

EDUCATIONAL IMPACT STATEMENT:

The Proposed Truncation of the Middle School Grades of Frederick Douglass Academy IV Secondary School (16K393) Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to truncate the middle school grades (six through eight) of Frederick Douglass Academy IV Secondary School (16K393, “Frederick Douglass Academy IV”), an existing secondary school located at 1010 Lafayette Avenue, Brooklyn, NY 11221 in Community School District 16, in Building K026 (“K026”) because of its low performance and inability to turn around quickly to better support student needs. Frederick Douglass Academy IV currently serves students in sixth through twelfth grades. If this truncation proposal is approved, Frederick Douglass Academy IV would no longer admit sixth grade students after the conclusion of the 2011-2012 school year. One middle school grade at Frederick Douglass Academy IV will then be truncated in each subsequent year. Frederick Douglass Academy IV will no longer serve middle school students after June 2014. Current middle school students will continue to be served and supported by Frederick Douglass Academy IV as they progress toward completion of middle school. Current eighth grade students will be supported through the Citywide High School Admissions Process (“High School Admissions Process”) as they select a high school, one choice for which is to remain at Frederick Douglass Academy IV.

Frederick Douglass Academy IV is currently “co-located” in building K026 with P.S. 026 Jesse Owens (16K026, “P.S. 026”), an existing zoned elementary school serving students in grades kindergarten through five. P.S. 026 also offers a pre-kindergarten program. A “co-location” means that two or more school organizations are located in the same building, and may share large, common spaces like the auditoriums, gymnasiums and cafeterias.

In a separate EIS posted on December 22, 2011, the DOE has also proposed to co-locate a new choice middle school, (16K681, “I.S. 681”) in K026, which would serve students in sixth through eighth grades when it reaches full scale in 2014-2015. I.S. 681 would admit students through the District 16 Middle School Choice process using a limited unscreened selection method. This new middle school would provide another middle school option for District 16 families and would replace the seats lost by the truncation of the middle school grades of Frederick Douglass Academy IV. I.S. 681 would be co-located in K026 with Frederick Douglass Academy IV and with P.S. 026.

Background on the DOE’s Decision-Making Process

The DOE undertakes grade truncations for several reasons. In some cases, grade truncations are initiated to create grade alignment across New York City schools. Schools are also identified for truncation for performance reasons. A performance-related truncation is considered for the same three reasons that drive a “phase-out” decision: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their most recent Quality Review; or (3) they

have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out or grade truncation.¹ Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents and teachers, and from sixth- to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms, and talk with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

A school’s Progress Report and its Quality Review may initially suggest a school should be considered for intervention, but no single criteria leads to a phase-out or truncation decision. To identify the appropriate action that will best serve the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, as well as gathers community feedback.

Frederick Douglass Academy IV’s middle school earned an overall F grade on its 2010-2011 Progress Report and on its 2009-2010 Progress Report. On the 2008-2009 Progress Report, Frederick Douglass Academy IV’s middle school earned a C grade.²

As a result, the DOE initiated a comprehensive review of the middle school grades of Frederick Douglass Academy IV with the goal of determining what intensive supports and interventions would best benefit the Frederick Douglass Academy IV community. During that review, the DOE looked at recent and historical performance, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual truncation of Frederick Douglass Academy IV’s middle school— will best serve students and the community. Truncating the middle school grades at Frederick Douglass Academy IV will allow for a new middle school option to develop in the K026 building that will provide better options for families.

Performance and School Environment at Frederick Douglass Academy IV’s middle school

Frederick Douglass Academy IV’s middle school has struggled to improve, and its performance during the last few years confirms the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

¹ High Schools with a four year graduation rate that is higher than the Citywide average, which earn a Well Developed or Outstanding rating on the most recent Quality Review, which received an A or B on the 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

² Source: Progress Report. Note that secondary schools receive two separate Progress Reports for the middle and high school grades. The information presented here refers only to the Progress Reports issued for Frederick Douglass Academy IV’s middle school grades.

- The majority of middle school students at Frederick Douglass Academy IV remain below grade level in English and Math. Last year, only 22% of students were performing on grade level in English and only 32% of students were performing on grade level in Math – putting the school in the bottom 37% of middle schools Citywide in terms of English proficiency and in the bottom 23% in terms of Math proficiency.
- Frederick Douglass Academy IV is not adequately helping middle school students to make progress. The school is in the bottom 3% of middle schools Citywide in terms of learning growth in English, and the bottom 6% in terms of learning growth in Math. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If these outcomes persist, Frederick Douglass Academy IV middle school students will fall further behind their peers in other schools.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Frederick Douglass Academy IV middle school earned an overall F grade on its 2010-11 annual Progress Report, including an F grade for Student Progress, a D grade for Student Performance, and a C grade for School Environment. Its overall score put it in the bottom 1% among middle schools Citywide.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 45% of teacher respondents agreed that discipline and order were maintained at Frederick Douglass Academy IV. Only 77% of student respondents agreed that they felt safe at Frederick Douglass Academy IV.
- Demand for Frederick Douglass Academy IV’s middle school has declined steadily over the several years. Student enrollment has declined 28% since 2006-2007, suggesting that families are seeking better options.³

The chart below summarizes key performance data for Frederick Douglass Academy IV’s middle school grades over the past three years.

Frederick Douglass Academy IV Secondary School (Grades 6-8)	2008-2009	2009-2010	2010-2011
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	F	F
Progress Report Progress Grade	C	F	F
Progress Report Performance Grade	B	D	D
Progress Report Environment Grade	F	D	C
Quality Review Score ⁴	Underdeveloped		Underdeveloped

³ Demand data compares 2006-2007 audited register with October, 31 unaudited register.

⁴The DOE Quality Review rubric can be found here: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRubricheader.pdf> Note that not every school receives a Quality Review each year.

Performance Data⁵			
English Language Arts % Proficient (Levels 3 and 4)	68%	24%	22%
Math % Proficient (Levels 3 and 4)	80%	31%	32%
Other Key Performance Indicators			
Attendance Rate	91.2%	92.1%	90.2%

2010-2011 State Accountability Status⁶	In Good Standing
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Overview of Past Strategic Improvement Efforts at Frederick Douglass Academy IV Secondary School

We recognize that Frederick Douglass Academy IV staff members have worked hard to improve the middle school, but the school has not turned around. To assist the school with improving its performance, the DOE offered numerous supports including:

Leadership Support:

- Providing extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school’s Comprehensive Education Plan and Language Allocation Plan.
- Coaching and training leadership on implementing plans in support of citywide instructional initiatives.
- Supporting leadership and staff in generating meaningful strategies for improving the quality of classroom visitations, instructional feedback, and teacher reflections, as a way to raise teacher practice and improve student outcomes.

Instructional Support:

- Supporting and training teachers in instructional improvement strategies related to English Language Learner students and interventions available to increase achievement.
- Supporting the school in assessment design, curriculum mapping, and student feedback tools aimed at meeting the necessary standards and expected student outcomes.
- Training for staff on successful ways to increase student outcomes through data analysis and various tools to understand student progress.

Operational Support:

⁵ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

⁶ For more information on measures of state accountability, visit: <http://www.p12nysed.gov/irs/accountability>.

- Advising school staff on budgeting, human resources, teacher recruitment and building management.
- Supporting school staff on developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.
- Supporting school staff on improving the learning environment and deepening a culture of academic rigor through school-wide protocols and procedures.

Student Support:

- Training the School Based Support Team in comprehensive guidance programs and evidence based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Facilitating student transcript and attendance analysis as a way to improve academic, structural, and organizational supports offered to students.
- Supporting the school in developing and maintaining relationships with various organizations including Teen Action, a Department of Youth Community Development (DYCD) program aimed at increasing civic engagement.

Given the lack of success at Frederick Douglass Academy IV's middle school– despite the centralized effort to support all schools or the individualized plans for Frederick Douglass Academy IV– it is apparent that Frederick Douglass Academy IV has failed to develop the proper infrastructure to meet the needs of its middle school students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Frederick Douglass Academy IV community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association (“PTA”) and the School Leadership Team (“SLT”) on November 11th, 2011 to discuss possible outcomes for Frederick Douglass Academy IV's middle school due to its continued poor performance. The meetings were attended by approximately 60 people. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public: <http://schools.nyc.gov/community/planning/changes/brooklyn/proposal?id=55>.

While parents had some positive comments about the school's new leadership, the dedication of its staff, a growing sense of collaboration, and new partnerships with community organizations, concerns were also expressed about frequent changes in school leadership, inconsistent administrative coverage at the middle school, an influx of academically challenged students, and insufficient resources.

While some members of the Frederick Douglass Academy IV Secondary School community objected to the possibility of the school's phase-out, the DOE believes that drastic action – truncation of the school's middle grades – must be taken given the school's longstanding performance struggles. The DOE will incorporate community feedback as it continues to support

current middle school students at Frederick Douglass Academy IV as they work toward eighth grade promotion and as it develops plans to replace the middle school grades of Frederick Douglass Academy IV with a new middle school intended to better meet student and community needs.

The DOE also welcomes community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Potential Use of Building

The building in which Frederick Douglass Academy IV is located, K026, has the capacity to serve 1,189 students. In 2010-2011—the most recent year for which audited enrollment data is available⁷—the building served only 799 total students yielding a target utilization rate of just 67%.⁸ In the current 2011-2012 school year, the building serves 752 total students, yielding a target utilization rate of 63%.⁹ This is one indicator that the building is “underutilized” and has extra space to accommodate additional students.¹⁰ The concept of “target utilization rate” is explained below.

In a separate EIS, also posted on December 22, 2011, the DOE proposed to open and co-locate a new district middle school with Frederick Douglass Academy IV and P.S. 026. The proposed grade spans for each existing and proposed school in the building over four years are as follows:

Grades Spans					
DBN	School Name	2011-12	2012-13	2013-14	2014-15
16K393	Frederick Douglass Academy IV	06-12	07-12	08-12	09-12
16K681	I.S. 681	-	06	06-07	06-08
16K026	P.S. 026	0K-05	0K-05	0K-05	0K-05

⁷ 2010-2011 audited register

⁸ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010

⁹ Based on unaudited register as of October 31, 2011

¹⁰ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates for the 2012-2013 school year and beyond are based on the unaudited enrollment as of October 31, 2011. 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 chart below details historic, current and projected enrollment across all existing organizations and I.S. 681 over a period of five years:

School Name	2010-2011 Audited Register	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
Frederick Douglass Academy IV	451	445	345 - 405	290 - 340	250 - 290
I.S. 681	-	-	85 - 95	170 - 190	255 - 285
P.S. 026	348	307	283 - 343	278 - 338	278 - 338
Total Building Enrollment	799	752	713 - 843	738 - 868	783 - 913
Utilization	67%	63%	60% - 71%	62% - 73%	66% - 77%

In 2014-2015, once Frederick Douglass Academy IV's middle school grades have been truncated and I.S. 681 has fully phased-in, there would be approximately 783-913 total students served in the building. The projected utilization for K026 at that point is approximately 66%-77%. This means that K026 has adequate capacity to accommodate the new middle school.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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 United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. As described earlier in this EIS, the DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level

will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Enrollment Options for Current Frederick Douglass Academy IV Secondary School Students

If this proposal is approved, the middle school grades of Frederick Douglass Academy IV will be truncated gradually over the next several years and the school will no longer admit new sixth-grade students after the end of this school year. Current sixth and seventh grade students will be supported at Frederick Douglass Academy IV as they progress towards completion of middle school and transition to high school. Current eighth grade students who meet promotional requirements will apply for high school through the Citywide High School Admissions Process, one choice for which would be to remain at Frederick Douglass Academy IV.

If this proposal is approved, in 2012-2013 Frederick Douglass Academy IV will only serve students in seventh through twelfth grades. In 2013-2014, Frederick Douglass Academy IV will only serve students in eighth through twelfth grade. Frederick Douglass Academy IV will no longer serve middle school students after June 2014.

Students who do not meet promotional requirements during the truncation would continue to have access to appropriate courses to support their progress toward promotion and will continue to be enrolled at Frederick Douglass Academy IV. For example, if a current sixth grade student does not meet promotional standards to enter seventh grade in 2012-2013, he or she will continue enrollment as a sixth grade student at Frederick Douglass Academy IV even though the school will not admit any incoming sixth-grade students. Students who do not meet promotional requirements will be provided with the appropriate support and instruction needed to meet promotion requirements, and this may include accommodating those students in existing classes, bridge classes or pull-out classes. Specific instructional decisions on how to serve students who do not meet promotion requirements are made by school administrators and instructional staff. In June 2014 (the final year of truncation), any student who does not meet graduation requirements will be placed at another District 16 middle school, or a middle school in the district in which the student resides.

Impact on Academic, Extracurricular Programs, and Community Partnerships for the Middle School Grades at Frederick Douglass Academy IV

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extracurricular programs currently offered to middle school students at Frederick Douglass Academy IV. That said, the availability of certain offerings at the school would inevitably be impacted as the middle school is truncated, serves an increasingly smaller student population, and eventually closes.

With respect to academics, Frederick Douglass Academy IV will continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

The DOE remains focused on helping Frederick Douglass Academy IV students to succeed. If this proposal is approved, Frederick Douglass Academy IV would be provided with targeted, customized, and intensive supports aimed at the unique needs of the school and its students. These supports would be in the areas of budgeting, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement, and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

The middle and high school grades of Frederick Douglass Academy IV currently offer Integrated Co-Teaching (“ICT”) classes and Special Education Teacher Support Services (“SETSS”). Additionally, the middle school grades of Frederick Douglass Academy IV currently offer Self Contained (“SC”) classes. The middle and high school grades of Frederick Douglass Academy IV also currently offer English as a Second Language (“ESL”) services. Students with disabilities and ELL students will continue to receive all mandated services. The existing ICT, SC, and SETSS classes would continue to be provided as the middle school grades at Frederick Douglass Academy IV are truncated and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). Current middle and high school students at Frederick Douglass Academy IV who receive ELL services will continue to receive ELL services as the middle school grades are truncated.

According to the District 16 Middle School Directory, Frederick Douglass Academy IV currently offers the following special programs and initiatives, extracurricular activities and partnerships for its middle school students:¹¹

- **Clubs & Activities:** Dance, Cheerleading, Musical Theater Workshop
- **Athletics:** Boys Basketball, Boys Tennis, Boys Wrestling, Girls Basketball, Girls Tennis, Co-ed Flag Football

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

- **Program & Resource Partnerships:** The Noel Pointer Foundation School of Music, Theater Works, By All Means Save Some (BAMSS), Simon Wiesenthal Center

Frederick Douglass Academy IV will continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the middle school grades are truncated. Again, it is difficult to predict precisely how those changes might 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 City school as all schools modify extracurricular offerings annually based on student demand and available resources.

As outlined in the Middle School Directory, other District 16 middle schools currently offer or have partnerships with similar sports or fitness organizations, such as Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS), New York Junior Tennis League and the Police Athletic League. Other District 16 middle schools also have community partnerships offering a range of literacy, music, and educational technology programs, such as Mid-day Academic Intervention Services (AIS), EYES Girls Mentorship Program, National Foundation for Teaching Entrepreneurship (NFTE) Program, Project Stretch Technology Program, iTeach/iLearn Technology Program, Learning through an Expanded Arts Program (LEAP), Reading is Fundamental (RIF), 21st Century Community Learning Center (CCLC), Brooklyn Academy of Music (BAM) and Theater Works. Therefore, residents of District 16 will continue to have access to partnerships like those currently offered at Frederick Douglass Academy IV at other District 16 middle schools.

As the middle school grades are truncated, the DOE will work with Frederick Douglass Academy IV staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the truncation period. The DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Frederick Douglass Academy IV's middle students in the past. As appropriate, the DOE will work with Frederick Douglass Academy IV to introduce or expand partnerships with the community organizations that currently support Frederick Douglass Academy IV students and other District 16 middle school students.

The DOE does not anticipate that this proposal will impact the program offerings available to high school students at Frederick Douglass Academy IV, or P.S. 026. Similarly, all school organizations in the building will continue to offer extra-curricular activities and partnerships based on student interests, available resources, and staff support for those programs. The proposed truncation of Frederick Douglass Academy IV will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City school as all schools modify extracurricular offerings annually based on student demand and available resources.

According to the District 16 High School Directory, Frederick Douglass Academy IV currently offers the following special programs and initiatives, extracurricular activities and partnerships for its high school students:¹²

¹² <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>

- **Leadership & Support:** Scholars Government Association (SGA), Mediation, YME! (Young Men's Empowerment), YWER! (Young Women's Empowerment Reality), Young Men's Leadership Development
- **Academic:** Homework help, PSAT and SAT Prep, After-school and Saturday Programs, Summer Institute, Lunch and Learn
- **Artistic:** Musical Theater Workshop, Chorus, Violin and String Instruments, Dance Ensemble, Step Team, Art Studio Group
- **Clubs:** Journalism, Yearbook, Chess Team, Latin, French, Book, Science Fact or Fiction, Stock Market, Music, African, Latino-Hispanic, Tolerance Museum Program
- **Athletics:** Basketball and Football Teams
- **Partnerships:** College Summit, Junior Achievement, Digitas, Institute for Student Achievement

Admission Impact on Current and Future Students at P.S. 026

The DOE does not anticipate that the proposed truncation of the middle school grades of Frederick Douglass Academy IV will impact admissions, current or future student enrollment, or instructional programming at P.S. 026.

The impact of the proposed co-location of I.S. 681 in the building is described in detail in a separate EIS that was posted on December 22, 2011. Please visit the DOE website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

Admissions Impact for Future Middle School Students in District 16

Frederick Douglass Academy IV is a secondary school that admits students to the sixth grade through the District 16 Middle School Choice process, in which fifth graders rank in order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. Frederick Douglass Academy IV admits sixth grade students through a screened academic program with a focus in the Humanities.

Through the District Middle School Choice process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>. Please note that this directory is updated yearly.

Excluding Frederick Douglass Academy IV, there are currently 8 district middle schools in District 16. In the District 16 Middle School Choice process, students rank their preferences from among District 16 choice middle schools. These options include:

- choice middle schools with a screened application process (admission is based on criteria designated by the school); and
- choice middle schools with an unscreened or limited-unscreened application processes (Note:

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).

In addition, screened and audition middle schools and alternative programs are offered through referrals. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Middle school admissions applications were due on December 16, 2011. If this proposal is approved by the PEP, the school will be removed from the matching process for the 2011-2012 District 16 middle school choice application process, and no current fifth-grade students would be matched to Frederick Douglass Academy IV for the 2012-2013 school year. For example, if a current fifth-grade student has submitted his or her application and selected Frederick Douglass Academy IV as a third-choice school, the matching process will automatically skip to the fourth-choice school, and so on and so forth. Additionally, new middle schools designated to open throughout the City for the 2012-2013 school year will be available for these students to consider. After the PEP votes on the proposals to open new schools, students will have the opportunity to submit a “new schools” application.

Students with IEPs participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will continue to support all of the existing schools in the K026 building 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 these schools will continue to develop individualized programs to meet the needs of their future students with disabilities. The specific services provided may vary from year to year depending on students’ individual needs. However, students with disabilities will continue to receive all mandated services in accordance with their IEPs.¹³

In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Students who are ELL students are placed according to the same placement criteria as their English-speaking peers. Students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 16 Middle School Choice process. Additional information regarding special programs and courses offered by District 16 middle schools are available in the online Middle School Directory (updated yearly): <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

Admissions Impact for Over the Counter Middle School Students

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 three categories:

¹³ There is no District 75 middle school choice process.

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹⁴ or
- Did not participate in the Middle School Admissions Process for some other reason.

When a middle school eligible student arrives for an OTC placement, his/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.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if the student so chooses.

Approximately 39 students were admitted to sixth grade through the Middle School Choice process at Frederick Douglass Academy IV during the 2010-2011 school year for September 2011 enrollment. Two students were held over from the previous year, and approximately 8 sixth-grade students were admitted to Frederick Douglass Academy IV through the OTC placement process. Similarly, 2 OTC students were admitted to Frederick Douglass Academy IV for seventh grade and 6 OTC students were admitted for eighth grade.

During the 2011-2012 school year, 9 schools in District 16 accepted a total of 275 students in sixth through eighth grades through the OTC placement process, reflecting an average of approximately 31 students per school. Since I.S. 681 will also accept OTC students, all OTC arrivals will continue to be accommodated.

Future sixth-grade students will continue to have access to a broad range of middle school options through the District 16 Middle School Choice process, and Borough-wide and Citywide middle school options. The table below outlines District 16, Borough-wide, and Citywide middle schools' performance, the percentage of special education students (“SE”), the percentage of ELL students, the admissions process, target utilization rate¹⁵, and site accessibility.¹⁶ Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.¹⁷

¹⁴ 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.

¹⁵ Target Organizational Capacity and Target Utilization Rates are from the 2010-2011 Enrollment Capacity Utilization Report.

¹⁶ Percentage of SE and ELL based on October 31, 2011 unaudited register.

¹⁷ <http://schools.nyc.gov/ChoicesEnrollment/Middle>

District Choice Options

DBN ¹⁸	School Name	Building Code	Address	Grade Span 2011-12	Grade Span at Scale	Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
DISTRICT Choice											
16K035	M.S. 035 Stephen Decatur	K035	272 McDonough Street	06-08	06-08	62%	A	13%	0%	Screened	Not functionally accessible
16K057	J.H.S. 057 Whitelaw Reid	K057	125 Stuyvesant Avenue	06-08	06-08	55%	C	12%	2%	Screened	Not functionally accessible
16K262	P.S. 0262 El Hajj Malik El Shabazz Elementary School	K262	500 Macon Street	0K-07	0K-08	47%	A	12%	3%	Limited Unscreened	Not functionally accessible
16K267	M.S. 267 Math, Science & Technology	K324	800 Gates Avenue	06-08	06-08	42%	A	24%	7%	Screened	Fully Programmatically accessible
16K308	P.S. 308 Clara Cardwell	K308	616 Quincy Street	0K-08	0K-08	54%	D	18%	5%	Screened	Not functionally accessible
16K385	School of Business, Finance and Entrepreneurship	K057	125 Stuyvesant Avenue	06-08	06-08	55%	B	25%	7%	Screened	Not functionally accessible
16K534	Upper School @ P.S. 25	K025	787 Lafayette Avenue	06-08	06-08	62%	B	16%	6%	Screened	Not functionally accessible
16K584	M.S. 584	K335	130 Rochester Avenue	06-08	06-08	64%	C	21%	4%	Screened	Not functionally accessible
BOROUGH-WIDE Choice											
13K336	Academy of Business and Community Development	K258	141 Macon Street	06-12	06-12	55%	D	13%	3%	Screened	Fully Programmatically accessible
13K527	Urban Assembly Institute of Math and Science for Young Women	K313	283 Adams Street	06-11	06-12	100%	B	13%	1%	Screened	Not functionally accessible
13K592	Khalil Gibran International Academy	K287	50 Navy Street	07-08	09-12	55%	NA	9%	21%	Screened	Not functionally accessible

¹⁸ The Panel for Educational Policy will be voting on proposals to phase out 13K336 and 23K493 in February 2012.

14K614	Young Women's Leadership School of Brooklyn	K049	223 Graham Avenue	06-09	06-12	65%	A	10%	3%	Limited Unscreened	Not functionally accessible
17K543	Science, Technology and Research Early College High School at Erasmus	K465	911 Flatbush Avenue	06-12	06-12	81%	B	2%	0%	Screened	Fully Programmatically accessible
17K590	Medgar Evers College Preparatory School	K590	1186 Carroll Street	06-12	06-12	114 %	C	0%	0%	Screened	Fully Programmatically accessible
18K235	P.S. 235 Lenox School	K235	525 Lenox Road	0K-08	0K-08	88%	A	2%	1%	Screened	Partially Programmatically accessible
20K609	Urban Assembly School for Criminal Justice	K223	4200 16 Avenue	06-10	06-12	66%	A	13%	15%	Unscreened	Not functionally accessible
22K555	Brooklyn College Academy	K555	2900 Bedford Avenue	07-12	07-12	222 %	A	0%	0%	Screened	Fully Programmatically accessible
23K493	Brooklyn Collegiate: A College Board School	K055	2021 Bergen Street	06-12	06-12	65%	F	5%	2%	Screened	Fully Programmatically accessible
23K518	Kappa V	K275	985 Rockaway Avenue	06-08	06-08	70%	A	19%	2%	Screened	Not functionally accessible
23K522	Mott Hall IV	K271	1137 Herkimer Street	06-08	06-08	52%	F	5%	2%	Screened	Not functionally accessible
23K644	Eagle Academy for Young Men II	K271	1137 Herkimer Street	06-09	06-12	52%	B	16%	3%	Limited Unscreened	Not functionally accessible
23K697	Teachers Preparatory High School	K175	226 Bristol Street	06-12	06-12	89%	B	7%	2%	Screened	Fully Programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 Greene Avenue	05-08	05-08	77%	B	4%	1%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 Columbia Street	0K-12	0K-12	99%	A	0%	0%	Screened	Not functionally accessible

02M407	Institute for Collaborative Education	M475	345 East 15th Street	06-12	06-12	146 %	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 West 48 Street	06-12	06-12	97%	B	0%	2%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 Broadway	04-08	04-08	60%	B	0%	3%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 West 77 Street	0K-08	0K-08	103 %	A	0%	0.4%	Screened	Fully Programmatically accessible
03M859	Special Music School	M932	129 West 67 Street	0K-08	0K-08	57%	A	0%	1%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 East 109 Street	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 Neptune Avenue	06-08	06-08	79%	A	2%	1%	Test Outcome	Not functionally accessible

In addition, the table below lists charter schools currently located in District 16 that serve middle school grades and admit students through the charter school lottery application process, providing a preference for District 16 students.¹⁹ All students in District 16 will continue to have the opportunity to participate in the respective charter lotteries.

District Charter Options

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment ²⁰	Admissions Method
84K593	Excellence Boys Charter School	0K-08	0K-08	482	Lottery
84K648	Bedford Stuyvesant Collegiate Charter School	05-08	05-12	260	Lottery
84K731	Brooklyn Excelsior Charter School	0K-08	0K-08	690	Lottery

Admissions Impact for Future High School Students

Currently, Frederick Douglass Academy IV high school admits students in the following priority order:

¹⁹ For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

²⁰ Based on headcount as of October 1, 2011

- Continuing eighth grade students who rank Frederick Douglass Academy IV on their High School Application
- Brooklyn students or residents who attend an information session and rank Frederick Douglass Academy IV on their High School Application
- New York City residents who attend an information session and rank Frederick Douglass Academy IV on their High School Application
- Brooklyn students or residents who rank Frederick Douglass Academy IV on their High School Application
- New York City residents who rank Frederick Douglass Academy IV on their High School Application

If this proposal is approved, the middle school grades of Frederick Douglass Academy IV would be truncated, with one grade at a time phasing out gradually. This means that for the 2012-2013, 2013-2014, and 2014-2015 school years, continuing eighth grade students will still have priority into Frederick Douglass Academy IV's high school. Because the 2013-2014 school year will be the last in which Frederick Douglass Academy IV has an eighth grade, this is the final year that continuing students would have a priority into Frederick Douglass Academy IV's high school.

Thus, beginning for the 2015-2016 school year, Frederick Douglass Academy IV will admit all students through either the High School Admissions Process or through OTC placements. Frederick Douglass Academy IV has one academic program in the Humanities and Interdisciplinary interest area. Students will be admitted to this program through a limited unscreened selection method.

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high schools in order of preference.

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round 1: All eighth grade and interested first-time ninth grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012.

Round 2: All eighth grade and first-time ninth grade students are eligible to apply to schools in Round 2. Any student who does not receive a match in Round 1 must apply to the available programs in Round 2 to receive a match. Beginning this year, any student who received a match in Round 1 may reapply to available programs in Round 2. The available programs for Round 2 include schools with remaining seats and new schools that will open the following September. Students will receive Round 2 results at the end of April 2012.

As noted earlier, the high school grades of Frederick Douglass Academy IV currently offer Integrated Co-Teaching ("ICT") classes and Special Education Teacher Support Services ("SETSS"). Students with disabilities will continue to receive mandated services in accordance with their IEPs. High school students with IEPs are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring them greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above. ELL students at Frederick Douglass Academy IV

will also continue to receive mandated services as the school phases out. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

For more information about the High School Admissions Process, please visit the DOE Web site at <http://schools.nyc.gov/ChoicesEnrollment/High>.

In addition to the High School Admissions Process, some students receive placement into high schools through the OTC process, as described above. There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

Screened programs (those that have academic criteria) which have a two year track record of not filling projected enrollment targets through the High School Admissions Process are "de-screened" for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered to OTC students through referral.²¹ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

B. Schools

Frederick Douglass Academy IV currently enrolls 174 sixth through eighth grade students.²² If this proposal is approved, Frederick Douglass Academy IV's middle school grades will be truncated gradually, but the middle school seats lost as a result of that truncation will be replaced as I.S. 681 phases in at K026.

As described in a separate EIS, the DOE is proposing to open and co-locate I.S. 681 in K026 beginning in 2012-2013. The proposal is available online:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

In 2014-2015, once the middle school grades of Frederick Douglass Academy IV have been truncated and I.S. 681 is at full scale, there would be approximately 783-913 total students served in the building. The projected utilization for K026 at that point is approximately 66%-77%. This means that K026 has adequate capacity to accommodate the new middle school. The estimated enrollment for all organizations currently located in K026 over a four-year period are shown below:

Frederick Douglass Academy IV:

Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total Enrollment
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²¹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over-age and under-credited").

²² Based on October 31, 2011 unaudited register

2011-12 (unaudited)	47	58	69	88	56	69	58	445
2012-13 (proj.) ²³	-	40 - 50	55 - 65	250-290				345-405
2013-14 (proj.)	-	-	40 - 50	250-290				290-340
2014-15 (proj.)	-	-	-	250-290				250-290

P.S. 026:

	Pre-k ²⁴	Grade KG	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Total Enrollment
2011-12 (unaudited)	18	48	48	39	52	55	47	307
2012-13 (proj.) ²⁵	18	45 - 55	45 - 55	45 - 55	35 - 45	45 - 55	50 - 60	283 - 343
2013-14 (proj.)	18	45 - 55	45 - 55	45 - 55	45 - 55	35 - 45	45 - 55	278 - 338
2014-15 (proj.)	18	45 - 55	45 - 55	45 - 55	45 - 55	45 - 55	35 - 45	278 - 338

If this proposal to truncate the middle school grades of Frederick Douglass Academy IV and the proposal to open and co-locate I.S. 681 in K026 are approved, there would be sufficient space to serve Frederick Douglass Academy IV, I.S. 681, and P.S. 026, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while the middle grades of Frederick Douglass Academy IV are being truncated and while I.S. 681 gradually phases in until 2014-2015. 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.

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 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

²³ All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

²⁴ Pre-kindergarten is a program that can be offered both half-day or full-day. The projection figures represent the full day equivalency.

²⁵ All projections referenced for 2012-2013 and beyond are based on the unaudited October 31, 2011 register and reflect the forward promotion of the current first through fifth grade cohorts, and a stable kindergarten cohort.

specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

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

The details of the proposal to open and co-locate I.S. 681 in K026, including the baseline allocation of rooms each school will receive during the co-location, are discussed in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

C. Community

Frederick Douglass Academy IV's middle school grades have struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, Frederick Douglass Academy IV will remain open, but a new middle school option intended to better support the learning needs of future middle school students in District 16 will open to replace the middle school seats at Frederick Douglass Academy IV. Frederick Douglass Academy IV is the only middle school in District 16 that the DOE has proposed to truncate or phase out this year.

The DOE is proposing to open a new middle school in K026, which is intended to better serve the needs of the community and replace the seats lost by the phase out of Frederick Douglass Academy IV. In addition, the chart in Section A above lists current middle school choice options in District 16 along with specific information on each school.

- Excluding the seats currently available at Frederick Douglass Academy IV, there are 1,535 total sixth-grade seats in District 16 middle schools, including charter schools.
- In 2011-2012, there are only 873 sixth-grade students enrolled in District 16 middle schools, including charter schools. Therefore, even after excluding the seats that would have been offered at Frederick Douglass Academy IV, there is still an excess in seat capacity in District 16 middle schools.
- The proposed opening of I.S. 681 in K026 is projected to create 85-95 sixth grade seats in District 16.
- In short, the proposal to truncate the middle school grades of Frederick Douglass Academy IV is not expected to yield a net deficit of seats in K026 or in District 16. There will continue to be excess seat capacity in District 16 middle schools.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K026.

IV. Enrollment, Admissions and School Performance Information

Frederick Douglass Academy IV Secondary School

Admissions Data

Current Admissions	Middle School: Screened Academic High School: High School Admissions Process; Priority to continuing 8 th grade students
Admissions After Truncation of Grades Six through Eight	High School Admissions Process; Limited Unscreened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2011-12 (unaudited)	47	58	69	88	56	69	58	445
2012-13 (proj.)	-	40 - 50	55 - 65	250-290				345-405
2013-14 (proj.)	-	-	40 - 50	250-290				290-340
2014-15 (proj.)	-	-	-	250-290				250-290

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁶	12%
Percentage of Students with Individualized Education Plans ²⁷	17%
Percentage of English Language Learner Students ²⁸	2%
Percentage of Students Eligible for Free or Reduced Lunch ²⁹	75%

School Performance Data – Middle School

²⁶ Students Receiving ICT and SC services as percentage of total students from the 2011 unaudited register as of October 31, 2011.

²⁷ Students with Individualized Education Plan as percentage of total students from the 2011 unaudited register as of October 31, 2011.

²⁸ English Language Learner students as percentage of total students from the 2011 unaudited register as of October 31, 2011

²⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

Frederick Douglass Academy IV Secondary School (Grades 6-8)	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	F	F
Quality Review Score ³⁰	Underdeveloped		Underdeveloped
Performance Data³¹			
English Language Arts % Proficient (Levels 3 and 4)	68%	24%	22%
Math % Proficient (Levels 3 and 4)	80%	31%	32%
Other Key Performance Indicators			
Attendance Rate	91.2%	92.1%	90.2%
2010-2011 State Accountability Status³²		In Good Standing	

School Performance Data – High School

Frederick Douglass Academy IV Secondary School (Grades 9-12)	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	D	B	C
Quality Review Score	Underdeveloped		Underdeveloped
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ³³	60%	84%	66%
4 Year Graduation Rate	92%	73%	65%
6 Year Graduation Rate	-	-	95%
% Graduating with a Regents Diploma	77%	63%	44%
Attendance Rate	80%	83%	80%

³⁰ The DOE Quality Review rubric can be found here: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRubricwheader.pdf>. Note that not every school receives a Quality Review each year.

³¹ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

³² For more information on measures of state accountability, visit: <http://www.p12nysed.gov/irs/accountability>.

³³ The 2010-11 Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.

2010-2011 State Accountability Status

In Good Standing

P.S. 026 Jesse Owens**Admissions Data**

Current Admissions	Zoned elementary school
Admissions After Proposed Truncation of Frederick Douglass Academy IV	Zoned elementary school

Enrollment Data

	PK ³⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	18	48	48	39	52	55	47	307
2012-13 (proj.)	18	45 - 55	45 - 55	45 - 55	35 - 45	45 - 55	50 - 60	283 - 343
2013-14 (proj.)	18	45 - 55	45 - 55	45 - 55	45 - 55	35 - 45	45 - 55	278 - 338
2014-15 (proj.)	18	45 - 55	45 - 55	45 - 55	45 - 55	45 - 55	35 - 45	278 - 338

Demographic Data

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Plans	17%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	94%

School Performance Data

P.S. 026 Jesse Owens	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	A

³⁴ Pre-kindergarten is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

Quality Review Score			P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	69%	39%	43%
Math % Proficient (Levels 3 and 4)	87%	53%	67%
Other Key Performance Indicators			
Attendance Rate	92.2%	90.9%	90.1%

2010-2011 State Accountability Status	In Good Standing
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V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on Frederick Douglass Academy IV roster as the truncation is implemented, the school is expected to receive approximately \$4,412.45 less in base per pupil funding annually for middle school students. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual 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 Frederick Douglass Academy IV will decline each year, 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.

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. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of I.S. 681 with Frederick Douglass Academy IV and P.S. 026.

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

A. Personnel Needs

Teachers, administrative and non-pedagogical staff at Frederick Douglass Academy IV Secondary School may be excessed³⁵ over the course of the truncation of the middle school grades. This process would take place gradually as student enrollment declines with each successive graduating eighth grade class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing 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.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher 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 in the capacity of a substitute teacher 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 contractual provisions regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in the middle school grades at Frederick Douglass Academy IV may enroll in I.S. 681 or other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the citywide system.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire no less than 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

There is no anticipated impact on the personnel needs of P.S. 026.

B. Cost of Instruction

As a result of the truncation, the total number of students enrolled at Frederick Douglass Academy IV will decline, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population.

³⁵ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 allocations 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, elementary schools received an additional \$1,633.71 per pupil and \$2,043.69 per middle school pupil for each English Language learner they enrolled.

As with all other schools citywide, Frederick Douglass Academy IV 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. Frederick Douglass Academy IV 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 IEPs. Even as the middle school grades of Frederick Douglass Academy IV are truncated, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

There is no anticipated impact on the cost of instruction for the other existing organizations in the building.

C. Administration

All school supervisor and/or administrator positions assigned to the middle school grades of Frederick Douglass Academy IV would eventually be excessed when the middle school grades are truncated. Some positions would likely be excessed as the school gradually truncates, as administrative needs would decrease as the middle school grades serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

There is no anticipated impact on the administration of the other existing organizations in the building.

D. Transportation

There will be no change to existing transportation practices at Frederick Douglass Academy IV throughout the truncation.

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>.

There is no anticipated impact on the transportation of the other existing organizations in the building.

E. Other Support Services

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

VII. Building Information

Building	K026	
Type of Building	Elementary	
Year Built	1956	
Overall BCAS rating	2.79	
2010-2011 Target Building Utilization	69%	
2010-2011 Target Building Capacity	1189	
FY 2011 Maintenance Costs	Labor	\$66,440
	Materials	\$43,138
	Maintenance and repair contracts	\$35,679
	Service contracts	\$0
	Custodial operations costs— Materials	\$8,671
	Custodial operations costs— Custodial Allocation	\$276,536
FY 2011 Energy Costs	Electric	\$123,302
	Gas	\$1,528
	Oil	\$117,773
Projects completed during the current or prior school year		Ansul System, FY09 Reso A Library, Planyc Boiler/Climate Ctrl
Projects proposed in the capital plan		Heating Plant: Boiler Auxiliaries, Boiler System, Climate Control, Exterior: Areaway, Awnings & Canopies, Chimney, Exterior Walls, Louver, IP Surveillance Camera Installation
Accessibility of the building		Building not functionally accessible

Building attributes	Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Multi-purpose room and science lab
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