

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Opening and Co-location of a New Middle School (16K681) with Existing Schools Frederick Douglass Academy IV Secondary School (16K393) and P.S. 026 Jesse Owens (16K026) in Building K026 Beginning in 2012-2013**

#### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new middle school, I.S. 681 (16K681”, “I.S. 681”), at 1010 Lafayette Avenue, Brooklyn, NY 11221 in Community School District 16 in building K026 (“K026”). I.S. 681 would be a new choice middle school that would serve students in sixth through eighth grades and admit students through the Middle School Choice Process using a limited unscreened selection method. If this proposal is approved, in 2012-2013, I.S. 681 will begin enrolling 85-95 students in sixth grade; it would add one grade per year until it is full scale and serves sixth through eighth grades in 2014-2015.<sup>1</sup>

I.S. 681 would be co-located in the K026 building with the following schools: Frederick Douglass Academy IV Secondary School (16K393, “Frederick Douglass Academy IV”) and P.S. 026 Jesse Owens (16K026, “P.S. 026”).

Frederick Douglass Academy IV is an existing choice secondary school that currently serves sixth through twelfth grades and admits students through the District 16 Middle School Choice process and through the High School Admissions process. P.S. 026 is an existing zoned elementary school serving students in grades kindergarten through five. P.S. 026 also offers a pre-kindergarten program.

In a separate Educational Impact Statement (“EIS”) published on December 22, 2011 the DOE has proposed to gradually truncate the middle school grades of Frederick Douglass Academy IV because of its low performance and inability to turn around quickly to better support student needs.<sup>2</sup> If the truncation proposal is approved, Frederick Douglass Academy IV will no longer admit sixth grade students after the conclusion of the 2011-2012 school year. One middle school grade would then be truncated in each subsequent year. During the 2012-2013 school year, Frederick Douglass Academy IV will serve students in seventh through twelfth grade. In 2013-2014, Frederick Douglass Academy IV will serve students in eighth through twelfth grade. Frederick Douglass Academy IV will no longer serve middle school students after June 2014.

In 2010-2011, K026 had a target capacity of 1,189 students, but the building enrolled a total of 799 students, yielding a target building utilization rate of 67%. In the current 2011-2012 school year, the building serves a total of 752 students, yielding a target utilization rate of 63%.

In 2014-2015, once Frederick Douglass Academy IV has completed its truncation and I.S. 681 is at full-scale, there will be approximately 783-913 students served in the building, which would yield a

<sup>1</sup>Enrollment projections are based on a standard phase-in plan of 3 general education sections and 1 SC section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

<sup>2</sup><http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

target building utilization rate of approximately 66%-77%. The DOE anticipates that I.S. 681 would replace the middle school seats that would be lost as a result of the truncation of Frederick Douglass Academy IV and would provide a new educational option for families in District 16. If the proposal to truncate Frederick Douglass Academy IV is not approved, the DOE would reevaluate space availability at the K026 building and issue a revised EIS regarding the opening of I.S. 681, if necessary.

### *Background on the DOE's Decision-Making Process*

The DOE has provided more detail on its decision to truncate Frederick Douglass Academy IV in the EIS that was posted on December 22, 2011, which can be found on the DOE's website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in the proposal to truncate Frederick Douglass Academy IV, the DOE has concluded that truncating the middle grades of Frederick Douglass Academy IV is appropriate due to the school's history of poor performance.

After considering the most optimal way to distribute space to schools, the DOE is proposing to open I.S. 681 in the K026 building in order to create a new middle school option that is intended to better serve the families of District 16. If the proposal to truncate the middle school grades of Frederick Douglass Academy IV is approved, the space made available by the truncation of Frederick Douglass Academy IV's middle school grades will be used to house I.S. 681.

In 2010-2011, 7 District 16 middle schools received a Progress Report, including Frederick Douglass Academy IV's middle school grades. Of those schools, 2 received an overall Progress Report score of A, 2 schools received an overall Progress Report score of B, 2 schools received an overall Progress Report score of C, and one school (Frederick Douglass Academy IV) received an overall Progress Report of F.

## **II. Proposed or Potential Use of Building**

K026 has a target capacity to serve 1,189 students. In 2010-2011—the most recent year for which audited enrollment data is available—the building served 799 students<sup>3</sup>, yielding a target utilization rate of 67%.<sup>4</sup> In the current 2011-2012 school year, the building served 752 total students<sup>5</sup>, yielding a target utilization rate of 63%.<sup>6</sup> This is one indicator that the building is “underutilized”

<sup>3</sup> 2010-2011 Audited Register

<sup>4</sup> All references to building utilization rates in this document are based on target capacity data from the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>. 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.

<sup>5</sup> As of October 31, 2011 Unaudited Register

<sup>6</sup> 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

and has extra space to accommodate additional students.

If this proposal and the proposal to truncate Frederick Douglass Academy IV are approved, when the middle grades of Frederick Douglass Academy IV have been truncated and I.S. 681 completes its phase-in and reaches “full scale,” the DOE projects the building will have a 66%-77% utilization rate. This projected utilization rate is based on standard projections for a new middle school that would serve 85-95 students per grade, and on the current enrollment at other existing organizations in the building. There will be sufficient space to accommodate an increase in student enrollment resulting from demand above current projections for the new school or increases in the number of families residing in the District.

If this proposal and the proposal to truncate the middle school grades of Frederick Douglass Academy IV are approved, the grade spans for all school organizations in K026 will be the following:

<b>Grades Spans</b>					
<b>DBN</b>	<b>School Name</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
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

The chart below demonstrates enrollment at the existing schools last year and this year and the total projected student enrollment for all school organizations, including the proposed I.S. 681, over the course of three years:

<b>School Name</b>	<b>2010-2011 Audited Register</b>	<b>2011-2012 Enrollment</b>	<b>2012-2013 Projected Enrollment</b>	<b>2013-2014 Projected Enrollment</b>	<b>2014-2015 Projected Enrollment</b>
Frederick Douglass Academy IV	451	445	345 - 405	290 - 340	250 - 290

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.

I.S. 681	-	-	85 - 95	170 - 190	255 - 285
P.S. 026	348	307	283 - 343	278 - 338	278 - 338
<b>Total Building Enrollment</b>	799	752	713 - 843	738 - 868	783 - 913
<b>Utilization</b>	67%	63%	60% - 71%	62% - 73%	66% - 77%

In 2014-2015, once the middle 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.

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 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as 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

##### *Impact on Students Currently Attending School in the K026 Building*

The proposed co-location of I.S. 681 in K026 is intended to replace the seats lost by the truncation of Frederick Douglass Academy IV's middle school grades. The proposed co-location of I.S. 681 is not expected to impact admissions, enrollment, or instructional programming at P.S. 026 or Frederick Douglass Academy IV. A description of the impact that the proposed truncation of Frederick Douglass Academy IV will have on students is detailed in the EIS available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

The middle and high school grades of Frederick Douglass Academy IV 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.

P.S. 026 currently offers Integrated Co-Teaching ("ICT") classes and Self Contained ("SC") classes. The school currently offers English as a Second Language ("ESL") services. Students with disabilities and ELL students will continue to receive all mandated services.

The DOE does not anticipate that this proposal will affect the academic programs, extracurricular activities or partnerships currently offered at P.S. 026 or at Frederick Douglass Academy IV. These schools would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would 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 school as all schools modify extracurricular offerings annually based on student demand and available resources.

According to the Directory of New York City High Schools, Frederick Douglass Academy IV currently offers the following academic programs, and extracurricular activities and partnerships for its high school students:

- **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

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:<sup>7</sup>

- **Clubs & Activities:** Dance, Cheerleading, Musical Theater Workshop
- **Athletics:** Boys Basketball, Boys Tennis, Boys Wrestling, Girls Basketball, Girls Tennis, Co-ed Flag Football
- **Program & Resource Partnerships:** The Noel Pointer Foundation School of Music, Theater Works, By All Means Save Some (BAMSS), Simon Wiesenthal Center

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

A more detailed description of the potential impact of the truncation on existing Frederick Douglass Academy IV on students is outlined in a separate EIS available at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

According to P.S. 026, the school currently offers the following academic programs, extracurricular activities and partnerships:

**Academic:** Xposure (financial literacy)

**Artistic:** Violin, Urban Voices

**Clubs:** Chess

**Athletics:** Mighty Milers (associated with New York Road Runners), Citywide Aquatics, Ballroom Dancing

**Partnerships:** New York University, Cornell University, Medgar Evers College, Legal Lives partnership with District Attorney's Office

### *Impact on Future Elementary School Students in District 16*

P.S. 026 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and the admissions processes to enroll in a zoned elementary school, please visit the DOE website at

<http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm>. If you are interested in

<sup>7</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>

determining your zoned school, please visit the DOE website's School Search function: <http://schools.nyc.gov/SchoolSearch>.

This proposal is not expected to impact students currently enrolled at P.S. 026, or other current or future elementary school students in District 16. P.S. 026 will continue to admit students who reside within its zone. Additionally, this proposed co-location is not expected to impact the pre-kindergarten program at P.S. 026. Pending continued funding and space availability, P.S. 026 will continue to offer a pre-kindergarten program.

### *Impact for Future Middle School Students in District 16*

Frederick Douglass Academy IV is a secondary school that admits middle school students 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. The school maintains a screened academic program with a focus in the Humanities. According to the District 16 Middle School Directory, seven other District 16 middle schools also maintain screened academic programs: Stephen Decatur Middle School (16K035), Ron Brown Academy (16K057), Math Science & Technology Institute (16K267), Clara Cardwell Elementary and Middle School (16K308), School of Business, Finance and Entrepreneurship (16K385), Upper School @ P.S. 25 (16K534) and M.S. 584 (16K584).<sup>8</sup>

In a separate EIS posted on December 22, 2011 the DOE has proposed to truncate the middle school grades of Frederick Douglass Academy IV. The projected middle school seats eliminated by Frederick Douglass Academy IV's middle school truncation will be recovered through the phase-in of I.S. 681 and available capacity at existing District 16 middle schools.

I.S. 681 will admit students through a limited unscreened admissions process whereby priority is given to students who demonstrate interest by signing in at one of the following events: Information Session, School Tour, Open House or Middle School Fair.

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: as described above, 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.

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<sup>8</sup> Three of these screened academic programs (Ron Brown Academy, Clara Cardwell Elementary and Middle School, and Upper School @ P.S. 25) also maintain a program focus in the Humanities.

Middle school admissions applications were due on December 16, 2011. If the proposal to truncate Frederick Douglass Academy IV 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, including I.S. 681, will be available for these students to consider. After the PEP votes on this proposal, students will have the opportunity to submit a “new schools” application.

Students with IEPs will 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.<sup>9</sup>

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 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.

I.S. 681 will also accept students through the over-the-counter (OTC) process. 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; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);<sup>10</sup> or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office

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<sup>9</sup> There is no District 75 middle school choice process.

<sup>10</sup> 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.

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.

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) at: <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

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.<sup>11</sup> All students in District 16 will continue to have the opportunity to participate in the respective charter lotteries.

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**District Charter Options**

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DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment <sup>12</sup>	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 High School Students*

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

- 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

<sup>11</sup> 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>.

<sup>12</sup> Based on headcount as of October 1, 2011.

- 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 the proposal to truncate Frederick Douglass Academy IV is approved, the middle school grades would be truncated, with one grade phasing out each year. 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 the High School Admissions Process and through OTC placements. Frederick Douglass Academy IV has one academic program in the Humanities and Interdisciplinary interest area. Frederick Douglass Academy IV will admit students to this program using 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 IEP. 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 website at <http://schools.nyc.gov/ChoicesEnrollment/High>.

In addition to the High School Admissions Process, some students receive placement into his or her high school 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.<sup>13</sup> 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. As previously noted, if this proposal and the proposal to truncate the middle grades of Frederick Douglass Academy IV are approved, the middle school seats lost as a result of the truncation would be replaced as I.S. 681 phases in to K026.

K026 has the capacity to accommodate Frederick Douglass Academy IV, I.S. 681 and P.S. 026 Jesse Owens as the middle school grades of Frederick Douglass Academy IV are truncated and I.S. 681 phases in. In 2014-2015, once Frederick Douglass Academy IV no longer offers any middle school grades 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%.

There will also be sufficient space to accommodate an increase in student enrollment resulting from demand for the new school or an increase in the number of families residing in the District. The estimated enrollment for all organizations over a four year period is shown below:

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<sup>13</sup> 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").

## Frederick Douglass Academy IV Secondary School:

	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total Enrollment
2011-12 (unaudited)	47	58	69	88	56	69	58	445
2012-13 (proj.) <sup>14</sup>	-	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 Jesse Owens:

	Pre-K <sup>15</sup>	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.) <sup>16</sup>	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

## I.S. 681:

	Grade 06	Grade 07	Grade 08	Total Enrollment
2012-13 (proj.) <sup>17</sup>	85-95	-	-	85-95
2013-14 (proj.)	85-95	85-95	-	170-190
2014-15 (proj.)	85-95	85-95	85-95	255-285

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 Frederick Douglass Academy

<sup>14</sup> 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.

<sup>15</sup> Pre-kindergarten is a program that can be offered both half-day or full-day; The projection figures represent the full day equivalency.

<sup>16</sup> 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.

<sup>17</sup> Enrollment projections are based on a standard phase-in plan of 3 GE sections and 1 SC section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

IV is 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/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/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 classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal.

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

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any excess space will be allocated by the Building Council.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of 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 the building walk-through conducted by the Office of Space Planning on August 11, 2011, K026 has a total of 57 full-size rooms, including 1 full-size science lab and 1 full-size science demonstration room, 10 half-size rooms, 2 quarter-size rooms (which may be used for administrative space) and the equivalent of 6.5 full-size rooms of designed administrative/office space. Thus, building K026 has a total of 62 full-size equivalent ("FSE") rooms for instructional use and 7 FSE rooms for administrative use. The building also has the following rooms, which are currently shared amongst the co-located schools: a cafeteria, an auditorium, a library and a gymnasium.

The School-Based Support Team ("SBST") is housed in 1 full-size room, the Nurse's office is housed in 1 full-size room of designed administrative/office space, the school library is housed in 1 full-size room and the Custodian's office is housed in 1 half-size room. In addition, the District 16 Community Superintendent utilizes the equivalent of 3 full-size rooms of designed administrative/office space.

The science lab and the science demo room, which are currently allocated to Frederick Douglass Academy IV, will be shared between Frederick Douglass Academy IV and I.S. 681 starting in the 2013-2014 school year when I.S. 681 opens with sixth grade.

Thus, there will be 57.5 FSE rooms for instructional use and 3 FSE rooms for administrative use to be allocated to the co-located schools in K026 per the Footprint during and after I.S. 681's proposed phase-in. The three FSE rooms for administrative include the two-quarter size rooms, which are not designed administrative/office spaces.

Per the Footprint, Frederick Douglass Academy IV should be allocated 21 full-size rooms, 1 half-size room, and the full size equivalent of 3.5 designed administrative/office spaces for the 2011-2012 school year. In lieu of the 3.5 full size equivalent rooms of designed administrative/office space, the DOE has adjusted Frederick Douglass Academy IV's baseline Footprint to 24 full-size and 2 half-size rooms. Frederick Douglass Academy IV is currently utilizing 25 full size and 1 half-size room. If the proposal to truncate Frederick Douglass Academy IV is approved, the enrollment and grade levels served will decrease each year of the truncation. Beginning in 2012-2013, the first year of truncation, Frederick Douglass Academy IV's baseline Footprint allocation will decrease by three full-size rooms each year. The space vacated by Frederick Douglass Academy IV will be allocated to I.S. 681 as I.S. 681 phases in.

Per the Footprint, P.S. 026 should be allocated 16 full-size rooms, 3 half-size rooms, and the full size equivalent of 2.5 designed administrative/office spaces. P.S. 026 is currently utilizing 29 full size rooms, 5 half size rooms and 2.5 admin rooms. Thus P.S. 026 is currently operating above its Footprint allocation. P.S. 026's total baseline Footprint allocation will remain constant over the course of this proposal and beyond as the school's total student enrollment is projected to remain constant. As a result of the co-location of I.S. 681, there will be fewer rooms in excess of all schools' baseline adjusted Footprints, and fewer rooms will be available for allocation to P.S. 026. It will be necessary for P.S. 026 to receive fewer excess rooms above its baseline Footprint than it has historically been allocated in order accommodate all schools in future years. Decisions regarding the allocation of excess space in the building will be made by the Building Council.

Per the Footprint, in 2012-2013, during the first year of this proposal, I.S. 681 will be allocated 4 full-size and 2 half-size rooms for instructional use, in addition to the full-size equivalent of 3 designed administrative/office spaces. The DOE has adjusted I.S. 681's baseline Footprint allocation because building K026 does not have a sufficient number of designed administrative spaces. In lieu of the full size equivalent of 3 designed administrative/office spaces, I.S. 681 has been allocated 3 additional full-size rooms. Each subsequent year, up to the 2014-2015 school year, I.S. 681 will be allocated 3 additional full-size and 1 additional half-size rooms to accommodate its increased enrollment and grade span.

In 2011-2012, there were 15 full-size equivalent spaces for instructional uses and 2 quarter-size spaces in excess of the total combined baseline or adjusted Footprint allocations of all school organizations in the building. In 2012-2013, after each school has received its adjusted baseline Footprint allocation there will be 10 full-size rooms, 2 half-size rooms and 2 quarter-size excess rooms remaining in the building. These excess rooms will be divided among the schools by the Building Council. In the last year of Frederick Douglass Academy IV's truncation and I.S. 681's phase-in, in 2014-2015, there will be 10 full-size rooms and 2 quarter-size excess rooms remaining in the building. These excess rooms will be divided among the schools by the Building Council.

The table below provides the baseline or adjusted baseline Footprint allocations of full-size instructional rooms for each school throughout Frederick Douglass Academy IV's phase out and the phase in of I.S. 681:

<b>Total Baseline or Adjusted Baseline Footprint Allocation of Full-Size Rooms</b>				
<b>School Name</b>	<b>2011-12 (current)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Frederick Douglass Academy IV Secondary School	24	21	18	15
I.S. 681	-	7	10	13
P.S. 026 Jesse Owens	16	16	16	16
<b>Total</b>	<b>40</b>	<b>44</b>	<b>44</b>	<b>44</b>
<b>Excess</b>	<b>13</b>	<b>9</b>	<b>9</b>	<b>9</b>

During the course of Frederick Douglass Academy IV's truncation and I.S. 681's phase-in, the number of excess rooms will decrease as I.S. 681's baseline Footprint allocation increases to reflect its larger population and full grade span.

The Office of Space Planning will 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.

### *Building Safety and Security*

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

- Best Practice 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 NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

At this time there are no other proposed uses or plans for building K026.

### **C. Community**

Frederick Douglass Academy IV has struggled with low performance in the middle school grades 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's high school grades will remain open and the K026 building will offer a new middle school that is intended to better support the learning needs of future middle school students in District 16. The proposed co-location of I.S. 681 is intended to increase the number of high-quality middle schools in District 16.

The approximately 174 sixth through eighth grade seats eliminated by the truncation of Frederick Douglass Academy IV's middle school grades in District 16 would be recovered by the phase-in of I.S. 681. As a result, the proposal to truncate the middle school grades of Frederick Douglass Academy IV is not expected to yield a net loss of middle school seats in K026 or in District 16. On the contrary, the proposed phase-in of I.S. 681 in the K026 building is projected to result in a net-gain of middle school seats at K026 and in District 16. With the creation of I.S. 681 in K026, the DOE estimates that 85-95 new sixth grade seats will be created in District 16 during the 2012-2013 school year. At full scale, I.S. 681 is projected to enroll 255-285 sixth through eighth grade students.

Frederick Douglass Academy IV is the only middle school in District 16 that the DOE has proposed to truncate or phase out this year. Based on the October 31, 2011 Unaudited Register, Frederick Douglass Academy IV is currently serving 47 sixth-grade students. The projected 47 sixth-grade seats in District 16 eliminated by Frederick Douglass Academy IV's middle school truncation would be recovered through the continued phase-in of I.S. 681 and through existing capacity in current middle schools in District 16.

Moreover, community residents may also apply to public charter schools in District 16 or City-wide. As a result, the proposal to truncate Frederick Douglass Academy IV is not expected to yield a net deficit of seats in K026 or in District 16.

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

<b>Current Admissions</b>	Middle School: Screened: Academic High School: High School Admissions Process; Priority to continuing 8 <sup>th</sup> grade students
<b>Admissions After Truncation of Grades Six through Eight and Co-location</b>	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 <sup>18</sup>	12%
Percentage of Students with Individualized Education Plans <sup>19</sup>	17%
Percentage of English Language Learner Students <sup>20</sup>	2%
Percentage of Students Eligible for Free or Reduced Lunch <sup>21</sup>	75%

<sup>18</sup> Students Receiving ICT and SC services as percentage of total students from the 2011 unaudited register as of October 31, 2011.

<sup>19</sup> Students with Individualized Education Plan as percentage of total students from the 2011 unaudited register as of October 31, 2011.

<sup>20</sup> English Language Learner students as percentage of total students from the 2011 unaudited register as of October 31, 2011

<sup>21</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

### School Performance Data – Middle School

Frederick Douglass Academy IV Secondary School (Grades 6-8)	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	F	F
Quality Review Score <sup>22</sup>	Underdeveloped		Underdeveloped
<b>Performance Data<sup>23</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	68%	24%	22%
Math % Proficient (Levels 3 and 4)	80%	31%	32%
<b>Other Key Performance Indicators</b>			
Attendance Rate	91.2%	92.1%	90.2%
<b>2010-2011 State Accountability Status<sup>24</sup></b>		In Good Standing	

<sup>22</sup> 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.

<sup>23</sup> 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.

<sup>24</sup> For more information on measures of state accountability, visit: <http://www.p12nysed.gov/irs/accountability>.

## School Performance Data – High School

Frederick Douglass Academy IV Secondary School (Grades 9-12)	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	B	C
Quality Review Score	Underdeveloped		Underdeveloped
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1 <sup>25</sup>	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%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

### P.S. 026 Jesse Owens

#### Admissions Data

<b>Current Admissions</b>	Zoned elementary school
<b>Admissions After Proposed Truncation of Frederick Douglass Academy IV</b>	Zoned elementary school

#### Enrollment Data

	PK <sup>26</sup>	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

<sup>25</sup> The 2010-2011 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.

<sup>26</sup> Pre-kindergarten is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

### 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

<b>P.S. 026 Jesse Owens</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	C	A
Quality Review Score			P
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	69%	39%	43%
Math % Proficient (Levels 3 and 4)	87%	53%	67%
<b>Other Key Performance Indicators</b>			
Attendance Rate	92.2%	90.9%	90.1%
<b>2010-2011 State Accountability Status</b>	In Good Standing		

### I.S. 681

#### Admissions Data

<b>Proposed Admissions</b>	Limited unscreened
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#### Enrollment Data

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (unaudited)	-	-	-	-
2012-13 (proj.)	85-95	-	-	85-95
2013-14 (proj.)	85-95	85-95	-	170-190
2014-15 (proj.)	85-95	85-95	85-95	255-285

### Demographic Data

I.S. 681 does not yet exist and does not currently enroll students.

### School Performance Data

I.S. 681 does not yet exist and has no student performance data.

## V. Initial Costs and Savings

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, I.S. 681 will receive a fixed allocation of \$80,000 during its first year. In addition, I.S. 681 will receive approximately \$4,412.45 in per pupil allocations. Beginning in their second year of operation, I.S. 681 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

### A. Personnel Needs

A description of the potential impact that the truncation of Frederick Douglass Academy IV would have on Frederick Douglass Academy IV's pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that was also posted on December 22, 2011. Please visit the DOE's website to access that EIS:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

Teachers, administrative, and non-pedagogical staff at Frederick Douglass Academy IV may be excessed over the course of the truncation. This process would take place gradually as student enrollment declines each year. With fewer students, the school's staffing needs will naturally be reduced.<sup>27</sup>

I.S. 681 would need to hire additional teachers during each year of the grade expansion as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2012-2013 school year would be determined once annual enrollment projections are released in the spring of 2012. Similarly, the number of new positions created to serve students in sixth through eighth grade would be determined based on annual enrollment projections available as the school grows to serve those grades.

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<sup>27</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and United Federation of Teachers (“UFT”). New 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 the other existing organizations in the building.

## **B. Cost of Instruction**

A more detailed description of the potential impact that the truncation of Frederick Douglass Academy IV would have on cost of instruction at Frederick Douglass Academy IV is outlined in a separate EIS that was also posted on December 22, 2011. Please visit the DOE’s website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

The basic operating budget for those schools is determined by the same Fair Student Funding (“FSF”) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2011-2012, the base per-pupil allocation for middle schools was \$4,412.45. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle schools received an additional \$2,043.69 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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 the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, I.S. 681 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. If I.S. 681 meets Title I criteria, the size of its respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individualized

Education Plans (“IEPs”). I.S. 681 will receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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

### **C. Administration**

A description of the potential impact that the truncation of Frederick Douglass Academy IV would have on Frederick Douglass Academy IV’s administration is outlined in a separate EIS that was also posted on December 22, 2011. Please visit the DOE’s website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>

I.S. 681 may hire school supervisors and/or administrative personnel on an as needed basis throughout the course of the school’s phase-in.

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

### **D. 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>.

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**

<b>Building</b>	K026
<b>Type of Building</b>	Elementary
<b>Year Built</b>	1956

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