

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Grade Truncation of Knowledge and Power Preparatory Academy (09X215) from a 5-8 School to a 6-8 School Beginning in the 2016-2017 School Year**

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

The New York City Department of Education (“DOE”) is proposing to implement a grade truncation of Knowledge and Power Preparatory Academy (09X215, “KAPPA”) so that it will no longer serve fifth grade beginning in the 2016-2017 school year. KAPPA is an existing district middle school that serves students in fifth through eighth grades in building X148 (“X148”), located at 3630 Third Avenue, Bronx, NY 10456 in Community School District 9 (“District 9”). Building X148 also houses I.S. 219 New Venture School (09X219, “I.S. 219”), which serves students in grades six through eight, and Frederick Douglass Academy III (09X517, “FDA III”), which serves students in grades nine through twelve. In addition, building X148 houses the Community-based Organizations (“CBOs”) Children’s Aid Society and Directions for Our Youth.

As discussed in Section III of this Educational Impact Statement (“EIS”), this proposal was developed in collaboration with the District 9 Community Superintendent and KAPPA leadership, who believe that the truncation of the fifth grade will benefit the KAPPA and District 9 communities. KAPPA is currently the only district middle school in the Bronx that serves students in grades five through eight. If the proposal is approved by the Panel for Educational Policy (“PEP”), KAPPA will no longer offer fifth grade after the conclusion of the 2015-2016 school year and will then serve students in sixth through eighth grades. Though it performs well on state English Language Arts (“ELA”) and math assessments compared to schools across District 9 and the city, KAPPA’s enrollment has decreased by approximately 31% since the 2009-2010 school year, with the largest decline in the number of students choosing KAPPA for fifth-grade; this proposal is expected to help address declining enrollment.

This proposal is expected to help address declining enrollment, in part, because it will bring KAPPA into full alignment with the grade spans of other district middle schools across New York City, which typically serve students in grades six through eight. Although KAPPA has historically used a school-based admissions process, beginning with admission for the 2016-2017 school year, KAPPA will now be a part of the centralized middle school admissions process and will admit students from Districts 9 and 10 through a screened admissions method.<sup>1</sup> KAPPA’s grade span alignment and its participation in the centralized middle school admissions process will benefit families by making it easier for students to apply to KAPPA, which is a quality option for middle school in the community.

If this proposal is approved, KAPPA will no longer enroll fifth-grade students after the conclusion of the 2015-2016 school year. In 2016-2017 and beyond, KAPPA will continue serving students in sixth through eighth grades. Current students in grade five who are eligible for promotion will continue to be served at KAPPA as sixth-grade students in the 2016-2017 school year. There may be some current fifth-grade students who do not meet promotional requirements and must repeat the fifth grade, which will no longer be offered by KAPPA in the 2016-2017 school year. If a KAPPA student does not meet the promotional standards at the conclusion of the 2015-2016 school year and is required to repeat fifth grade in the 2016-

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<sup>1</sup> KAPPA’s change from school-based admissions to the centralized middle school admissions process is not contingent on the approval of this proposal by the PEP. More information on admissions is included in Section III.

2017 school year, the student will be served at his or her zoned elementary school or a choice option should the student choose to apply. As described in more detail in Section III below, the DOE believes there is a sufficient amount of fifth grade seats in District 9 to accommodate any KAPPA students who are required to repeat the fifth grade in the 2016-2017 school year, as well as all future fifth-grade students who would have been served at KAPPA.

Public engagement was conducted in the course of creating this proposal, which included:

- Meeting with members of Community Education Council (“CEC”) 9 on September 22, 2015 to discuss district planning needs, including the potential KAPPA truncation.
- A meeting with KAPPA School Leadership Team members on September 29, 2015 to discuss the potential proposal.

The DOE will provide additional public engagement opportunities, including:

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at building X148. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal until 6:00 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-5159 or emailed in any language to [D09Proposals@schools.nyc.gov](mailto:D09Proposals@schools.nyc.gov). All comments received at the above noted hearing or through phone or email lines will be addressed by the DOE in an analysis of public comment, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal.

Information on the Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/November2015SchoolProposals>.

As discussed in Section II and Section III below, although this proposal will eliminate the fifth-grade at KAPPA in the 2016-2017 school year, the enrollment of KAPPA’s incoming sixth grade is projected to increase. Therefore, overall enrollment at KAPPA is projected to increase despite the truncation. If this proposal is approved, the building utilization rate for X148, accounting for all three schools in the building, is projected to be 68%-75% in 2018-2019 when enrollment has stabilized following the KAPPA truncation.

I.S. 219 is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools. Schools selected to be Renewal Schools were identified as Priority or Focus schools by the State Department of Education (“SED”), demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent quality review (at the time of selection); or in four instances were selected per the Chancellor’s discretion. As a result of the School Renewal Program, I.S. 219 is being transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges.

This proposal will not impact I.S. 219’s participation in the School Renewal Program. As a part of the School Renewal Program, I.S. 219 adopted a Community School model beginning in the 2015-2016 school

year, with deepened support from CBO partnership, expanded learning time, mental health services, more robust family engagement, additional resources for school leadership and instruction, and increased accountability for improvement. The DOE does not expect this proposal to impact any tailored ancillary services, extended instruction time, or other additional resources that I.S. 219 may receive as a result of the School Renewal Program and the school’s designation as a Community School. If this proposal is approved by the PEP, the DOE will continue to work closely with the school community to ensure all students receive the individualized support they need.

## II. Proposed or Potential Use of Building

Building X148 has the capacity to serve 1,556 students.<sup>2</sup> In the 2015-2016 school year, the X148 building serves approximately 1,040 total students, yielding an estimated utilization rate of 67%.<sup>3</sup> If this proposal is approved, the schools in X148 are projected to serve approximately 960-1,060 students in 2016-2017, yielding an estimated building utilization rate of 62%-68%. Once KAPPA enrollment stabilizes by the 2018-2019 school year, building X148 will serve approximately 1,060-1,160 students, yielding an estimated building utilization rate of 68%-75%.

The current and proposed grade spans and enrollments for KAPPA, I.S. 219, and FDA III, as well as the projected building utilization rates, are shown in the two charts below:

Grade Spans					
DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019
09X215	KAPPA	5-8	6-8	6-8	6-8
09X219	I.S. 219 New Venture School	6-8	6-8	6-8	6-8
09X517	Frederick Douglass Academy III	9-12	9-12	9-12	9-12

<sup>2</sup> According to the 2013-2014 Enrollment, Capacity, Utilization Report (“Blue Book”).

<sup>3</sup> 2015-2016 building utilization rates are based on target capacity data from the 2013-2014 Blue Book and the 2015-2016 Budget Register Projections for district schools. 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at:

[http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014\\_Bookone\\_Target.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf).

<b>Building Utilization</b>					
<b>DBN</b>	<b>School Name</b>	<b>2015-2016 Budget Projections</b>	<b>2016-2017 Projected Enrollment</b>	<b>2017-2018 Projected Enrollment</b>	<b>2018-2019 Projected Enrollment</b>
09X215	KAPPA	282	235 - 265	280 - 310	315 - 345
09X219	I.S. 219 New Venture School	321	310 - 340	330 - 360	330 - 360
09X517	Frederick Douglass Academy III	437	415 - 455	415 - 455	415 - 455
<b>Total Building Enrollment</b>		1,040	960 - 1,060	1,025 - 1,125	1,060 - 1,160
<b>Utilization<sup>4</sup></b>		67%	62% - 68%	66% - 72%	68% - 75%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, KAPPA, I.S. 219, and FDA III will receive their baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III and Appendix C of this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: [http://schools.nyc.gov/NR/rdonlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint\\_91114newlogo.pdf](http://schools.nyc.gov/NR/rdonlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint_91114newlogo.pdf).

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

#### A. Students

If this proposal is approved, KAPPA, I.S. 219, and FDA III will continue to serve students in building X148. KAPPA will no longer offer fifth grade and will offer grades six through eight beginning in the 2016-2017 school year. I.S. 219 will continue to serve sixth- through eighth-grade middle school students, and FDA III will continue to serve ninth- through twelfth-grade high school students.

<sup>4</sup> All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2013-2014 Blue Book and district school enrollment projections based on the 2015-2016 Budget Register Projections for district schools. 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at: [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014\\_Bookone\\_Target.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf).

*Impact on Current and Future Middle School Students in X148 at KAPPA and I.S. 219*

If this proposal is approved, KAPPA will no longer admit incoming fifth-grade students after the end of the 2015-2016 school year and will only serve students in sixth through eighth grades beginning in the 2016-2017 school year. Current fifth-, sixth-, seventh-, and eighth-grade students will be supported at KAPPA 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. More information on the High School Admissions process is described below and in Appendix B.

There may be cases in which current fifth-grade students do not meet promotional requirements and must repeat the fifth grade, which will no longer be offered by KAPPA in the 2016-2017 school year. If a KAPPA fifth-grade student does not meet the promotional standards at the conclusion of the 2015-2016 school year and is required to repeat the fifth grade in the 2016-2017 school year, the student will be served at the elementary school to which he or she is zoned or at a choice option should the student choose to apply. As discussed in more detail below, the DOE anticipates that there will be sufficient seats at KAPPA students' district elementary schools to accommodate any students who are required to repeat fifth grade in 2016-2017.

As mentioned, KAPPA has used a school-based application to admit students. As of the 2016-2017 school year, KAPPA will admit students through a screened program as part of the middle school admissions process. This proposal is not expected to impact KAPPA's current enrollment (though it is projected that its future enrollment will increase, as described above) or instructional programming.

This proposal is not expected to impact current or future student enrollment, admissions, or instructional programming at I.S. 219. I.S. 219 is an existing zoned middle school that serves students in grades six through eight and admits students through an unscreened program that gives priority to students residing in the zone and then to students and residents of Districts 9 and 10.

KAPPA and I.S. 219 currently serve general education students and students requiring special education services, including students currently enrolled in Self-Contained ("SC") Special Education classes and students receiving Special Education Teacher Support Services ("SETSS"). I.S. 219 also currently serves students in Integrated Co-Teaching ("ICT") classes. If this proposal is approved, students with disabilities will continue to receive services in accordance with their Individualized Education Program ("IEP"), and this proposal will not result in any reduction in the schools' ability to provide special education services to students who need them. IEP services may vary from year to year, as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as English Language Learners ("ELLs") who are enrolled at KAPPA and I.S. 219 receive English as a Second Language ("ESL") services. All current and future students enrolled at KAPPA and I.S. 219 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

KAPPA currently offers the following extra-curricular activities and partnerships:

**Extra-curricular activities and partnerships:** CHAMPS, Teachers and Writers Collaborative, Schubert Theater Arts Program, and S.O.N.Y.C. After-school Program.<sup>5</sup>

I.S. 219 currently offers the following extra-curricular activities and clubs, special programs, and

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<sup>5</sup> School-reported data as of September 2015.

partnerships:<sup>6</sup>

**Extra-curricular activities and clubs:** Drama, Music, Dance, Chorus, Chess, Intramural Sports (Football, Basketball, Volleyball, Whiffle Ball, Track & Field), Movie Making, Audio Recording, and Tech Lab.

**Special Programs:** Robotics, Art Media Center, Technology, Renzulli Learning Program, Grade Trips (Boston, Philadelphia, Washington D.C.), Specialized High School Classes, and Saturday Enrichment Classes.

**Partnerships:** Pathways For Youth, Children’s Aid Society, Wave Hill, Bronx Community College, New Jersey State University, Urban Park Rangers, Project NOAA, Learning for Life, and PALS.

The DOE does not anticipate that this proposal will prevent KAPPA and I.S. 219 from continuing to offer any particular academic or extra-curricular program or partnership currently offered at the schools. KAPPA and I.S. 219 will continue offering extra-curricular programs, and the number and range of programs offered are not expected to change as a result of the truncation. 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 extra-curricular offerings annually based on student demand and available resources.

I.S. 219 is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools. Schools selected to be Renewal Schools were identified as Priority or Focus schools by the State Department of Education (“SED”), demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent quality review (at the time of selection); or in four instances were selected per the Chancellor’s discretion. As a result of the School Renewal Program, I.S. 219 is being transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges.

This proposal will not impact I.S. 219’s participation in the School Renewal Program. As a part of the School Renewal Program, I.S. 219 adopted a Community School model beginning in the 2015-2016 school year, with deepened support from CBO partnership, expanded learning time, mental health services, more robust family engagement, additional resources for school leadership and instruction, and increased accountability for improvement. The DOE does not expect this proposal to impact any tailored ancillary services, extended instruction time, or other additional resources that I.S. 219 may receive as a result of the School Renewal Program and the school’s designation as a Community School. If this proposal is approved by the PEP, the DOE will continue to work closely with the school community to ensure all students receive the individualized support they need.

### *Impact on Current and Future High School Students in X148 at FDA III*

FDA III is an existing district high school that serves students in grades nine through twelve and admits students through a limited unscreened admissions method, which gives priority to Bronx students or residents who attend an information session, then to New York City residents who attend an information session, then to Bronx students or residents, and then to New York City residents. This proposal is not expected to impact current or future student enrollment, admissions, or instructional programming at FDA

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<sup>6</sup> Information obtained from the school’s website, available online at: <http://schools.nyc.gov/SchoolPortals/09/X219/default.htm>, and the Middle School Directory, available online at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Resources/default.htm>.

## III.

FDA III currently serves general education students and students requiring special education services, including students currently enrolled in ICT and SC Special Education classes and students receiving SETSS. FDA III will continue to provide these ICT and SC classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEP. IEP services may vary from year to year, as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as ELLs who are enrolled at FDA III receive ESL services. All current and future students enrolled at FDA III will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

FDA III currently offers the following extra-curricular activities, sports, special programming, and partnerships:<sup>7</sup>

**Extra-curricular activities:** Athletics, Art, Book, Chess, Culinary Arts, Chorus, Dance, Drama, Film, Fitness, Homework Help, National Honor Society, Media, Scholar Ambassadors (Link Crew), Student Government, Technology, Yearbook, Peer Mediation, Young Women's Leadership, Expanded Success Initiative (ESI) for young men; after-school opportunities are seasonal and based on Scholar interest.

**Sports:** PSAL Boys Basketball, PSAL Boys Soccer; School Cheerleading, Dance, Step, Tennis, Table-Tennis and PSAL Volley Ball.

**Special Programming:** Bridge Program for ninth-grade students; Italian; Spanish; AP courses in Biology, Calculus, English, Psychology, and Spanish.

**Partnerships:** Fordham Liberty Partnerships, College Now, Classroom Inc., Generation Citizen, New York Cares, Crotona Park, Generation On, Opening Act, OPUS Dance, Project Achieve, Sadie Nash, Expanded Success Initiative, Turnaround for Children, Teacher Leadership Program, Teachers College, Manhattan College, Lehman College, Manhattanville College, Hostos Community College.

The DOE does not anticipate that this proposal will prevent FDA III from continuing to offer any particular academic or extra-curricular program, sports, special programming, or partnership currently offered at the school. FDA III will continue offering extra-curricular programs options, and the number and range of programs offered are not expected to change as a result of the truncation at KAPPA. 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 extra-curricular offerings annually based on student demand and available resources.

### *Impact on Future Elementary Students in District 9*

KAPPA is an existing district school that currently serves students in grades five through eight and has admitted students with a school-based application. As noted above, KAPPA is not a zoned school. Although KAPPA has followed a school-based admissions process in the years prior to 2015-2016, KAPPA will begin admitting students for the 2016-2017 school year using a screened program through the centralized middle school admissions process, and it will no longer admit fifth grade students. Thus, KAPPA will not continue to serve elementary school-age students if this proposal is approved. If this

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<sup>7</sup> Based on school-reported data as of September 2015 and information obtained from the school's website, available online at: <http://schools.nyc.gov/SchoolPortals/09/X517/default.htm>, and the High School Directory, available online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

proposal is approved, students in District 9 and the other districts in which potential KAPPA students reside would continue to attend their zoned elementary schools for fifth grade. There may be cases in which current fifth-grade students at KAPPA do not meet promotional requirements at the end of the 2015-2016 school year and must repeat the fifth grade, which will no longer be offered at KAPPA in 2016-2017; those students would attend their zoned elementary schools or any choice elementary schools to which they apply and are admitted.

See Appendix B of this EIS for more information on elementary school enrollment.

### *Impact on Future Middle School Students in Districts 9 and 10*

Students have historically been admitted to KAPPA through a school-based admissions process. As of the 2016-2017 school year, KAPPA will admit students for sixth grade using a screened admissions method as part of the middle school admissions process, and KAPPA will no longer enroll fifth-grade students after the conclusion of the 2015-2016 school year.

In screened programs, students are ranked by the school based on a variety of factors, which may include final report card grades from the prior school year, reading and math standardized test scores, and attendance and punctuality. Some screened programs have additional requirements like an interview, audition, writing sample, and/or diagnostic test.

The selection criteria that KAPPA will use as part of its screened admissions process are:

- academic and personal behaviors;
- diagnostic tests;
- final fourth grade report card; and
- a student interview.

This proposal is not expected to impact the admissions process or enrollment at I.S. 219. I.S. 219 admits students through the middle school admissions process, in which fifth-graders rank their middle school preferences in order.

Students from Districts 9 and 10 may apply to KAPPA, I.S. 219, and other middle schools through the middle school admissions process. As described above, KAPPA will admit District 9 and 10 students using a screened program as part of the middle school admissions process as of the 2016-2017 school year. I.S. 219 admits students through an unscreened program that gives priority to students residing in the zone and then to students and residents of Districts 9 and 10. Any remaining seats will be filled through the middle school admissions process and the over-the-counter (“OTC”) placement process, described in detail below.

If this proposal is approved, students will continue to have access to a broad range of middle school options, including KAPPA and I.S. 219, through the middle school admissions process, as described further in Appendix B of this EIS.

### *Impact on Future High School Students*

This proposal is not expected to impact the admissions process or enrollment at FDA III. FDA III admits students through the High School Admissions Process, described in further detail in Appendix B of this EIS. As mentioned, FDA III admits students through a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

### *Impact on Over-the-Counter Students*

KAPPA, I.S. 219, and FDA III currently admit students through the OTC process, and this proposal will not impact the schools' ability to continue to do so. However, KAPPA will not admit any fifth grade students through the OTC process if this proposal is approved, as it will no longer offer fifth grade.

OTC is 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;<sup>8</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on their 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 Family Welcome Center 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.

When a student eligible for high school arrives for an OTC placement, his or her school assignment is determined by his/her interest, home address and which schools have available seats, and, where applicable, transfer guidelines. The student visits a Family Welcome Center where he/she meets with a counselor who reviews options that will meet the student's needs.

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.

If the Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that base admissions decisions on students' academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,<sup>9</sup> international schools, and alternative programs are offered through

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<sup>8</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.

<sup>9</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: [www.goingforme.org](http://www.goingforme.org).

referral.<sup>10</sup> In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past.

### *Impact on Community-based Organizations*

X148 also houses the CBO Children's Aid Society and the CBO Directions for Our Youth. The Children's Aid Society provides services such as after school programs, homework assistance, recreational activities, mentoring, health services, and extended hours, and it partners with the DOE to serve schools such as I.S. 219, which is a Community School, through the School Renewal Program. The CBO Directions for Our Youth maintains a program entitled School's Out NYC, a club for middle school students that provides instruction in sports and the arts and emphasizes youth leadership through service. The Children's Aid Society and Directions for our Youth are not expected to lose any space or reduce the services they offer as a result of this proposal.

## **B. Schools**

KAPPA, I.S. 219, and FDA III will continue to serve students in X148 if this proposal is approved, though KAPPA will no longer serve fifth-grade students beginning in the 2015-2016 school year. X148 has adequate capacity to accommodate KAPPA, I.S. 219, and FDA III students. Collectively, the schools are projected to enroll an estimated 1,060-1,160 students in 2018-2019, when the proposal will be at full scale and enrollment will have stabilized. At that point, the projected utilization for X148 would be approximately 68%-75%.

The estimated enrollment and building utilization figures for all school organizations in X148 over a four year period are shown in Sections II and IV.

If this proposal is approved, pursuant to the Footprint, there will be sufficient space to accommodate KAPPA, I.S. 219, and FDA III during and after KAPPA's fifth grade truncation. The DOE does not anticipate that this proposal will result in a loss of space for I.S. 219, which is part of the School Renewal Program and is being transformed into a community school. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE's website to access the Footprint: [http://schools.nyc.gov/NR/rdonlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint\\_91114newlogo.pdf](http://schools.nyc.gov/NR/rdonlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint_91114newlogo.pdf).

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 a building walk-through completed by a representative from the Office of Space Planning on September 16, 2015, building X148 has a total of 68 full-size rooms, 17 half-size rooms, and the equivalent of 5.0 full-size equivalent ("FSE") rooms of designed administrative space. The building also has the following rooms, which are and will continue to be shared among KAPPA, I.S. 219, and FDA III: a gymnasium, an auditorium, a cafeteria, and a library.

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<sup>10</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Additionally, the spaces below are shared building spaces or represent spaces allocated to CBOs and will not be included in the allocation of space for any individual school.

- A teachers' lunchroom occupies 1 full-size space;
- A community room occupies 1 full-size space;
- The CBO Directions for Our Youth occupies 1 full-size space;
- The CBO Children's Aid Society occupies 0.5 FSE space;
- School-Based Support Teams occupy 2 half-size spaces;
- A custodian's room occupies 1 half-size space;
- A nurse's office occupies 0.5 FSE space;
- The school safety office occupies 0.25 FSE space;
- A mental health office is anticipated to occupy 1.0 FSE space.

Thus, there are 65 full-size rooms, 14 half-size rooms, and the equivalent of 2.75 full-size rooms of designed administrative space in the X148 building to be allocated to KAPPA, I.S. 219, and FDA III per the Footprint in the upcoming school year and during the proposed truncation of KAPPA's fifth grade.

Currently, KAPPA has a baseline footprint allocation of 13 full-size rooms, 3 half-size rooms, and 2.5 FSE rooms for administrative purposes, comprised of 1 full-size room and 3 half-size rooms. Due to building configuration and a shortage of half-size rooms sufficient for instruction, KAPPA's footprint allocation has been adjusted to include 1 full-size room in lieu of a half-size room. KAPPA is currently using 16 full-size rooms and 5 half-size rooms. Therefore, KAPPA is currently using 1 full-size room in excess of its adjusted footprint allocation.

Per the Footprint, if this proposal is approved, KAPPA's enrollment is projected to increase, and KAPPA's baseline allocation for the 2016-2017 school year will be 11 full-size rooms, 4 half-size rooms, and 2.5 FSE rooms for administrative purposes, which will be comprised of 2 full-size and 2 half-size rooms. Due to building configuration and a shortage of half-size rooms suitable for instruction, KAPPA's footprint allocation will be adjusted to include 1 full-size room in lieu of a half-size room. Therefore, in the 2016-2017 school year, KAPPA's adjusted footprint allocation will be 12 full-size rooms, 3 half-size rooms, and 2.5 FSE rooms for administrative purposes. When KAPPA reaches stable enrollment in the 2018-2019 school year, KAPPA's adjusted footprint allocation will be 14 full-size rooms, 3 half-size rooms, and 3.0 FSE rooms for administrative purposes, which will be comprised of 2 full-size rooms and 2 half-size rooms.

Currently, I.S. 219 has a baseline footprint allocation of 13 full-size rooms, 5 half-size rooms, and 2.5 FSE rooms for administrative purposes, comprised of 2.75 FSE designed administrative space. Due to building configuration and a shortage of half-size rooms suitable for instruction, I.S. 219's footprint allocation has been adjusted to include 2 full-size rooms in lieu of 2 half-size rooms. I.S. 219 is currently using 24 full-size rooms, 5 half-size rooms, and 3.75 FSE rooms for administrative purposes, comprised of 2 half-size rooms and 2.75 FSE of designed administrative space. Therefore, I.S. 219 is currently using 9 full-size rooms and 1.25 FSE of administrative space in excess of its adjusted footprint allocation. If this proposal is approved, in 2016-2017 and beyond, I.S. 219 will continue to have an adjusted baseline footprint allocation of 15 full-size rooms, 3 half-size rooms, and 3.0 FSE rooms for administrative purposes, comprised of 2.0 FSE in designed administrative space and 2 half-size rooms.

Currently, FDA III has a baseline footprint allocation of 18 full-size rooms, 2 half-size rooms, and 3.5 FSE rooms for administrative purposes, comprised of 1 full-size room and 5 half-size rooms. Due to building configuration and a shortage of half-size rooms suitable for instruction, FDA III's footprint allocation has been adjusted to include 2 full-size rooms in lieu of 2 half-size rooms. FDA III is currently using 25 full-size rooms and 5 half-size rooms. Therefore, FDA III is currently using 4 full-size rooms in excess of its

adjusted footprint allocation. If this proposal is approved, for 2016-2017 and beyond, FDA III will continue to have an adjusted baseline footprint allocation of 20 full-size rooms and 3.5 FSE rooms for administrative purposes, comprised of 1 full-size room and 5 half-size rooms.

The baseline or adjusted baseline allocation of full-size rooms for KAPPA, I.S. 219, and FDA III over a four-year period is detailed in the chart below:

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019
09X215	KAPPA	15	14	15	16
09X219	I.S. 219	15	15	15	15
09X517	FDA III	21	21	21	21

<b>TOTAL FULL-SIZE ROOMS AVAILABLE FOR ALLOCATION</b>	65	65	65	65
<b>ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS</b>	14	15	14	13

All necessary adjustments for administrative purposes have been reflected in the chart above.

If this proposal is approved, 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.

There are no other proposed uses or plans for building X148 at this time.

### *Building Safety and Security*

KAPPA, I.S. 219, and FDA III will develop a safety and security plan for X148 prior to the first day of school in September 2016.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School,” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

### C. Community

This proposal was developed in collaboration with the Community Superintendent for District 9 and KAPPA's school leadership, who believe that the truncation of the fifth grade will benefit the KAPPA and District 9 communities. The DOE believes that the proposed truncation of fifth grade at KAPPA will improve educational access in Districts 9 and 10 by making it easier for families to take advantage of a quality middle school.

In the 2013-2014 school year, KAPPA's ELA proficiency scores placed it in the 69th percentile for the city and the 88th percentile for District 9; its math proficiency scores placed it in the 72nd percentile for the city and the 84th percentile for District 9.<sup>11</sup> Nevertheless, KAPPA's overall enrollment has declined by approximately 31% in the last five years, with enrollment of fifth-grade students experiencing the largest grade-level decline. KAPPA has not been a part of the centralized middle school admissions process, and the school has historically enrolled students starting in fifth or sixth grade using a school-based admissions process. In the 2015-2016 school year, KAPPA will join the middle school admissions process and will use a screened program to admit sixth grade students for the 2016-2017 school year. It is expected that KAPPA will continue to participate in the middle school admissions process in future years.

KAPPA is the only district middle school that serves grades five through eight in the Bronx; all other district middle schools follow the six through eight grade-span model. In fact, KAPPA is one of only four remaining fifth through eighth grade district schools in the city. Middle schools typically enroll students beginning in sixth grade, and elementary schools typically enroll students through fifth grade. As a result of using a school-based admissions process, KAPPA has not appeared on the central middle school application, and many families may not have been aware of its offerings. Moreover, because there are so few middle schools that serve students in fifth through eighth grade, many families may be unfamiliar with the option of enrolling fifth-grade students in middle school, and traditionally students complete fifth grade at their elementary school. KAPPA and District 9 leadership believe that because the grades KAPPA serves and its admissions are not aligned with those of other schools, KAPPA has found it difficult to attract applicants despite the fact that it is a relatively high-performing option for middle school.

This proposal, if approved, will align KAPPA's grade span and typical grade of entry with that of other middle schools across District 9 and Citywide, which is expected to result in a more predictable enrollment pattern and help the school build and foster a stronger school community. As described above, enrollment at KAPPA is expected to increase as a result of this proposal.

The DOE believes that the fifth grade truncation of KAPPA will not unduly burden elementary schools in District 9 or elsewhere. In the 2014-2015 school year, KAPPA enrolled only 38 fifth-grade students, and it is projected to enroll 40 fifth-grade students in the 2015-2016 school year. In 2014-2015, 31 of KAPPA's fifth-grade students were zoned to 15 different District 9 schools that serve elementary students, with the others zoned to elementary schools in nearby districts, including District 10.<sup>12</sup> This means that if this proposal is approved and KAPPA is truncated, it is expected that only a few additional zoned fourth-grade students at each elementary school will continue on to fifth grade (rather than the students leaving those schools to attend KAPPA as they do now). Accordingly, the DOE believes that District 9 and other elementary schools have sufficient capacity to accommodate the truncation of KAPPA. There is also sufficient capacity for elementary schools in District 9 and neighboring districts to serve any KAPPA students who might have to repeat the fifth grade in the 2016-2017 school year.

As mentioned, I.S. 219 is one of a cohort of 94 schools that have been designated by the DOE as Renewal

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<sup>11</sup> Performance percentiles are not yet available for the 2014-2015 school year; please see section IV below for available 2014-2015 data.

<sup>12</sup> Figures are from the 2014-2015 Audited Register, as of October 31, 2014

Schools. This proposal will not impact I.S. 219’s participation in the School Renewal Program. As a part of the School Renewal Program, I.S. 219 adopted a Community School model beginning in the 2015-2016 school year, with deepened support from CBO partnership, expanded learning time, mental health services, more robust family engagement, additional resources for school leadership and instruction, and increased accountability for improvement. The DOE does not expect this proposal to impact any tailored ancillary services, extended instruction time, or other additional resources that I.S. 219 may receive as a result of the School Renewal Program and the school’s designation as a Community School. If this proposal is approved by the PEP, the DOE will continue to work closely with the school community to ensure all students receive the individualized support they need.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X148. This proposal is not expected to impact the accessibility of X148.

## IV. Enrollment, Admissions and School Performance Information

*KAPPA (09X215)*

### Admissions Data

<b>Current Admissions</b>	<b>Grades 5-8:</b> school-based application
<b>Admissions if Proposal is Approved</b>	<b>Grades 6-8:</b> middle school admissions process <b>Admissions Method:</b> screened <sup>13</sup>

### Enrollment Data<sup>14</sup>

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016 (projections)	40	77	66	99	282
2016-2017 (projections)	-	105-115	70-80	60-70	235-265
2017-2018 (projections)	-	105-115	105-115	70-80	280-310
2018-2019 (projections)	-	105-115	105-115	105-115	315-345

<sup>13</sup> KAPPA’s change from school-based admissions to the middle school admissions process is not contingent on the approval of this proposal.

<sup>14</sup> All figures are from the 2015-2016 Budget Register Projections. As previously noted, KAPPA’s enrollment projections account for the increase in enrollment in each incoming class expected after the grade truncation.

### Demographic Data<sup>15</sup>

Percentage of Students Receiving ICT or SC Services	6%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced Lunch	84%

### School Performance Data

KAPPA	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators</b> <sup>16,17</sup>			
1.1 Curriculum	N/A	N/A	WD <sup>18</sup>
1.2 Pedagogy	N/A	N/A	P
2.2 Assessment	N/A	N/A	P
3.4 High Expectations	N/A	N/A	WD
4.2 Teacher Teams and Leadership Development	N/A	N/A	P
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	18%	23%	23%
Math % Proficient (Levels 3 and 4)	28%	33%	31%
<b>Other Key Performance Indicators</b>			
Attendance Rate <sup>19</sup>	95%	95%	N/A
<b>2015-2016 State Accountability Status</b> <sup>20</sup>	Good Standing		

<sup>15</sup> All figures are as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

<sup>16</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

<sup>17</sup> A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. KAPPA did not have a Quality Review for the 2012-2013 or 2013-2014 school years.

<sup>18</sup> Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at <http://schools.nyc.gov/Accountability/tools/review/default.htm>

<sup>19</sup> The attendance rate for 2014-2015 is not available at this time.

<sup>20</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*I.S. 219 (09X219)*

**Admissions Data**

<b>Current Admissions</b>	<b>Grades 6-8:</b> middle school admissions process <b>Admissions Method:</b> unscreened with zone priority
<b>Admissions if Proposal is Approved</b>	<b>Grades 6-8:</b> middle school admissions process <b>Admissions Method:</b> unscreened with zone priority

**Enrollment Data**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016 (projections)	116	94	111	321
2016-2017 (projections)	110-120	110-120	90-100	310-340
2017-2018 (projections)	110-120	110-120	110-120	330-360
2018-2019 (projections)	110-120	110-120	110-120	330-360

**Demographic Data**

Percentage of Students Receiving ICT or SC Services	17%
Percentage of Students with Individualized Education Programs	27%
Percentage of English Language Learner Students	36%
Percentage of Students Eligible for Free or Reduced Lunch	88%

### School Performance Data

I.S. 219 New Venture School	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>21,22</sup></b>			
1.1 Curriculum	D <sup>23</sup>	N/A	P
1.2 Pedagogy	D	N/A	D
2.2 Assessment	P	N/A	D
3.4 High Expectations	P	N/A	P
4.2 Teacher Teams and Leadership Development	P	N/A	D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	4%	4%	1%
Math % Proficient (Levels 3 and 4)	5%	6%	1%
<b>Other Key Performance Indicators</b>			
Attendance Rate <sup>24</sup>	89%	88%	N/A
<b>2015-2016 State Accountability Status<sup>25</sup></b>	Priority		

<sup>21</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

<sup>22</sup> A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. I.S. 219 did not have a Quality Review for the 2013-2014 school year.

<sup>23</sup> Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

<sup>24</sup> Attendance Rate for 2014-2015 is not available at this time.

<sup>25</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*Frederick Douglass Academy III (09X517)*

**Admissions Data**

<b>Current Admissions</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Limited unscreened
<b>Admissions if Proposal is Approved</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Limited unscreened

**Enrollment Data**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2015-2016 (projections)	147	129	97	64	437
2016-2017 (projections)	140-150	125-135	90-100	60-70	415-455
2017-2018 (projections)	140-150	125-135	90-100	60-70	415-455
2018-2019 (projections)	140-150	125-135	90-100	60-70	415-455

**Demographic Data**

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	13%
Percentage of Students Eligible for Free or Reduced Lunch	85%

### School Performance Data

Frederick Douglass Academy III	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>26,27</sup></b>			
1.1 Curriculum	D <sup>28</sup>	N/A	WD
1.2 Pedagogy	D	N/A	P
2.2 Assessment	P	N/A	P
3.4 High Expectations	WD	N/A	WD
4.2 Teacher Teams and Leadership Development	P	N/A	WD
<b>Key Components of Performance and Progress<sup>29</sup></b>			
% Earning 10+ Credits in Year 1	66%	77%	N/A
4 Year Graduation Rate	69%	72%	N/A
6 Year Graduation Rate <sup>1</sup>	83%	82%	N/A
% Graduating with a Regents Diploma	64%	63%	N/A
Attendance Rate <sup>30</sup>	80%	80%	N/A
<b>2015-2016 State Accountability Status<sup>31</sup></b>	Good Standing		

## V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the truncation of KAPPA’s fifth grade is fully implemented, the DOE will cease to allocate funds to KAPPA for the fifth grade. Although the fifth grade will be truncated at KAPPA if this proposal is approved, enrollment is not projected to decrease due to this proposal. Therefore, the DOE does not expect the proposal to reduce the school’s budget.

Most funding in schools’ budgets is allocated on a per pupil basis, based on current by the Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic 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.

<sup>26</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

<sup>27</sup> A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. FDA III did not have a Quality Review for the 2013-2014 school year.

<sup>28</sup> Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

<sup>29</sup> Key Components of Performance and Progress for 2014-2015 are not available at this time.

<sup>30</sup> Attendance Rate for 2014-2015 is not available at this time.

<sup>31</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

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 increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide<sup>32</sup> and FY16 School Allocation Memoranda<sup>33</sup> for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at KAPPA. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

This proposal is not expected to impact costs or allocations at I.S. 219 or FDA III in building X148.

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

### A. Personnel Needs

It is possible that enrollment will decline as a result of the proposed truncation of fifth grade at KAPPA since the school will no longer serve fifth grade as of the 2016-2017 school year. However, planned incoming enrollment is predicted to rise, and the DOE does not expect current KAPPA staff positions to be exceeded.

Any excessing that might be necessary would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area. Most teachers working in grades one through six hold a “common branches” license, regardless of their students’ age.

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 as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers’ seniority.

### B. Administration

If this proposal is approved, the DOE does not expect current KAPPA administrative positions to be exceeded due to the elimination of the fifth-grade classes at KAPPA. Again, any excessing that might be necessary would take place in accordance with existing labor contracts.

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<sup>32</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/FY16\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf).

<sup>33</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/AM\\_FY16\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html).

### C. Transportation

Transportation will continue to be provided to all schools in the X148 building according to Chancellor’s regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

### D. Other Support Services

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

## VII. Building Information

<b>Building</b>		X148
<b>Type of Building</b>		IS/JHS
<b>Year Built</b>		1967
<b>Overall BCAS rating</b>		2.65
<b>2013-2014 Blue Book Target Building Utilization</b>		72%
<b>2013-2014 Blue Book Target Building Capacity</b>		1,556
<b>FY 2014 Maintenance Costs</b>	<b>Labor</b>	\$50,303
	<b>Materials</b>	\$0
	<b>Maintenance, repair, and service contracts</b>	\$173,759
	<b>Custodial operations costs—Materials</b>	\$11,271
	<b>Custodial operations costs—Custodial Allocation</b>	\$319,196
<b>FY 2015 Energy Costs</b>	<b>Electric</b>	\$432,761
	<b>Gas</b>	\$955
	<b>Steam</b>	n/a
	<b>Oil (FY 2014)</b>	\$461,494
<b>Projects completed during the current or prior school year</b>		None
<b>Projects proposed in the capital plan</b>		Gymnasium Upgrade, Paved Area-Blacktop & Concrete
<b>Accessibility of the building</b>		No Accessibility
<b>Building attributes</b>		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse’s Office, Science Lab

## Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at:

[http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014\\_Bookone\\_Target.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf), a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["UFT"] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2013-2014. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2013-2014 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 2015-2016 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 will 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 will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

## Appendix B: School Admissions

### *Elementary School Admissions*

A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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

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

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

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>34</sup> a Non-Public School Placement, or specialized programs,<sup>35</sup> are admitted to schools in the same manner as

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<sup>34</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 347 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>35</sup> Specialized programs refer to a set of programs that are not in every community school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and

general education students. Schools will ensure that students with disabilities continue to receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students.

### *Middle School Admissions*

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to 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 Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Districts 9 and 10 share a middle school admissions process, which means that District 9 and District 10 students have equal preference for schools and programs in both districts. Fifth-grade students who meet promotional standards and live within either district are eligible to apply to District 9 or 10 middle schools. Students rank their preferences from among the District 9 and District 10 middle schools and programs, as well as their zoned option. These options may include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a zoned, screened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2016-2017 school year will be in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

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enrollment processes. For more information please visit:  
<http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email  
[specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov).

## *High School Admissions*

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High School Admissions Test (“SHSAT”), as well as up to 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2016-2017 school year, there are two application rounds in the High School Admissions Process:

**Round One:** All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March.

**Round Two:** All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two. The available programs for Round Two include school programs with availability and new schools or programs that will open or be available the following September. Students will receive Round Two results in May.

For more information about the High School Admissions Process, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

The Citywide deadline for high school applications for the 2016-2017 school year will be in December 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, High School Fairs, and Family Welcome Centers, or online on the DOE’s website at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

Detailed information about new high schools, if applicable, is published annually in the new schools directory, available in print at High School Fairs, Family Welcome Centers, or on the DOE website:

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

## Appendix C: Instructional Footprint

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 a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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

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