

EDUCATIONAL IMPACT STATEMENT: **The Proposed Grade Truncation of P.S. 224 Hale A. Woodruff** **(19K224) to a K-5 School in 2012-2013**

I. Summary of Proposal

P.S. 224 Hale A. Woodruff (“P.S. 224”) is an existing zoned elementary school located in building K224, at 757 Wortman Avenue, Brooklyn, NY 11208, in Community School District 19. It currently serves students in kindergarten through sixth grade and offers a full-day pre-kindergarten program. P.S. 224 is currently the only school located in building K224.

This is a proposal to implement a “grade truncation,” meaning that the school would no longer enroll sixth graders after the current 2011-2012 school year. If this proposal is approved, at the close of the 2011-2012 school year, all fifth and sixth grade students who meet promotional standards would graduate from P.S. 224 and participate in the Middle School Choice Process. During the 2011-2012 school year, P.S. 224 fifth grade students would participate in the Middle School Choice Process during fifth grade and would move on to middle school to enter sixth grade in the 2012-2013 school year. In September 2012, P.S. 224 fifth and sixth grade students would enter middle school as sixth and seventh graders, respectively. Beginning in September 2012, P.S. 224 would only serve students in kindergarten through fifth grade and would continue to offer a pre-kindergarten program (subject to funding and demand).

Prior to May 2011, students in District 19 could attend their zoned middle school, or they could apply to middle schools that managed their own admissions processes on a school-by-school basis (a “choice school” is a school that admits students living in a defined catchment area, which can be district, borough, or citywide depending on the nature of the school, and does not offer priority to students living in a particular zone). On May 17, 2011, the District 19 Community Education Council voted to adopt “Middle School Choice.” Subsequently, students may use a single application to rank and apply to middle schools throughout the District, including zoned middle schools outside the zone in which they reside. Zoned students still have priority for admission to zoned schools. Other District 19 students will also be eligible to attend those schools by the choice process.

Middle schools typically enroll students beginning in sixth grade, and P.S. 224 students already have the option to apply to middle school as fifth graders. However, P.S. 224 students who wait until sixth grade to apply to middle school are limited to those schools that still have available seventh grade seats. In particular, there are several un-zoned choice middle schools in District 19 that rarely have open seventh grade seats because seats become available only if sixth grade students leave the school. As a result, students who remain at P.S. 224 through sixth grade will have fewer options than their peers who start middle school a year earlier. Currently, P.S. 224 fifth or sixth grade students who are zoned to J.H.S. 166 George Gershwin (19K166, “J.H.S. 166”) are guaranteed a seat at J.H.S. 166. Similarly, P.S. 224 students who are zoned to other District 19 middle schools are guaranteed a seat at their respective zoned middle school.

The New York City Department of Education (“DOE”) strives to ensure that all students in New York City have access to high-quality schools at every stage of their education. Having elementary schools that end in different grades (i.e., K-5 versus K-6) creates unequal levels of access to middle school for students based simply on the year they exit elementary school.

This proposed grade truncation will help standardize middle school application and entry grades in District 19, giving all P.S. 224 students access to the same range of middle school options as their peers throughout

the District. Additionally, having students start middle school through multiple entry grades (sixth and seventh) creates challenges for students and the school as a whole. P.S. 224 students who start middle school in seventh grade may face transitional challenges related to entering middle school a year later than most of their classmates. They remain in their new middle school for only two years before moving on to high school, leaving them with very little time to adjust to a new school environment and new academic expectations before facing another transition and adjustment. Multiple transitions in such close succession can have the effect of depersonalizing the school experience when adolescents tend to need the most personal and supportive environments. Having students enter in multiple years is also challenging for teachers and leadership from an instructional perspective.

Changing P.S. 224's grade span from K-6 to K-5 would reduce the school's enrollment by approximately 109 students, freeing up additional space that P.S. 224 could use to accommodate additional lower-grade students or to meet other needs (e.g., art room, resource center, etc.).¹

II. Proposed or Potential Use of Building

The building in which P.S. 224 is located, K224, has the capacity to serve 863² students and served 787³ students in kindergarten through sixth grade and 54 students in pre-kindergarten in 2010-2011, which yields an estimated building utilization rate of 97 percent.⁴ If this proposal is approved and sixth grade students are no longer served at P.S. 224 in 2012-2013, P.S. 224 would serve approximately 775-805 students, which would yield an estimated building utilization rate of 93 percent.⁵

As described in more detail in the Enrollment, Capacity, Utilization Report ("the Blue Book"), 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. The DOE's projected utilization rates for the 2010-2011 school year, the 2011-2012 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 the 2010-2011 school year, the 2011-2012 school year, and beyond provide only an

¹ Based on the 2011-2012 Budget Register Projections.

² The official target capacity and utilization rates for the 2010-2011 and 2011-2012 school years and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-2010 Blue Book. As discussed below, 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").

³ Based on the 2010-2011 audited register.

⁴ 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 LTAs, students who have been absent continuously for 30 days or more as of October 31, 2010. 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 projected number of students who are actually projected to attend the school and do 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.

⁵ Based on the 2011-2012 Budget Register Projections.

approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because administrative rooms in high schools are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because it is expected 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.

At this time, the DOE has no proposed additional uses for the building after the grade truncation takes place. If this proposal is approved, the additional space made available by truncating the school's sixth grade could be used to provide additional classroom seats to kindergarten through fifth grade students or to meet other needs (e.g., art room, resource center, new or expanded programs for P.S. 224 students, etc.). Any future proposals for use of the space that involve a significant change in school utilization would begin with community engagement to discuss the community's needs and would be addressed in a separate proposal and Educational Impact Statement.

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

A. Students

In the 2010-2011 school year, many P.S. 224 students opted to remain at the school through sixth grade, while others chose to attend sixth grade at a District 19 middle school. Specifically, approximately 21 percent of last year's fifth grade students chose to attend sixth grade elsewhere.⁶ This creates a smaller class at the sixth-grade level with limited resources to provide the types of extracurricular activities and enrichment opportunities for sixth grade students at P.S. 224 that are available to sixth grade students (and other students) in a full-size middle school.

On May 17, 2011, the Community Education Council of District 19 ("CEC 19") voted to adopt a Middle School Choice enrollment process for the entire district. As a result, all District 19 students entering middle schools in the 2012-2013 school year and beyond will do so via the Middle School Choice process. Subsequently, every fifth grade student will be issued a personalized middle school application in the fall of the 2011-2012 school year and should apply to the middle schools they would most like to attend.

If this proposal is approved, beginning in the 2012-2013 school year, P.S. 224 will serve students only in kindergarten through fifth grade and continue to offer a full day pre-kindergarten program (subject to funding and demand).

All P.S. 224 fifth grade students this year would apply to middle school and those who meet promotional requirements would graduate from P.S. 224 and start middle school in 2012-2013 as sixth grade students. That would mean they would be applying when all seats in the District's middle schools were open, which gives P.S. 224 students equal access to their top-choice schools. If a P.S. 224 fifth grade student does not meet the promotional standards at the conclusion of the 2011-2012 school year, then the student would be retained at P.S. 224.

All P.S. 224 sixth grade students in sixth grade this year would apply to middle school (as they have in the

⁶ Based on the 2010-2011 audited register.

past), and those who meet promotional requirements would graduate from P.S. 224 and enroll in seventh grade at the middle school to which they were matched in the 2012-2013 school year. If a P.S. 224 sixth grade student does not meet the promotional standards at the conclusion of the 2011-2012 school year and is required to repeat the grade in the 2012-2013 school year, the DOE will seek to place that student in sixth grade at the same middle school to which he or she has been matched for seventh grade through the Middle School Choice process. If such placement is not feasible, then the DOE will find an alternative District 19 placement for that student.

This proposal should be particularly beneficial to the current fifth grade students at P.S. 224. Middle schools typically have extremely varied and rich instructional offerings, especially in the sciences and languages, as well as extra-curricular activities. Middle schools' space and facilities are also better aligned than those of elementary schools to support these programs. By entering middle school in sixth grade rather than seventh grade, students at P.S. 224 will have more opportunities to take advantage of these enriching, high-school preparatory experiences. At the same time, they will avoid transitional challenges related to entering the school a year later than most of their classmates.

Under the District 19 Middle School Choice process, students rank their preferences from among District 19 choice middle schools. These options include:⁷

- Un-zoned middle schools with a screened application process;⁸
- Un-zoned middle schools with unscreened⁹ or limited-unscreened application¹⁰ processes;
- A zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school).

P.S. 224 students who wait until sixth grade to apply to middle school are reserved a seventh grade seat at their zoned school, but are otherwise restricted to other District 19 middle schools (zoned and choice) that still have remaining seventh-grade seats. As discussed in greater detail below, there are typically few such seats available, meaning that P.S. 224 sixth grade students have limited access to the choice process compared with students who apply to middle school during fifth grade. If this proposal is approved, all P.S. 224 students will apply to middle school in fifth grade. This will give P.S. 224 students greater access to their top-choice middle schools.

Through the Middle School Choice process, students receive priority admission into their zoned middle school when they rank that school on their District 19 Middle School Choice application. If students do not rank their zoned school at all, they would lose their zoned-student priority status. After a zoned school admits all zoned students matched during the middle school choice process, the school's remaining spaces are open to out-of-zone District 19 students who indicated a preference for that school.

After accepting zoned students, it is expected that zoned middle schools will try to fill all remaining sixth grade spaces available. Those spots would be filled with out-of-zone students who indicated a preference for that school during the sixth grade middle school application process. Very few, if any, spaces will be available in later years to out-of-zone students wishing to enter as seventh graders. Such seats will only be available if spaces open up due to students leaving the school.

In addition, there are several un-zoned choice middle schools in District 19, but they admit students through an academic screen. Those schools generally only accept students as entering sixth grade students.

⁷ <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

⁸ Screened schools admit students based on specific criteria they designate for admission.

⁹ Unscreened schools admit all students who are eligible to apply to the school.

¹⁰ Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

Again, it is only in rare cases when a space opens due to a student leaving the school, that choice middle schools admit new students into seventh grade or higher.

As a result, families that would like their children to attend one of the District 19 choice middle schools or a zoned middle school outside their school zone should participate in the choice process offered to every fifth grade student in the District each year. Although P.S. 224 families already have the ability to do this, many currently do not exercise that option. If this proposal is approved, it is expected that many more P.S. 224 families with students in fifth grade will participate in the Middle School Choice process. For families who do not participate in the process, students may still enroll through over-the-counter placement. When a student eligible for middle school needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

The available District 19 choice middle schools open to P.S. 224 students, along with their peers throughout the district, include:

School Name	Address	2011-2012 School Level	2011-2012 Grade Span	Admissions Method
CHOICE PREFERENCE Options				
Cypress Hills Community School (19K089)	265 Warwick Street	ES/MS	K-8	Screened: Language
James P. Sinnott Health and Health Careers Magnet School (J.H.S. 218)	370 Fountain Avenue, Brooklyn, NY 11208	MS	6-8	Screened: Academic
The Essence School	590 Sheffield Avenue, Brooklyn, NY 11207	MS	6-8	Screened: Academic
Gateway (I.S. 364)	1426 Freeport Loop, Brooklyn, NY 11239	MS	6-8	Screened: Academic
East New York Family Academy	2057 Linden Boulevard, Brooklyn, NY 11207	MS/HS	6-12	School-based Application
Frederick Douglass Academy VIII	1400 Pennsylvania Avenue, Brooklyn, NY 11239	MS	6-8	School-based Application

Other ZONED Options				
George Gershwin (J.H.S. 166)	800 Van Siclen Ave, Brooklyn, NY 11207	MS	6-8	Zoned
James P. Sinnott Health and Health Careers Magnet School (J.H.S. 218)	370 Fountain Avenue, Brooklyn, NY 11208	MS	6-8	Zoned
Abraham Lincoln Intermediate School (I.S. 171)	528 Ridgewood Avenue, Brooklyn, NY 11208	MS	5-8	Zoned
The Dumont(P.S. 174)	574 Dumont Avenue, Brooklyn, NY 11207	ES/MS	K-8	Zoned
Ernest S. Jenkyns (P.S. 202)	982 Hegeman Avenue, Brooklyn, NY 11208	MS	6-8	Zoned
Margaret S. Douglas (J.H.S. 292)	301 Vermont Street, Brooklyn, NY 11207	MS	6-8	Zoned
Rafael Cordero School (J.H.S. 302)	350 Linwood Street, Brooklyn, NY 11208	MS	6-8	Zoned
Ethan Allen School (P.S. 306)	970 Vermont Street, Brooklyn, NY 11207	ES/MS	K-8	Zoned
Phyllis Wheatley (P.S. 328)	330 Alabama Avenue, Brooklyn, NY 11207	ES/MS	K-8	Zoned

As in the past, District 19 students may also apply to borough-wide and citywide middle schools.

Students with Disabilities and English Language Learners

P.S. 224 will continue to meet the needs of students with disabilities and English Language Learners (“ELL”). Current students with Individualized Educational Programs (“IEPs”) or those requiring ELL services will continue to receive appropriate services at P.S. 224.

P.S. 224 students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing students’ IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will develop a program to meet the student’s needs.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not English Language Learners. Information regarding the type(s) of ELL programs historically offered by the middle schools available to impacted students can be found in the Middle School Directory for District 19 (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>).

The student support staff at P.S. 224, in consultation with the Office of Student Enrollment (“OSE”) and the Office of English Language Learners, will assist students with identifying services for English Language Learners offered at middle school(s) as they select programs that will meet their specific needs.

Miscellaneous

P.S. 224 will continue to serve elementary students in its zone. A student’s zoned school is determined by his or her home address. Families seeking to enroll their children in P.S. 224 for kindergarten can visit the following website to learn more about eligibility and the DOE’s sibling priority policy: <http://schools.nyc.gov/ChoicesEnrollment/Elementary>.

P.S. 224 will also continue to accept students over-the counter. “Over-the-counter” (“OTC”) placement is a term that refers to 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 NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

P.S. 224 has several additional programs at the school, and the DOE does not anticipate that any of these programs would be adversely impacted by this proposal. P.S. 224 will continue to offer a peer tutoring program in which students in upper grades help those in lower grades; Apple Computers and Internet use; Attendance Improvement/Dropout Prevention (AIDP) program, Peer Tutoring, Learning Leaders Program and Mentoring Program.

P.S. 224 also offers Spanish courses and a Core Knowledge interdisciplinary program.

P.S. 224 has no partnerships.

The aforementioned programs will continue to be available to K-5 students at P.S. 224 if this proposal is approved.

P.S. 224 currently offers three sections of a full day pre-kindergarten program. The DOE does not anticipate that the proposed truncation of P.S. 224 would affect its pre-kindergarten program.

B. Schools

No other schools are currently co-located in building K224; as a result, there will be no impact on other schools in the building.

By truncating the sixth grade class, this proposal will reduce the number of students enrolled in building K224 by approximately 109 students.¹¹ If the proposal is approved, there will continue to be sufficient space to serve P.S. 224 students pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the New York City Department of Education website to access the Instructional 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/.

Last year, approximately 21 percent of the fifth grade class left P.S. 224 after fifth grade. All 86 sixth grade students at P.S. 224 will participate in the Middle School Choice process during the 2011-2012 school

¹¹ Based on the 2011-2012 Budget Register Projections.

year.¹² Current fifth grade students will also participate in the Middle School Choice process this year. If this proposal is approved and fifth grade students have not participated in the Middle School Choice process, they will be guaranteed a seat in a middle school in District 19. This may or may not be the student’s zoned middle school.

C. Community

This proposal addresses the following needs of the P.S. 224 community:

- Phasing out the sixth-grade class at P.S. 224 will align the school’s grade span with other schools in District 19.
- There are currently 24 schools serving elementary students in District 19, including seven K-8 schools. Any future decisions made in regards to grade reconfiguration requests would take into consideration middle school capacity in the district.
- If this proposal is approved, District 19 will have sufficient middle school capacity to accommodate the sixth grade students who would have otherwise enrolled at P.S. 224 for sixth grade.
 - In 2012-2013, the construction on the Spring Creek Educational Complex is expected to be completed. This new facility will add approximately 1,200 new middle and high school seats, plus 72 new seats for a District 75 program.
 - There are approximately 2,223 seats projected to be filled by sixth grade students in District 19 middle schools in the 2012-2013 school year.¹³
 - If this proposal is approved, District 19 middle schools would be able to serve the 2,223 sixth grade seats projected for the 2012-2013 school year, which includes the projected 109 students who would have been served by P.S. 224’s sixth grade. District 19 is projected to have a total of 3,078 sixth grade seats available in 2012-2013 and therefore can accommodate all projected students.¹⁴
- Creating a single entry grade helps schools build and foster stronger school communities. Taken collectively, District 19’s adoption of Middle School Choice and the proposed truncation would enable schools to better support students throughout District 19.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K224.

IV. Enrollment, Admissions and School Performance Information

The impacted school in this proposal is P.S. 224, the only school located in building K224.

P.S. 224

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions K-6: Zoned
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¹² Based on the 2011-2012 Budget Register Projections.

¹³ Based on the 2011-2012 Budget Register Projections.

¹⁴ Based on the 2011-2012 Budget Register Projections.

Admissions after Grade Reconfiguration in 2012-2013	Pre-K: Standard Universal Pre-K Admissions K-5: Zoned
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Enrollment Data¹⁵

Current Grades Served	K-6
2010-2011 Enrollment¹⁶	787
Grades Served in 2011-2012	K-6
Projected 2011-2012 Enrollment¹⁷	809
Grades Served after Grade Reconfiguration in 2012-2013	K-5
Projected 2012-2013 Enrollment	775-805

Demographic Data¹⁸

Percentage Students With Disabilities receiving CTT or SC services¹⁹ (2010-2011)	9%
Percentage of Students with Individual Education Plans(2010-11)²⁰	13%
Percentage English Language Learner Students(2009-2010)²¹	7%
Percentage of Students Eligible for Free or Reduced Lunch (2010-2011)²²	89%

School Performance Data

	2009-2010	2010-2011	Website
Progress Report Scores	B	N/A ²³	http://schools.nyc.gov/SchoolPortals/19/K224/AboutUs/Statistics/default.htm
ELA Score (% Level 3 and 4)	32%	29%	http://schools.nyc.gov/SchoolPortals/19/K224/AboutUs/Statistics/default.htm
Math Score (% Level 3 and 4)	43%	43%	http://schools.nyc.gov/SchoolPortals/19/K224/AboutUs/Statistics/default.htm
State Accountability Status	In Good Standing	In Good Standing ²⁴	http://schools.nyc.gov/SchoolPortals/19/K224/AboutUs/Statistics/default.htm

¹⁵ These numbers do not include P.S. 224’s pre-kindergarten enrollment.

¹⁶ Based on the 2010-2011 audited register.

¹⁷ Based on the 2011-2012 Budget Register Projections.

¹⁸ Based on the 2010-2011 audited register.

¹⁹ Students with disabilities as percentage of total students. This figure does not include SETSS or students receiving speech or language services.

²⁰ Students with Individual Education Plans as percentage of total students from the 2010-2011 audited register.

²¹ English Language Learner students as percentage of total students from the 2010-2011 audited register.

²² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

²³ Progress Report grades for 2010-2011 are not yet available.

²⁴ The New York State Report card indicates that P.S. 224 is in good standing, but the school did not make Adequate Yearly Progress (“AYP”) in 2009-2010 for English Language Arts (“ELA”). If the school does not make AYP in ELA for 2010-2011, it may no longer be in good standing.

Average Attendance	89.9%	89.7%	http://schools.nyc.gov/AboutUs/data/stats/attendance/default.htm
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V. Initial Costs and Savings

No initial costs or savings are expected due to the P.S. 224 grade truncation.

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

A. Personnel Needs

Some current P.S. 224 staff positions may be excessed due to declining enrollment associated with the elimination of the sixth-grade classes at P.S. 224. It is difficult to precisely predict the number of affected positions.

Any excessing that might be necessary would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (“UFT”) contract would require excessing to take place in reverse seniority order within each given teaching license area. Most teachers working in grades 1-6 hold a “Common Branch” license, regardless of their students’ age.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right of return to the school consistent with applicable contract provisions and law regarding teachers’ seniority.

When addressing the proposal’s impact on personnel, it is important to recognize that the sixth-grade students who would otherwise have enrolled in P.S. 224 will now be enrolled in District 19 middle schools, or K-8 programs, and those schools might need to hire new teachers to serve their larger student population.

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 224 roster after the truncation is completed, the school is expected to receive approximately \$4,412.85 less annual base funding for middle school students. These estimates are based on current Fair Student Funding (“FSF”) per capita entitlement levels and are subject to variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the truncation, the total number of students enrolled at P.S. 224 is expected to decline, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental entitlements on a per-pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle schools were entitled to receive an additional \$2,043.69 per pupil for each English Language Learner they enrolled. It is difficult to project the impact of this proposal on the total supplemental funding that P.S. 224 will receive because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools citywide, P.S. 224 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. P.S. 224 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans ("IEPs"). After the truncation is completed, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY11 entitlements and are subject to variation based on adjustments to the DOE's overall operating budget.

C. Administration

No change in school supervisory or administrator positions is expected as a result of the grade truncation at P.S. 224.

D. Transportation

There will be no change to existing transportation practices at P.S. 224 due to this proposal. 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

Other support services will continue to be provided consistent with citywide policy.

VII. Building Information

Building	K224
Type of Building	Elementary School
Year Built	1930
Overall BCAS rating	2.57
2009-2010 Target Building Utilization²⁵	99%
2009-2010 Target Building Capacity	863
FY 2010 Maintenance Costs	Labor: \$82,893 Materials: \$12,428 Maintenance and repair contracts: \$30,915 Service contracts: \$490 Custodial operations costs—Materials: \$7,063 Custodial operations costs—Custodial Allocation: \$256,438
FY 2009 Energy Costs	Electric: \$184,383 Gas: \$54,694 Oil: \$0
Projects completed during the current or prior school year	CIP- Flood Elimination/Roofs/Parapets/Ext Masonry
Projects proposed in the capital plan	None
Accessibility of the building	Fully programmatic accessible
Building attributes	Auditorium, Cafeteria, Gymnasium & Library

²⁵ As stated above, the official target capacity and utilization rates for the 2010-2011 and 2011-2012 school years and beyond are not yet available. This figure is based on the 2009-2010 Blue Book.