EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New High School, New School 1 (02M533), with Washington Irving High School (02M460), Gramercy Arts High School (02M374), High School for Language and Diplomacy (02M399), International High School at Union Square (02M438), and The Academy for Software Engineering (02M546) in School Building M460, Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to open and site New School 1 (02M533, "New School 1"), a new high school, in school building M460 ("M460") located at 40 Irving Place, Manhattan, NY 10003, located within the geographical confines of Community School District 2 ("District 2"). If this proposal is approved, New School 1 would be co-located with Washington Irving High School (02M460, "Washington Irving"); Gramercy Arts High School (02M374, "Gramercy Arts"), an existing high school that serves students in grades 9-12; the High School for Language and Diplomacy (02M399, "Language and Diplomacy"), an existing high school that currently serves students in grades 9-11; International High School at Union Square (02M438, "International"), an existing high school that currently serves students in grades 9-10; and The Academy for Software Engineering (02M546, "Software"), another new high school proposed in another Educational Impact Statement ("EIS") posted concurrently with this proposal. Language and Diplomacy and International are both currently phasing in, gradually growing to full-scale as they each add a new grade of students annually. They both will serve students in grades 9-12 at full scale. In addition, M460 houses a Young Adult Borough Center ("YABC").[1] A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In a separate EIS posted on December 22, 2011, the DOE proposed to phase out and eventually close Washington Irving. Also in a separate EIS posted on December 22, 2011, the DOE proposed to open and co-locate an additional new high school The Academy for Software Engineering (02M546, "Software") in M460. These EISs can be accessed on the DOE's Website at http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

The proposed co-location of New School 1 in building M460 is part of the DOE's central goal to create new school options that will better serve future students and the community at large. New School 1 would offer a rigorous academic program, with a Career and Technical Education ("CTE") course of study and prepare students for post-secondary work.[2] New School 1 would admit students through the Citywide High

[1] Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

[2] CTE programs integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce.

School Admissions Process, and would have a limited unscreened admissions method, giving priority to Manhattan students or residents. The new school would open during the 2012-2013 school year, when it would serve approximately 105-115 students in the ninth grade. New School 1 would gradually phase in by adding one grade per year. The school is expected to reach full scale in 2015-2016 and would serve approximately 420-460 students in grades nine through twelve.

In the event that the phase-out of Washington Irving is not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposal to co-locate New School 1 in M460. Such a revised proposal would be described in a revised EIS.

Washington Irving currently serves a total of 1,039 students in ninth through twelfth grades.[3] Washington Irving is co-located with Gramercy Arts, Language and Diplomacy, International, and the YABC in school building M460.

The DOE has proposed to phase out Washington Irving after an extensive review of data and community feedback indicating that the school is unable to turn around despite numerous efforts to improve instruction and school organization. As noted in the EIS posted on December 22, 2011, performance at the school continued to decline in the 2010-2011 school year.

If the Panel for Educational Policy ("PEP") approves the proposal to phase out Washington Irving, the school will no longer admit new ninth-grade students after the end of this school year. However, Washington Irving will continue to serve students currently enrolled in the school. Washington Irving's enrollment will decrease gradually over the next three years, and the school will complete phasing out in June 2015.

Background on the DOE's Decision-Making Process

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 EIS posted on December 22, 2011, the DOE has concluded that phasing out Washington Irving is appropriate due to the school's history of poor performance.

As part of the replacement strategy for Washington Irving, the DOE is proposing to recover the seats lost through the phase-out of Washington Irving by adding two new schools in the M460 building, one of which would be New School 1. The DOE believes that co-locating two new high schools in M460 would create much needed new educational options in the community.

Additionally, the DOE is committed to providing high quality CTE programming to students in Manhattan. Washington Irving currently offers CTE programs; New School 1 and Software will offer CTE programming, and would help replace the CTE seats lost if Washington Irving phases out as proposed. The specific CTE programs proposed for New School 1 are described in greater detail below.

II. Proposed or Potential Use of Building

M460 has the capacity to serve 2,847 students.[4] In 2010-2011—the most recent year for which audited enrollment data is available—the building only served 1,895 students,[5] yielding a utilization rate of just

[3] 2011-2012 Unaudited Register as of October 31, 2011.
[4] 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book").
[5] 2010-2011 Audited Register.

67%.[6] In 2011-2012, the building is serving 1,961 total students,[7] yielding a utilization rate of 69%.[8] (The concepts of "capacity" and "utilization rate" are described below.) This means that the building is "underutilized" and has extra space to accommodate students.

If the proposal to phase out Washington Irving and the proposals to open New School 1 and Software are approved, when Washington Irving completes its phase-out and New School 1, Software, Language and Diplomacy, and International complete their phase-ins and achieve full-scale, the DOE projects there would be approximately 2,155-2,355 students served in building and the building will have a 76-83% utilization rate. Therefore, the building has adequate capacity to accommodate Gramercy Arts and the full expansions of International, Language and Diplomacy, New School 1 and Software during and after the phase-out of Washington Irving.

This projected utilization rate is based on a standard phase-in plan for a new high school of four sections per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

If the Washington Irving phase-out proposal, the proposal to co-locate New School 1, and this proposal are approved, the proposed grade spans for all school organizations in M460 will be as follows:

		Grade Spans				
DBN	**School Name**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
02M460	Washington Irving High School	9-12	10-12	11-12	12	-
02M533	New School 1	-	9	9-10	9-11	9-12
02M546	Software	-	9	9-10	9-11	9-12
02M374	Gramercy Arts High School	9-12	9-12	9-12	9-12	9-12
02M399	The High School for Language and Diplomacy	9-11	9-12	9-12	9-12	9-12
02M438	International High School at Union Square	9-10	9-11	9-12	9-12	9-12

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

[7] 2011-2012 Unaudited Register as of October 31, 2011.

[8] The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates for the 2012-2013 school year and beyond are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

The total student enrollment for all school organizations in M460 over the course of a six year period is described in the table below:

School Name	2010-2011 Audited Register	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
Washington Irving	1,194	1,039	655 - 695	320 - 360	150 - 190	-
New School 1	-	-	105 - 115	210 - 230	315 - 345	420 - 460
Software	-	-	105 - 115	210 - 230	315 - 345	420 - 460
Gramercy Arts	458	499	475 - 515	475 - 515	475 - 515	475 - 515
Language and Diplomacy	156	247	335 - 375	365 - 405	420 - 460	420 - 460
International	87	176	270 - 300	375 - 415	375 - 415	420 - 460
Total Building Enrollment	1,895	1,961	1,945 – 2,115	1,955 – 2,155	2,050 – 2,270	2,155 – 2,355
Utilization	67%	69%	68% - 74%	69% - 76%	72% - 80%	76% - 83%

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 ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE's projected utilization rates for the 2011-2012 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 2011-2012 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 a 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 Students, Schools, and the Community

A. Students

If this proposal is approved, beginning in September 2012, New School 1 would be housed in the M460 building and would be open to prospective ninth-grade students through the Citywide High School Admissions Process. Admissions to New School 1 would be open to any New York City student. The school will have a limited unscreened admissions method and will give priority to Manhattan students or residents. A limited unscreened admissions school gives priority to students who demonstrate interest by signing in at one or several of the following events: Information Session, School Tour, Open House or High School Fair.

Impact on Students Currently Attending Schools in the M460 Building

The proposal to co-locate New School 1 in M460 is not expected to impact the admissions or enrollment of students currently attending Washington Irving, Gramercy Arts, Language and Diplomacy, or International. These schools admit students as part of the Citywide High School Admissions Process. More information about the admissions method used by each of these schools is described in the "Enrollment Impact for Future High School Students – High School Admission Process" subsection below. This proposal will also not affect the admissions or enrollment of the YABC program in M460.

As described in the related EIS concerning the proposed phase-out of Washington Irving, all current Washington Irving students would have the opportunity to graduate from Washington Irving assuming that they continue to earn credits on schedule. If they wish, current students enrolled in ninth grade for the first time during the 2011-2012 school year may opt to participate in the High School Admissions Process so that they can enroll in a different high school for tenth grade beginning in September 2012 (pending satisfactory completion of promotion criteria and grade ten seat availability).

High school admissions applications were due December 2, 2011. Current ninth-grade students at Washington Irving who are interested in attending a different school for tenth grade may have already taken part in this process. Students may also participate in Round Two of the High School Admissions Process in March, 2012. Those interested in applying to attend a different school as a tenth grader in September 2012 should meet with a guidance counselor. Please see "Enrollment Impact for Future High School Students – High School Admissions Process" below for more detailed information.

Students who are currently repeating the ninth grade would complete high school at Washington Irving if, moving forward, they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students would also be encouraged to meet with their guidance counselor to review their progress toward graduation and consider applying to a Transfer High School or enrolling in a Young Adult Borough

Enrollment Center ("YABC").[9]

The proposed co-location of New School 1 would not impact the educational options and academic programs of students currently attending Washington Irving, Gramercy Arts, Language and Diplomacy, International or the YABC program.

The high schools located in M460 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes or Self-Contained special education ("SC") classes, and students receiving Special Education Teacher Support Services ("SETSS"). Students with disabilities will receive services in accordance with their IEPs. Services are tailored to meet the needs of individual students with disabilities and, as such, may vary from year to year. In addition, students classified as English Language Learners ("ELLs") are enrolled and receiving English as a Second Language ("ESL"). All M460 students who currently receive mandated special education and/or ELL services will continue to receive such services if this proposal is approved.

Students enrolled in the CTE programs at Washington Irving will continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. However, as the school's enrollment decreases, it is possible that the availability of certain programs and course offerings will change because they depend on student interest, demand, and available resources.

A more detailed description of the potential impact that the phase-out of Washington Irving would have on students is outlined in the separate EIS proposing that phase-out. Please visit the DOE's website to access that EIS: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

During the course of the proposed phase-out and phase-in periods, Washington Irving, Gramercy Arts, Language and Diplomacy and International students would be co-located with students attending New School 1 and Software. The co-location would result in M460 students sharing common spaces with New School 1 and Software students. As discussed in section III.B, the DOE believes that there is enough space in the building that the co-location would have minimal impact on students in existing schools.

Impact on CTE Programs

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into sixteen career clusters identified at the federal level.[10] Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

"Approved" CTE programs of study have been reviewed and approved by the DOE and the State Department of Education ("SED"), which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are "in development" are in the process of developing a CTE program of study, but have not yet received official approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved

[9] Transfer schools are small, academically rigorous high schools designed to re-engage students 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").

[10] "Career Pathways" is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation's current and emerging workforce.

by the time they graduate. However, regardless of program approval status, schools may have the capacity to teach toward and prepare students for an industry-certified exam.

State approval of CTE programs requires the following four stages:

1. Notification of intent to apply for program approval and initial self-assessment
2. Formal self-evaluation of the quality of CTE program and submission to the DOE
3. External review and validation of application by the DOE
4. SED consideration for program approval

New School 1 will offer CTE programming in the Health Science career cluster, and Software will offer CTE programming in the Information Technology and Scientific Research and Engineering career clusters.

The proposed co-location is not expected to affect the CTE programming in Washington Irving during the course of its phase-out.

Information on CTE programs can be found in the High School Directory, available at http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm.

Impact on Community Partnerships and Extracurricular Programs at Existing Schools

The DOE does not anticipate that this proposal to site New School 1 in M460 will affect the extracurricular activities or partnerships currently offered at the existing schools in building M460. 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 student as all schools modify extracurricular offerings annually based on student demand and available resources.

As noted in the corresponding EIS, Washington Irving will continue offering student athletics and other extracurricular programs options, but the number and range of extracurricular programs offered may gradually diminish due to declining student enrollment as the school phases out.[11] The availability of the Public School Athletic League ("PSAL") program for the schools in M460 is not expected to diminish as a result of the phase-out proposal because all schools in the building participate in the program.

According to the High School Directory, Washington Irving currently offers the following extracurricular activities and partnerships:[12]

Partnerships: International Baccalaureate Diploma Program, College Now, AVID, and iZone and iLearnNYC. Additionally, the school partners with the Institute for Student Achievement, High Schools That Work ("HSTW"), FEGS Health and Human Services System, Princeton Center for Leadership Training, Teaching Matters, Norma Kamali, Cleary Gottlieb Steen & Hamilton LLP, Vineyard Theatre, Union Square Partnership, Con Edison, Gotham City Restaurant Group, the Metropolitan Opera, The New School, New York University, the National Arts Club, McBurney YMCA, Community Association of Progressive Dominicans, Battery Dance Company, Flushing Bank, Gabbegroup, Friends of Washington Irving High School, The Door, Workforce Investment Board, and CUNY's The New Community College Initiative.

[11] Athletic and extracurricular offerings reflect those listed for Washington Irving in the 2011-2012 Directory of High Schools. PSAL is the Public School Athletic League.
[12] http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm

Washington Irving currently offers the following sports:

- PSAL Sports – Boys: Baseball, Basketball, Bowling
- PSAL Sports – Girls: Basketball, Bowling, Softball, Volleyball
- School Sports – Intramural Volleyball and Basketball, Step Team, Cheerleading

Washington Irving also offers the following extra-curricular activities and clubs:

Extra-Curricular Activities	Clubs:
• 21st Century Community Learning Center Grant • Yearbook • School Newspaper • Lincoln-Douglas Debate • Literary Magazine • Model UN • Next Steps (Youth Advisory Programs, Career Readiness, College Readiness) • Robotics • Tutoring • Homework Center • Music and Dance Showcases • Annual Plays and Musicals	• Anime • Chess • Boxing • Step • Fitness • Culinary • Digital Film • Mock Trial • Cheerleading • Bengali • Photography • Vineyard Theatre Student Company • Music

According to the High School Directory, Gramercy Arts currently offers the following extracurricular activities and partnerships:[13]

- Union Square Partnership; Vineyard Theater

Clubs
• Through Union Square Partnership: StepTeam, Vineyard Theatre, Culinary, Fitness, Boxing, Debate, Model UN • Video Lab at the New School • Yoga • Photography • Dance

[13] http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm

According to the High School Directory, International currently offers the following extracurricular activities:[14]

Extra-Curricular Activities	Clubs
• Global Kids Youth Development • After-school tutoring	• Culture • Environmental

As International expands, it plans to offer PSAL and intramural sports in collaboration with the other schools on the M460 campus.

According to the High School Directory, Language and Diplomacy currently offers the following extracurricular activities:[15]

Extra-Curricular Activities
• Student Government • Peer Mediation • Model United Nations Team • Tutoring • Future: art, music, digital photography clubs

As Language and Diplomacy expands, it plans to offer Intramural Sports, including Martial Arts.

Enrollment Impact for Future High School Students – High School Admissions Process

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

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

> **Round One:** 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 Two:** All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs

[14] http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm.
[15] http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm.

for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of April 2012.

For information about the High School Admissions Process, visit: http://schools.nyc.gov/ChoicesEnrollment/High.

All schools in the M460 building admit students as part of the Citywide High School Admissions Process. If this proposal is approved, New School 1 would use a limited unscreened admissions method with priority to Manhattan students or residents. This means that admission is available to all students, regardless of past academic history, with priority given to students who demonstrate interest by signing in at one or several of the following events: Information Session, School Tour, Open House or High School Fair.

The proposed co-location of New School 1 with Gramercy Arts, International, Language and Diplomacy, the YABC, and Washington Irving (until the school completes phasing out in June 2015, if that phase-out proposal is approved) is not anticipated to impact the admissions processes of any of the existing schools or the other proposed new school in building M460. Current eighth-grade students in all five boroughs would be eligible to apply to New School 1 through the Citywide High School Admissions Process Round Two. International has a screened language admissions method and is open to New York City residents who have lived in the United States for four years or fewer at time of admission to high school and whose home language is not English.

Language and Diplomacy has a limited unscreened admissions method.

Gramercy Arts admits students based on the outcome of a competitive audition and a review of the student's record. Gramercy Arts offers programs in visual art and design and performing arts.

Washington Irving admits students through both screened and educational option admissions methods. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay, or additional diagnostic test. Educational option programs are designed to attract a wide range of academic performers. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If a student scores in the top 2% on their previous year's English Language Arts reading exam and lists an Educational Option program as their first choice, they are guaranteed a match to that program.

Students with Individualized Education Programs ("IEP") are admitted to high school in the same manner as their non-disabled peers. The DOE will support schools by 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. This process would apply to students with IEPs transitioning to high school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the school to which they are matched.

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

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on February 9, 2012, students who are interested in applying to New School 1 would have the opportunity to submit a new application during Round Two. Schools with available seats as well as new high schools designated to open throughout the city for the 2012-2013 school year will also be available for these students to consider in Round Two. If a student already received a match in Round One, that match will be nullified if the student receives a Round Two match.

Detailed information about new high schools will be available in February 2012 at enrollment offices and online at http://schools.nyc.gov/ChoicesEnrollment/High/Publications.

Enrollment Impact for Future High School Students – Over-the-Counter Process

In addition to the High School Admissions Process, some students will continue to receive placement in a high school 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 beginning of the school year. Most of 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);[16] or
- Students who did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interests, home address, which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office 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 beginning of the school year 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 Division of Portfolio Planning 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 have academic criteria) that have a two year track record of not filling through seats 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, international schools, and alternative programs are offered through referral.[17] 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. In the 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared with 388 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 92 to 120.

Impact on YABC Program

Young Adult Borough Centers are evening academic programs designed to meet the needs of high school

[16] As detailed in 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.

[17] 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 students 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").

students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. To view a list of Young Adult Borough Centers Citywide, please visit the DOE's website at http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC.

As indicated previously, the YABC program in the building will continue to operate in the M460 building as Washington Irving phases out, if that proposal is approved. Once the proposed phase-out of Washington Irving is complete, the YABC program is expected to remain in the building and will continue to provide services as long as there is a need and demand for the program. The proposal to co-locate New School 1 in M460 will not impact students, admissions or academic programs at the YABC in M460.

B. Schools

The opening of New School 1 is intended to offer additional seats at the high school level in Manhattan. If the M460 phase-in and phase-out proposals are approved, the M460 building would continue to house Gramercy Arts, International, Language and Diplomacy, the YABC, and Washington Irving as it phases out, and New School 1 and Software as they phase in. M460 has enough capacity to accommodate Gramercy Arts, International, Language and Diplomacy, the YABC, Washington Irving as it phases out, and both New School 1 and Software as they phase in.

In 2015-2016, once Washington Irving has phased out and all existing and proposed new schools are at full scale, there would be approximately 2,155-2,355 total students served in M460, and the projected utilization rate would be 76-83%.

The current enrollment and estimated enrollment for all six organizations in M460 during the course of the phase-ins of New School 1 and Software, and the proposed phase-out of Washington Irving is shown in the tables below.

Washington Irving	**Total Enrollment**
2011-12 (unaudited)	1,039
2012-13 (proj.)	655 - 695
2013-14 (proj.)	320 - 360
2014-15 (proj.)	150 - 190
2015-16 (proj.)	-

Gramercy Arts	**Total Enrollment**
2011-12 (unaudited)	499
2012-13 (proj.)	475 - 515
2013-14 (proj.)	475 - 515
2014-15 (proj.)	475 - 515
2015-16 (proj.)	475 - 515

Language and Diplomacy	**Total Enrollment**
2011-12 (unaudited)	247
2012-13 (proj.)	335 - 375
2013-14 (proj.)	365 - 405
2014-15 (proj.)	420 - 460
2015-16 (proj.)	420 - 460

International	**Total Enrollment**
2011-12 (unaudited)	176
2012-13 (proj.)	270 - 300
2013-14 (proj.)	375 - 415
2014-15 (proj.)	375 - 415
2015-16 (proj.)	420 - 460

New School 1	**Total Enrollment**
2011-12 (unaudited)	-
2012-13 (proj.)	105 - 115
2013-14 (proj.)	210 - 230
2014-15 (proj.)	315 - 345
2015-16 (proj.)	420 - 460

Software	**Total Enrollment**
2011-12 (unaudited)	-
2012-13 (proj.)	105 - 115
2013-14 (proj.)	210 - 230
2014-15 (proj.)	315 - 345
2015-16 (proj.)	420 - 460

If this co-location proposal is approved, there will be sufficient space to accommodate Gramercy Arts, International, Language and Diplomacy, Washington Irving, New School 1, and Software pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period Washington Irving phases out and New School 1 and Software phase in. There would also be sufficient space to continue to house the YABC. (Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/community/planning/default.htm.)

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

For 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.

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.

As described in further detail in the corresponding EISs, the DOE is proposing to phase out Washington Irving and open an additional new high school, Software, in the M460 building to replace the high school seats lost due to the phase-out of Washington Irving. The footprint of both New School 1 and Software over the four years it will take to complete their phase-ins is included in the chart below.

According to the desk survey completed by the Manhattan Director of Space Planning on December 2, 2011, M460 has a total of 132 full-size rooms, including 2 science labs, 34 half-size rooms, 27 quarter-size rooms, and the equivalent of 7 full-size rooms of designed administrative/office space. The building also has the following rooms, which are currently shared amongst the co-located schools: two cafeterias, an auditorium, a library, and four gymnasiums.

The School-Based Support Team ("SBST") is housed in the equivalent of one full-size room of designed administrative/office space and three quarter-size rooms, the Nurse's office is housed in one full-size room and two half-size rooms, the Custodian's office is housed in one half-size room of designed administrative/office space, District 2 School Food services occupies one full-size room, School Safety occupies one half-size room and one quarter-size room, and a CBO, Sleepy Hollow Nursery, occupies two full-size rooms and one half-size room. Another CBO, FEGS (a health and human services organization), occupies two quarter-size rooms.

The YABC occupies one full-size room of designed administrative/office space, one half-size room, and five quarter-size rooms. Additionally, there is one full-size room of designed administrative/office space, three full-size rooms, and one half-size room that serve as miscellaneous administrative spaces shared between the schools in the building.

The science labs, which are currently allocated to Gramercy Arts and Washington Irving, will be shared between the schools starting in the 2012-2013 school year. There are eight full-size specialty rooms shared between the school in the building. These shared specialty rooms include three art rooms, a dance room, a weight room, a black box theater, a yoga room, and a music room.

Thus, there will be 115 full-size rooms, 28 half-size rooms, 16 quarter-size rooms, and the equivalent of 3.5 full-size rooms of designed administrative/office space to be allocated to the co-located schools in M460 per the Footprint during and after Washington Irving's proposed phase-out. Since Washington Irving will provide CTE instruction while it phases-out and Software and New School 1 would provide CTE instruction while they phase-in and beyond, the DOE will work with the schools to align the available facilities with the needs of the CTE courses.

Washington Irving's Footprint will decrease each year as the school phases out one grade at a time. Per the Footprint, Washington Irving's current allocation is 39 full-size rooms, 8 half-size rooms, and the equivalent of 3 full-size rooms for administrative use. Washington Irving's baseline footprint over the three years it will take to complete its phase-out is included in the chart below.

International's Footprint will increase each year over the next two years as the school completes its phase-in and reaches full-scale. Per the Footprint, International's current baseline allocation is 7 full-size rooms, 1 half-size rooms, and the equivalent of 3 full-size rooms for administrative use. Each subsequent year, up through the 2013-2014 school year, International will be allocated four additional full-size rooms to accommodate its increased enrollment and grade span. International will also be allocated additional full-size rooms in subsequent years to accommodate its increased enrollment. In 2015-2016 and beyond, after the school has reached full-scale and has expanded its enrollment to four sections per grade, it will have a baseline Footprint allocation of 16 full-size rooms, 1 half-size room, and the equivalent of 3 full-size rooms for administrative use.[18] International's Footprint is included in the chart below.

Language and Diplomacy's Footprint will increase in 2012-2013 as the school completes its phase-in and reaches full-scale by expanding to serve students in 12th grade. Per the Footprint, Language and Diplomacy's current baseline allocation is 10 full-size rooms, 1 half-size room, and the equivalent of 3 full-size rooms for administrative use. Next year, Language and Diplomacy will be allocated three additional full-size rooms to accommodate its increased enrollment and grade span. Each following year, through 2015-2016, Language and Diplomacy will be allocated an additional full-size room to accommodate its increased enrollment. In 2015-2016 and beyond, after the school has reached full-scale and has expanded its enrollment to four sections per grade, it will have a baseline Footprint allocation of 16 full-size rooms, 1 half-size rooms, and the equivalent of 3 full-size rooms for administrative use. Language and Diplomacy's Footprint is included in the chart below.

Per the Footprint, Gramercy Art's current baseline allocation is 19 full-size rooms, 2 half-size rooms, and the equivalent of 3 full-size rooms for administrative use. Gramercy Art's Footprint is included in the chart below.

There is sufficient space in building M460 to accommodate the proposed phase-out of Washington Irving and the proposed phase-ins of the two new schools. After each school receives its adjusted baseline Footprint allocation, there will be sufficient excess full-size rooms and half-size rooms remaining in the building to fully meet all administrative baseline allocations for all organizations, as detailed year by year in the chart below. Each school will continue to receive at least its baseline Footprint allocation, and any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

[18] Enrollment projections for all phasing in schools identified in this section are based on a standard phase-in plan of four sections per entry grade in the first year. Actual enrollment 2012-2013, however, will depend on applicant demand.

The table below shows a summary of the baseline Footprint allocation of full-size instructional rooms for each school throughout the proposed phase-out of Washington Irving and the proposed phase-ins of New School 1 and Software:

		Baseline Footprint Allocation for Full-Size Classrooms				
DBN	**School Name**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
02M460	Washington Irving	39	25	13	7	-
02M399	Language and Diplomacy	10	13	14	15	16
02M438	International	7	11	15	15	16
02M374	Gramercy Arts	19	19	19	19	19
02M533	New School 1	-	4	8	12	16
02M546	Software	-	4	8	12	16
	TOTAL	**75**	**76**	**77**	**80**	**83**
	EXCESS	**40**	**39**	**38**	**35**	**32**

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. In addition, the Office of Space Planning will also work with the schools in M460 to ensure a smooth transition, if necessary, of any rooms currently being used above the Footprint allocation.

If this proposal is approved, it is likely that after Washington Irving completes its phase-out and Language and Diplomacy, International, New School 1 and Software complete their phase-ins, there will still be a significant amount of underutilized space in building M460. The DOE will monitor enrollment in all schools in the upcoming school years. In the instance that it becomes clear an additional new school could be opened in the M460 building to more fully and efficiently utilize the building's capacity, the DOE would propose to open a new school in the building at that time.

Building Safety and Security

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

- 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 NYPD)
- Technical assistance via the Borough Safety Directors when incidents occur
- Professional development and support to Children First Network ("CFN") Safety Liaisons[19]
- Professional development and kits for Building Response Teams
- Monitor and certify School Safety Plans annually

[19] As of spring 2010, all NYC public schools receive their primary support from a team of about 15 staff members called a Children First Network. Each network team provides expert support, technical assistance, and quality control for a group of approximately 25 schools: they offer training and coaching for principals and teachers, share instructional resources to meet each school's needs, and help schools across the network collaborate with each other.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of New School 1 is intended to increase the number of educational options for all students across the City, and specifically in Manhattan.

Impact on Borough-Wide Seat Capacity

The proposed opening and co-location of Software is one of several previously and concurrently proposed changes to high school seats in Manhattan. These proposed changes include: phasing out schools, co-locations of new schools to replace phase-out schools, grade expansions of existing schools, and enrollment expansions of existing schools.

The DOE plans for high school capacity on a borough-wide basis and bases enrollment planning on ninth grade seats. The chart below details each of the proposed and approved changes and provides a summary of the overall impact on ninth-grade seat capacity in Manhattan.

DBN	School Name	Building	PEP Vote Date	Impact on 9th Grade Seat Capacity[20]	Admissions Method
High Schools Proposed for Phase-Out Beginning is 2012-2013					
02M429	Legacy School for Integrated Studies	M883	Pending PEP vote in February 2012	-63	Educational Option
02M460	Washington Irving High School	M460	Pending PEP vote in February 2012	-165	Educational Option and Screened
03M283	Manhattan Theatre Lab High School	M490	Pending PEP vote in February 2012	-139	Limited Unscreened
New Schools Proposed to Open in 2012-2013					
02M533	New School 1	M460	Pending PEP vote in February 2012	+105-115	Limited Unscreened
02M546	The Academy for Software Engineering	M460	Pending PEP vote in February 2012	+105-115	Limited Unscreened
02M534	New School	M883	Pending PEP vote in February 2012	+105-115	Limited unscreened
Planned Enrollment Expansion					
84M335	Harlem Village Academy Leadership Charter School	M045/M209	N/A	+25-32	Continuing eighth graders

[20] Seat Capacity of existing schools is based on total new ninth-grade admits in 2011-2012 (which includes both students who entered through the High School Admissions Process and through over-the-counter placements). Seat capacity of new schools is based on a standard plan to serve four sections of students per grade.

High School Grade Expansions for 2012-2013					
04M422	Quest to Learn	M440	N/A	+75-85	Limited Unscreened with priority to continuing eighth graders
04M372	Esperanza Preparatory Academy	M117	December 2011	+80-90	Screened: Language, with priority to continuing eighth graders
Total Proposed Change in 9th Grade Seat Capacity for 2012-2013				**+128-185**	

With the addition of the 495-552 ninth-grade seats in new high schools, grade expansions at middle schools, and enrollment expansions at high schools, as compared with the loss of 367 seats from the proposed phase-out schools, the DOE will have created more than enough new ninth grade seats to offset those lost. Factoring in all anticipated increases and decreases, there would be a net additional capacity of approximately 128-185 new seats in Manhattan for September 2012.

For the 2011-2012 school year, there were a total of 16,267 ninth-grade seats available in Manhattan.[21] A total of 15,905 new ninth-grade students enrolled in Manhattan high schools in 2011-2012, leaving 362 excess seats borough-wide.

In an EIS posted on December 22, 2011, the DOE also proposes to expand the grades served by Special Music School (03M859) from kindergarten through eighth grade to kindergarten through twelfth grade, beginning in September 2013. Special Music School would serve 50-60 students in ninth grade.

Detailed information about new high schools will be available in February 2012 at enrollment offices and online at http://schools.nyc.gov/ChoicesEnrollment/High/Publications.

Impact on Borough-Wide Seat Capacity of CTE Programs

Including New School 1 and Software, there are two new schools proposed for opening to serve ninth grade in 2012-2013 in Manhattan which will be CTE schools or offer CTE programming. New School 1 will offer programming in the following career cluster: Health Science. Software will offer programming in the following career clusters: Information Technology and Scientific Research and Engineering. These pathways were selected in response to overall demand from students applying to CTE programs, demand from industry partners interested in hiring graduates with CTE endorsed diplomas, as well as labor trends and analysis of workforce needs.

Additionally, Quest to Learn, noted above as expanding to serve ninth grade in 2012-2013, will offer CTE programming.

The proposed new schools and grade expansion will add 285-310 ninth-grade available seats in new high schools that either are CTE schools or offer CTE programs.[22] The phase out of Washington Irving will result in the loss of 165 ninth-grade seats in CTE schools in Manhattan. Therefore, the DOE anticipates

[21] Current ninth grade seat capacity is based on 2010-2011 ninth grade seat targets for all high schools (excludes District 75, District 79); seat targets schools that have a zoned admissions element were updated to equal the number of ninth grade new admits.

[22] However, it should be noted that not all students in the proposed new schools offering CTE programming are expected to be enrolled in such programs.

there will be a net gain of 120-145 new ninth grade seats in Manhattan in total in new CTE schools, new schools where CTE is offered, and schools that offer CTE programs expanding to serve ninth-grade.

For the 2011-2012 school year, there is a total of 5,960 ninth grade seats available in Manhattan in CTE schools and schools that offer CTE programs. A total of 5,569 new ninth-grade students are enrolled in these schools, resulting in 391 excess seats. If these proposals are approved, adding 120-145 new seats at CTE schools or schools with CTE programming, there will be a total of 6,080-6,105 total ninth grade seats in Manhattan for the 2012-2013 school year in schools where CTE is offered.

The DOE strongly believes in the importance of CTE education. The DOE will evaluate the potential to add new schools that provide high quality CTE education in available space across Manhattan.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M460.

IV. Enrollment, Admissions and School Performance Information

New School 1

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Phase-In	High School Admissions Process: Admissions Method: Limited Unscreened with priority to Manhattan students or residents

Enrollment Data

New School 1	**Total Enrollment[23]**
2011-12 (unaudited)	-
2012-13 (proj.)	105 - 115
2013-14 (proj.)	210 - 230
2014-15 (proj.)	315 - 345
2015-16 (proj.)	420 - 460

[23] Projected enrollment of new schools is based on a standard plan to serve four sections of students per grade

Demographic Data

New School 1 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

New School 1 does not yet have enrollment. Therefore, there is no performance data for the school.

Washington Irving

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Screened, Educational Option with priority to Manhattan students or residents
Admissions during and after Proposed New School 1 Phase-In	N/A

Enrollment Data

Washington Irving	**Total Enrollment**
2011-12 (unaudited)	1,039
2012-13 (proj.)	655 - 695
2013-14 (proj.)	320 - 360
2014-15 (proj.)	150 - 190
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services[24]	13%
Percentage of Students with Individual Education Programs[25]	18%
Percentage of English Language Learner Students[26]	20%
Percentage of Students Eligible for Free or Reduced Lunch[27]	68%

School Performance Data

Washington Irving High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	F
Quality Review Score[28]	P	P	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	64%	67%	72%
4 Year Graduation Rate	38%	55%	48%
6 Year Graduation Rate	57%	53%	46%
% Graduating with a Regents Diploma	19%	41%	41%
Attendance Rate	74%	77%	74%

2010-2011 State Accountability Status[29]	Restructuring (advanced) Comprehensive

[24] Students Receiving ICT and SC services as percentage of total students from the 2011-2012 Unaudited Register as of October 31, 2011.
[25] Students with Individual Education Program as percentage of total students from the 2011-2012 Unaudited Register as of October 31, 2011.
[26] English Language Learner students as percentage of total students 2011-2012 Unaudited Register as of October 31, 2011.
[27] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011
[28] Per the Quality Review, WD = Well Developed, P = Proficient, D = Developing, UPF = Undeveloped with Proficient Features, U = Undeveloped. The Quality Review Criteria Rubric, which explains the different scores, can be found here: http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf. For more information about Quality Reviews, please visit the DOE Web site at http://schools.nyc.gov/Accountability/tools/review.
[29] This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at http://www.p12.nysed.gov/irs/accountability.

International

Admissions Data

Current Admissions	Grades 9-11: High School Admissions Process; Admissions Method: Screened Language
Admissions during and after proposed New School 1 phase-in	9-12: High School Admissions Process; Admissions Method: Screened Language

Enrollment Data

International	**Total Enrollment**
2011-12 (unaudited)	176
2012-13 (proj.)	270 - 300
2013-14 (proj.)	375 - 415
2014-15 (proj.)	375 - 415
2015-16 (proj.)	420 - 460

Demographic Data

Percentage of Students Receiving ICT or SC services	0%
Percentage of Students with Individual Education Programs	0%
Percentage of English Language Learner Students	89%
Percentage of Students Eligible for Free or Reduced Lunch	87%

School Performance Data[30]

International	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	N/A	88%
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	N/A	94%

2010-2011 State Accountability Status	N/A

This school opened in 2010 and does not yet have Progress Report data.

[30] International opened in September 2010 and has limited performance data.

Gramercy Arts

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Method: Audition
Admissions during and after proposed New School 1 phase-in	9-12: High School Admissions Process; Admissions Method: Audition

Enrollment Data

Gramercy Arts	**Total Enrollment**
2011-12 (unaudited)	499
2012-13 (proj.)	475 - 515
2013-14 (proj.)	475 - 515
2014-15 (proj.)	475 - 515
2015-16 (proj.)	475 - 515

Demographic Data

Percentage of Students Receiving ICT or SC services	11%
Percentage of Students with Individual Education Programs	13%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	66%

School Performance Data

Gramercy Arts	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	B	C
Quality Review Score	N/A	P	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	82%	90%	90%
4 Year Graduation Rate	81%	78%	78%
6 Year Graduation Rate	N/A	N/A	90%
% Graduating with a Regents Diploma	20%	55%	67%
Attendance Rate	83%	83%	82%

2010-2011 State Accountability Status	In Good Standing

Language and Diplomacy

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Method: Limited Unscreened with priority to Manhattan students or residents
Admissions during and after proposed New School 1 phase-in	9-12: High School Admissions Process; Admissions Method: Limited Unscreened with priority to Manhattan students or residents

Enrollment Data

Language and Diplomacy	**Total Enrollment**
2011-12 (unaudited)	247
2012-13 (proj.)	335 - 375
2013-14 (proj.)	365 - 405
2014-15 (proj.)	–420 - 460
2015-16 (proj.)	420 - 460

Demographic Data

Percentage of Students Receiving ICT or SC services	13%
Percentage of Students with Individual Education Programs	19%
Percentage of English Language Learner Students	29%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data[31]

Language and Diplomacy	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	83%	73%
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	90%	86%

2010-2011 State Accountability Status	In Good Standing

This school opened in 2009 and does not yet have Progress Report data.

[31] Language and Diplomacy opened in September 2009 and has limited performance data.

Software

Admissions Data

Current Admissions	N/A
Admissions during and after proposed phase-in	9-12: High School Admissions Process Admissions Method: Limited Unscreened with priority to Manhattan students or residents

Enrollment Data

Software	**Total Enrollment**[32]
2011-12 (unaudited)	-
2012-13 (proj.)	105 - 115
2013-14 (proj.)	210 - 230
2014-15 (proj.)	315 - 345
2015-16 (proj.)	420 - 460

Demographic Data

Software does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

Software does not yet have enrollment. Therefore, there is no performance data for the school.

[32] Software is proposed to open in September 2012 with 9th grade, and would add one grade each year until it serves grades nine through twelve.

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, New School 1 will receive a fixed allocation of $80,000 during its first year. In addition, New School 1 will receive approximately $51,300 in new school start-up per-pupil allocations. Beginning in its second year of operation, New School 1 will receive $100 per pupil enrolled in each new grade level, until it reaches its full grade span.

All schools receive approximately $225,000 in annual fixed Fair Student Funding ("FSF") foundation allocations to fund administrative costs and an additional $50,000 in Children First supplemental funding. Estimated FSF for New School 1 in its first year is $454,407. 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 2012 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

If the proposal to phase out Washington Irving is approved, as described in further detail in the EIS describing the phase-out proposal, Washington Irving would no longer receive School Improvement Grant ("SIG") funds for Transformation after June 2012. In the spring, the DOE would submit an application to the New York State Education Department to convert Washington Irving to a Turnaround model (consistent with the DOE's proposal to phase out Washington Irving). Under current New York State SIG guidelines, if that application is approved, SIG funding would support the new high schools proposed to be co-located in M460, including New School 1 and Software, and would be available to support programs at the new schools that would actively advance students towards graduation (e.g., on-line credit recovery programs, additional youth development, and guidance support to struggling students).

This proposal is not expected to impose any costs on the other schools located in the M460 building. For a detailed explanation of the costs and savings expected to result from the proposed phase-out of Washington Irving, please see the EIS describing the phase-out proposal available at http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

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

A. Personnel Needs

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

If approved, this proposal is not expected to impact personnel at the other organizations located in the M460 building. For an explanation of the impact on personnel at these organizations as a result of the Washington Irving phase-out proposal, please see the EIS describing that proposal.

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for New School and Legacy are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is $4,207.47.

In addition, FSF awards supplemental entitlements 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, high schools received an additional $2,043.69 per pupil for each ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student 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 increases 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 needs fewer supplies and potentially a smaller staff.

As with all other schools Citywide, Washington Irving, International, Gramercy Arts, Language and Diplomacy, New School 1, and Software may receive additional "categorical" funding based on student characteristics and needs (if the proposals to phase in New School 1 and Software are approved). For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. New School 1 and Software are not currently eligible for Title I funding. Washington Irving, International, Gramercy Arts, and Language and Diplomacy are currently eligible for Title I funding. Assuming that Washington Irving, International, Gramercy Arts, and Language and Diplomacy continue to meet Title I criteria, the size of their Title I funding awards would grow or shrink as their school population grows or shrinks.

While schools receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (VTEA). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2012, only officially approved programs will be eligible for this funding. If this proposal is approved, New School 1 would be able to apply for state approval of its CTE Pathways, and if those programs were approved would be eligible for this funding. As VTEA funds are allocated on a per-pupil basis, as New School 1 phases in, the school would get additional funding to support the CTE program development as the enrollment increases.

Please note that increased or reduced per capita funds allocated to New School 1 as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY 2012 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget

This proposal is not expected to impact the cost of instruction at the other organizations located in the M460 building. For an explanation of the impact of the proposed phase-out of Washington Irving on the cost of instruction at those organizations, please see the EIS describing that proposal.

C. Administration

If this proposal is approved, New School 1 is expected to hire new administrative staff and non-pedagogical positions over the course of the school's phase-in.

This proposal is not expected to impact the administration of the other organizations located in the M460 building. For an explanation of the impact of the proposed phase-out of Washington Irving on the administration of those organizations, please see the EIS describing that proposal.

As stated above, while Washington Irving phases out and New School 1 phases in, the DOE anticipates that the current principal of Washington Irving will simultaneously be principal of Washington Irving and New School 1. The DOE expects that the principal will be able to fill both of these roles successfully.

D. Transportation

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

If approved, this proposal is not expected to impact the transportation of the other organizations located in the M460 building. For an explanation of the impact of the proposed phase-out of Washington Irving on those organizations' transportation practices, please see the EIS describing that proposal.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy as New School 1 phases in if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the M460 building. For an explanation of the impact of the proposed phase-out of Washington Irving on those organizations' support services, please see the EIS describing that proposal.

VII. Building Information

Building		M460
Type of Building		High school
Year Built		1912
Overall BCAS rating		2.67
2010-2011 Target Building Utilization		68%
2010-2011 Target Building Capacity		2,847
FY 2011 Maintenance Costs	**Labor**	$41,153
	Materials	$52,166
	Maintenance and repair contracts	$69,401
	Service contracts	$0
	Custodial operations costs—Materials	$26,531
	Custodial operations costs—Custodial Allocation	$530,312
FY2011 Energy Costs	**Electric**	$247,264
	Gas	$4,120
	Oil	$703,778
Projects completed during the current or prior school year		CIP- water storage tank, science demo room upgrade, CTF - room conversion
Projects proposed in the capital plan		Educational enhancements- restructuring. Building upgrade - elevators and escalators, gymnasium upgrade, classroom connectivity, new/retrofit telephone/intercom systems
Accessibility of the building		Partially Programmatically Accessible
Building attributes		Art rooms, Auditorium, Cafeteria, Computer rooms, Gymnasium, Library, Nurse's office, Science lab