

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-location of a New District Middle School (14K766) with Existing Schools P.S. 196 Ten Eyck (14K196) and M.S. 582 The Upper Academy (14K582) in Building K196, Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new district middle school 14K766 (“14K766”) in school building K196 (“K196”) beginning in the 2014-2015 school year. K196 is located at 207 Bushwick Avenue, Brooklyn, NY 11206, in Community School District 14 (“District 14”).¹ 14K766 will be co-located with P.S. 196 Ten Eyck (14K196, “P.S. 196”) and M.S. 582 The Upper Academy (14K582, “M.S. 582”). P.S. 196 is an existing zoned district school which serves students in kindergarten through fifth grade and offers three sections of a full-day pre-kindergarten program. M.S. 582 is an existing district choice middle school which serves students in sixth through eighth grade. If this proposal is approved, 14K766 will open in 2014-2015 with sixth grade, and add one grade per year until it reaches full-scale serving sixth through eighth grade in 2016-2017. 14K766 will be a district choice middle school and will admit students using a limited unscreened admissions method.

K196 has the capacity to serve a total of 1,016 students.² In 2013-2014, P.S. 196 is projected to serve approximately 325 students in kindergarten through fifth grade and 46 students in pre-kindergarten, including pre-kindergarten students in the Universal Pre-kindergarten Plus program (“UPK Plus”).^{3,4} M.S. 582 is projected to serve approximately 282 students in sixth through eighth grade. This yields a projected utilization rate of approximately 64%.⁵ This means that the building is “underutilized” and has space to accommodate additional students.⁶ This is one indicator that the building is “underutilized” and has extra space to accommodate additional students. (The concept of “target capacity” and the related concept of “utilization rate” are explained in Section III of this proposal.) In 2016-2017, P.S. 196, M.S. 582 and 14K766 will serve a total of approximately 844-964 students, yielding an estimated building utilization rate of 83%-95%. Thus, K196 has sufficient space to accommodate the proposed co-location.

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

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

³ UPK Plus is an early childhood initiative modeled after the Universal Pre-kindergarten program that serves general and special education children in an inclusion setting.

⁴ 2013-2014 Budget Register Projections.

⁵ 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 2013-2014 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁶ 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. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

II. Proposed or Potential Use of Building

If this proposal is approved, 14K766 will open in K196 and will be co-located with P.S. 196 and M.S. 582 beginning in 2014-2015. The proposed grade spans that 14K766, P.S. 196, and M.S. 582 will serve at K196 over the course of four years are as follows:

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017
14K766	14K766	-	6	6-7	6-8
14K196	P.S. 196	K-5	K-5	K-5	K-5
14K582	M.S. 582	6-8	6-8	6-8	6-8

As noted earlier, K196 has the capacity to serve a total of 1,016 students. In 2013-2014, P.S. 196 is projected to serve approximately 325 students in kindergarten through fifth grade and approximately 46 pre-kindergarten students, while M.S. 582 is projected to serve approximately 282 students in sixth through eighth grade, for a total building enrollment of approximately 653 students. This yields a utilization rate of 64%.

If this proposal is approved, 14K766 will begin serving sixth grade in K196 in 2014-2015, and will phase in one additional grade at a time until 2016-2017, when it will reach full-scale. Once 14K766 is at scale by 2016-2017, the building is projected to serve a total of approximately 844-964 students, yielding a projected building utilization rate of 83%-95%. Therefore, there is sufficient space in K196 to open and co-locate 14K766. The DOE does not anticipate that the proposed co-location will affect the pre-kindergarten program at P.S. 196, which will continue to be offered subject to resources, demand, and available space.

The table below demonstrates the projected enrollment of each school, as well as the building's projected utilization rates:^{7,8}

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
14K766	14K766	-	85 - 95	170 - 190	255 - 285
14K196 ⁹	P.S. 196	371	319 - 379	304 - 364	304 - 364
14K582	M.S. 582	282	265 - 295	285 - 315	285 - 315
Total Building Enrollment		653	669 - 769	759 - 869	844 - 964
Utilization		64%	66% - 76%	75% - 86%	83% - 95%

⁷ All projections referenced for P.S. 196 and M.S. 582 for the 2013-2014 school year and beyond reflect the forward promotion of cohorts by grade using the 2013-2014 Budget Register Projections as the base year.

⁸ Projections referenced for 14K766 are based on a standard phase-in plan of three general education sections and one self-contained section in the entry grade.

⁹ Enrollment projections in this table include projected pre-kindergarten enrollment.

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities, which are lower than the 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. The DOE's projected utilization rates for the 2013-2014 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 the 2013-2014 school year and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because administrative rooms in high schools are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

For more detail on room allocations, see section III.B below. Please visit the DOE's Website to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

A. Students

Impact on Students Currently Attending P.S. 196

This proposal is not expected to impact current or future student enrollment, admissions or instructional programming at P.S. 196. P.S. 196 is a District 14 zoned elementary school that serves students in kindergarten through fifth grade and offers three sections of a full-day pre-kindergarten program, including the UPK Plus program.

P.S. 196 currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). The existing ICT and SC special education classes and SETSS services will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their individualized education programs ("IEP"). Current and future students with IEPs will continue to receive appropriate services at P.S. 196. The school also has an English as a Second Language ("ESL") program for English Language Learners ("ELL") students. P.S. 196's ELL students will also continue to receive mandated services.

P.S. 196 currently offers the following special programs, extracurricular activities, and partnerships:¹⁰

Special Programs and Extra-Curricular Activities: Authors of the Month Breakfasts and Luncheons, Junior Achievement, Building Response Team HUB, Parents as Arts Partners, Wrestling, Yoga, Tiny Tech Lab, Homework Help Program, Teacher Resource Center, Afterschool Reading and Math Program, Harvest Festival, Book Fairs Play Yards, Carnival, Thanksgiving Feast Hallways, Penny Harvest, Chinese New Year Play Yard, Snack with Santa Play Yard, Science Fairs, Math Game Night, Spring Formal Play Yard, Mother’s Day Breakfast Event, Winter Wishes, Spring Arts Festival, Outdoor Garden, Olympics, Talent Shows, Saturday Fun Day;

Partnerships: New York Cares Saturday Academy, Museo Del Barrio Family Art Program, Boy Scouts, Robin Hood Foundation.

DOE does not anticipate any changes to the extracurricular programs currently offered at P.S. 196 due to this proposal. If this proposal is approved, P.S. 196 will continue to offer these extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed opening and co-location of 14K766 will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extracurricular offerings based on student demand and available resources.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program, including the UPK Plus program, at P.S. 196. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified zoned siblings of students who are pre-registered or enrolled at the time of application submission and will be enrolled in kindergarten through fifth grade at the start of the following school year at P.S. 196 will have first priority for admission to the pre-kindergarten program at P.S. 196. Students who reside in the P.S. 196 zone who do not have siblings enrolled at P.S. 196 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 196 will be subject to continued funding availability and demand.

Impact on Students Currently Attending M.S. 582

As noted earlier, M.S. 582 is an existing middle school currently located in K196, serving sixth through eighth grade students. M.S. 582 enrolls students through the District 14 Middle School Choice Process via a screened admissions method based on academic performance, attendance and punctuality. This proposal is not anticipated to impact the current or future student enrollment, admissions or instructional programming at M.S. 582.

M.S. 582 serves general education students and students requiring special education services, including students currently enrolled in ICT classes, students enrolled in SC classes, and students receiving SETSS. Upon admission, the school works with parents to develop an Individualized Education Plan (“IEP”) that reflects the resources that the schools can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as ELL are enrolled at M.S. 582 and receive ESL or transitional bilingual services. All students enrolled at M.S. 582 will continue to receive all their mandated special

¹⁰ School-reported data

education and/or ESL services if this proposal is approved. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers. Current and future ELL students at M.S. 582 would continue to receive their mandated services.

M.S. 582 currently offers the following extracurricular activities and partnerships:¹¹

- **Partnerships:** New York Cares, Beat the Streets Wrestling, New York City Department of Transportation, New York Police Department Community Outreach Unit, Materials for the ARTS, Active Motivated Positive Student (CHAMPS);
- **Extracurricular and Special Programs:** After-school Academic Program, Visual Arts Program, Music/Chorus Program, Advisory Program, Principal’s Student Cabinet; StoryTime, Hip Hop for Life, Basketball Ballers;
- **Sports:** Basketball, Football, Wrestling, Gymnastics

DOE does not anticipate any changes to the extracurricular programs currently offered at M.S. 582 as a result of this proposal. The proposed opening and co-location of 14K766 will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. The DOE does not anticipate that this proposal would impact M.S. 582’s current partnerships.

Impact on Future Elementary School Students in District 14

This proposal is not expected to impact the admissions process for the elementary grades at P.S. 196. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at P.S. 196. The school will continue to give priority to students who live in its zone, as it has in the past and in accordance with Chancellor’s Regulation A-101. The full details of Chancellor’s Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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

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

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

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;

¹¹ School-reported data

- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,¹² 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 will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S. 196.

Impact on Future Middle School Students in District 14

This proposal is not expected to impact the admissions process at M.S. 582. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at M.S. 582. M.S. 582 currently admits students through the Middle School Admissions Process using a screened admissions method. This screened method has the following criteria:

- Review of Grades and Test Scores
- Review of Attendance and Punctuality

The DOE is proposing to open a new middle school in K196, which is intended to provide an additional option for middle school students in District 14. If this proposal is approved, 14K766 will be a limited unscreened district choice middle school that admits students through the Middle School Admissions Process. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the Middle School Fairs.

Through the Middle School Admissions Process, students will be 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 admission processes. Information about all of these options is printed in each district's Middle School Directory which can be

¹² District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 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 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options 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);
- K-8 schools with a screened, school-based application, or limited unscreened admissions method that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students; and
- schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth graders to submit middle school applications for the 2014-2015 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2014-2015 school year will be available for students to consider. Pending Panel for Educational Policy ("PEP") approval to open new schools, eligible students will have the opportunity to submit a "new schools" application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for 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 continue to receive appropriate services in accordance with DOE policy.

Enrollment Impact for Over-the-Counter ("OTC") Students

This proposal is not expected to impact the placement of OTC middle school students in building K196. 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; or
- Left the New York City school system and have returned;¹³ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

¹³ 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.

When a middle school eligible student arrives for OTC 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 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, such as District 14, 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.

B. Schools

The proposed opening and co-location of 14K766 will provide a new middle school option for students and families in District 14. Building K196 has the capacity to accommodate P.S. 196, M.S. 582 and 14K766.

In 2016-2017, when 14K766 has reached full scale, it is projected to enroll an estimated 255-285 students in sixth through eighth grade. At that point, the projected utilization rate for K196 will be approximately 83%-95%.

Pursuant to the Citywide Instructional Footprint (the "Footprint"), there is sufficient space to accommodate the co-location of 14K766 in K196. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools (available in the Key Documents section):

<http://schools.nyc.gov/community/planning/changes/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served and number of classes per grade at that school. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. A representative from the Office 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 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 one full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving kindergarten through fifth grades 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 are 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.

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, the auditorium, and the library. Specific decisions regarding the allocation of the 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.

According to a walk-through of K196 conducted by the Office of Space Planning on March 15, 2013, K196 has a total of 53 full-size rooms, 8 half-size rooms, 5 quarter-size rooms, and the full-size equivalent (FSE) of 4.5 designed administrative spaces. The building also has the following rooms, which would be shared between P.S. 196, M.S. 582, and 14K766: a cafeteria, an auditorium, a library, and two gymnasiums. The following rooms are shared spaces or contain building services, and will not be included in the allocation of space for an individual school:

- The nurse’s office occupies 1.0 full-size equivalent of designed administrative space
- The custodian’s office occupies one half-size room
- The school-based support team occupies one quarter-size room
- The science lab occupies one full-size room

Excluding the spaces outlined above, the K196 building currently has a total of 52 full-size rooms, 7 half-size rooms, 4 quarter-size rooms, and 3.5 FSE designed administrative spaces available to be allocated to 14K766, P.S. 196, and M.S. 582.

According to the Footprint, P.S. 196’s baseline allocation is 19 full-size rooms, 4 half-size rooms, and 3.0 FSE rooms for administrative use. P.S. 196’s enrollment is projected to remain the same and, therefore, P.S. 196’s footprint is not expected to change throughout the course of the phase-in. Its baseline footprint allocation has been adjusted to include two additional full-size rooms in lieu of two half-size rooms due to the limited number of half-size rooms on the floors on which the school is located. The adjusted baseline footprint allocation is 21 full-size rooms, 2 half-size rooms and 3.0 FSE rooms for administrative use. P.S. 196’s current allocation is 31 full-size rooms, 5 half-size rooms, 3 quarter-size rooms and the full-size equivalent of 2.5 FSE rooms of designed administrative space, which totals 36.75 FSE rooms. The current allocation is 11.75 FSE spaces above the school’s adjusted baseline footprint allocation.

According to the Footprint, M.S. 582’s baseline allocation is 13 full-size rooms, 4 half-size rooms, and the full-size equivalent of 2.5 rooms for administrative use. M.S. 582’s enrollment is projected to remain the same and, therefore, M.S. 582’s footprint is not expected to change throughout the course of the phase-in. Its baseline footprint allocation has been adjusted to include 4 additional full-size rooms in lieu of four half-size rooms due to the limited number of half-size rooms where the school is located in the building. In addition, M.S. 582 has been allocated an additional quarter-size room due to the location of the room in the building. The adjusted baseline footprint allocation is 17 full-size rooms and the full-size equivalent of 2.75 rooms for administrative use. M.S. 582’s current allocation is 21 full-size rooms and the full-size equivalent of 2.25 FSE rooms for administrative use, which totals 23.25 FSE rooms. M.S. 582’s current allocation is 3.5 FSE spaces above its baseline footprint allocation.

The DOE is proposing to open 14K766 in K196 beginning in 2014-2015. 14K766’s baseline allocation will be 4 full-size rooms, 3 half-size rooms, and the full-size equivalent of 2.5 rooms for administrative use in 2014-2015. In 2016-2017 and beyond, when the new school has reached full scale, it will have a baseline footprint allocation of 10 full-size instructional rooms, 3 half-size rooms, and the full-size equivalent of 2.5 FSE rooms of administrative space.

The table below provides the adjusted baseline allocation of full-size instructional rooms for each school throughout the phase-in of 14K766:

Adjusted Baseline Footprint Allocation for Full-Size Instructional Classrooms					
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017
14K766	14K766	-	4	7	10
14K196	P.S. 196	21	21	21	21
14K582	M.S. 582	17	17	17	17
Total		38	42	45	48
ROOMS IN EXCESS OF ADJUSTED BASELINE ALLOCATIONS OF FULL-SIZE INSTRUCTIONAL ROOMS		14	10	7	4

Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms may be allocated for administrative purposes. The Building Council will determine the equitable distribution of excess rooms among existing schools in the building as described below. There will be sufficient instructional space in K196 for P.S. 196, M.S. 582, and 14K766, as 14K766 phases in.

If this proposal is approved, the Office of Space Planning would work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning 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. In addition, the Office of Space Planning would work with the schools in building K196 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations. During the course of 14K766's phase-in, the number of excess rooms would decrease as 14K766's adjusted baseline footprint allocation increases to reflect its larger population.

There are no other proposed uses or plans for K196.

Building Safety and Security

If this proposal is approved, 14K766, P.S. 196, and M.S. 582 will develop a safety and security plan for K196 prior to the first day of school in September 2014. This plan will have changes, as needed, to account for the additional school.

The DOE makes available the following supports to schools relating to 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 support to Children's First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

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. There are currently twelve DOE middle schools and schools serving middle school grades in District 14, and the proposed opening and co-location of 14K766 is intended to meet those goals by ensuring access to an additional middle school option for students in the district.

The proposal to open and co-locate 14K766 in K196 is expected to add approximately 255-285 middle school seats to District 14 when it is completely phased in. There will be no change in the number of available elementary and high school seats as a result of this proposal.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K196. This proposal is not expected to impact the accessibility of the K196 building, which is currently not accessible.

IV. Enrollment, Admissions and School Performance Information

P.S. 196

Admissions Data

Current Admissions	PK: Standard Universal Pre-K and Standard Universal Pre-K Plus admissions process ¹⁴ K-5: Zoned Admissions Process
Future Admissions	Pre-K: Standard Universal Pre-K Admissions Process K-5: Zoned Admissions Process

Enrollment Data¹⁵

	Grade PK ¹⁶	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2013-2014 (projections)	46	47	48	52	46	60	72	371
2014-2015 (projections)	54	40-50	40-50	45-55	45-55	40-50	55-65	319-379
2015-2016 (projections)	54	40-50	40-50	40-50	45-55	45-55	40-50	304-364
2016-2017 (projections)	54	40-50	40-50	40-50	40-50	45-55	45-55	304-364

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	19%
Percentage of Students with IEPs	26%
Percentage of ELLs	10%
Percentage of Students Eligible for Free or Reduced Lunch	92%

¹⁴ Information about the Standard Universal Pre-K Admissions Process is published on the DOE website: [website: http://schools.nyc.gov/ChoicesEnrollment/PreK/default.htm](http://schools.nyc.gov/ChoicesEnrollment/PreK/default.htm)

¹⁵ All figures are from the 2013-2014 Budget Register Projections.

¹⁶ Pre-Kindergarten (PK) is a program that can be offered both half-day and full-day; the projection figures represent the full-day equivalency.

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

School Performance Data

P.S. 196	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	C	A
Progress Report Progress Grade	B	F	A
Progress Report Performance Grade	B	B	A
Progress Report Environment Grade	A	A	A
Quality Review Score ¹⁸	N/A ¹⁹	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	52%	45%	55%
Math % Proficient (Levels 3 and 4)	76%	71%	76%
Other Key Performance Indicators			
Attendance Rate	94%	95%	95%
2012-2013 State Accountability Status²⁰	In Good Standing		

M.S. 582

Admissions Data

Current Admissions	Grades 6-8: District 14 Middle School Choice Process; Academically Screened
Future Admissions	Grades 6-8: District 14 Middle School Choice Process; Academically Screened

¹⁸ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

¹⁹ Not all schools receive a Quality Review every year.

²⁰ This status is determined by the SED under the No Child Left Behind Act. For more information, please visit the SED’s Web site at: <http://www.p12.nysed.gov/irs/accountability>.

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	100	79	103	282
2014-2015 (projections)	95-105	95-105	75-85	265-295
2015-2016 (projections)	95-105	95-105	95-105	285-315
2016-2017 (projections)	95-105	95-105	95-105	285-315

Demographic Data

Percentage of Students Receiving ICT or SC Services	21%
Percentage of Students with IEPs	35%
Percentage of ELLs	8%
Percentage of Students Eligible for Free or Reduced Lunch	69%

School Performance Data

M.S. 582	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	D	C
Progress Report Progress Grade	B	F	D
Progress Report Performance Grade	C	C	B
Progress Report Environment Grade	B	C	C
Quality Review Score	N/A	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	32%	25%	26%
Math % Proficient (Levels 3 and 4)	42%	30%	32%
Other Key Performance Indicators			
Attendance Rate	91%	90%	91%
2012-2013 State Accountability Status		Focus School	

14K766

Admissions Data

Current Admissions	N/A
Future Admissions	Middle School Choice Process; Limited Unscreened

Enrollment Data²¹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projected)	-	-	-	-
2014-2015 (projections)	85-95	-	-	85-95
2015-2016 (projections)	85-95	85-95	-	170-190
2016-2017 (projections)	85-95	85-95	85-95	255-285

Demographic Data

Because 14K766 has not yet opened, there is currently no demographic data.

School Performance Data

Because 14K766 has not yet opened, there is currently no performance data.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil Other Than Personal Services (“OTPS”) allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 14K766 will receive a fixed allocation of \$80,000 and approximately \$37,655-\$42,085 in new school OTPS start-up per-pupil allocations during its first year.²²

In addition, 14K766’s basic operating budgets will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Most funding in schools’ budgets is allocated on a per pupil basis, based on current by the FSF per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide²³ and FY13 School Allocation Memoranda²⁴ for additional information on cost of instruction and how the changes to FSF funding and other school allocations might be impacted as a

²¹ Projections for 14K766 are based on a standard phase-in plan of three general education sections and one self-contained section in the entry grade.

²² FY14 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools

²³ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

result of any register changes at P.S. 196 or M.S. 582. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The proposal to open and co-locate 14K766 is not expected to impact the budget or cost of instruction at P.S. 196 or M.S. 582 in building K196.

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

A. Personnel Needs

The proposed opening and co-location of 14K766 in K196 is not expected to change the number of personnel positions assigned to P.S. 196 or M.S. 582, nor is it expected to significantly alter the duties of current staff in K196.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

B. Administration

New administrative staff and non-pedagogical positions will be created at 14K766 over the course of the school's phase-in at K196. No change in school supervisory or administrative positions at P.S. 196 or M.S. 582 is expected as a result of this proposal.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

This proposal is not expected to impact transportation policies of the other schools located in the K196 building.

D. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy.

²⁴ The FY14 School Allocation Memoranda is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

VII. Building Information

Building		K196
Type of Building		PS
Year Built		1924
Overall BCAS rating		2.81
2011-2012 Target Building Utilization		69%
2011-2012 Target Building Capacity		1016
FY 2012 Maintenance Costs	Labor	\$50
	Materials	--
	Maintenance and repair contracts	\$7,570
	Service contracts	N/A
	Custodial operations costs— Materials	N/A
	Custodial operations costs— Custodial Allocation	\$402,186
FY 2012 Energy Costs	Electric	\$105,327
	Gas	\$40,017
	Steam	N/A
	Oil	\$0
Projects completed during the current or prior school year		Flood Elimination/Parapets/Ext Masonry/Windows, FY13 Reso A Auditorium Upgrade
Projects proposed in the capital plan		None
Accessibility of the building		No Accessibility
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Multipurpose Room, Nurse's Office, Science Lab