

## EDUCATIONAL IMPACT STATEMENT:

### The Proposed Opening and Co-location of New High School 17K745 with Existing Schools the International Arts Business School (17K544), the School for Human Rights (17K531), the School for Democracy and Leadership (17K533), the High School for Public Service: Heroes of Tomorrow (17K546), and two District 75 inclusion programs (75K036, P036@Wingate and P036K@H544K), in Building K470 Beginning in 2012-2013

#### I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new high school (17K745) in school building K470 (“K470” or “George Wingate Campus”) located at 600 Kingston Avenue, Brooklyn NY 11203, within the geographical confines of Community School District 17 (“District 17”). If this proposal is approved, 17K745 would be co-located with International Arts Business School (17K544, “International Arts Business”), an existing school which serves students in grades nine through twelve, School for Human Rights (17K531, “Human Rights”), an existing school which serves students in grades six through twelve, the School for Democracy and Leadership (17K533, “Democracy and Leadership”), an existing school which 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 which serves students in grades nine through twelve in K470. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In 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>1</sup>

International Arts Business currently serves a total of 400 students in ninth through twelfth grades. In a separate EIS posted in December 2011, the DOE has proposed to phase out and eventually close International Arts Business.<sup>2</sup> This EIS can be accessed on the DOE’s Website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

International Arts Business also offers a Career and Technical Education (“CTE”) pathway in the high school grades.<sup>3</sup> If the proposed phase out of International Arts Business is approved, beginning in

<sup>1</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.

<sup>2</sup> 2011-2012 unaudited register as of October 31, 2011.

<sup>3</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

September 2012, International Arts Business will no longer be an option for new students interested in CTE programming. Please refer to the aforementioned EIS for more information on impact to CTE students.

In the event that the phase-out of International Arts Business is not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposal to co-locate 17K745 in K470. Such a revised proposal would be described in a revised EIS.

The DOE has proposed to phase out International Arts Business after an extensive review of data and community feedback indicating that the school is unable to turn around despite numerous efforts to improve instruction and school organization. As noted in the EIS posted in December 2011, International Arts Business students continue to struggle academically.

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

The proposed co-location of 17K745 in K470 is part of the DOE’s central goal to create new school options that will better serve future students and the community at large. 17K745 would be open to students through the Citywide High School Admissions Process, and would have a limited unscreened selection method. The new school would open during the 2012-2013 school year, when it would serve approximately 105-115 students in the ninth grade. 17K745 would gradually phase in by adding one grade per year. The school is expected to reach full scale in 2015-2016 and would serve approximately 420-460 students in grades nine through twelve.

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

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed the EIS proposing to phase out International Arts Business, the DOE has concluded that phasing out International Arts Business is appropriate due to the school’s history of poor performance.

As part of the replacement strategy for International Arts Business, the DOE is proposing to recover the seats lost through the phase-out of International Arts Business by adding a new high school in K470.

## **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>4</sup> yielding a utilization rate of 69%.<sup>5</sup> In 2011-2012, the building is again serving 1,647 students,<sup>6</sup> yielding a utilization rate of 69%.<sup>7</sup>

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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>4</sup> 2010-2011 audited register.

<sup>5</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>6</sup> 2011-2012 unaudited register as of October 31, 2011.

When International Arts Business completes its phase-out and 17K745 completes its phase-in and achieves full-scale, the DOE projects the building will have a building utilization rate of 67%-77%. This projected utilization rate is based on the standard projections for a new high school that would serve 105-115 students per grade and on the projected enrollment at other existing organizations in the building. This means that K470 has adequate capacity to accommodate the new high school

If the International Arts Business phase-out proposal and this proposal are approved, the current and proposed grade spans for all school organizations in K470 will be the following:<sup>8</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	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

The student enrollment for all school organizations in K470 and the building's utilization rates between 2010-2011 and 2015-2016 is described 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 @H544K	15	14	10 - 20	10 - 20	10 - 20	10 - 20
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

<sup>7</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.

<sup>8</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.

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 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. As described earlier in this EIS, the DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

#### A. Students

Beginning in September 2012, 17K745 would be housed in K470 and would be open to prospective ninth grade students through the Citywide High School Admissions Process. Admission to 17K745 would be open to any New York City student. The school is proposed to have a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.<sup>9</sup>

<sup>9</sup> If 17K745 does not hold any information sessions or open houses, then the admissions method will revert to unscreened. If school does hold information sessions, then the students who attended said meetings will be given priority during the admissions process.

### *Impact on Students Currently Attending Schools in K470*

As described in the EIS concerning the proposed phase-out of International Arts Business, 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. If they wish, current students enrolled in ninth grade for the first time during the 2011-2012 school year may opt to participate in the Citywide High School Admissions Process so that they can enroll in a different high school for tenth grade beginning in September 2012 (pending satisfactory completion of promotion criteria and grade ten seat availability).

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.

Students who are currently repeating the ninth grade would complete high school at International Arts Business if, moving forward, they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students would also be encouraged to meet with their guidance counselor to review their progress toward graduation and consider applying to a Transfer High School or enrolling in a Young Adult Borough Center.<sup>10</sup>

The proposed co-location of 17K745 would not impact the educational options of students currently attending International Arts Business, or any of the other organizations currently housed in K470.

The high schools located in K470 all serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and self-contained (“SC”) special education classes and receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learner (“ELL”) students are enrolled and receiving English as a Second Language (“ESL”) services. All students enrolled in one of the schools on the George Wingate Campus will continue to receive their mandated special education and/or ELL services 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.

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<sup>10</sup> Young Adult Borough Centers (“YABCs”) are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

A more detailed description of the potential impact that the phase-out of International Arts Business would have on Brooklyn and Citywide high school students is outlined in the separate EIS proposing the phase-out of International Arts Business. Please visit the DOE's website to access that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/Leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

*Impact on Academic and Extracurricular Offerings and Partnerships on the Schools Currently Located in K470*

The DOE does not anticipate that this proposal will affect the academic programs, extracurricular activities or partnerships currently offered at the schools currently located in K470. These schools would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

As noted in the EIS proposing to phase out International Arts Business, 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>11</sup>

According to the High School Directory,<sup>12</sup> International Arts Business currently offers the following academic programs, sports, extracurricular activities, and clubs:

Academic Programs: Business, Performing Arts, and Visual Art and Design. As previously mentioned, International Arts Business also offers a CTE component, which will be discussed shortly in the Impact on CTE Programs subsection in IIIA.

**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

**Extracurricular activities and clubs:**

<b>Extra-Curricular Activities</b>	<b>Clubs:</b>
<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 (NFTE)</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>

<sup>11</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.

<sup>12</sup> <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=4895>

According to the High School Directory, Democracy and Leadership currently offers the following academic programs, sports, extracurricular activities, and clubs:

Academic programs: Science and Math, and Law and Government.

Sports:

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

Extracurricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> <li>■ Youth Legal Rights</li> <li>■ Student Government</li> <li>■ Human Rights</li> <li>■ Mentoring</li> <li>■ National Honor Society</li> <li>■ Art and Activism</li> <li>■ Drama</li> <li>■ Breakdance</li> <li>■ Choir</li> </ul>	<ul style="list-style-type: none"> <li>■ Educational Activism</li> <li>■ Robotics</li> <li>■ Youth Court</li> <li>■ Step</li> <li>■ Dance</li> <li>■ Newspaper</li> <li>■ Theatre</li> </ul>

According to the High School Directory, Human Rights currently offers the following academic programs, sports, extracurricular activities, and clubs:

Academic programs: Humanities and Interdisciplinary.

Sports:

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

Extracurricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> <li>■ Student Ambassadors</li> <li>■ Peer Mentoring</li> <li>■ Youth Leadership Conference</li> <li>■ Peer Meditation</li> <li>■ Parent Support Group</li> <li>■ Introduction to Law</li> <li>■ Before and After-School Math and ELA Enrichment Classes</li> <li>■ After-School Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>■ Yearbook Committee</li> <li>■ Comic Book</li> <li>■ Debate</li> <li>■ Skateboard</li> <li>■ Step Team</li> <li>■ School Newspaper</li> <li>■ Mural Computer Animation</li> </ul>

<ul style="list-style-type: none"> <li>■ Tutoring</li> </ul>	
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According to the High School Directory, HS for Public Service currently offers the following academic programs, sports, extracurricular activities, and clubs:

Academic programs: Law and Government, Health Professions, and Humanities and Interdisciplinary.

Sports:

- PSAL Sports – Boys: Baseball Basketball, Bowling, Cross Country, Outdoor Track, Soccer, Tennis, Volleyball
- PSAL Sports – Girls: Basketball, Cross Country, Handball, Outdoor Track, Soccer, Tennis, Softball
- PSAL Sports (Coed): Bowling, Wrestling, Cricket

Extracurricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> <li>■ Student Government/Coro Leadership Training Program</li> <li>■ Peer Meditation Team</li> <li>■ Gay-Straight Alliance</li> <li>■ Safe Harbor Peer Leadership Program</li> <li>■ School Newspaper</li> <li>■ School Literary Magazine</li> <li>■ Teaching Assistant Program</li> <li>■ Benefit Concert Planning Committee</li> <li>■ Arista National Academic Honor Society</li> <li>■ Archon National Community Service Honor Society</li> <li>■ SAT/Regents Advanced Placement Prep</li> <li>■ Academic Intervention Services (AIS)</li> <li>■ Tutoring,</li> <li>■ Internship Placements</li> <li>■ Documentary Filmmaking Team</li> <li>■ Wingate Generals Step Team</li> </ul>	<ul style="list-style-type: none"> <li>■ Fitness</li> <li>■ Medical</li> <li>■ New Yorkers Against Gun Violence (NYAG) Reaction</li> <li>■ NY Cares Youth Service</li> <li>■ Downtown Community Television (DC-TV) Film and Media</li> <li>■ Poetry</li> <li>■ Drama</li> <li>■ Travel</li> <li>■ Band</li> <li>■ Chorus</li> <li>■ Keyboard Lab</li> </ul>

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, the DOE anticipates that this same opportunity would exist for students at K470, including students attending 17K745 and 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.

Similarly, all school organizations in the building will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed opening and co-location of 17K745 is not expected to impact extracurricular program offerings at any of the other schools in K470.

### *Enrollment Impact on Admissions for Future High School Students – Citywide High School Admissions Process*

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference during “Round One” of the admissions process. All schools in K470 admit students as part of the Citywide High School Admissions Process.

This proposal will not affect the admissions processes of the existing high schools in the building (although, as described below, the proposal to phase-out International Arts Business will change the admissions there, since the school will no longer enroll ninth grade students starting in 2012-2013). As described below, the admissions process at 17K745 would be substantially similar to the current admissions process at International Arts Business.

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 events 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.”) admissions method. 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. 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.

International Arts Business has three limited unscreened programs: 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 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 program: Humanities & Interdisciplinary. The admissions priorities for this program is as follows:

- Priority to continuing eighth grade students;
- 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 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.

Students who are currently enrolled in the eighth grade and are interested in applying to 17K745 would participate in the Citywide High School Admissions Process this school year for a ninth grade seat in September 2012.

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.

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

Although high school applications were due on December 2, if this proposal is approved by the PEP, students who are interested in applying to 17K745 would have the opportunity to submit a new admission application with revised school rankings in February 2012. This application would replace the previously submitted application and would serve as the student's application for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2012-2013 school year will also be available for these students to consider.

In addition to the High School Admissions Process, some students will continue to receive high school placements through the OTC process. This proposal would not affect the OTC placement process at any of

the co-located schools, including International Arts Business, and 17K745 would also accept OTC students in the grades it offers.

### *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>13</sup> or
- 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>14</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.

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<sup>13</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.

<sup>14</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”).

Detailed information about new high schools is published annually in the new schools directory, available in print at DOE middle schools and Borough Enrollment Centers or on the DOE website: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

The proposed co-location of 17K745 is not anticipated to impact current students attending Human Rights, Democracy and Leadership, HS for Public Service, and P036@Wingate. As detailed above, current eighth-grade students in all five boroughs would be eligible to apply to the new school through the Citywide High School Admissions Process in February 2012. As previously discussed, P036K@H544K will continue to be served in K470. In a separate EIS posted on December 12, 2011, the DOE the potential impact of the proposal to phase out and eventually close International Arts Business. This EIS can be accessed on the DOE's Website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

The full educational impact on International Arts Business is discussed in a separate proposal, which can be found here: As detailed above, current eighth grade students in all five boroughs would be eligible to apply to the new school through the Citywide High School Admissions Process in February 2012.

### *Impact on 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>15</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:

<b>Geographic District</b>	<b>High School District 75 Inclusion Program</b>
<b>13</b>	P373K@ Bedford Stuyvesant Academy (575)
	P369K@ George Westinghouse Career & Technical Education High School (605)
	P369K@ The Urban Assembly School for Law & Justice (483)
<b>14</b>	P141K@ 71
<b>15</b>	P77K@ B.C.A. Bridges (P860)
	P373K@ Cobble Hill (519)
	P371K@ Sunset Park High School (667)
<b>17</b>	P753K@Clara Barton (600)

<sup>15</sup> Once these students are being served at 17K745, it is likely that the name of this site of the District 75 school would be changed.

	P36K@ International Arts and Business (544)
	P36K@ School for Human Rights (531)
	College Based Program P373K @ Medgar Evers (590)
<b>20</b>	P370K@ New Utrecht (445)
<b>21</b>	P53K@ Abraham Lincoln (410)
	P370K@ William Grady (620)
	P721K@ John Dewey (540)
	P771K@ Brooklyn Studio School (690)
	P811K@ Edward R. Murrow (525)
<b>22</b>	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 opening of 17K745 is intended to offer additional seats at the high school level in District 17, Brooklyn, and across the city. K470 would continue to house Democracy and Leadership, Human Rights, HS for Public Service, both District 75 inclusion programs, and International Arts Business as it phases out. Collectively, in 2015-2016 once International Arts Business has completed its phase-out and 17K745 has completed its phase-in, all organizations on the George Wingate Campus are projected to enroll approximately 1,580-1,815 students, yielding a projected building utilization rate of approximately 67-77%.

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

### **17K745:**

	<b>Total Enrollment (Grades 9-12)</b>
2011-12	-
2012-13 (proj.)	105-115
2013-14 (proj.)	210-230
2014-15 (proj.)	315-345
2015-16 (proj.)	420-460

**International Arts Business:**

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

**P036K@H544K:**

	<b>Total Enrollment (Grades 9-12)</b>
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:**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9-12</b>	<b>Total Enrollment</b>
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 co-location proposal is approved, there will be sufficient space to accommodate Democracy and Leadership, Human Rights, HS for Public Service, and International Arts Business<sup>16</sup> pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while International Arts Business phases out and 17K745 phase in. (Please visit the New York City Department of Education website to access the Instructional 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.

Based on a review by the Brooklyn Director of Space Planning on December 13, 2011, K470 has a total of 96 full-size rooms, including 4 science laboratories, 6 science demonstration rooms, and 3 specialty rooms (Dance Studio, Weight Room, and Music Room), 15 half-size rooms, 7 quarter-size rooms, and 14.0 full-size rooms equivalent (“FSE”) of designed administrative/office space. In total, building K470 has a total of 119.25 FSE rooms for instructional and administrative use. The building also has the following rooms, which are currently shared amongst the co-located schools: a cafeteria, an auditorium, a library, and a gymnasium.

<sup>16</sup> Because the students served in the two District 75 inclusion programs are served in the general education classes of some of these schools, they will not be allocated any instructional classroom space in K470 under the Footprint.

The following spaces are shared amongst the organizations in the building, and are not allocated to any particular school:

- The School Nurse’s office is housed in 2.0 FSE rooms of designed administrative/office space
- The custodian’s office is housed in 1 quarter-size room.

Thus, excluding those spaces, there will be 96 full-size rooms, 15 half-size rooms, 6 quarter-size rooms, and 12.0 FSE of designed administrative/office space to be allocated to the co-located schools in K470 during the period of the proposed phase-in of 17K745, and the proposed phase out of International Arts Business; this totals 104 full-size equivalent (“FSE”) rooms for instructional and administrative use.

According to the Footprint, International Arts Business’ current allocation should be 16 full-size rooms, 1 half-size room, and 3.0 FSE rooms for administrative use, which totals 19.5 FSE rooms. Currently, the school occupies 34 full-size rooms, 4 half-size rooms, and 3.5 FSE of administrative space. This means that International Arts Business is currently occupying more space than it is allocated under the Footprint. International Arts Business’ baseline footprint will decrease each year as the school phases out one grade at a time. International Arts Business’ baseline Footprint allocation for instructional full-size rooms over the four years is included in the chart below.

According to the Footprint, HS for Public Service’s current allocation should be 16 full-size rooms, 1 half-size room, and 3.0 FSE rooms for administrative use, which totals 19.5 FSE rooms. Currently, the school occupies 21 full-size rooms, 3 half-size rooms, and 6.5 FSE of administrative space. This means that HS for Public Service is currently occupying more space than it is allocated under the Footprint. HS for Public Service’s baseline Footprint allocation is expected to remain constant over the next four years.

According to the Footprint, Human Rights’ current allocation should be 18 full-size rooms, 1 half-size rooms, and 3.0 FSE rooms for administrative use, which totals 21.5 FSE rooms. Currently, the school is occupying 14 full-size rooms, 6 half-size rooms, and 1.5 FSE of administrative space. This means that Human Rights is currently operating below its baseline Footprint allocation. Human Rights’ baseline is expected to remain constant over the next four years. There is sufficient space in K470 to provide Human Rights with its full baseline Footprint allocation throughout the period of the phase-in of 17K745 and the phase-out of International Arts Business.

According to the Footprint, Democracy and Leadership’s current allocation should be 18 full-size rooms, 3 half-size rooms, and 3.0 FSE rooms for administrative use, which totals 22.5 FSE rooms. Currently, the school is occupying 27 full-size rooms, 1 half-size rooms, and 3.5 FSE of administrative space. This means that Democracy and Leadership is currently occupying more full-size spaces than it is allocated under the Footprint, but is operating below its baseline Footprint allocation with respect to half-size spaces. Democracy and Leadership’s baseline Footprint allocation is expected to remain constant over the next four years.

The DOE is proposing to open 17K745 in the K470 building to replace the high school seats lost due to the phase-out of International Arts Business. In 2015-2016 and beyond, when the new school has reached full scale, it will have a baseline Footprint allocation of 16 full-size instructional rooms, 1 half-size room, and 3.5 FSE rooms of administrative space, for a total of 20.0 FSE rooms. 17K745’s baseline Footprint allocation for instructional full-size rooms over the next four years is included in the chart below.

There is sufficient space in K470 to accommodate all the above-listed school organizations as International Arts Business phases out and 17K745 phases in. After each school has received its baseline Footprint allocation, there will be excess full-size instructional rooms remaining in the building, as detailed year by year in the chart below. Any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The table below shows a summary of the baseline footprint allocation of full-size instructional rooms for

each school throughout the proposed phase-out of International Arts Business, and the proposed phase-in of 17K745:

<b>Baseline Footprint Allocation for Full-Size Classrooms</b>						
<b>DBN</b>	<b>School Name</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
17K544	International Arts Business	16	11	7	3	-
17K745	17K745	-	4	8	12	16
17K546	HS for Public Service	16	16	16	16	16
17K531	Human Rights	18	18	18	18	18
17K533	Democracy and Leadership	18	18	18	18	18
	<b>TOTAL</b>	<b>68</b>	<b>67</b>	<b>67</b>	<b>67</b>	<b>68</b>
	<b>EXCESS</b>	<b>28</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>28</b>

As in other situations where schools are co-located, and as is the current practice in K470, the schools will 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 has completed its phase-in, there will still be a significant amount of underutilized space in K470. The DOE will monitor enrollment in all four schools in the upcoming school years. If it becomes clear that 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 proposal would be in accordance with Chancellor's Regulation A-190.

### *Building Safety and Security*

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

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitor and certify School Safety Plans annually

### **C. Community**

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of 17K745 is intended to increase the number of educational options for all students across the City, specifically in the Brooklyn. The DOE supports parent choice and strives to ensure that all families have access to schools that meet their children's needs. As described in this EIS, the proposed opening and co-location of 17K745 is intended to meet those goals.

As noted elsewhere in this document, and taken collectively with ongoing utilization changes in building K470, the proposal to phase out International Arts Business is not expected to yield a net loss of seats in Building K470. This proposal to open 17K745 is part of the DOE's replacement strategy for the proposed phase-out of International Arts Business. If both proposals are approved, there will not be a net loss of seats in K470. 17K745 is projected to serve between 420-460 seats once it reaches its full grade scale in 2014-2015.

The DOE has proposed to phase out one other high school in Brooklyn: Academy of Business and Career Development (13K336, "ABCD"). 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 schools 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 in Brooklyn.

- 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 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> .

The Appendix to the EIS that proposes the phase-out of International Arts Business includes more detailed information about the availability of programs in interest areas similar to those that are currently offered at International Arts Business. For more information, please refer to the appendix at the end of the EIS on the DOE Website at the <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

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.

## IV. Enrollment, Admissions and School Performance Information

17K745

### Admissions Data

Current Admissions	N/A
Admissions after Phase-out of International Arts Business	9-12: Citywide High School Admissions Process; Admissions Method: Limited Unscreened

### Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	-
2012-13 (proj.)	105-115
2013-14 (proj.)	210-230
2014-15 (proj.)	315-345
2015-16 (proj.)	420-460

### Demographic Data

17K745 does not yet have enrollment. Therefore, there is no demographic data for the school currently available.

### School Performance Data

17K745 does not yet have enrollment. Therefore, there is no performance data for the school currently available.

### *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.)	-

### Demographic Data

Percentage Students Receiving ICT or SC services <sup>17</sup>	16%
Percentage Students with IEPs <sup>18</sup>	20%
Percentage ELL Students <sup>19</sup>	7%
Percentage of Students Eligible for Free or Reduced Lunch <sup>20</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	0	P	0
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1 <sup>21</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</b>	Improvement (year 1) Comprehensive		

75K036

### Admissions Data

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

<sup>17</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>18</sup> Students with IEPs as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>19</sup> ELL students as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>20</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

<sup>21</sup> Footnote: The 2010-11 the 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

### Demographic Data<sup>22</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

<b>75K036</b>	2008-2009	2009-2010 <sup>23</sup>	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		

*P036@K544*

### Enrollment Data

	<b>Total Enrollment (Grades 9-12)</b>
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>22</sup> These percentages are not site specific and represent program P036K as a whole.

<sup>23</sup> 2009-2010 is the first year in which District 75 schools received Progress Reports.

*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 Admission 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>24</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	94%	92%	91%
<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>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	79%	63%	56%
4 Year Graduation Rate	76%	65%	65%
6 Year Graduation Rate	N/A <sup>25</sup>	91%	85%
% Graduating with a Regents Diploma	36%	44%	49%
Attendance Rate	80%	80%	80%
<b>2010-2011 State Accountability Status</b>	Improvement (year 1) Comprehensive		

<sup>24</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve 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>25</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>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	C
Quality Review Score	N/A0	N/A0	P
<b>Performance Data<sup>26</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	62%	18%	17%
Math % Proficient (Levels 3 and 4)	60%	30%	45%
<b>Other Key Performance Indicators</b>			
Attendance Rate	96%	97%	97 %
<b>2010-2011 State Accountability Status</b>	Improvement (year 2) Comprehensive		

<sup>26</sup> See footnote 24.

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>27</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 Option
Admissions after Phase-out of International Arts Business	Grades 9-12: Citywide High School Admissions Process; Admissions Method: Screened; Educational Option

#### 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

#### Demographic Data

Percentage Students Receiving ICT or SC services	1%
Percentage Students with IEPs	5%
Percentage ELL Students	0.5%
Percentage of Students Eligible for Free or Reduced Lunch	77%

#### School Performance Data

<sup>27</sup> In 2008-2009 school year, School for Human Rights had not yet been fully phased in for six years.

<b>HS for Public Service</b>	2008-2009	2009-2010	2010-2011
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade	A	A	A
Quality Review Score	N/A	N/A	N/A
<b><i>Key Components of Performance and Progress</i></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><i>2010-2011 State Accountability Status</i></b>	In Good Standing		

## V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to International Arts Business, and repurpose all remaining funds previously allocated to the school.

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 17K745 will receive a fixed allocation of \$80,000 during its first year. In addition, 17K745 will receive approximately \$54,625 in new school start-up per pupil allocations. Beginning in its second year of operation, 17K745 will receive approximately \$100 per pupil enrolled in each new grade level, until it reaches its full grade space.

All schools receive approximately \$225,000 in annual fixed Fair Student Funding (“FSF”) foundation allocations to fund administrative costs and an additional \$50,000 in Children First supplemental funding. Estimated FSF for 17K745 in its first year is \$483,859.05. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

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

### A. Personnel Needs

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

This proposal is not expected to impose any costs on the other schools located in K470. For a detailed explanation of the impact on personnel at International Arts Business as a result of the phase-out proposal, please see: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>

## **B. Cost of Instruction**

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 ELL student they enrolled.

As with all other schools Citywide, 17K745 may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. If 17K745 meets 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.

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. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget

This proposal is not expected to impose any costs on the other schools located in the K470 building. For a detailed explanation of the impact on cost and instruction at International Arts Business as a result of the phase-out proposal, please see: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

## **C. Administration**

17K745 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school’s phase-in.

This proposal is not expected to impose any costs on the other schools located in K470. For a detailed explanation of the impact on the administration of International Arts Business as a result of the phase-out proposal, please see: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

## **D. Transportation**

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

## **E. Other Support Services**

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as 17K745 phases in.

## 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)