
	Gas	\$933
	Oil	n/a
Projects completed during the current or prior school year	FY 12 Reso A Auditorium Upgrade	
Projects proposed in the capital plan	Exterior Masonry, Parapets, Roofs, Windows	
Accessibility of the building	Building is Functionally Fully Programmatically Accessible	
Building attributes	Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office	