

## **EDUCATIONAL IMPACT STATEMENT: Proposed Re-siting of District 75 Program P169M@M155 (75M169) and Co-location with P.S. 59 Beekman Hill International (02M059) and Art and Design High School (02M630) in Building M488 Beginning in the 2012-2013 School Year**

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

The New York City Department of Education (“DOE”) is proposing to re-site one site of a multi-site District 75 school, P169M@M155 (75M169, “P169M@M155”), and co-locate it with P.S. 59 Beekman Hill International (02M059, “P.S. 59”) and Art and Design High School (02M630, “Art and Design”) in building M488 beginning in the 2012-2013 school year.<sup>1</sup> Building M488 is a brand new building designed to accommodate these three existing schools, and it is expected to be completed for the 2012-2013 school year. P169M@M155 is currently located in building M155 (“M155”) at 319 East 115<sup>th</sup> Street, New York, NY 10035 in Manhattan’s Community School District 4, where it is co-located with P.S. 155 William Paca (04M155, “P.S. 155”). If this proposal is approved, P169M@M155 will be re-sited to school building M488, located at 233 East 56<sup>th</sup> Street, New York, NY 10022, in Manhattan’s Community School District 2, and it will be co-located with P.S. 59 and Art and Design beginning in the 2012-2013 school year. 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.

75M169 is an existing District 75 school that serves a combined total of 279 students in kindergarten through 12<sup>th</sup> grade during the 2011-2012 school year.<sup>2</sup> 75M169 currently has five sites in Manhattan, including P169M@M155.<sup>3</sup> P169M@M155 serves 58 elementary-aged students classified as Emotionally Disturbed (“ED”) or autistic under an Individualized Education Program (“IEP”) in Self-Contained (“SC”) sections in 12:1:1, 8:1:1, and 6:1:1 classroom settings (ratio of students: teacher: paraprofessional).<sup>4</sup> Students are placed in District 75 programs based on their individual needs and recommended special education services. Building M488 will provide P169M@M155 with a brand new facility with space that has been designed specifically for District 75 programming. The designed capacity of the D75 space in M488 is 72 students.

P.S. 59 is a zoned district elementary school that serves 520 students in kindergarten through fifth grade during the 2011-2012 school year.<sup>5</sup> Currently, P.S. 59 is temporarily sited in building M267, which is located at 213 East 63<sup>rd</sup> Street, New York, NY 10065, also in Manhattan’s Community School District 2,

<sup>1</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>2</sup> October 31, 2011 Unaudited Register

<sup>3</sup> The main site for 75M169 is P169M@Robert F. Kennedy, which serves elementary and middle school-aged students at 110 East 88 Street, New York, NY 10128, in Manhattan’s Community School District 2, and the three other sites are: (1) P169M@P102M in building M102, which serves elementary-aged students with at 315 East 113 Street, New York, NY 10029; (2) P169M@P146M, which serves elementary-aged students at 421 East 106 Street, New York, NY 10029; (3); and (4) P169M@Manhattan Center for Science and Mathematics, District 75 inclusion program that serves high school-aged students at 260 Pleasant Avenue, New York, NY 10029.

<sup>4</sup> School-reported data

<sup>5</sup> October 31, 2011 Unaudited Register

while the construction on building M488 is completed. P.S. 59 is also expected to move to building M488 in September 2012.

Art and Design is a high school that serves 1,351 students in grades 9-12 during the 2011-2012 school year.<sup>6</sup> Art and Design is currently located in building M630, which is located at 1075 Second Avenue, New York, NY 10022, within the geographical confines of Manhattan's Community School District 2. Art and Design is also expected to move to building M488 in September 2012.

P169M@M155 and P.S. 59 would share an entrance and other large common spaces, while Art and Design will have its own entrance at 245 East 56<sup>th</sup> Street and would only share the auditorium with the other two schools. In all other respects, Art and Design's space will be separate from the space used by P169M@M155 and P.S. 59.

If this proposal is approved, P169M@M155 will be re-sited and co-located in building M488 with P.S. 59 and Art and Design beginning the 2012-2013 school year. If this proposal is approved, the combined enrollment in 2012-2013 of P169M@M155, P.S. 59, and Art and Design in building M488 will be approximately 1,890-2,010 students, yielding a building utilization rate of 88-93%.<sup>7</sup> (The concept of "utilization rate" is explained in Section II.) If for any reason building M488 is not available by the beginning of the 2012-2013 school year, P169M@M155, P.S. 59, and Arts and Design will remain in their current locations for an additional year before moving to M488.

The proposal to re-site P169M@M155 from its current location will not impact the space allocation or programs at P.S. 155. Any significant changes in utilization of the space vacated by P169M@M155 would be outlined in a separate proposal and would be subject to approval by the Panel for Educational Policy.

## II. Proposed or Potential Use of Building

Building M488 is designed to have a target capacity of 2,160 students.<sup>8</sup> Within building M488, space has been designed separately for each of the three schools. P169M@M155's designated space is designed to have a target capacity of 72 students. P.S. 59's designated space is designed to have a target capacity of 648 students. Art and Design's designated space is designed to have a target capacity of 1,440 students. If this proposal is approved, during the 2012-2013 school year, when P169M@M155 is co-located with P.S. 59 and Art and Design, there will be approximately 1,890-2,010 students served in M488, yielding a building utilization rate of 88-93%.<sup>9</sup>

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<sup>6</sup> October 31, 2011 Unaudited Register

<sup>7</sup> Enrollment reflects 2011-2012 enrollment, and utilization compares this enrollment with the planned capacity of building M488. 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.

<sup>8</sup> The official target capacity and utilization rates for the 2011-2012 school year and beyond are not yet available. All references to building utilization rates in this document are based on the designed capacity of building M488.

<sup>9</sup> Based on October 31, 2011 Unaudited Register

Over the next four years, the proposed grade spans for the schools in building M488 are as follows:

<b>Grade Spans</b>					
<b>DBN</b>	<b>School Name</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
75M169	P169M@M155	K-5	K-5	K-5	K-5
02M059	P.S. 59 <sup>10</sup>	K-5	K-5	K-5	K-5
02M630	Art and Design	9-12	9-12	9-12	9-12

Over the next four years, the proposed enrollment and building utilization rates for the schools in building M488 are as follows:

<b>School Name</b>	<b>2012-2013 Projected Enrollment</b>	<b>2013-2014 Projected Enrollment</b>	<b>2014-2015 Projected Enrollment</b>	<b>2015-2016 Projected Enrollment</b>
P169M@M155	60 - 70	60 - 70	60 - 70	60 - 70
P.S. 59 Beekman Hill International	520 - 595	540 - 630	555 - 660	560 - 680
Art and Design High School	1310 - 1345	1320 - 1355	1360 - 1395	1360 - 1395
<b>Total Building Enrollment</b>	1890 - 2010	1920 - 2055	1975 - 2125	1980 - 2145
<b>Utilization</b>	88% - 93%	89% - 95%	91% - 98%	92% - 99%

Under this proposal, P169M@M155 would serve elementary-aged students classified as ED or autistic under an IEP in six SC sections in 12:1:1, 8:1:1, and 6:1:1 classroom settings (ratio of students: teacher: paraprofessional) in building M488. P.S. 59 would serve kindergarten through fifth grade in building M488. In future years, P.S. 59 may offer a pre-kindergarten program, depending on funding availability. Art and Design would serve grades 9-12 in building M488.

As described in more detail in the Enrollment Capacity Utilization Report (“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. The DOE’s projected utilization rate for building M488 is based on the designed capacity of building M488. The DOE’s projected utilization rates assume that the components underlying that target capacity (scheduled

<sup>10</sup> In future years, P.S. 59 may offer a pre-kindergarten program, depending on funding availability. The DOE’s Pre-kindergarten programs are maintained based on available funding and student enrollment.

use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates 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. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. Moreover, if a room previously used as a general education classroom is subsequently used as a SC classroom, as they are for District 75 12:1:1, 8:1:1, and 6:1:1 classroom settings (ratio of students: teacher: paraprofessional), the building's target capacity would decrease because we expect that a SC class will have fewer students than a general education class.

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

#### A. Students

##### *Impact on P169M@M155 Students*

Building M488 will provide P169M@M155 with brand new facilities that have been designed specifically for District 75 programming. In building M488, P169M@M155 students will be served on the second floor of an accessible building, whereas their current location is on the fourth floor of a non-accessible building. The new location will also have an assisted daily living room, which is a classroom equipped to aid in the instruction of common household tasks. P169M@M155 is currently co-located with an elementary school, and would also be co-located with an elementary school in M488.

Building M488 is approximately three miles from P169M@M155's current site. Once sited at building M488, students at P169M@M155 will continue to receive busing services in accordance with Chancellor's Regulation A-801.<sup>11</sup> Parents should consult that regulation for a full explanation of the DOE's busing practices. Briefly, Special Education students will continue to receive busing services in accordance with their Individualized Education Programs. Pursuant to the State Education Law, the DOE must provide transportation for Special Education students.

75M169 is an existing District 75 school that serves a combined total of 279 students in kindergarten through 12th grade during the 2011-2012 school year.<sup>12</sup> 75M169 currently has five sites in Manhattan, including P169M@M155. P169M@M155 serves elementary-aged students classified as ED or autistic under an IEP in SC sections in 12:1:1, 8:1:1, and 6:1:1 classroom settings (ratio of students: teacher: paraprofessional). Students are placed in District 75 programs based on their individual needs and recommended special education services and are referred to District 75 during a period that extends into the summer.

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<sup>11</sup> <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

<sup>12</sup> October 31, 2011 Unaudited Register

### *Impact on P.S. 59 Students*

If this proposal is approved, the re-siting and co-location of P169M@M155 with P.S. 59 and Art and Design is not expected to have any impact on P.S. 59's admissions or academic or extra-curricular programs offered by the school. This would be the first time that P.S. 59 has been co-located with a District 75 program.

Special programs and extracurricular activities at P.S. 59 include:

- Turtle Bay Music School, Arts Connection African Dance, City Center First Steps dance, Stages of Learning theater arts, New York Philharmonic, and Peer Mediation.
- Extended day and Yorkville Youth Athletic Association after-school program.

The DOE does not anticipate that this proposal would impact P.S. 59's extracurricular or community partnership programs. Similarly, P.S. 59 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 subject to annual change based on student demand and available resources.

The DOE does not anticipate that this proposal will affect the ability of P.S. 59 to meet the needs of their current or future students with disabilities. P.S. 59 currently offers Special Education Teacher Support Services ("SETSS") and Integrated Co-Teaching ("ICT") classes. These existing SETSS and ICT classes and services will continue to be provided if this proposal is approved, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, future students with IEPs will continue to receive mandated services at P.S. 59. Students with IEPs are admitted to elementary schools in the same manner as their non-disabled peers. The DOE will support elementary schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at the elementary school in which they are enrolled.

In accordance with DOE policy, English Language Learner ("ELL") students are admitted to schools in the same manner as their non-ELL peers. Current and future ELL students at P.S. 59 would continue to receive mandated services.

### *Impact on Art and Design Students*

If this proposal is approved, the re-siting and co-location of P169M@M155 with P.S. 59 and Art and Design is not expected to have any impact on Arts and Design's admissions or academic or extra-curricular programs offered at Arts and Design. Since Art and Design has a separate entrance, the only space Art and Design students will share with P169M@M155 and P.S. 59 is the auditorium, and the building is designed to completely separate the high school from the elementary students, the impact on Art and Design students should be minimal.

Academic programs, special programs, and extracurricular activities at Arts and Design include:

- Three academic programs: Architectural Design, Commercial Art and Design, and Film/Video Production;
- Program highlights: Architecture, Visual Art and Design, Honors Art, Digital Photography and Filmmaking, Graphic Design, Virtual Enterprise, Web Design, College Now, Portfolio Development, Professional Mentoring, Link Employment and Responsibility Now (LEARN), Advanced Placement Courses;

- Extracurricular activities: Macaulay Honors, NY Cares, School Student Leaders, National Honor Society, Peer Tutoring, Teen Tutoring, The Art Students League of New York, New York Cares/Kaplan Saturday SAT Prep, Sophomore Foundations Saturday Initiative, Annual special events including exhibitions at the United Nations and numerous other area cultural centers, Spring Arts Festival, Arts Cafe, Literary Arts Journal, Theater Arts, Fashion Show, Exhibitions in Kenny Art Gallery, The Art Directors Club, Apollo Theater, Sweat Equity Enterprises, Municipal Art Society, AIGA NYC Mentoring, Professional Association for Design, PSAL sports – boys (Baseball, Basketball, Bowling, Fencing, Soccer, Volleyball), PSAL sports – girls (Basketball, Softball, Volleyball), school sports (Weight Training, Nautilus Training, Spinning, Basketball, Volleyball, Aerobic Training, Team Handball)
- Clubs: Yearbook, Newspaper, Literary Journal, Old Hat, Mock Trial, Weightlifting, Drama, Animation, Ceramics, Silk Screening, Gay-Straight Alliance, Music, Photoshop, Portfolio Development.

The DOE does not anticipate that this proposal would impact Art and Design’s extracurricular or community partnership programs. Similarly, Art and Design 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 subject to annual change based on student demand and available resources.

The DOE does not anticipate that this proposal would impact Art and Design’s admissions process. In New York City, high school admission is based on a citywide choice process, with students ranking up to 12 high schools in order of preference. 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 (“LaGuardia”) 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 this year, 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.

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

The DOE does not anticipate that this proposal will affect the ability of Art and Design to meet the needs of their current or future students with disabilities. Art and Design currently offers SETTS, ICT, and SC classes. The existing classes and services would continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, future students with IEPs will continue to receive mandated services at Art and Design.

In accordance with DOE policy, ELL students are admitted to schools in the same manner as their non-ELL peers. Current and future ELL students at Art and Design would continue to receive mandated services.

*Impact on Current and Future District 75 Students*

Students will continue to be placed in District 75 schools based on individual student needs and recommended special education services. District 75 students who are in SC classes in elementary school and who are articulating into middle school work with their District 75 school and placement staff to identify the middle school programs that best meet their needs. The following variables are taken into account when considering the best placement: whether the student needs a barrier-free site, whether the student requires nursing services, the student’s home district, and whether the student has siblings in the articulating school. The re-siting would move P169M@M155 across district lines from a location in District 4 to a location in District 2. Otherwise, this placement process would not be impacted. For additional information about District 75 programs, please visit the DOE website at <http://schools.nyc.gov/Offices/District75/default.htm>.

**B. Schools**

The estimated enrollments for P169M@M155, P.S. 59, and Art and Design in building M488 over a six year period are shown in the tables below:

<b>P169M@M155</b>	<b>Total Projected Enrollment</b>
2010-11 (audited) <sup>13</sup>	57
2011-12 (unaudited) <sup>14</sup>	58
2012-13 (proj.)	60-70
2013-14 (proj.)	60-70
2014-15 (proj.)	60-70
2015-16 (proj.)	60-70

<sup>13</sup> The program was located in building M155 during this year.

<sup>14</sup> The program was located in building M155 during this year.

P.S. 59	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Projected Enrollment
2010-11 (audited) <sup>15</sup>	99	97	90	85	67	64	502
2011-12 (unaudited) <sup>16</sup>	76	97	101	90	87	69	520
2012-13 (proj.)	100-125	70 - 80	90 - 100	95 - 105	85 - 95	80 - 90	520-595
2013-14 (proj.)	100-125	100-125	70 - 80	90 - 100	95 - 105	85 - 95	540-630
2014-15 (proj.)	100-125	100-125	100-125	70 - 80	90 - 100	95 - 105	555-660
2015-16 (proj.)	100-125	100-125	100-125	100-125	70 - 80	90 - 100	560-680

Art and Design	Total Projected Enrollment
2010-11 (audited) <sup>17</sup>	1261
2011-12 (unaudited) <sup>18</sup>	1351
2012-13 (proj.)	1310 - 1345
2013-14 (proj.)	1320 - 1355
2014-15 (proj.)	1360 - 1395
2015-16 (proj.)	1360 - 1395

If this proposal is approved, there will be sufficient space to accommodate P169M@M155, P.S. 59, and Art and Design pursuant to the Citywide Instructional Footprint (the “Footprint”) beginning in 2012-2013. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011\\_FINAL.pdf](http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf)

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 elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom

<sup>15</sup> The school was located in building M267 during this year.  
<sup>16</sup> The school was located in building M267 during this year.  
<sup>17</sup> The school was located in building M630 during this year.  
<sup>18</sup> The school was located in building M630 during this year.

for each general education or ICT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or ICT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. 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. 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. Building M488 has been designed specifically to accommodate the three schools being sited there, and each school has its own designated space. Space will be allocated to each school accordingly.

The three schools are projected to serve a total of 1,890-2,010 students in M488 in the 2012-2013 school year, yielding a building utilization rate of 88-93%. Building M488 is designed to have a target capacity of 2,160 students. Within building M488, space has been designed separately for each of the three schools. P169M@M155's designated space is designed to have a target capacity of 72 students. P.S. 59's designated space is designed to have a target capacity of 648 students. Art and Design's designated space is designed to have a target capacity of 1,440 students.

In 2011-2012, P169M@M155's enrollment is 58 students. Building M488 includes space designed for a District 75 program with an enrollment of 72 students in six class sections. The D75 space also includes an assisted daily living room.

If this proposal is approved, P169M@M155 will move to its new facility after the 2011-2012 school year. As noted, if building M488 is not ready in time for the school to move there for the 2012-2013 school year, P169M@M155 will remain in its current location.

As in other situations where schools are co-located, beginning in the 2012-2013 school year (if this proposal is approved), P169M@M155 and P.S. 59 will share large common rooms in the building, namely the auditorium, cafeteria, gymnasium, and potentially certain specialty classrooms. Art and Design will share only the auditorium with P169M@M155 and P.S. 59. In all other respects, Art and Design's space will be separate from the space used by P169M@M155 and P.S. 59. P.S. 59 and P169M@M155 will share an entrance to building M488, while Art and Design will have its own entrance. Additionally, P.S. 59's science lab will be located on the same floor as the classrooms designed for the D75 program; classrooms for P.S. 59 and P169M@M155 will otherwise be located on separate floors. 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 Office of Space Planning.

### C. Community

The proposed re-siting of P169M@M155 in building M488 provides the school with a brand new facility that has been designed specifically for District 75 programming.

Students will continue to be placed in District 75 programs based on their individual needs and recommended special education services. District 75 students who are in Self-Contained classes in elementary school and who are articulating into middle school work with their District 75 school and placement staff to identify the middle school programs that best meet their needs. The following variables are taken into account when considering the best placement: whether the student needs a barrier-free site, whether the student requires nursing services, the student’s home district, and whether the student has siblings in the articulating school. For additional information about District 75 programs, please visit the DOE website at <http://schools.nyc.gov/Offices/District75/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M488.

## IV. Enrollment, Admissions and School Performance Information

### P169M@M155 (75M169)

#### Admissions Data

<b>Current Admissions</b>	Placement based on individual student needs/recommended special education services.
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#### Enrollment Data

P169M@M155	Total Projected Enrollment
2010-11 (audited) <sup>19</sup>	57
2011-12 (unaudited) <sup>20</sup>	58
2012-13 (proj.)	60-70
2013-14 (proj.)	60-70
2014-15 (proj.)	60-70
2015-16 (proj.)	60-70

<sup>19</sup> The program was located in building M155 during this year.

<sup>20</sup> The program was located in building M155 during this year.

Demographic Data<sup>21</sup>

Percentage of Students Receiving ICT or SC Services <sup>22</sup>	100%
Percentage of Students with Individual Education Programs <sup>23</sup>	96%
Percentage of English Language Learner Students <sup>24</sup>	15%
Percentage of Students Eligible for Free or Reduced Lunch <sup>25</sup>	73%

School Performance Data<sup>26</sup>

P169M <sup>27</sup>	2008-2009	2009-2010 <sup>28</sup>	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	D	B
Quality Review Score	WD	N/A	P
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	12.4%	2.9%	2.6%
Math % Proficient (Levels 3 and 4)	17.3%	4.1%	4.3%
<b>Other Key Performance Indicators</b>			
Attendance Rate	83%	83%	87%
<b>2010-2011 State Accountability Status</b>			
		N/A	

<sup>21</sup> Data reflects entire P169M enrollment across all five locations, including but not limited to P169M@M155.

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

<sup>23</sup> Students with Individualized Education Program as percentage of total students from the 2011 Unaudited Register.

<sup>24</sup> English Language Learner students as percentage of total students from the 2011 Unaudited Register.

<sup>25</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

<sup>26</sup> Data reflects entire P169M enrollment across all five locations, including but not limited to P169M@M155.

<sup>27</sup> Source: Progress Report

<sup>28</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 percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent 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.

P.S. 59

Admissions Data

<b>Current Admissions</b>	<b>Grades K-5: Zoned</b>
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Enrollment Data

P.S. 59	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Projected Enrollment
2010-11 (audited) <sup>29</sup>	99	97	90	85	67	64	502
2011-12 (unaudited) <sup>30</sup>	76	97	101	90	87	69	520
2012-13 (proj.)	100-125	70 - 80	90 - 100	95 - 105	85 - 95	80 - 90	520-595
2013-14 (proj.)	100-125	100-125	70 - 80	90 - 100	95 - 105	85 - 95	540-630
2014-15 (proj.)	100-125	100-125	100-125	70 - 80	90 - 100	95 - 105	555-660
2015-16 (proj.)	100-125	100-125	100-125	100-125	70 - 80	90 - 100	560-680

Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>31</sup>	11%
Percentage of Students with Individual Education Programs <sup>32</sup>	14%
Percentage of English Language Learner Students <sup>33</sup>	9%
Percentage of Students Eligible for Free or Reduced Lunch <sup>34</sup>	20%

<sup>29</sup> The school was located in building M267 during this year.

<sup>30</sup> The school was located in building M267 during this year.

<sup>31</sup> Students Receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register.

<sup>32</sup> Students with Individual Education Programs as percentage of total students from the 2011 Unaudited Register.

<sup>33</sup> English Language Learner students as percentage of total students from the 2011 Unaudited Register.

<sup>34</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

<b>P.S. 59 Beekman Hill International</b>	2008-2009	2009-2010 <sup>35</sup>	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	A
Progress Report Progress Grade	A	C	A
Progress Report Performance Grade	A	C	B
Progress Report Environment Grade	A	A	A
Quality Review Score	WD	N/A	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	86%	70%	77%
Math % Proficient (Levels 3 and 4)	98%	85%	91%
<b>Other Key Performance Indicators</b>			
Attendance Rate	95.8%	95.9%	96.0%
<b>2010-2011 State Accountability Status</b>		In Good Standing	

<sup>35</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 percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent 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.

Art and Design

Admissions Data

<b>Current Admissions</b>	<b>Grade 9-12:</b> Citywide High School Admissions Process
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Enrollment Data

Art and Design	Total Projected Enrollment
2010-11 (audited) <sup>36</sup>	1261
2011-12 (unaudited) <sup>37</sup>	1351
2012-13 (proj.)	1310 - 1345
2013-14 (proj.)	1320 - 1355
2014-15 (proj.)	1360 - 1395
2015-16 (proj.)	1360 - 1395

Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>38</sup>	6%
Percentage of Students with Individual Education Programs <sup>39</sup>	12%
Percentage of English Language Learner Students <sup>40</sup>	2%
Percentage of Students Eligible for Free or Reduced Lunch <sup>41</sup>	64%

<sup>36</sup> The school was located in building M630 during this year.

<sup>37</sup> The school was located in building M630 during this year.

<sup>38</sup> Students Receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register.

<sup>39</sup> Students with Individual Education Programs as percentage of total students from the 2011 Unaudited Register.

<sup>40</sup> English Language Learner students as percentage of total students from the 2011 Unaudited Register.

<sup>41</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

Art and Design High School	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	B
Progress Report Performance Grade	B	B	C
Progress Report Progress Grade	C	C	B
Progress Report Environment Grade	F	F	C
Quality Review Score	N/A	UPF	P
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	86%	88%	86%
4 Year Graduation Rate	72%	73%	79%
6 Year Graduation Rate	78%	82%	87%
% Graduating with a Regents Diploma	55%	64%	71%
Attendance Rate	91%	90%	90%

<b>2010-2011 State Accountability Status</b>	In Good Standing
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V. Initial Costs and Savings

The estimated cost of relocating P169M@M155 to M488 is \$11,327.40. This cost includes moving all existing materials 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 of P169M@M155 to building M488 is not expected to change the number of personnel positions assigned to P169M@M155, nor is it expected to significantly alter the duties of current staff at P169M@M155.

The proposed re-siting of P169M@M155 is not expected to impact personnel needs at P.S. 59 or Art and Design.

## B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P169M@M155, P.S. 59, or Art and Design. The basic operating budgets for P169M@M155, P.S. 59, and Art and Design are 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 elementary schools is \$4,085.30 and 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. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

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, elementary schools received an additional \$1,633.71 per pupil for each English Language Learner they enrolled, and high schools received an additional \$2,043.69 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are also awarded for each student who requires special education services or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an ELL student, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

As with all other schools citywide, P169M@M155, P.S. 59, and Art and Design 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. P169M@M155 and P.S. 59 are not currently eligible for Title I funding. Art and Design is currently eligible for Title I funding. Assuming that Art and Design continues to meet Title I criteria, the size of its Title I funding awards would grow or shrink as the school population grows or shrinks.

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. If this proposal and is approved, P169M@M155, P.S. 59, and Art and Design will receive funds to meet the needs of all special education students in accordance with their IEPs.

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.

If this proposal is approved, re-siting and co-locating P169M@M155 in M488 would not affect the costs of instruction at P169M@M155, P.S. 59, or Art and Design.

### C. Administration

As noted above, the proposed re-siting and co-location of P169M@M155 in building M488 is not expected to change the number of personnel positions assigned to P169M@M155, P.S. 59, or Art and Design, nor is it expected to significantly alter the duties of current staff at P169M@M155, P.S. 59, or Art and Design.

### D. Transportation

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

Building M488 is approximately three miles from P169M@M155's current site. Once sited at building M488, students at P169M@M155 will continue to receive busing services in accordance with Chancellor's Regulation A-801.<sup>42</sup> Parents should consult that regulation for a full explanation of the DOE's busing practices. Briefly, Special Education students will continue to receive busing services in accordance with their Individualized Education Programs. Pursuant to State Education Law, the DOE must provide transportation for Special Education students.

### E. Other Support Services

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

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<sup>42</sup> <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

## VII. Building Information

Building		M488
Type of Building		Elementary, High School
Year Built		2012
Overall BCAS rating		N/A
2010-2011 Target Building Utilization		N/A
2010-2011 Target Building Capacity		N/A
FY 2011 Maintenance Costs	Labor	N/A
	Materials	N/A
	Maintenance and repair contracts	N/A
	Service contracts	N/A
	Custodial operations costs— Materials	N/A
	Custodial operations costs— Custodial Allocation	N/A
FY 2011 Energy Costs	Electric	N/A
	Gas	N/A
	Oil	N/A
Projects completed during the current or prior school year		N/A
Projects proposed in the capital plan		N/A
Accessibility of the building		N/A
Building attributes		N/A