

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of International Arts Business School (17K544) in Building K470 Beginning in 2012-2013**

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

The New York City Department of Education (“DOE”) is proposing to phase out International Arts Business School (17K544, “International Arts Business”), an existing high school in the George Wingate Educational Complex, or building K470 (“K470”), located at 600 Kingston Avenue, Brooklyn NY 11203, within the geographical confines of Community School District 17. It currently serves students in grades nine through twelve, and admits students through the Citywide High School Admissions Process. International Arts Business also offers a Career and Technical Education (“CTE”) pathway.<sup>1</sup> The DOE is proposing to phase out International Arts Business based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs. If this proposal is approved, International Arts Business will no longer admit new ninth grade students after the conclusion of the 2011-2012 school year. The school will continue to phase out one grade level at a time, until it completes its phase-out and closes after the 2014-2015 school year. Current students will be supported as they progress towards graduation while remaining enrolled at International Arts Business. In cases where students do not complete graduation requirements by June 2015, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after International Arts Business completes phasing out.

International Arts Business is co-located with the School for Human Rights (17K531, “Human Rights”), an existing secondary school that serves students in grades six through twelve, the School for Democracy and Leadership (17K533, “Democracy and Leadership”), an existing secondary school that serves students in grades six through twelve, and the High School for Public Service: Heroes of Tomorrow (17K546, “HS for Public Service”), an existing high school that serves students in grades nine through twelve.

In addition, K470 houses two sites of a multi-side District 75 inclusion program (75K036): P036K@H544K, which serves students in grades nine through twelve in International Arts Business’ general education classes, and P036@Wingate, which serves students in Human Rights’ general education classes.<sup>2</sup>

In another Educational Impact Statement (“EIS”), the DOE is proposing to open a new high school, 17K745, in K470 in September 2012. The proposal can be found at:  
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

This school will continue growing to full-scale as International Arts Business phases out. The new school will open with ninth grade, adding one grade annually and reaching full scale in the 2015-2016 school year

<sup>1</sup> 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.

<sup>2</sup> 75K036 is located at 4 sites in addition to K470: P036K@the Nathanael Greene located at 2045 Linden Boulevard, Brooklyn, NY, 11207; P036K@Flatbush Town Hall located at 35 Snyder Avenue, Brooklyn, NY, 11226; P036K@J232K located at 905 Winthrop Street, Brooklyn, NY, 11203; and P036K@P192K located at 47-15 18<sup>th</sup> Avenue, Brooklyn, NY 11204. This proposal will only impact P036K@H544K International Arts Business School. All references to enrollment will refer to P036K@H544 International Arts Business School and P036@Wingate the School for Human Rights only.

with a grade span of nine through twelve.

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

Schools are identified for possible closure for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.<sup>3</sup> Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth- to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms and talk with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.<sup>4</sup>

In addition, all schools identified by the SED as PLA, regardless of the school’s Progress Report grade and Quality Review scores, are considered for more intensive support or intervention including the possibility of phase-out.<sup>5</sup> In December 2010, SED identified 67 PLA schools across the State, including 43 in New York City; International Arts Business was not identified as a PLA school. High schools are identified as PLA based on the school’s graduation rate and/or their state test performance.

International Arts Business received an overall F grade on its Progress Report in 2010-2011, with a D grade on the Student Performance sub-section, an F grade on the Student Progress sub-section, and an F grade on the School Environment sub-section.

As a result, the DOE initiated a comprehensive review of International Arts Business, with the goal of determining what intensive supports and interventions would best benefit its students and the International Arts Business community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

Following that review, the DOE believes intervention is needed to support current students to graduate and to support new students to progress to graduation. This is due to the fact that performance at International Arts Business has declined over the past three years, and declined dramatically over the most recent school year. In this case, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of International Arts Business—will address the school’s longstanding performance struggles and allow for new school options to develop in K470 that will better serve future students and the broader community.

### *Performance and School Environment at International Arts Business*

International Arts Business has struggled for years, and the school’s performance during the 2010-2011 school year confirmed the DOE’s assessment that the school lacks capacity to turn around quickly to better

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<sup>3</sup> High Schools with a four year graduation rate that is higher than the Citywide average, which earn a Well Developed or Outstanding rating on the most recent Quality Review, which received an A or B on the 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

<sup>4</sup> For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>.

<sup>5</sup> High Schools with a four year graduation rate that is higher than the Citywide average, which earn a Well Developed or Outstanding rating on the most recent Quality Review, which received an A or B on the 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out

support student needs.

- Graduation rates at International Arts Business have been consistently low—60% or less—for over the past three years. Last year, International Arts Business’ four-year graduation rate (including August graduates) was 61%, whereas the Citywide average four-year graduation rate was 65%—placing International Arts Business in the bottom 28% of high schools Citywide.<sup>6</sup>
- If Regents Diplomas alone counted towards graduation, as will be the case next year, the four-year graduation rate at International Arts Business would drop to 42%, well below the Citywide average of 60%, placing International Arts Business in the bottom 20% of all high schools Citywide. This low rate will become increasingly problematic in the future because beginning in the 2012-2013 school year, the only way to graduate will be to earn a Regents diploma.
- First year credit accumulation is a key predictor of student success because students who fall behind early on in high school often have trouble getting back on track to graduate. In 2010-2011, only 66% of first year students at International Arts Business earned at least 10 credits. This rate of credit accumulation puts International Arts Business in the bottom 15% of high schools Citywide.<sup>7</sup>
- International Arts Business received an overall F grade on its 2010-2011 Progress Report, with a D grade on the Student Performance sub-section, an F grade on the Student Progress sub-section, and an F grade on the School Environment sub-section.
- International Arts Business has consistently struggled with student progress over the years. International Arts Business received an F on the Student Progress sub-section of the Progress report in 2010-2011, a D in 2009-2010, and an F in 2008-2009.
- Demand for International Arts Business has remained low. The school offers three programs to which students may apply through the Citywide High School Admissions Process: Business, Performing Arts, and Visual Art and Design. Last year each program received between 4.4 and 6.0 applications per available seat compared to the Citywide average of 8.5 applications per seat.
- Safety issues have been a concern at International Arts Business in recent years. On the 2010-2011 New York City School Survey, 38% of students reported feeling unsafe in the hallways, bathrooms, and locker rooms—this places International Arts Business in the bottom 3% of high schools Citywide. That same year, 19% of parents expressed concerns about their children’s safety. In addition, 42% of teachers reported that discipline and order were not maintained at the school.

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<sup>6</sup> Both New York City and New York State calculate the Citywide graduation rate. Both the City’s calculation and the State’s calculation includes August graduates. Typically, there is only modest deviation between the two calculated rates. The 2011 graduation rate cited for International Arts Business represents the City’s calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State calculated Citywide graduation rate, it includes August graduates. State calculated graduation rates for the International Arts Business Class of 2011 are still being audited by the State and will not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 will also be released by the New York State Education Department. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65% for the Class of 2010.

<sup>7</sup> The Progress Report defines students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Math, English, Science, and/or Social Studies.

The chart below summarizes key performance data for International Arts Business over the past three years:

<b>International Arts Business<sup>8</sup></b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	F
Progress Report Progress Grade	F	D	F
Progress Report Performance Grade	D	B	D
Progress Report Environment Grade	B	C	F
Quality Review Score <sup>9</sup>		P	
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1 <sup>10</sup>	68%	62%	66%
4 Year Graduation Rate	58%	57%	61%
6 Year Graduation Rate	74%	88%	76%
% Graduating with a Regents Diploma	35%	34%	42%
Attendance Rate	87%	84%	84%
<b>2010-2011 State Accountability Status<sup>11</sup></b>	Improvement (year 1) Comprehensive		

*Overview of Past Strategic Improvement Efforts at International Arts Business*

Staff members have worked hard to improve International Arts Business but even with support the school has not produced adequate outcomes for the students. To help the school’s efforts to improve performance, the DOE offered numerous supports, including:

**Leadership Support:**

- Extensive leadership training and mentoring for the principal around whole school improvement, professional development and teacher effectiveness.
- Leadership coaching and training on implementing plans in support of Citywide instructional initiatives.
- Training and support of school leadership in systems and strategies for increasing parent involvement and deepening relationships with families at the school.

**Instructional Support:**

- Support and training for teachers in improvement strategies for addressing the various needs and learning styles of English Language Learner (“ELL”) students and Special Education students.

<sup>8</sup> Based on 2010-2011 Progress Report.

<sup>9</sup> 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>.

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

<sup>11</sup> 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>.

- Facilitating training for teachers in various literacy strategies and strengthening lesson planning to incorporate a literacy focus across disciplines.
- Professional development opportunities for teachers on best practices for instructional improvements in mathematics and strategies for raising student interest levels and outcomes in math.
- Professional development opportunities for all staff on various measures, systems and protocols to evaluate, manage, and support student work.

#### **Operational Support:**

- Advice on budgeting, human resources, teacher recruitment, and building management.
- Supporting school staff on developing strategies and practices for improving student achievement.
- On-site training for assistant principals and guidance counselors around effective use of student data systems to track student progress.

#### **Student Support:**

- Professional development opportunities for school leadership and teachers around strategies for fostering a positive school culture, student engagement and positive student behavior.
- Supporting comprehensive school wide arts enrichment aimed at improving student outcomes and exposure to the arts.
- Supporting struggling students with the Global Kids enrichment program, which offers academic, social, and emotional supports through mentoring and exposure to various programs in the city.
- On-site training and support to classroom teachers on effective strategies for implementing integrated classrooms to support students with special needs in the general education settings.

#### **CTE-Specific Support:**

- Advice and support to the leadership during the process to gain approval for CTE programs.
- Providing opportunities and training for administrators and CTE coordinators to develop their capacity with Carl D. Perkins Vocational and Technical Education Act (“VTEA”) funding and CTE data management to further the CTE mission and vision at the school

International Arts Business has received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed to meet the needs of its students and families. Given International Arts Business’ lack of success, despite the availability of these supports, it is apparent that International Arts Business’ has failed to develop the proper infrastructure to meet the needs of its students and families.

#### *Summary of Community Feedback*

On November 10, 2011, High School Superintendent Karen Watts held meetings with the Parent Teacher Association (“PTA”) and with the School Leadership Team (“SLT”) to discuss what is and is not working at International Arts Business, and what things could be improved to serve students better.

There were twelve attendees at the SLT meeting and approximately 150 attendees at the PTA meeting. While attendees at the PTA meeting had some positive feedback about the school’s AP course offerings, they also expressed a number of concerns, including:

- Students who are struggling have trouble accessing extra help at the school.
- There is ineffective leadership and a paucity of organization on the administration's part.
- The school lacks a unifying culture.

- There exists a division between the founding teachers and those who are new to the school.
- There is not enough parent involvement.
- There is inadequate teacher training.
- The school receives too many over-the-counter students with diverse needs that strain the staff and resources of the school.
- The school lacks funding and technology resources for the classroom.

The SLT shared similar concerns and said that some teachers feel the school is not providing them with the supports they need to help struggling students. They also had some positive feedback about teachers using data to improve instruction.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/brooklyn/proposal?id=56>.

While some members of the International Arts Business community objected to the possibility of phasing the school out, the DOE believes that drastic action must be taken given the school's longstanding performance struggle and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback in other ways as it continues to support current International Arts Business students working toward graduation and as it develops plans to replace International Arts Business with two new schools that better meets student and community needs.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

## II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the "Blue Book"), K470 has the capacity to serve 2,371 students. In 2010-2011—the most recent year for which audited enrollment data is available—the building only served 1,647 students,<sup>12</sup> yielding a building utilization rate of 69%.<sup>13</sup> In 2011-2012, the building is again serving 1,647 students,<sup>14</sup> yielding a utilization rate of 69%.<sup>15</sup> This means that the building is "underutilized" and has extra space to accommodate students.

If this proposal is approved, International Arts Business would begin phasing out one grade at a time, beginning in the 2012-2013 school year and completing phase-out after the 2014-2015 school year. As part of the replacement strategy for International Arts Business, the DOE is also proposing to co-locate a new district high school, 17K745, in K470, beginning in the 2012-2013 school year. This school would phase in one grade at a time and complete the phase-in during the 2015-2016 school year. The proposal to co-locate this new school is detailed in a separate EIS, also posted in December 2011. The proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

<sup>12</sup> 2010-2011 audited register.

<sup>13</sup> 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.

<sup>14</sup> 2011-2012 unaudited register as of October 31, 2011.

<sup>15</sup> The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates 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.

Currently, and over the next four years, the proposed grade spans for the schools in the building are as follows:<sup>16</sup>

DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
17K544	International Arts Business	09-12	10-12	11-12	12	-
17K745	17K745	-	09	09-10	09-11	09-12
75K036 <sup>17</sup>	P036K@H544K	09-12	09-12	09-12	09-12	09-12
17K531	Human Rights	06-12	06-12	06-12	06-12	06-12
75K036	P036K@Wingate	09-12	09-12	09-12	09-12	09-12
17K533	Democracy and Leadership	06-12	06-12	06-12	06-12	06-12
17K546	HS for Public Service	09-12	09-12	09-12	09-12	09-12

Currently, Human Rights serves 387 students.<sup>18</sup> The DOE projects that the enrollment of this school will remain at or close to its current levels. Human Rights is projected to serve 370-440 sixth through twelfth grade students when International Arts Business has completed its phase out in 2015-2016.<sup>19</sup>

HS for Public Service currently enrolls 419 students,<sup>20</sup> and the DOE projects that the enrollment of this school will remain at or close to its current levels. When International Arts Business has completed its phase out in 2015-2016, HS for Public Service is projected to enroll 385-425 students in ninth through twelfth grade.

Currently, Democracy and Leadership enrolls 418 students.<sup>21</sup> The DOE projects that the enrollment at this school will remain at or close to its current levels. Democracy and Leadership is projected to serve 390-460 sixth through twelfth grade students when International Arts Business has completed its phase out in 2015-2016.

The DOE projects that the enrollment of both District 75 inclusion programs will remain at or close to their current levels. P036@Wingate's students attend general education classes at Human Rights, and is projected to enroll 5-10 students in ninth through twelfth grades. This proposal to phase out of International Arts Business is not expected to impact the District 75 students enrolled at P036@Wingate.

<sup>16</sup> As International Arts Business phases out, some students may technically be classified in grades "no longer served" at the school. This would occur in situations where current students were "held over" because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth grade student who only earned four credits during the 2011-2012 school year would technically still be considered a ninth grade student in 2012-2013. In those cases, students would still be served in International Arts Business and would have access to appropriate courses to support their continued progress toward graduation.

<sup>17</sup> All District 75 projections referenced for the 2012-2013 school year and beyond assume that total enrollment on November 17, 2011 will be sustained.

<sup>18</sup> 2011-2012 unaudited register as of October 31, 2011.

<sup>19</sup> All sixth through eighth grade enrollment projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the 2011-2012 unaudited register as of October 31, 2011. All high school level projections referenced for the 2012-2013 school year and beyond assume that enrollment figures at each grade level, based on the 2011-2012 unaudited register as of October 31, 2011 will be sustained.

<sup>20</sup> 2011-2012 unaudited register as of October 31, 2011.

<sup>21</sup> 2011-2012 unaudited register as of October 31, 2011.

P036K@H544K’s students are currently served in the general education classes of International Arts Business. If this proposal is approved, P036K@H544K will continue to exist as International Arts Business phases out and closes. If the proposal to open a new high school, 17K745, is approved, then the District 75 inclusion program previously associated with International Arts Business would be associated with the new high school as it phases in. The DOE projects that enrollment at the inclusion program associated with the new school will remain at or close to P036K@H544K’s current levels. New incoming ninth grade students would seek placement through the District 75 placement process, consistent with current practice. District 75 high school students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their Individualized Education Programs (“IEPs”), and seat availability.<sup>22</sup> This proposal is not anticipated to impact the District 75 admissions process for District 75 high school students.

If the proposal to open 17K475 is approved, 17K475 will serve approximately 420-460 students in grades nine through twelve at full-scale. Once International Arts Business has completed its phase-out and 17K745 has completed its phase-in, there would be approximately 1,580-1,815 students served in K470 in 2015-2016, yielding an estimated utilization rate of 67%-77%. Therefore, the building has adequate capacity to accommodate the full expansion of 17K745 during and after the phase-out of International Arts Business.

The proposed enrollments for each school and projected building utilization rates from 2010-2011 through 2015-2016 are shown in the table below:

School Name	2010-2011 Audited Register	2011-2012 Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
International Arts Business	436	400	240 - 280	110 - 150	45 - 85	-
17K745	-	-	105 - 115	210 - 230	315 - 345	420 - 460
P036K @HK544	15	14	10 - 20	10 - 20	10 - 20	10 - 20
The School for Human Rights	370	387	355 - 425	370 - 440	370 - 440	370 - 440
P036K @Wingate	6	9	5 - 10	5 - 10	5 - 10	5 - 10
Democracy and Leadership	419	418	380 - 450	390 - 460	390 - 460	390 - 460
HS for Public Service	401	419	385 - 425	385 - 425	385 - 425	385 - 425
<b>Total Building Enrollment</b>	1647	1647	1480 - 1725	1480 - 1735	1520 - 1785	1580 - 1815
<b>Utilization</b>	69%	69%	62% - 73%	62% - 73%	64% - 75%	67% - 77%

As described in more detail in the Blue Book, 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

<sup>22</sup> To learn more about the choices available to students, please visit the District 75 Organization Directory, available online at: [http://schools.nyc.gov/documents/d75/schools/DIRECTORY\\_complete.pdf](http://schools.nyc.gov/documents/d75/schools/DIRECTORY_complete.pdf).

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 fifth grade classroom, the building’s target capacity would increase because the DOE expects that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

#### A. Students

##### *Enrollment Options for Current International Arts Business Students*

Under this proposal, all current International Arts Business students will have the opportunity to graduate from International Arts Business, assuming that they continue to earn credits on schedule.

##### *Current Ninth Grade Students at International Arts Business*

In New York City, the high school admissions process is a citywide choice process. (Please see “Enrollment Impact for Future High School Students—Citywide High School Admissions Process” below for more detailed information). The Citywide High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Students who are in ninth grade for the first time can participate in the Citywide High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth grade students at International Arts Business who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2, 2011. If this proposal is approved in February 2012, there would be another opportunity for current ninth grade students at International Arts Business, and students at other schools who have applied to International Arts Business, to submit a new list of 12 schools in Round Two of the Citywide High School Admissions Process. Those interested in applying to attend a different school as a tenth grade student in September 2012 should meet with a guidance counselor.

In March, students will be able to participate in Round Two of the Citywide High School Admissions process. Students would submit a Round Two application and would be able to rank schools that have available seats for tenth grade. Students may receive a match as part of Round Two in April. If a student

submitted an application as part of Round One of the Citywide High School Admissions process, a match received in Round Two will nullify the Round One match.

Alternatively, current ninth grade students could complete high school at International Arts Business, provided they earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a transfer school.

### *Current Tenth, Eleventh, and Twelfth Grade Students at International Arts Business School*

Current tenth, eleventh, and twelfth grade students who are on track to graduate will complete high school at International Arts Business, provided they continue to earn credits on schedule. As the school becomes smaller, students will receive more individualized attention through graduation to ensure they are receiving the support they need to succeed.

Current tenth, eleventh, and twelfth grade students who are not on track to graduate should meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the DOE's Transfer High Schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation. In general, however, it is expected that most current International Arts Business students will remain enrolled at the school as they work toward graduation.

The DOE will arrange a new placement for students who have not accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate by June 2015.

The DOE remains focused on helping International Arts Business students to succeed. If this proposal is approved, International Arts Business will be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

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

### *Impact on Academic and Extracurricular Offerings at International Arts Business*

With respect to academics, International Arts Business will continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school declines throughout the course of the phase-out, the school will likely need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented, as decisions would rest with school administrators and would be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE will work with International Arts Business to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City.

International Arts Business currently offers Integrated Co-Teaching (“ICT”) classes, self-contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). International Arts Business currently offers English as a Second Language (“ESL”) services. Students with disabilities will continue to receive mandated services in accordance with their IEPs. ELL students at International Arts Business will continue to receive mandated services as the school phases out.

International Arts Business will continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.<sup>23</sup>

International Arts Business currently offers the following sports:

- PSAL Sports – Boys: Baseball, Basketball, Bowling, Cross Country, Outdoor Track, Soccer, Tennis, Volleyball
- PSAL Sports – Girls: Basketball, Bowling, Handball, Outdoor Track, Soccer, Tennis, Volleyball
- PSAL Sports – Co-ed: Bowling, Wrestling, Cricket

According to the High School Directory, International Arts Business also offers the following extracurricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> <li>■ Student Government</li> <li>■ Student Senate</li> <li>■ Senior Ambassadors</li> <li>■ Teacher Mentor Program</li> <li>■ National Foundation for Teaching Entrepreneurship</li> <li>■ After-school Beauty Salon</li> <li>■ Steel Band</li> <li>■ Drama</li> <li>■ Step Team</li> </ul>	<ul style="list-style-type: none"> <li>■ Silk Screening</li> <li>■ Yearbook</li> <li>■ Business</li> <li>■ buildOn</li> <li>■ Playwriting</li> <li>■ Poetry</li> <li>■ Video</li> <li>■ Drama</li> <li>■ Media Arts</li> </ul>

Again, it is difficult to predict precisely how changes to the above offerings might be implemented, as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the K470 is already home to several school organizations other than International Arts Business and if this proposal is approved, the DOE anticipates that an additional new school will also phase in to the building, if approved by the PEP.

Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, we anticipate that this same opportunity would exist for students at K470, including students attending International Arts Business as that school phases out. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

<sup>23</sup> Athletic and extracurricular offerings reflect those listed for International Arts Business in the 2011-2012 Directory of High Schools. PSAL is the Public School Athletic League.

Similarly, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current International Arts Business students will continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out, though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed phase-out is not expected to impact extracurricular program offerings at any of the other schools in K470.

Students enrolled in the CTE programs at International Arts Business will continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas.<sup>24</sup> 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.

### *Impact on International Arts Business' CTE Program*

International Arts Business offers a CTE program in the Entrepreneurship/Virtual Enterprise ("VE") in the Business Management career cluster and Administration career cluster. If this proposal is approved, beginning in September 2012, International Arts Business will no longer be an option for new students interested in CTE programming.

A CTE program of study can fall into one of over seventy career pathways, which are themselves grouped into sixteen career clusters identified at the federal level. "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.

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. 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 New York State Education Department, 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 state approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the state by the time they graduate. However, regardless of program approval status, schools with the capacity to teach toward and prepare students for an industry-certified exam can continue to do so throughout the course of the proposed phase-out.

International Arts Business offers one CTE pathway, VE in the Business Management and Administration career cluster. If this proposal is approved, beginning in September 2012, International Arts Business will no longer be an option for new students interested in CTE programming. In general, students who are enrolled in CTE programs which are not yet approved by the state ("in development"), such as the one offered at International Arts Business, do not graduate with CTE endorsed diplomas. As such, if this proposal is approved, students enrolled in CTE programs at International Arts Business will be supported

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<sup>24</sup> International Arts Business does not offer a state-approved CTE program and therefore cannot issue CTE-certified high school diplomas.

as they progress toward graduation, but they will not graduate with a CTE endorsement.

If this proposal is approved, students enrolled in the CTE program at International Arts Business 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.

The list of schools in the City that provide CTE programs can be found in Appendix D. A full list of City high schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE's website at: <http://schools.nyc.gov/ChoiceEnrollment/HighDirectory/default.htm>.

### *Impact on Community Partnerships at International Arts Business*

The DOE has worked with the administration at International Arts Business to establish a partnership with a community-based organization ("CBO"). International Arts Business is currently partnered with Network for Teaching Entrepreneurship ("NFTE"), a national organization that provides programs that inspire young people from low-income communities to stay in school, to recognize business opportunities and to plan for successful futures. This partnership would continue to support current students as International Arts Business phases out, though it is possible that the nature and scope of the partnership would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with International Arts Business staff to support this existing partnership or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the CBO that has supported International Arts Business students in the past. The other schools currently housed at K470 already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. As appropriate, the DOE would work with other schools at K470 to introduce or enhance partnerships with the community organizations that currently support International Arts Business students.

### *Enrollment Impact for Future High School Students—Citywide 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.

Beginning with 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 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 more information about the High School Admissions Process, please visit:  
<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education curriculum. Therefore, placement for students with IEPs is the same as described above. Therefore, placement for students with IEPs is the same process as described above. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

All the schools currently in K470 admit students as part of the Citywide High School Admissions Process. International Arts Business, Democracy and Leadership, and Human Rights all admit students via the limited unscreened admissions method. Limited unscreened programs give priority to students who demonstrate interest in the school by attending a school's Information Session or Open House event or visiting the school's exhibit at any one of the High School Fairs.

HS for Public Service admits students through both the screened and Educational Option ("Ed. Opt.")<sup>25</sup> 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.

International Arts Business has three limited unscreened program: Business, Performing Arts, and Visual Arts & Design. The admissions priorities for these programs are as follows:

- Priority to District 17 students or residents who attend an information session;
- Then to Brooklyn students or residents who attend an information session;
- Then to New York City residents who attend an information session;
- Then to all other District 17 students or residents;
- Then to all other Brooklyn residents;
- Then to all other New York City residents.

Democracy and Leadership offers two limited unscreened programs: Science & Math and Law & Government. The admissions priorities for these programs are as follows:

- Priority to continuing eighth grade students;
- Then to District 17, 18, and 22 students or residents who attend an information session;
- Then to Brooklyn residents who attend an information session;
- Then to New York City residents who attend an information session;
- Then to all other District 17, 18, and 22 students or residents;
- Then to all other Brooklyn residents.

Human Rights offers one limited unscreened programs: Humanities & Interdisciplinary. The admissions priorities for this program is as follows:

- Priority to continuing eighth grade students;

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<sup>25</sup> Ed. Opt. programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen 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 Ed. Opt. program as their first choice, they are guaranteed a match to that program.

- Then to Brooklyn residents who attend an information session;
- Then to New York City residents who attend an information session;
- Then to all other Brooklyn residents;
- Then to all other New York City residents;

HS for Public Service offers two screened programs: Law Academy and Medical Academy. The selection criteria for the both these programs are:

- English (75-100), Math (75-100), Social Studies (75-100), Science (75-100)
- Standardized Test Scores: Math Level(s) 2-4, English Language Arts Level(s) 2-4
- Writing Sample
- Admission to this program is also based on the following Admission Priorities: priority to Brooklyn students or residents, then to New York City residents.

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP in February 2012, students who listed a International Arts Business program on their high school admissions applications would have the opportunity to submit a new admission application during Round two in February. 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 as part of Round two. If a student already received a match in Round One, submitting a Round two application will nullify the Round one match if the student receives a Round Two match.

If this proposal is approved, and a student does not submit a Round two application in February, International Arts Business' high school program would be removed from the student's existing ranking. In this scenario, any schools ranked lower than the program offered at International Arts Business on the application would move up on the application. This may or may not impact the eventual match, as the student might have been matched to a school ranked higher than International Arts Business on the application. However, if the student would have been matched to International Arts Business, he or she would instead be matched to the next-highest program listed on the application for which an opening is available.

### *Enrollment Impact for Future High School Students – Over-the-counter Placements*

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographic of students it will need to serve as a result of a phase-out decision. According to the 2011-2012 unaudited as of October 31, 2011, International Arts Business has a total of 86 new ninth grade admits. New ninth grade admits are made up of students who enter the school through two methods:

- Citywide High School Admissions process
- Over-the-counter ("OTC") placement

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 New York City school at the time school started. 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);<sup>26</sup> or

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<sup>26</sup> 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.

- Did not participate in the Citywide 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 interest, home address and 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 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 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) which have a two year track record of not filling through the Citywide 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.<sup>27</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. In the 2011-2012 school year, 144 schools that serve grades nine through twelve in Brooklyn accepted students during the peak enrollment period, compared to 109 five years ago.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the Citywide High School Admissions Process or the number of students who will be enrolled through OTC placement, the following analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth grade students arrived at International Arts Business through each admissions method:

	Citywide High School Admissions Process	OTC
9th Grade	75	11

Additionally, International Arts Business admitted 11 OTC students in grades ten through twelve:

	Over-the-Counter
10th Grade <sup>28</sup>	10
11th Grade	1
12th Grade	0

It is critical that the needs of all students—whether they arrive through the admissions process or the OTC

<sup>27</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage 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").

<sup>28</sup> In addition to admitting 10 OTC students in the tenth grade, International Arts Business also admitted 3 tenth grade students through the Citywide High School Admissions Process.

process—are met. Of the 75 ninth grade students who were admitted through the Citywide High School Admissions process, 16% are students with disabilities and 5% are ELL students. Of the 22 students who arrived OTC for grades nine through twelve, none are students with disabilities and none are ELL students.<sup>29</sup>

*Impact on Current and Future District 75 Students*

As previously stated, District 75 offers an inclusion program whereby its students are served in the general education classes of International Arts Business. P036K@H544K’s would continue to exist as International Arts Business phases out and closes. If the proposal to open a new high school is approved, then the District 75 Inclusion Program previously associated with International Arts Business would be associated with the new high school, 17K745, as it phases in. Overall, the District 75 inclusion program would to be provided in building K470.<sup>30</sup>

New incoming ninth grade students would seek placement through the District 75 placement process, consistent with current practice. District 75 high school students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability

District 75 students who receive District 75 SETSS services in middle school participate in an application process administered by District 75 for a high school inclusion program. For more information regarding this application process please refer to the following Website:  
<http://schools.nyc.gov/Offices/District75/default.htm>.

Below is a list of other high schools in Brooklyn that currently offer District 75 inclusion programs to which students can apply:

Geographic District	High School District 75 Inclusion Program
13	P373K@ Bedford Stuyvesant Academy (575)
	P369K@ George Westinghouse Career & Technical Education High School (605)
	P369K@ The Urban Assembly School for Law & Justice (483)
14	P141K@ 71
15	P77K@ B.C.A. Bridges (P860)
	P373K@ Cobble Hill (519)
	P371K@ Sunset Park High School (667)
17	P753K@ Clara Barton (600)
	P36K@ International Arts and Business (544)
	P36K@ School for Human Rights (531)
	College Based Program P373K @ Medgar Evers (590)
20	P370K@ New Utrecht (445)
21	P53K@ Abraham Lincoln (410)
	P370K@ William Grady (620)
	P721K@ John Dewey (540)

<sup>29</sup> Students with disabilities as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011. This count does not include students receiving SETSS or students receiving speech or language services. ELL students as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>30</sup> Once these students are being served at 17K745, it is likely that site name of the District 75 school would be changed.

<b>22</b>	P771K@ Brooklyn Studio School (690)
	P811K@ Edward R. Murrow (525)
	P53K@ Leon M. Goldstein (535)
	P77K@ B.C.A. James Hall Campus (555)
	P811K@ Sheepshead Bay (495)
College Based Program P373K@ Brooklyn College (555)	

The creation of new District 75 inclusion programs is based on demand and need. The DOE will assess the need to create new District 75 high school inclusion programs in Brooklyn or other boroughs.

The DOE does not anticipate that the proposed phase-out and eventual closure of International Arts Business will impact admissions, current or future student enrollment, or instructional programming at P036@Wingate.

### B. Schools

The estimated enrollments for the organizations currently located in K470 during the course of the phase-out are shown in the tables below.

#### International Arts Business:

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	400
2012-13 (proj.)	240 - 280
2013-14 (proj.)	110 - 150
2014-15 (proj.)	45 - 85
2015-16 (proj.)	-

#### P036K@H544K:

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	14
2012-13 (proj.)	10-20
2013-14 (proj.)	10-20
2014-15 (proj.)	10-20
2015-16 (proj.)	10-20

#### Human Rights:

	Grade 6	Grade 7	Grade 8	Grades 9-12	Total Enrollment
2011-12 (unaudited)	49	37	50	251	387
2012-13 (proj.)	45-55	45-55	30-40	235-275	355-425
2013-14 (proj.)	45-55	45-55	45-55	235-275	370-440
2014-15 (proj.)	45-55	45-55	45-55	235-275	370-440
2015-16 (proj.)	45-55	45-55	45-55	235-275	370-440

**P036@Wingate:**

	<b>Total Enrollment (Grades 9-12)</b>
2011-12 (unaudited)	9
2012-13 (proj.)	5-10
2013-14 (proj.)	5-10
2014-15 (proj.)	5-10
2015-16 (proj.)	5-10

**Democracy and Leadership:**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9-12</b>	<b>Total Enrollment</b>
2011-12 (unaudited)	33	26	34	325	418
2012-13 (proj.)	30-40	30-40	20-30	300-340	380-450
2013-14 (proj.)	30-40	30-40	30-40	300-340	390-460
2014-15 (proj.)	30-40	30-40	30-40	300-340	390-460
2015-16 (proj.)	30-40	30-40	30-40	300-340	390-460

**HS for Public Service:**

	<b>Total Enrollment (Grades 9-12)</b>
2011-12 (unaudited)	419
2012-13 (proj.)	385-425
2013-14 (proj.)	385-425
2014-15 (proj.)	385-425
2015-16 (proj.)	385-425

If this proposal is approved, there will be sufficient space to accommodate International Arts Business, Democracy and Leadership, Human Rights, HS for Public Service, and both District 75 inclusion programs pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while International Arts Business phases out and the new high school, 17K745, phases in. 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 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, resources 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.

If this proposal is approved, it is likely that after International Arts Business completes its phase-out and 17K745 completes its phase-in, there will still be a significant amount of underutilized space in K470. The DOE will monitor enrollment in all four schools and the two District 75 inclusion programs in the upcoming school years. If it becomes clear an additional new school could be opened in K470 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. Any future proposal would be in accordance with Chancellor's Regulation A-190.

### C. Community

This proposal addresses many needs of the Brooklyn high school community. The performance at International Arts Business over the last few years indicates there is a need to create better options for future students. Under this proposal, K470 will offer a new educational option that the DOE believes will better support student needs.

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. As described in more detail in the corresponding EIS, the proposed opening and co-location of 17K745 is intended to meet those goals.

Further, in addition to this proposal, the DOE is proposing to phase out one other high school in Brooklyn: Academy of Business and Career Development (13K336, "ABCD"); that proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

If both of these proposals are approved by the PEP, the DOE has prepared plans to replace lost high school seats in Brooklyn. Based on the 2011-2012 unaudited register as of October 31, 2011, ABCD and International Arts Business serve a combined total of 117 first-time ninth grade students.

These seats would be recovered through seats at proposed new schools, proposed expansions of existing middle schools to include high school grades, and increasing capacity at existing high schools.

- If approved, 17K745 will provide 105-115 ninth grade seats. Overall, it will provide 420-460 ninth through twelfth grade seats.
- Including the seats currently available at International Arts Business, there are a total of 23,746 ninth grade seats in Brooklyn high schools.
- In 2011-2012, there were only 21,611 ninth grade students enrolled in Brooklyn high schools. Therefore, even after excluding the seats that would have been offered at International Arts Business, there is still an excess in seat capacity in Brooklyn high schools.
- Factoring in all anticipated increases and decreases in seat capacity as set forth in the various EISs that will be voted on by the PEP in February 2012, there would be a net additional capacity of approximately 22 new ninth grade seats in the Brooklyn.

Information regarding the new schools that will be proposed to open in 2012 will be provided in the winter for students who may be interested in applying to the schools as part of the Citywide High Schools Admissions Process. The details of this process were discussed earlier in this EIS. Detailed information about all City high schools is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

For more detailed information about the availability of programs in interest areas similar to those that are

currently offered at International Arts Business please refer to the Appendix.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K470. This proposal is not expected to impact the functional site accessibility of K470.

*Impact on Borough-Wide Seat Capacity of CTE Programs*

This proposal has a direct impact on CTE seats in Brooklyn because the number of available seats will be reduced as International Arts Business phases out. Additionally, George Westinghouse Career and Technical Education High School (13K605, “George Westinghouse”), an existing CTE high school in District 13, will reduce its enrollment by 200 students over the course of the next four years. This gradual enrollment reduction will also have an effect on CTE capacity borough-wide.

- Excluding the CTE seats offered at International Arts Business, and the projected reduction of approximately 50 ninth grade CTE seats at George Westinghouse, there are 11,462 ninth grade seats in high schools that offer CTE programs in Brooklyn.<sup>31</sup>
- In 2011-2012, there are only 10,770 new ninth grade admits<sup>32</sup> enrolled in Brooklyn high schools that offer CTE programs and Brooklyn CTE high schools.
- Therefore, even after excluding the seats that would have been offered at International Arts Business and George Westinghouse, there is still an excess of ninth grade seats in Brooklyn high schools that offer CTE programs and Brooklyn CTE high schools.

The DOE strongly believes in the importance of a CTE education. The DOE will evaluate the potential to add new schools that provide high-quality CTE education in available space across Brooklyn, including the space that will become available as International Arts Business is phased out.

**IV. Enrollment, Admissions and School Performance Information**

*International Arts Business School*

Admissions Data

Current Admissions	9-12: Citywide High School Admissions Process; Admissions Method: Limited Unscreened
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Enrollment Data

	Total Enrollment
2011-12 (unaudited)	400
2012-13 (proj.)	240 - 280
2013-14 (proj.)	110 - 150
2014-15 (proj.)	45 - 85
2015-16 (proj.)	-

<sup>31</sup> Includes all high schools that offer state-approved CTE programs, CTE programs classified as ‘in development,’ and CTE high schools.

<sup>32</sup> New admits include newly enrolled ninth graders admitted through the Citywide High School Admissions Process and through OTC Placement.

**Demographic Data**

Percentage Students Receiving ICT or SC services <sup>33</sup>	16%
Percentage Students with IEPs <sup>34</sup>	20%
Percentage ELL Students <sup>35</sup>	7%
Percentage of Students Eligible for Free or Reduced Lunch <sup>36</sup>	77%

**School Performance Data**

<b>International Arts Business</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	F
Quality Review Score	N/A	P	N/A
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	68%	62%	66%
4 Year Graduation Rate	58%	57%	61%
6 Year Graduation Rate	74%	88%	76%
% Graduating with a Regents Diploma	35%	34%	42%
Attendance Rate	87%	84%	84%
<b>2010-2011 State Accountability Status</b>	Improvement (year 1) Comprehensive		

75K036

**Admissions Data**

Current Admissions	<b>District 75:</b> Placement Based on Individual Students Needs/ Recommended Special Education Services
Admissions after Phase-out of International Arts Business	<b>District 75:</b> Placement Based on Individual Students Needs/ Recommended Special Education Services

<sup>33</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>34</sup> Students with IEPs as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>35</sup> ELL students as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>36</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Demographic Data<sup>37</sup>

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELL Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	72%

School Performance Data

75K036	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	B	A
Quality Review Score	WD	N/A	N/A
<b>Performance Data</b>			
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	33%	41%
Percentage of Standard Assessment Students at Level 2 or Above in Math	N/A	34%	48%
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)	N/A	100%	89%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)	N/A	97%	89%
<b>Other Key Indicators</b>			
Attendance Rate	80%	80%	81%
<b>2010-2011 State Accountability Status</b>	N/A		

*P036K@H544K*

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	14
2012-13 (proj.)	10-20
2013-14 (proj.)	10-20
2014-15 (proj.)	10-20
2015-16 (proj.)	10-20

<sup>37</sup> These programs are not site specific and represent program P036K as a whole.

*P036@Wingate*

**Enrollment Data**

	<b>Total Enrollment (Grades 9-12)</b>
2011-12 (unaudited)	9
2012-13 (proj.)	5-10
2013-14 (proj.)	5-10
2014-15 (proj.)	5-10
2015-16 (proj.)	5-10

*School for Democracy and Leadership*

**Admissions Data**

Current Admissions	6-8: Middle School Choice Process 9-12: Citywide High School Admissions Process; Admissions Method: Limited Unscreened
Admissions after Phase-out of International Arts Business	6-8: Middle School Choice Process 9-12: Citywide High School Admissions Process; Admissions Method: Limited Unscreened

**Enrollment Data**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9-12</b>	<b>Total Enrollment</b>
2011-12 (unaudited)	33	26	34	325	418
2012-13 (proj.)	30-40	30-40	20-30	300-340	380-450
2013-14 (proj.)	30-40	30-40	30-40	300-340	390-460
2014-15 (proj.)	30-40	30-40	30-40	300-340	390-460
2015-16 (proj.)	30-40	30-40	30-40	300-340	390-460

**Demographic Data**

Percentage Students Receiving ICT or SC services	15%
Percentage Students with IEPs	16%
Percentage ELL Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	78%

**School Performance Data**

School for Democracy and Leadership (Grades 6-8)	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	D
Quality Review Score	P	P	P
<b>Performance Data<sup>38</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	42%	15%	16%
Math % Proficient (Levels 3 and 4)	56%	23%	27%
<b>Other Key Performance Indicators</b>			
Attendance Rate	93.6%	91.9%	90.9%
<b>2010-2011 State Accountability Status</b>	Improvement (year 1) Comprehensive		

School for Democracy and Leadership (Grades 9-12)	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	D
Quality Review Score	P	P	P
<b>Graduation Data</b>			
Four-Year Graduation Rate	76%	65%	65%
Four-Year Regents Diploma Rate	36%	44%	49%
Six-Year Graduation Rate	N/A <sup>39</sup>	91%	85%
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	N/A	94%	56%
Attendance Rate	80%	80%	80%
<b>2010-2011 State Accountability Status</b>	Improvement (year 1) - Comprehensive		

<sup>38</sup> In 2010, the SED adjusted the “cut scores” on annual mathematics and ELA exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City's students’ raw scores on the tests remained largely unchanged relative to the prior year.

<sup>39</sup> In 2008-2009 school year, School for Democracy and Leadership had not yet been fully phased in for six years.

*School for Human Rights*

**Admissions Data**

Current Admissions	6-8: Middle School Choice Process 9-12: Citywide High School Admissions Process; Admissions Method: Limited Unscreened
Admissions after Phase-out of International Arts Business	6-8: Middle School Choice Process 9-12: Citywide High School Admissions Process; Admissions Method: Limited Unscreened

**Enrollment Data**

	Grade 6	Grade 7	Grade 8	Grades 9-12	Total Enrollment
2011-12 (unaudited)	49	37	50	251	387
2012-13 (proj.)	45-55	45-55	30-40	235-275	355-425
2013-14 (proj.)	45-55	45-55	45-55	235-275	370-440
2014-15 (proj.)	45-55	45-55	45-55	235-275	370-440
2015-16 (proj.)	45-55	45-55	45-55	235-275	370-440

**Demographic Data**

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with IEPs	16%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	84%

**School Performance Data**

School for Human Rights (Grades 6-8)	2008-2009	2009-2010	2010-2011
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade	A	B	C
Quality Review Score	N/A	N/A	P
<b><i>Performance Data</i></b>			
English Language Arts % Proficient (Levels 3 and 4)	62%	18%	17%
Math % Proficient (Levels 3 and 4)	60%	30%	45%
<b><i>Other Key Performance Indicators</i></b>			
Attendance Rate	96%	97%	97 %
<b><i>2010-2011 State Accountability Status</i></b>	Improvement (year 2) Comprehensive		

School for Human Rights (Grades 9-12)	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	A
Quality Review Score	N/A	N/A	P
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	86%	74%	79%
4 Year Graduation Rate	73%	88%	79%
6 Year Graduation Rate	N/A <sup>40</sup>	73%	78%
% Graduating with a Regents Diploma	37%	42%	55%
Attendance Rate	86%	92%	91%
<b>2010-2011 State Accountability Status</b>	Improvement (year 2) Comprehensive		

*High School for Public Service*

Admissions Data

Current Admissions	Grades 9-12: Citywide High School Admissions Process; Admissions Method: Screened; Educational Options
Admissions after Phase-out of International Arts Business	Grades 9-12: Citywide High School Admissions Process; Admissions Method: Screened; Educational Options

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	419
2012-13 (proj.)	385-425
2013-14 (proj.)	385-425
2014-15 (proj.)	385-425
2015-16 (proj.)	385-425

<sup>40</sup> In 2008-2009 school year, School for Human Rights had not yet been fully phased in for six years.

**Demographic Data**

Percentage Students Receiving ICT or SC services	1%
Percentage Students with IEPs	5%
Percentage ELL Students	0%
Percentage of Students Eligible for Free or Reduced Lunch	77%

**School Performance Data**

HS for Public Service	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	A
Quality Review Score	N/A	N/A	N/A
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	95%	95%	93%
4 Year Graduation Rate	97%	98%	96%
6 Year Graduation Rate	98%	89%	97%
% Graduating with a Regents Diploma	88%	87%	76%
Attendance Rate	93%	93%	91%
<b>2010-2011 State Accountability Status</b>	In Good Standing		

**V. Initial Costs and Savings**

If this proposal is approved, once the phase-out of International Arts Business is fully implemented, the DOE will cease to allocate funds to International Arts Business School, and repurpose all remaining funds previously allocated to the school.

Most funding in schools’ budgets is allocated on a per-pupil basis. For each student no longer on the International Arts Business roster as the phase-out is implemented, the school is expected to receive approximately \$4,207.47 less per pupil funding annually for high school students. These estimates are based on current Fair Student Funding (“FSF”) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at International Arts Business will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do

not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”) pool. Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE’s overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of 17K745 in K470.

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

### A. Personnel Needs

All teachers, administrative, and non-pedagogical staff at International Arts Business would be excessed over the course of the phase-out.<sup>41</sup> This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school’s staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers’ seniority.

In addition, the students who would otherwise have enrolled in International Arts Business will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools that have an impact on a school that is closing or phasing out are required no less than 50% from their staff from the most senior qualified staff from the closing or phasing out school, if a sufficient number of staff applies, until the impacted school is closed. If approved, this proposal will not impact the personnel needs of any other school organizations in K470.

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<sup>41</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job

## **B. Cost of Instruction**

As a result of the phase out, the total number of students enrolled at International Arts Business will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each English Language Learner they enrolled.

In addition, schools with CTE programs receive funds related to VTEA. VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and 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. As VTEA funds are funded on a per pupil basis, as International Arts Business phases out, the school would lose some of its additional funding to support the CTE program development as the enrollment declines.

As with all other schools Citywide, International Arts Business may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. International Arts Business is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. Even as International Arts Business is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

If approved, this proposal will not impact the costs of instruction of any other school organizations in K470.

## **C. Administration**

All school supervisor and/or administrator positions assigned to International Arts Business would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts. If approved, this proposal will not impact the administration of any other school organizations in K470.

## **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>. There will be no change to existing transportation practices at International Arts Business or the other school organizations in K470 as a result of this proposal.

## **E. Other Support Services**

The provision of certain support services is described above. Other support services will continue to be

provided consistent with Citywide policy.

## VII. Building Information

<b>Building</b>	K470	
<b>Type of Building</b>	Secondary School	
<b>Year Built</b>	1954	
<b>Overall BCAS rating</b>	2.12	
<b>2010-2011 Target Building Utilization</b>	72%	
<b>2010-2011 Target Building Capacity</b>	2371	
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$51,598
	<b>Materials</b>	\$59,637
	<b>Maintenance and repair contracts</b>	\$72,194
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs—Materials</b>	\$20,626
	<b>Custodial operations costs—Custodial Allocation</b>	\$462,369
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$293,401
	<b>Gas</b>	\$229,167
	<b>Oil</b>	\$12,585
<b>Projects completed during the current or prior school year</b>	IEH_ PO18- student cafeteria, two landings on stairwat,A225 book storage, rooms # c239	
<b>Projects proposed in the capital plan</b>	Building Upgrade - Elevator and Escalators	
<b>Accessibility of the building</b>	Building is not functionally programmatically accessible	
<b>Building attributes</b>	Art rooms, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Nurse's Office, Nurse's office & Science labs (CR's)	

APPENDIX A  
Interest Area: Business

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
13K336 <sup>42</sup>	Brooklyn	Academy of Business and Community Development	141 MACON STREET	225	587	38%	N/A	13%	3%	Academy of Business and Community Development (ABCD) for Young Men	Limited Unscreened
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1078	1056	102%	C	9%	16%	Business and Entrepreneurial Studies	Educational Option
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1078	1056	102%	C	9%	16%	General Business & Technology	Educational Option
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1078	1056	102%	C	9%	16%	Bilingual Spanish Business and Entrepreneurial Studies	Screened: Language
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	985	866	114%	A	9%	10%	Business & Finance	Educational Option
16K688	Brooklyn	The Brooklyn Academy of Global Finance	125 STUYVESANT AVENUE	161	138	117%	N/A	15%	6%	Brooklyn Academy of Global Finance	Limited Unscreened
20K505	Brooklyn	Franklin Delano Roosevelt High School	5800 20 AVENUE	3195	2630	121%	B	9%	39%	Business Careers/Computer Technology	Educational Option
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Institute of Business and Finance	Educational Option
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Medical Billing and Coding	Educational Option

<sup>42</sup> In a separate EIS posted in December 2011, the DOE is proposing to close ABCD at the end of the 2011-2012 school year.

APPENDIX B  
Interest Area: Performing Arts

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	450	1035	43%	B	14%	5%	Vocal Music	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	450	1035	43%	B	14%	5%	Dance	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	450	1035	43%	B	14%	5%	Drama	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	450	1035	43%	B	14%	5%	Instrumental Music	Audition
14K071	Brooklyn	Juan Morel Campos Secondary School	215 HEYWARD STREET	882	1376	64%	C	16%	25%	Instrumental Music	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	682	1099	62%	B	2%	0%	Instrumental Music	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	682	1099	62%	B	2%	0%	Dance	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	682	1099	62%	B	2%	0%	Vocal Music	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	682	1099	62%	B	2%	0%	Drama	Audition
17K548	Brooklyn	Brooklyn School for Music & Theatre	883 CLASSON AVENUE	413	480	86%	B	12%	0%	Performing and Visual Arts	Audition
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	385	608	63%	A	15%	5%	Brooklyn Theatre Arts High School	Limited Unscreened
19K507	Brooklyn	Performing Arts and Technology High School	400 PENNSYLVANIA AVENUE	458	504	91%	B	15%	5%	Performing Arts and Technology High School	Limited Unscreened

APPENDIX B

Interest Area: Performing Arts

19K683	Brooklyn	THE SCHOOL FOR CLASSICS: AN ACADEMY OF THINKERS, WRITERS AND PERFORMERS	370 FOUNTAIN AVENUE	311	397	78%	N/A	14%	9%	School for Classics: An Academy of Thinkers, Writers and Performers	Limited Unscreened
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4336	2752	158%	B	11%	22%	Instrumental Music	Audition
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4336	2752	158%	B	11%	22%	Vocal Music	Audition
20K505	Brooklyn	Franklin Delano Roosevelt High School	5800 20 AVENUE	3195	2630	121%	B	9%	39%	Performing Arts	Limited Unscreened
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	4060	3414	119%	B	11%	10%	Vocal Music	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	4060	3414	119%	B	11%	10%	Instrumental Music	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	4060	3414	119%	B	11%	10%	Studio Theatre	Audition

APPENDIX C

Interest Area: Visual Art & Design

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	450	1035	43%	B	14%	5%	Visual Arts	Audition
13K350	Brooklyn	Urban Assembly High School of Music and Art	49 FLATBUSH AVENUE EXTENSION	435	395	110%	D	20%	5%	The Urban Assembly School of Music and Art	Limited Unscreened
13K412	Brooklyn	Brooklyn Community High School of Communication, Arts and Media	300 WILLOUGHBY AVENUE	465	573	81%	C	13%	3%	Brooklyn Community High School of Communications, Arts and Media	Limited Unscreened
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	938	1380	68%	D	12%	2%	Design Systems	Screened
14K071	Brooklyn	Juan Morel Campos Secondary School	215 HEYWARD STREET	882	1376	64%	C	16%	25%	Visual Art and Design	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	682	1099	62%	B	2%	0%	Art	Audition
16K594	Brooklyn	Gotham Professional Arts Academy	265 RALPH AVENUE	307	222	138%	F	13%	2%	Gotham Professional Arts Academy	Limited Unscreened
17K537	Brooklyn	High School for Youth and Community Development at Erasmus	911 FLATBUSH AVENUE	393	496	79%	C	15%	9%	Arts	Limited Unscreened
18K617	Brooklyn	High School for Innovation in Advertising and Media	1600 ROCKAWAY PARKWAY	319	388	82%	N/A	13%	8%	High School for Innovation in Advertising and Media	Limited Unscreened
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	605	1041	58%	A	23%	6%	Apparel Design Technology	Educational Option

APPENDIX C  
Interest Area: Visual Art & Design

21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2647	2010	132%	C	11%	17%	Professional Photography	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	4060	3414	119%	B	11%	10%	Fine and Visual Arts	Audition
21K559	Brooklyn	Life Academy High School for Film and Music	2630 BENSON AVENUE	256	381	67%	B	18%	5%	Life Academy High School for Film and Music	Limited Unscreened
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Performing and Visual Arts Institute	Educational Option

APPENDIX D  
 CTE Program: Business Management and Administration

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M316	Manhattan	Urban Assembly School of Business for Young Women, the	26 BROADWAY	381	460	83%	B	11%	3%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M392	Manhattan	MANHATTAN BUSINESS ACADEMY	351 WEST 18 STREET	333	257	130%	N/A	14%	10%	Business/Virtual Enterprise	Limited Unscreened	In Development
02M393	Manhattan	BUSINESS OF SPORTS SCHOOL	439 WEST 49TH STREET	308	239	129%	N/A	15%	7%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
02M460 <sup>43</sup>	Manhattan	Washington Irving High School	40 IRVING PLACE	1039	1988	52%	F	13%	20%	Business Institute	Educational Option, Screened	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	823	733	112%	B	8%	6%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	823	733	112%	B	8%	6%	Academy of Finance	Educational Option	New (to process)
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 WEST 49TH STREET	126	N/A	N/A	N/A	9%	9%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Accounting	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Academy of Finance	Educational Option	In Development
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	725	535	136%	C	9%	10%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
02M620	Manhattan	Norman Thomas High School	111 EAST 33 STREET	1145	1747	66%	N/A	13%	22%	Accounting	Phasing out	In Development
02M620	Manhattan	Norman Thomas High School	111 EAST 33 STREET	1145	1747	66%	N/A	13%	22%	Entrepreneurship/Virtual Enterprise	Phasing out	New (to process)
03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 AMSTERDAM AVENUE	420	376	112%	C	13%	15%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development

<sup>43</sup> In a separate EIS published in December 2011, the DOE is proposing Washington Irving HS for phase-out.

APPENDIX D  
CTE Program: Business Management and Administration

03M494	Manhattan	High School of Arts and Technology	122 AMSTERDAM AVENUE	617	676	91%	C	9%	11%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
05M367	Manhattan	Academy for Social Action: A College Board School	509 WEST 129 STREET	434	327	133%	C	15%	10%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3682	3096	119%	F	17%	10%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development
08X650 <sup>44</sup>	Bronx	Jane Addams High School for Academic Careers	900 TINTON AVENUE	727	1241	59%	F	16%	12%	Entrepreneurship/Virtual Enterprise	Screened	In Development
09X412	Bronx	Bronx High School of Business	240 EAST 172 STREET	408	507	80%	C	23%	24%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	426	556	77%	B	14%	7%	Academy of Finance	Limited Unscreened	In Development
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1129	944	120%	C	8%	12%	Entrepreneurship/Virtual Enterprise	Screened	New (to process)
10X433	Bronx	High School for Teaching and the Professions	2780 RESERVOIR AVENUE	481	614	78%	B	12%	18%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	4278	3455	124%	F	13%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	In Development
10X660 <sup>45</sup>	Bronx	Grace Dodge Career and Technical Education High School	2474 CROTONA AVENUE	1195	1416	84%	F	17%	19%	Academy of Finance	Educational Option, Screened	Approved
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	736	968	76%	C	18%	5%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1646	3439	48%	F	15%	3%	Entrepreneurship/Virtual Enterprise	Screened, Zoned	New (to process)
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Entrepreneurship/Virtual Enterprise	Educational Option,	New (to process)

<sup>44</sup> In a separate EIS published in December 2011, the DOE is proposing Jane Adams HS for phase-out.

<sup>45</sup> In a separate EIS published in December 2011, the DOE is proposing Grade Dodge for phase-out.

APPENDIX D  
CTE Program: Business Management and Administration

												Screened	
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1132	30%	N/A	20%	3%	Academy of Finance	Phasing out	Approved	
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1132	30%	N/A	20%	3%	Entrepreneurship/Virtual Enterprise	Phasing out	Approved	
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	301	708	43%	N/A	18%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)	
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3301	2225	148%	B	12%	24%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Zoned	In Development	
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4336	2752	158%	B	11%	22%	Academy of Finance	Audition, Screened, Zoned	In Development	
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4336	2752	158%	B	11%	22%	Entrepreneurship/Virtual Enterprise	Audition, Screened, Zoned	In Development	
21K348	Brooklyn	High School of Sports Management	2630 BENSON AVENUE	371	493	75%	B	15%	3%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development	
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2193	2479	88%	C	7%	20%	Academy of Finance	Educational Option, Screened	In Development	
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3127	2288	137%	B	10%	14%	Financial Management	Screened, Zoned	In Development	
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Business Institute	Educational Option, Zoned	In Development	
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	425	377	113%	A	7%	7%	Academy of Finance	Limited Unscreened	In Development	
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	425	377	113%	A	7%	7%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development	
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2110	2208	96%	C	8%	22%	Academy of Finance	Educational Option, Limited Unscreened, Zoned	New (to process)	

APPENDIX D  
CTE Program: Business Management and Administration

24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	833	574	145%	A	7%	13%	Entrepreneurship/Virtual Enterprise	Educational Option	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1381	1146	121%	B	10%	6%	Accounting	Educational Option, Screened	Approved
25Q460	Queens	Flushing High School	35-01 UNION STREET	3153	2020	156%	D	8%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4166	2358	177%	A	10%	13%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3419	2773	123%	C	9%	16%	Entrepreneurship/Virtual Enterprise	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3851	2023	190%	A	8%	9%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	Business Institute	Audition, Educational Option, Screened, Zoned	In Development
29Q496	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116TH AVENUE	368	509	72%	C	10%	6%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2993	2742	109%	C	9%	18%	Entrepreneurship/Virtual Enterprise	Screened, Unscreened	Approved
30Q555	Queens	Newcomers High School	28-01 41 AVENUE	948	896	106%	A	0%	91%	Entrepreneurship/Virtual Enterprise	Screened: Language	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2675	3345	80%	A	11%	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Unscreened	Approved
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2170	2093	104%	C	13%	6%	Entrepreneurship/Virtual Enterprise	Educational Option,	In Development

APPENDIX D  
 CTE Program: Business Management and Administration

											Limited Unscreened, Unscreened	
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3893	3491	112%	B	10%	1%	Academy of Finance	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3249	2697	120%	A	13%	4%	Academy of Finance	Audition, Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3249	2697	120%	A	13%	4%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Unscreened	New (to process)

**Note about Approval Status:** If a school is "New (to process)," the program had never engaged in the CTE program approval process. If a school is denoted "To be determined (TBD)," the school is still working out details for their proposed CTE program. If a school is "in development," it is in the process of developing a CTE program of study but has not yet received official approval from the City or State. Students are exposed to CTE content in classes but the school has not yet been granted approval to endorse diplomas with a CTE certification. If a school is "under review," it has submitted an application for their CTE program of study to be reviewed by the City and State. If a school is "approved," the CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification. If a school's CTE program has "expired," the official City and State approval for the program has expired.

**Note about CTE Programs and Pathways:** A CTE Program of study can fall into one of over 70 career pathways. 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. 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. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.