

## EDUCATIONAL IMPACT STATEMENT:

### The Proposed Re-siting and Co-location of International High School at LaGuardia Community College (24Q530) with Existing School Middle College High School at LaGuardia Community College (24Q520) in Building Q520 Beginning in 2012-2013

#### I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site International High School at LaGuardia Community College (24Q530, “International High School”), an existing high school that currently serves 492 students in grades nine through twelve.<sup>1</sup> International High School is currently located in building Q530, a leased site on the campus of LaGuardia Community College at 31-10 Thompson Avenue, Long Island City, NY 11101 within the geographical confines of Community School District 30 (“District 30”).<sup>2</sup> If this proposal is approved, International High School will be re-sited to school building Q520 located at 45-35 Van Dam Street, Long Island City, NY 11101, within the geographical confines of District 24 (“District 24”), beginning in the 2012-2013 school year. International High School opened in the 1999-2000 school year in a building on the campus of LaGuardia Community College under an informal agreement that was later formalized via a Memorandum of Understanding (“MOU”) with CUNY. Due to the construction of additional seats in building Q520 as a result of a new DOE building extension built by the School Construction Authority (“SCA”), the DOE has identified a long-term site for International High School. Building Q520 is approximately 0.3 mile from the campus of LaGuardia Community College.<sup>3</sup> If this proposal is approved, International High School will be “co-located” with the school organization currently housed in building Q520: Middle College High School at LaGuardia Community College (24Q520, “Middle College High School”), an existing high school that serves students in grades nine through twelve. 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.

During the 2012-2013 school year, the first year of the proposed co-location, International High School will serve students in grades nine through twelve, with a total enrollment of approximately 460-500 students.<sup>4</sup> According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), prior to the new construction, building Q520 had a target capacity of 516 students and enrolled 497 students, yielding a building utilization rate of approximately 96%.<sup>5</sup> According to The Program of Requirements

<sup>1</sup> 2011 Audited Register.

<sup>2</sup> Building Q530 is geographically located in District 30; however, the administrative district is District 24.

<sup>3</sup> [www.mapquest.com](http://www.mapquest.com).

<sup>4</sup> All high school projections referenced for the 2012-13 school year and beyond assume that enrollment figures at each grade level, based on the audited October 31, 2011 register will be sustained.

<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 and 2011-2012 school years are based on audited enrollment, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010 and October 31, 2011 respectively. 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

(“POR”) for the newly constructed extension, building Q520 will have a target capacity of 820 students beginning in 2012-2013.<sup>6</sup> If this proposal to re-site and co-locate International High School is approved, building Q520 will have a projected utilization rate of approximately 111-121% in 2012-2013.<sup>7</sup>

Both International High School and Middle College High School have educational models that provide students with the opportunity to enroll in college classes as part of their high school instructional program. International High School and Middle College High School are five-year Early College Program schools, meaning that students in the twelfth grade who have finished their High School graduation requirements have the option of staying a “5th year” in which they can take a full college schedule and work towards their Associate’s Degree at LaGuardia Community College. These students remain on each school’s register, thus increasing the size of the twelfth grade cohort each year. However, students who participate in the 5th year program do not typically follow a standard high school schedule and often attend classes at LaGuardia Community College for a large portion of the day. This year, there are 45 students at International High School and 62 students at Middle College High School who are participating in the 5th year program, respectively. This represents approximately 11% of the total combined enrollment at both schools this year. Taking this educational model into consideration, the projected utilization rate of building Q520 in 2012-2013 would decrease to approximately 98-107%<sup>8</sup>.

## II. Proposed or Potential Use of Building

If this proposal to re-site International High School for the 2012-2013 school year is approved, the grade spans of International High School and Middle College High School in building Q520 in 2011-2012 and 2012-2013 is reflected in the table below:

**Grades Spans**

| DBN    | School Name   | 2011-12 | 2012-13 |
|--------|---|---------|---------|
| 24Q520 | Middle College High School at LaGuardia Community College | 9-12    | 9-12    |
| 24Q530 | International High School at LaGuardia Community College  | 9-12    | 9-12    |

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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>6</sup> The source of target building capacity information is the 2010-2011 Blue Book and the SCA for the newly constructed extension.

<sup>7</sup> All references to building Q520 (prior to the newly constructed extension) utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 and 2011-2012 school years are based on audited enrollment, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010 and October 31, 2011 respectively. 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. All references to the newly constructed extension utilization are based on the POR provided by the SCA to assess the amount of space available in the building.

<sup>8</sup> The source of the enrollment in the Early College Program is from school based data from ATS –RGDC.

As noted in section I, prior to the construction of the new extension, building Q520 had a target capacity of 516 students. Building Q520 now has the capacity to serve 820 students.<sup>9</sup> In 2011-2012, Middle College High School served 497 students in building Q520, yielding a building utilization rate of approximately 96%.<sup>10</sup> The SCA identified additional space adjacent to building Q520, and as a result an extension to building Q520 was constructed with the intention of siting a high school and was designed accordingly. If this proposal is approved, International High School will be re-sited to the newly constructed extension to building Q520 in September 2012. In 2012-2013, it is projected that International High School will serve approximately 460-500 students and Middle College High School will serve approximately 450-490 students, for a total of 910-990 students, yielding a projected building utilization rate of approximately 111-121%.<sup>11</sup> As noted in section I, both International High School and Middle College High School have five-year Early College Programs and maintain a partnership with LaGuardia Community College. This means that students who have finished their High School graduation requirements have the option of staying for a fifth year in which they can take a full college schedule. These students remain enrolled at International High School and Middle College High School, thus increasing the number of students on each school's register, but they attend classes at LaGuardia Community College for a large portion of the day. The projected enrollment and utilization rates for Q520 including the students enrolled in the five-year Early College program are listed in the table below:

| School DBN | School Name   | 2011-2012 Audited Enrollment | 2012-2013 Projected Enrollment |
|------------|---|------------------------------|--------------------------------|
| 24Q520     | Middle College High School at LaGuardia Community College | 497                          | 450 - 490                      |
| 24Q530     | International High School at LaGuardia Community College  | -                            | 460 - 500                      |
|            | <b>Total Building Enrollment</b>                          | 497                          | 910 - 990                      |
|            | <b>Utilization</b>  | 96%                          | 111% - 121%                    |

<sup>9</sup> The source of target building capacity information is the 2010-2011 Blue Book and the SCA for the newly constructed extension.

<sup>10</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 and 2011-2012 school years are based on audited enrollment, and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2010 and October 31, 2011 respectively. 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>11</sup> Future enrollment numbers reflect 2011-2012 enrollment projections, and utilization is generated by dividing enrollment by the 2010-2011 target capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under- or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

The projected enrollment excluding the students enrolled in the five-year Early College and building utilization rates for the schools in building Q520 between 2011-2012 and 2012-2013 are listed in the table below:

| School DBN | School Name   | 2011-2012 Audited Enrollment | 2012-2013 Projected Enrollment |
|------------|---|------------------------------|--------------------------------|
| 24Q520     | Middle College High School at LaGuardia Community College | 435                          | 390 - 430                      |
| 24Q530     | International High School at LaGuardia Community College  | -                            | 410 - 450                      |
|            | <b>Total Building Enrollment</b>                          | 435                          | 800 - 880                      |
|            | <b>Utilization</b>  | 84%                          | 98% - 107%                     |

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 school organizations in the building by the aggregated "target capacities" of those organizations. The calculation of each school organization's "target capacity" is 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 existing buildings is 2010-2011. As described earlier in this EIS, 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 high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate.

There are no proposed additional uses for the Q520 building. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. As mentioned earlier in this EIS, classroom use in building Q520 is programmed based on the students taking classes at both Q520 and at LaGuardia Community College.

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

#### A. Students

##### *Admissions Impact on Students Currently Enrolled at International High School*

###### *Background on the Admissions Process*

If this proposal is approved, all students currently enrolled at International High School could continue to attend International High School at its new location. In New York City, the high school admissions process is a citywide choice process.<sup>12</sup> (Please see “Admissions Impact for Future International High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. The Round One High School admissions applications were due December 2, 2011. Throughout the City, students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at International High School 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. Current first-time ninth-grade students at International High School who have not yet taken part in this process but now wish to do so may submit an application during Round Two of the High School Admissions Process in March.

In March, such students may submit a Round Two application and rank their preferences for schools that have available seats for tenth grade. Round Two matches are made in April. If a student also received a match through Round One of the High School Admissions Process, a match received in Round Two will nullify the Round One match. Those interested in applying to attend a different school for tenth grade in September 2012 should meet with a guidance counselor. More information on criteria relating to transferring high schools may be obtained by visiting the Office of Student Enrollment website at: <http://schools.nyc.gov/ChoicesEnrollment/default.htm>.

##### *Admissions Impact on Students Currently Enrolled at Middle College High School*

Middle College High School is an existing screened DOE high school serving students in grades nine through twelve.<sup>13</sup> 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, additional diagnostic test, or other criteria. This proposal is not anticipated to impact the

<sup>12</sup> For more information about the High School Admissions Process, please visit: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

<sup>13</sup> Selection criteria can be found at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

admissions process nor is it expected to impact academic offerings, extracurricular activities, or partnerships at Middle College High School.

### *Admissions Impact for Future International High School Students—High School Admissions Process*

International High School admits students as part of the High School Admissions Process and maintains a Screened program in the “Humanities & Interdisciplinary” interest area. As a screened school, International High School ranks students based on students who are New York City residents who have lived in the United States for four years or fewer and whose home language is not English and are English Language Learners as per DOE guidelines. This proposal is not expected to impact the high school admissions process at International High School.

Students who are currently enrolled in the eighth grade and are interested in applying to International High School would participate in the 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 1:** All eighth grade and interested first-time ninth grade students participate in this round. All students will receive match results at the end of February. Additionally, students who took the Specialized High Schools Admissions Test and/or auditioned for Fiorello H. LaGuardia High School of Music & Art and Performing Arts will be notified about test and/or audition results at the end of February.

**Round 2:** All eighth grade and first-time ninth grade students are eligible to apply to schools in Round 2. Any student who does not receive a match in Round 1 must apply to the available programs in Round 2 to receive a match. Beginning 2012, any student who received a match in Round 1 may reapply to available programs in Round 2. The available programs for Round 2 include schools with remaining seats and new schools that will open the following September. Students will receive Round 2 results at the end of April.

High school students with IEPs are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs.

Similarly, English Language Learner (“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.

### *Impact on Future Middle College High School Students*

If this proposal is approved, all students currently enrolled in Middle College High School could continue to attend Middle College High School. Middle College High School admits students as part of the High School Admissions Process and maintains a Screened program in the “Humanities & Interdisciplinary” interest area.<sup>14</sup> This proposal is not expected to impact the high school admissions process at Middle College High School.

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<sup>14</sup> Selection criteria can be found at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

Students who are currently enrolled in the eighth grade and are interested in applying to Middle College High School would participate in the High School Admissions Process this school year for a ninth grade seat in September 2012 as described in the section above entitled, “Admissions Impact for Future International High School Students—High School Admissions Process”.

High school students with IEPs and ELL students are admitted and placed in the same manner as general education student and non-ELL students.

### *Admissions Impact for Future International High School Students—Over-the-Counter Process*

In addition to the High School Admissions Process, some students receive a High School match through the over-the-counter (“OTC”) process. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);<sup>15</sup> or
- Did not submit a high school application for some other reason.

When a student needs an OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or she will meet with a counselor who will review options that 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 for high school students, the number of seats available are reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Screened or Unscreened.<sup>16</sup>

Screened programs (those that admit students based on academic criteria) that have a two year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered to OTC students through referral.<sup>17</sup> In this way, the DOE is able to offer individual OTC students the widest

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<sup>15</sup> Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

<sup>16</sup> Unscreened schools admit all students who are eligible to apply to the school. Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session. Screened schools admit students based on specific criteria they designate for admission.

<sup>17</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

breadth of options across a large number of schools. This proposal is not expected to impact the OTC process at International High School.

### *Admissions Impact for Middle College High School Students—Over-the-Counter Process*

In addition to the High School Admissions Process, some students receive a High School match through the over-the-counter (“OTC”) process. This process is described in the section above entitled, “Admissions Impact for International High School Students – Over-the-Counter Process”. This proposal is not expected to impact the OTC process at Middle College High School.

### *Impact on Extracurricular Programs and Partnerships at International High School*

According to the 2010-2011 Directory of the New York City Public High Schools, International High School currently offers the following extracurricular activities and partnerships:<sup>18</sup>

- **Leadership and Support:** After-school tutoring, Student Government, Teen PACT, Students in Free Enterprise, Young Citizen’s Center
- **Academic:** Saturday Literacy/Math,
- **Artistic:** Theater, Music, Art
- **Clubs:** Chinese, Latino, South Asian, European, The Girls Project, Movie, Chess, Math, Forensic Science, Computer
- **Athletics:** Baseball, Basketball, Golf, Handball, Track, Soccer, Tennis, Volleyball
- **Partnerships:** LaGuardia Community College

There are no proposed changes to the extracurricular programs currently offered at International High School. If this re-siting and co-location proposal is approved, International High School could continue to offer these extracurricular programs. The proposed co-location will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will 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. The DOE does not anticipate that this proposal will impact International High School’s current partnerships.

International High School serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes, and students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to 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 ELL students who are enrolled at International High School receive English as a Second Language (“ESL”) or transitional bilingual services. All students enrolled at International High School will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

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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>18</sup> <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>

### *Impact on Extra Curricular Programs and Partnerships at Middle College High School*

Middle College High School currently offers the following extracurricular activities and partnerships:<sup>19</sup>

- **Leadership and Support:** Peer Counseling, Conflict Resolution, Adventure Leadership
- **Academic:** Middle College National Consortium, Early College Program, National Honor Society
- **Artistic:** Studio Art, Guitar Group
- **Clubs:** Chess
- **Athletics:** Baseball, Basketball, Golf, Soccer, Softball, Tennis, Volleyball, Wrestling
- **Partnerships:** LaGuardia Community College

There are no proposed changes to the extracurricular programs currently offered at Middle College High School. If this proposal is approved, Middle College High School could continue to offer these extracurricular programs. The proposed co-location will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will 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. The DOE does not anticipate that this proposal would impact Middle College High School's current partnerships.

Middle College High School serves general education students and students requiring special education services, including students currently enrolled in ICT classes, and students receiving SETSS. Students with disabilities will continue to 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 ELL students who are enrolled at Middle College High School receive ESL or transitional bilingual services. All students enrolled at Middle College High School will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

## **B. Schools**

As discussed above in Section II, if this proposal is approved, it is projected that building Q520 and the newly constructed building extension will have a building utilization rate of approximately 111-121% in 2012-2013. As noted earlier, the projected utilization for building Q520 excluding students participating in the fifth-year program is 98-107%.

In addition, if this proposal is approved, there will be sufficient space to accommodate International High School and Middle College High School in building Q520 pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools and can be viewed on the DOE's website:

<http://schools.nyc.gov/community/planning/default.htm>.

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<sup>19</sup> <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/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 classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools may need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

According to the POR, Q520 has a total of 38 full-size instructional spaces including 4 science labs and 1 science demonstration room, 5 half-size instructional spaces, and 12 full-size equivalent rooms ("FSE") in designed administrative space for a total of 52.5 FSE rooms. There are several shared administrative spaces: the medical suite is divided among 3 quarter-size spaces, the general supply and storage space totals 1.75 FSE rooms, and the parent/community office is located in 1 half-size room. Thus, there are 49.5 FSE rooms to be allocated to Middle College High School and International High School in 2012-2013.

According to the Footprint, Middle College's baseline allocation should be 19 full-size instructional spaces, 2 half-size rooms, and the equivalent of 3.5 full-size rooms for administrative use, which totals 23.5 FSE rooms. According to the Footprint, International High School's baseline allocation should also be 19 full-size instructional spaces, 2 half-size rooms, and the equivalent of 3.5 full-size rooms for administrative use, which totals 23.5 FSE rooms.

In 2012-2013, after each organization is operating with their baseline allocation at scale, there will be an excess of 2.5 FSE spaces remaining in the building. Therefore, there will be sufficient space to serve students in both schools long-term pursuant to the Footprint. Each school will continue to receive at least its baseline Footprint allocation, and any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

International High School will develop a safety and security plan for Q520 prior to the first day of school in September 2012.

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

- Best Practice Standards for Creating and Sustaining a Safe and Supportive School as a resource guide

- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

### C. Community

As noted earlier in this EIS, International High School opened in 1999-2000 in a building on the campus of LaGuardia Community College. In 2012-2013, the newly constructed extension will add capacity to building Q520 enabling International High School to be re-sited and co-located with Middle College High School long-term. Building Q520 is approximately 0.3 miles from the campus of LaGuardia Community College. This proposal addresses the needs of the International High School community by providing the school with a long-term location that is in close proximity to LaGuardia Community College, which will allow students continued access to college classes and programs.

Students currently enrolled in International High School were enrolled according to the admissions process described in Section III (A). If this proposal is approved, all students currently enrolled in International High School could continue to attend International High School at its new location.

International High School will continue to admit students in accordance with Chancellor's Regulation A-101 regarding high school admissions. The full details of A-101 can be found at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q520.

## IV. Enrollment, Admissions and School Performance Information

### International High School

#### Admissions Data<sup>20</sup>

|                                  |  |
|----------------------------------|--|
| <b>Current Admissions Method</b> | <b>Grades 9-12 High School Admissions Process</b><br>Admissions Method: Screened |
| <b>Future Admissions Method</b>  | <b>Grades 9-12 High School Admissions Process</b><br>Admissions Method: Screened |

#### Enrollment Data<sup>21</sup>

|                   | <b>Total Enrollment (Grades 9-12)</b> |
|-------------------|---------------------------------------|
| 2011-12 (audited) | 492                                   |
| 2012-13 (proj.)   | 460 - 500                             |

#### Demographic Data

|   |     |
|---|-----|
| Percentage of Students Receiving ICT or SC Services <sup>22</sup> | 0%  |
| Percentage of Students with IEPs <sup>23</sup>                    | 0%  |
| Percentage of ELL Students <sup>24</sup>                          | 77% |

<sup>20</sup> Screened schools admit students based on specific criteria they designate for admission. International High School selection criteria can be found: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

<sup>21</sup> All high school projections referenced for the 2012-13 school year and beyond assume that enrollment figures at each grade level, based on the audited October 31, 2011 register will be sustained.

<sup>22</sup> Students Receiving ICT and SC services as percentage of total students from the 2011 Audited Register.

<sup>23</sup> Students with IEPs as percentage of total students from the 2011 Audited Register.

<sup>24</sup> ELL students as percentage of total students from the 2011 Audited Register.

|   |     |
|---|-----|
| Percentage of Students Eligible for Free or Reduced Lunch <sup>25</sup> | 89% |
|---|-----|

### School Performance Data

| <b>Q530 International High School at LaGuardia<br/>Community College</b> | <b>2008-<br/>2009</b> | <b>2009-<br/>2010</b> | <b>2010-<br/>2011</b> |
|--|-----------------------|-----------------------|-----------------------|
| <b><i>School Performance and Progress</i></b>                            |                       |                       |                       |
| Overall Progress Report Grade  | A                     | A                     | A                     |
| Quality Review Score   | -                     | -                     | -                     |
| <b><i>Key Components of Performance and Progress</i></b>                 |                       |                       |                       |
| % 10+ Credit Accumulation in Year 1                                      | 89%                   | 82%                   | 86%                   |
| 4 Year Graduation Rate   | 73%                   | 66%                   | 80%                   |
| 6 Year Graduation Rate   | 92%                   | 84%                   | 88%                   |
| % Graduating with a Regents Diploma                                      | 69%                   | 65%                   | 80%                   |
| Attendance Rate  | 93%                   | 92%                   | 93%                   |
| <b><i>2010-2011 State Accountability Status</i></b>                      |                       |                       |                       |
| In Good Standing   |                       |                       |                       |

<sup>25</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

## MIDDLE COLLEGE HIGH SCHOOL

### Admissions Data<sup>26</sup>

|                                  |  |
|----------------------------------|--|
| <b>Current Admissions Method</b> | <b>Grades 9-12 High School Admissions Process</b><br>Admissions Method: Screened |
| <b>Future Admissions Method</b>  | <b>Grades 9-12 High School Admissions Process</b><br>Admissions Method: Screened |

### Enrollment Data<sup>27</sup>

|                   | <b>Total Enrollment (Grades 9-12)</b> |
|-------------------|---------------------------------------|
| 2011-12 (audited) | 497                                   |
| 2012-13 (proj.)   | 450 - 490                             |

### Demographic Data

|   |     |
|---|-----|
| Percentage of Students Receiving ICT or SC Services <sup>28</sup>       | 8%  |
| Percentage of Students with IEPs <sup>29</sup>                          | 13% |
| Percentage of ELL Students <sup>30</sup>                                | .2% |
| Percentage of Students Eligible for Free or Reduced Lunch <sup>31</sup> | 75% |

<sup>26</sup> Screened schools admit students based on specific criteria they designate for admission. Middle College High School selection criteria can be found: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

<sup>27</sup> All high school projections referenced for the 2012-13 school year and beyond assume that enrollment figures at each grade level, based on the audited October 31, 2011 register will be sustained.

<sup>28</sup> Students receiving ICT and SC services as a percentage of total students from the 2011 audited register.

<sup>29</sup> Students with IEPs as percentage of total students from the 2011 audited register.

<sup>30</sup> English Language Learner students as percentage of total students from the 2011 audited register.

<sup>31</sup> Percentage of students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

## School Performance Data

| Q520 Middle College High School at LaGuardia Community | 2008-2009 | 2009-2010 | 2010-2011 |
|--|-----------|-----------|-----------|
| <b>School Performance and Progress</b>                 |           |           |           |
| Overall Progress Report Grade                          | B         | B         | C         |
| Quality Review Score                                   | -         | P         | -         |
| <b>Key Components of Performance and Progress</b>      |           |           |           |
| % 10+ Credit Accumulation in Year 1                    | 85%       | 84%       | 85%       |
| 4 Year Graduation Rate                                 | 67%       | 71%       | 78%       |
| 6 Year Graduation Rate                                 | 82%       | 89%       | 72%       |
| % Graduating with a Regents Diploma                    | 67%       | 69%       | 77%       |
| Attendance Rate  | 92%       | 92%       | 92%       |
| <b>2010-2011 State Accountability Status</b>           |           |           |           |
| In Good Standing                                       |           |           |           |

## V. Initial Costs and Savings

The estimated cost to re-site International High School to building Q520 is \$89,838-\$97,650. This cost will include moving all existing materials and furniture from the current site.

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

### A. Personnel Needs

The proposed re-siting and co-location is not expected to change the number of personnel positions assigned to or Middle College High School, nor is it expected to alter the duties of current staff at Middle College High School.

### B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at International High School or Middle College High School. The basic operating budget for International High School is determined by the same Fair Student Funding ("FSF") formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per-pupil basis based on the grade level of the student. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

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. 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 entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. Supplemental funds are also awarded for students who require special education services, or who are eligible for free or reduced-price lunch. When students fall into more than one of these categories, schools are awarded supplemental funding to meet all of those students' needs.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. International High School will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

As with all other schools Citywide, International High School and Middle College High School 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 the schools meets Title I criteria, their Title I funding award will adjust as the size of the school population changes.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 entitlements and are subject to variation based on adjustments to the DOE's overall operating budget.

### **C. Administration**

The proposed re-siting and co-location is not expected to change the number of staff or administrative positions as Middle College High School or at International High School.

### **D. Transportation**

Transportation will continue to 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 changes to existing transportation practices at Middle College High School.

### **E. Other Support Services**

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy.

## VII. Building Information<sup>32</sup>

|   |  |  |
|---|--|--|
| <b>Building</b>   | Q520   |  |
| <b>Type of Building</b>   | High school  |  |
| <b>Year Built</b>   | 2000   |  |
| <b>Overall BCAS rating</b>  | 2.88   |  |
| <b>2010-2011 Target Building Utilization</b>                      | 92%  |  |
| <b>2010-2011 Target Building Capacity</b>                         | 516  |  |
| <b>FY 2011<br/>Maintenance Costs</b>                              | <b>Labor</b>   | \$2,635                                      |
|   | <b>Materials</b>                                       | -  |
|   | <b>Maintenance and repair contracts</b>                | \$17,168                                     |
|   | <b>Service contracts</b>                               | -  |
|   | <b>Custodial operations costs—Materials</b>            | \$2,513                                      |
|   | <b>Custodial operations costs—Custodial Allocation</b> | \$91,867                                     |
| <b>FY 2011 Energy Costs</b>                                       | <b>Electric</b>  | \$110,000                                    |
|   | <b>Gas</b>   | \$50,000                                     |
|   | <b>Oil</b>   | -  |
| <b>Projects completed during the current or prior school year</b> |  | Demolition for Middle College HS, New School |
| <b>Projects proposed in the capital plan</b>                      | N/A  |  |
| <b>Accessibility of the building</b>                              | N/A  |  |
| <b>Building attributes</b>  | N/A  |  |

<sup>32</sup> Recently constructed extension to this site. Merged with Q520. No energy data found in DOE Energy database. Estimate provided based on similarly sized building within DOE's portfolio of buildings.

