

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-out of Choir Academy of Harlem (05M469) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Choir Academy of Harlem (05M469, “Choir”), an existing secondary school located in building M501 (“M501”) beginning in the 2013-2014 school year. Building M501 is located at 2005 Madison Avenue, New York, NY 10035 in Community School District 5 (“District 5”). Choir currently serves students in grades six through twelve and admits middle and high school students through a screened and audition process. The school provides performing arts, visual arts, and design programming. The DOE is proposing to phase out the school based on its poor performance and the DOE’s assessment that it lacks the capacity to improve quickly to better support student needs. In two separate Educational Impact Statements (“EISs”) also posted on January 18, 2013, the DOE is proposing to (1) co-locate a new district high school (“05M157”) and (2) co-locate the high school grades of Democracy Prep Harlem Charter School (84M481, with high school grades referenced throughout this document as “Democracy Prep Harlem High School”) in M501 beginning in September 2013. Those proposals can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

If this phase-out proposal is approved, Choir will concurrently phase out its middle and high school grades such that in 2013-2014, the first year of phase out, Choir will no longer serve students in sixth and ninth grades; in 2014-2015 Choir will no longer serve students in seventh and tenth grades; in 2015-2016 Choir will no longer serve students in eighth and eleventh grades; and, after the conclusion of the 2015-2016 school year, Choir will close. Current middle school students will be served and supported as they progress towards completion of middle school; current high school students will be served and supported as they progress towards high school graduation. In cases where students do not meet promotional requirements from middle school or complete high school graduation requirements by the applicable school closing date, the DOE will help students and families identify alternative schools that meet students’ needs so that they may continue their education after Choir completes phasing out.

Choir is co-located with Harlem Children’s Zone Promise Academy II (84M341, “Promise Academy II”), an existing public charter school serving students in grades kindergarten through eight.¹ In addition, building M501 houses a high school level Alternative Learning Center (88M993, “ALC”). ALCs provide an educational setting for students who are suspended from their regular schools to receive academic, social, and emotional supports to prepare themselves for a return to the school from which they were suspended.

Promise Academy II’s seventh and eighth grades are temporarily co-located for one year with Choir and the ALC in M501. The temporary expansion of the co-location of Promise Academy II’s seventh and eighth grades in M501 was proposed and approved by the Panel for Educational Policy (“PEP”) on March 23, 2011.² Beginning in the 2013-2014 school year, Promise Academy II will only serve students in kindergarten through sixth grade in M501, as the seventh and eighth grades of Promise Academy II will move to private, non-DOE space.

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² The details of the proposal concerning the temporary expansion of the co-location of Promise Academy II’s seventh and eighth grades in M501 can be found at: <http://schools.nyc.gov/NR/rdonlyres/E9F58D11-D44F-4606-8499-5327CA381C25/0/PromiseAcademyIIREVISEDSEISvfinal.pdf>

If this phase-out proposal is approved, Choir will continue serving currently enrolled students, but will begin phasing out in September 2013, and will complete its phase-out after the 2015-2016 school year. In two separate EISs also posted on January 18, 2013, the DOE is proposing to co-locate a new district high school and Democracy Prep Harlem High School beginning in September 2013. Those proposals can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

If those proposals are approved, 05M157 will open with ninth grade, adding one grade per year and reaching full scale in the 2016-2017 school year with a grade span of nine through twelve in building M501. If approved, Democracy Prep Harlem Charter School will expand to serve students in grades nine through twelve, adding one grade per year and reaching full-scale in the 2016-2017 school year with a grade span of nine through twelve in building M501. Democracy Prep Harlem Charter School is an existing public charter school that currently serves students in grades six through eight in private, non-DOE space at 207 West 133rd Street, New York, NY 10030 in District 5. Students in grades six through eight will continue to be served in that private, non-DOE space as mentioned above. 05M157 and Democracy Prep Harlem High School will grow to full-scale as Choir phases out.

Background on the DOE's Decision-Making Process

Schools are identified for possible phase-out for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as a Priority School, defined by SED as among the bottom 5% of schools in the state.³ In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City. For secondary schools, “Priority” status is based on graduation rates and state test performance. Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out. Progress Reports are released by the DOE each fall and evaluate schools on a scale of A through F based on Student Progress, Student Performance, School Environment, and, new to the Progress Report in 2011-2012, College and Career Readiness. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

Choir’s middle school received an overall F grade on its 2011-2012 Progress Report, down from an overall B grade on its 2010-2011 Progress Report. Choir’s high school received an overall F grade on its 2011-2012 Progress Report, down from an overall C grade on its 2010-2011 Progress Report. The school was rated “Proficient” on its most recent Quality Review in 2010-2011.

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

The DOE initiated and completed a similar comprehensive review of Choir during the fall of 2009, after Choir high school earned a D on its 2008-2009 Progress Report. As a result of that comprehensive review, the DOE issued an EIS in December 2009 proposing the truncation of the high school grades of Choir beginning in the 2010-2011 school year. On January 26, 2010 the PEP approved the truncation of Choir’s high school grades beginning in the 2010-2011 school year. A lawsuit prevented the DOE from following through with those plans.

In light of the fact that performance at Choir declined from 2010-2011 to 2011-2012, the DOE now believes that the only the most serious intervention - the gradual phase-out and eventual closure of all

³ In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City.

grades of Choir - will address the school's declining performance and longstanding struggles and allow for new school options to develop in building M501 that will better serve future students and the broader community.

Performance and School Environment at Choir

As noted above, the school's performance during the 2011-2012 school year further demonstrates the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs.

Middle School

- The overwhelming majority of Choir middle school students remain below grade level in English and Math. Only 11% of students were performing on grade level in English Language Arts—putting the school in the bottom 4% of middle schools Citywide. Only 18% of students were performing on grade level in Math—putting the school in the bottom 3% of middle schools Citywide.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. Choir's middle school program earned an F grade on its 2011-2012 annual Progress Report, including an F grade for Student Progress, a D grade for Student Performance, and a C grade for School Environment. This year's Progress Report marks a sharp decline in Choir's middle school performance as compared with earlier years.

High School

- Graduation rates have declined over the past two years. Choir's four-year graduation rate for high school students (including August graduates) was 61% in 2012, which is below the most recent Citywide average of 65.5%. (Citywide average is based on the 2011 New York State reported graduation results for NYCDOE students.)
- First year credit accumulation is a key predictor of student success in high school because students who fall behind early often have trouble getting back on track to graduate. In 2011-2012, only 54% of first-year ninth-grade students at Choir high school earned at least 10 credits with at least 6 of those credits earned across 3 of the 4 core subject areas. This rate of credit accumulation puts Choir in the lowest 5% of high schools Citywide.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. Choir's high school earned an F grade on its 2011-2012 Progress Report, including F grades for all four sections: Student Progress, Student Performance, School Environment, and College and Career Readiness. This year's Progress Report marks a further decline in Choir's performance after the high school dropped to an overall C grade on the 2010-2011 Progress Report.
- Only 36% of students in the Class of 2011 (all students who entered high school four years earlier) enrolled in a two- or four-year college, vocational school, or public service program by December 31, 2011. This is significantly lower than the Citywide average of 49%.

Middle and High School

- Safety issues have been a concern at the school. On the 2012 New York City School Survey, only 70% of school student respondents reported feeling safe in the hallways, bathrooms, and locker rooms at the school—putting Choir in the bottom 17% of middle schools and the bottom 9% of high schools Citywide. Furthermore, only 77% of parent respondents reported that their child was safe at Choir, putting the school in the bottom 4% of middle schools and bottom 6% of high schools Citywide.
- Demand for Choir's high school from Choir's middle school students is low. Though all eighth graders have the right to remain at the school for high school, only 51% of 2011-2012 eighth-grade students

who were promoted chose to enroll in the ninth grade at the school for the 2012-2013 school year.

The chart below summarizes key performance data for Choir's middle school over the past three years:

Choir Academy of Harlem – Middle School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	F
Progress Report Progress Grade	C	B	F
Progress Report Performance Grade	D	C	D
Progress Report Environment Grade	C	B	C
Quality Review Score ⁴	N/A ⁵	P	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	11%	13%	11%
Math % Proficient (Levels 3 and 4)	22%	38%	18%
Other Key Performance Indicators			
Attendance Rate	90%	90%	92%
2012-2013 State Accountability Status	In Good Standing ⁶		

The chart below summarizes key performance data for Choir's high school over the past three years:

⁴ For more information about Quality Reviews, please visit the DOE Web site at:

<http://schools.nyc.gov/Accountability/tools/review/default.htm>.

⁵ Not all schools receive a Quality Review every year.

⁶ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Choir Academy of Harlem – High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	C	F
Progress Report Progress Grade	A	C	F
Progress Report Performance Grade	C	F	F
Progress Report Environment Grade	C	B	F
Progress Report College/Career Readiness Grade	N/A	N/A	F
Quality Review Score	N/A	P	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	80%	78%	54%
4 Year Graduation Rate	70%	67%	61%
6 Year Graduation Rate	77%	64%	73%
% Graduating with a Regents Diploma	43%	38%	61%
Attendance Rate	84%	86%	83%
2012-2013 State Accountability Status	In Good Standing		

Overview of Past Strategic Improvement Efforts at Choir

The DOE acknowledges that Choir staff members have worked hard to improve the school, but even with support, the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE has offered numerous supports including:

Leadership Support:

- Assisting the principal and assistant principals in the development of instructional plans and goals for the school year in support of the school's Comprehensive Education Plan.
- Supporting school leadership in aligning curriculum to Citywide instructional expectations to raise standards for teacher practice and student learning.
- Coaching the principal and assistant principals in the use of classroom observations and feedback to enhance teacher effectiveness.

Instructional Support:

- Providing support and guidance to the school in tracking credit accumulation to identify students who are falling behind and target support to keep struggling students on track to graduation.
- Providing professional development for teachers in analyzing student performance data to identify learning trends, set goals, and differentiate instruction to increase student achievement.
- Facilitating training and coaching for teachers in aligning instructional practices and curriculum to Citywide instructional expectations in the subject areas of English Language Arts, science, and social studies.

Operational Support:

- Supporting school staff in meeting compliance requirements for students with disabilities and English Language Learners in order to ensure that they are receiving mandated services.
- Advising school staff on budgeting, human resources, staff recruitment and building management.
- Advising the school on grant opportunities, supporting grant implementation, and working with the principal to align the budget with school-wide instructional goals.

Student Support:

- Providing professional development for school staff on topics in youth development, including conflict resolution, student mediation, gang awareness, and violence prevention, in order to build school-level capacity to provide social and emotional support to students.
- Assisting the school administration in the development of a school safety plan to reduce safety incidents and suspension rates and promoting best practices for dealing with difficult behavior patterns to improve the school's culture and learning environment.

Choir has received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this assistance, the school has failed to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Choir community about strategies to better support students and improve outcomes at the school. District 5 Superintendent Gale Reeves held multiple meetings —with parents, staff, and the School Leadership Team (“SLT”) — to discuss what is and is not working at Choir and how joint efforts could serve students better.

Approximately 29 staff attended the staff meeting on November 28, 2012. They had some positive feedback about the mentoring program in which high school students tutor middle school students, but they also expressed a number of concerns, including:

- The staff feel that there are many students who have disciplinary problems, which have impacted the school culture and environment.
- The staff feel it needs additional support to address the needs of students with Individualized Education Programs (“IEPs”).
- The staff feels the student to teacher ratio has grown too large to adequately address students’ needs.

Approximately 65 people attended the parent meeting on December 5, 2012. They also had some positive feedback about the school. Some stated that the principal is visible, engaged, and supportive. However, they also expressed several concerns, including:

- The school needs more time under the new leader in order for changes and results to be visible.
- All students are placed on the third floor of the building, which has created a feeling of overcrowding and prohibits the school from growing.
- The departure of an English Language Arts teacher at the beginning of the year has negatively impacted academic outcomes.

Approximately 13 people attended the SLT meeting on November 28, 2012. They also had some positive feedback about the school. Some stated that the school has expanded the number of enrichment programs to include dance, band, and fine arts. However, they also expressed several concerns, including:

- There is only one guidance counselor to provide social-emotional counseling, as well as college advising to high school students; one guidance counselor cannot adequately address the needs of all students.

- They feel that the school budget does not adequately meet the needs of students and the school has had to request additional funding in order to meet students' needs.
- Teachers need access to more focused professional development opportunities both inside and outside the school.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/manhattan/feedback?id=297>

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

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the PEP.

II. Proposed or Potential Use of Building

Building M501 has a target capacity to serve 1,316 students.⁷ (The concept of "target capacity" is described below.) In 2012-2013, the building is serving 987 total students,⁸ yielding a utilization rate of 75%.⁹ This means that the building is "under-utilized" and has extra space to accommodate students.¹⁰

If this proposal is approved, Choir will be gradually phased out over the next several years and will no longer admit new sixth-or ninth-grade students after the end of the 2012-2013 school year. Choir will complete its phase-out after the 2015-2016 school year. As part of the replacement strategy for Choir, the DOE is proposing to co-locate 05M157 and Democracy Prep Harlem High School in M501 beginning in September 2013.

Beginning in 2013-2014, 05M157 will open with ninth grade, adding one grade per year and reaching full-scale in the 2016-2017 school year with a grade span of nine through twelve. Democracy Prep Harlem High School will expand to serve students in ninth through twelfth grades, adding one grade per year and reaching full-scale in the 2016-2017 school year with a grade span of nine through twelve in building M501.

The proposal to co-locate a new district high school, 05M157, in M501 is detailed in a separate EIS, also posted on January 18, 2013. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

The proposal to co-locate Democracy Prep Harlem High School in M501 is detailed in a separate EIS, also posted on January 18, 2013. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

Over a period of five years, the proposed grade spans for each of the existing and proposed schools in the building are as follows:¹¹

⁷ 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book")

⁸ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. 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 conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹⁰ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012 and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf

Grade Spans

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
05M469	Choir Academy of Harlem	6-12	7-8, 10-12	8, 11-12	12	-
84M341	Harlem Children's Zone Promise Academy II	K-8	K-6	K-6	K-6	K-6
84M481 ¹²	Democracy Prep Harlem High School	-	9	9-10	9-11	9-12
05M157	New High School	-	9	9-10	9-11	9-12
88M993	Alternative Learning Center	9-12	9-12	9-12	9-12	9-12

¹¹ As Choir phases out, some high school students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2012-2013 school year would technically still be considered a ninth-grade student in 2013-2014. In those cases, high school students would still be served in Choir and would have access to appropriate courses to support their continued progress toward graduation.

¹² 84M481 only applies to the Democracy Prep Harlem Charter School students (grades nine through twelve) that will be served in M501. In a separate EIS, the DOE is proposing to co-locate the high school grades of Democracy Preparatory Harlem Charter School beginning in 2013-2014. If that proposal is approved, Democracy Prep Harlem High School will be co-located in building M501.

Over a period of five years, the current and projected enrollments for each existing and proposed school located in M501, as well as the projected building utilization rates, are shown in the table below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
05M469	Choir Academy of Harlem	359	200 - 260	110 - 160	20 - 50	-
84M341	Harlem Children's Zone Promise Academy II	603	500 - 630	505 - 630	500 - 640	495 - 635
84M481 ¹³	Democracy Prep Harlem High School	-	90 - 115	180 - 230	270 - 345	360 - 460
05M157	New High School	-	75 - 85	150 - 170	225 - 255	300 - 340
88M993 ¹⁴	Alternative Learning Center	25	60 - 80	60 - 80	60 - 80	60 - 80
Total Building Enrollment		987	925 – 1,170	1,005 – 1,270	1,075 – 1,370	1,215 – 1,515
Utilization¹⁵		75%	70% - 89%	76% - 97%	82% - 104%	92% - 115%

Once Choir has completed its phase-out and 05M157 and Democracy Prep Harlem High School have completed their respective phase-ins, there will be approximately 1,215 – 1,515 students served in building M501 in 2016-2017, yielding an estimated utilization rate of 92% - 115%.

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.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. 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 goal for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and

¹³ 84M481 only applies to the Democracy Prep Harlem Charter School students (grades nine through twelve) that will be served in M501. In a separate EIS, the DOE is proposing to co-locate the high school grades of Democracy Preparatory Harlem Charter School beginning in 2013-2014. If that proposal is approved, Democracy Prep Harlem High School will be co-located in building M501.

¹⁴ While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated at 60- 80 students, even though enrollment may be lower at given times throughout each school year.

¹⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. 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.

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

Despite the possibility of a utilization rate over 100%, the building has sufficient space to provide all schools and programs with at least their baseline room allocations. 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. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public school. Therefore, the building has adequate capacity to accommodate the full expansions of 05M157 and Democracy Prep Harlem High School during and after the phase-out of Choir. Further, please note that the Blue Book does not assign capacity to rooms used by an ALC, and because the ALC does enroll any students for more than 90 days, the Blue Book does not report an enrollment number for the ALC. Thus, neither the capacity, nor the enrollment of an ALC are included in the published Blue Book utilization rate.

As noted above, there is also an ALC located in the building. As a result, while the ALC's enrollment has been included, the capacity of its space has not been included. However, the ALC is taken into consideration in the room allocations set forth in the Building Utilization Plan ("BUP") attached to this document.

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

A. Students

Enrollment Options for Current Choir Students

If this proposal is approved, Choir will be gradually phased out over the next several years and will no longer admit new sixth- and ninth-grade students after the end of this school year. Current Choir students will have the opportunity to graduate from their current program, assuming that they continue to meet promotion requirements or earn credits on schedule and pass the required Regents exams, as applicable.

Enrollment Impact on Current Middle School Students at Choir

If this proposal is approved, Choir's middle school grades will be phased out gradually over the next two years and will no longer admit new sixth-grade students after the end of the 2012-2013 school year. Current sixth- and seventh-grade students will be supported at Choir middle school as they progress towards completion of middle school and transition to high school. Current eighth-grade students who meet promotional requirements will apply to high school through the Citywide High School Admissions process during Round 2 if they did not apply during Round 1. Current eighth-grade students will not be able to apply to Choir for high school. More information on the High School Admissions process is found in the

section “Enrollment Impact on Future High School Students.”

After the 2012-2013 school year, Choir middle school will no longer serve sixth-grade students. After the 2013-2014 school year, Choir middle school will no longer serve sixth and seventh-grade students. After the 2014-2015 school year, Choir middle school will no longer serve sixth through eighth-grade students.

In each of those years, there may be students who do not meet promotional standards and are required to repeat a grade that the school will no longer serve. These students may be able to find a seat in a charter school, and will also continue to have access to a broad range of District 5 middle school options, including several other schools with screened admissions methods. The table below lists the District 5 middle school options.

District Options

DBN ¹⁶	School Name	Address	Building Code	Building Utilization ¹⁷	Grade Span 2012 - 2013	Grade Span at Scale	2011-2012 Progress Report Grade	2012 % SE	2012 % EL L	Admissions Method	Site Accessibility ¹⁸
District Choice											
05M046	P.S. 046 Arthur Tappan	2987 Frederick Dgls Blvd	M046	65%	K-8	K-8	C	10%	9%	Limited Unscreened	1st Floor Functionally accessible
05M123	P.S. 123 Mahalia Jackson	301 West 140 Street	M123	95%	K-8	K-8	C	10%	18%	Limited Unscreened	Not functionally accessible
05M129	P.S. 129 John H. Finley	425 West 130 Street	M129	83%	K-8	K-8	B	11%	8%	Limited Unscreened	Not functionally accessible
05M161	P.S. 161 Pedro Albizu Campos	499 West 133 Street	M161	109%	K-8	K-8	B	11%	26%	Limited Unscreened	Not functionally accessible
05M286	I.S. M286 Renaissance Leadership Academy	509 West 129 Street	M043	83%	6-8	6-8	A	15%	10%	Screened	Not functionally accessible
05M302	KAPPA IV	6 Edgecombe Avenue	M136	87%	6-8	6-8	C	15%	15%	Screened	Not functionally accessible
05M362*	Columbia Secondary School	425 West 123 Street	M125	83%	6-11	6-12	C	0%	0%	Screened	Not functionally accessible
05M367 ¹⁹	Academy for Social Action: A College Board School	509 West 129 Street	M043	83%	6-12	9-12	F	16%	14%	Screened	Not functionally accessible

¹⁶ An asterisk (*) signifies a school that is currently phasing in.

¹⁷ Target building capacity and target building utilization rates are from the 2011-2012 Blue Book.

¹⁸ A code of "Functionally Accessible" indicates that all schools/programs located in the building are fully accessible. A code of "1st Floor Functionally Accessible" indicates that the school is functionally accessible, but only on the first floor; a school has this designation only if, among other things, an accessible bathroom is available to those on the first floor. A code of "Partially Accessible" indicates that a school might be functionally accessible on more than one floor but not for all relevant spaces in the school.

¹⁹ In a separate EIS also posted on January 18, 2013, the DOE has proposed to truncate the middle school grades of Academy for Social Action: A College Board School beginning in the 2013-2014 school year. The Panel for Education Policy will vote on this proposal on March 11, 2013.

05M410	The Urban Assembly Institute for New Technologies	509 West 129 Street	M043	83%	6-8	6-8	C	39%	10%	Limited Unscreened	Not functionally accessible
05M499	Frederick Douglass Academy	2581 7Th Avenue	M010	91%	6-12	6-12	C	6%	2%	Screened	Not functionally accessible
05M514*	New Design Middle School	625 West 133 Street	M195	64%	6-7	6-8	-	21%	9%	Limited Unscreened	Not functionally accessible
05M670	Thurgood Marshall Academy for Learning and Social Change	200-214 West 135Th Street	M970	90%	6-12	6-12	C	11%	1%	Screened	Functionally accessible
Borough-Wide Choice											
04M610	Young Women's Leadership School	105 East 106 Street	M895	85%	6-12	6-12	C	0%	2%	Screened	Functionally accessible
Citywide Choice											
01M539	New Explorations into Science, Technology and Math School	111 Columbia Street	M022	101%	K-12	K-12	A	0%	0%	SB Application	Not functionally accessible
02M407	Institute for Collaborative Education	345 East 15th Street	M475	145%	6-12	6-12	C	0%	0%	SB Application	Not functionally accessible
02M408	Professional Performing Arts School	328 West 48th Street	M017	97%	6-12	6-12	B	0%	2%	SB Application	Not functionally accessible
02M442	Ballet Tech / NYC Public School for Dance	890 Broadway	M905	70%	4-8	4-8	B	0%	3%	SB Application	Not functionally accessible
03M334	The Anderson School (P.S. 334)	100 West 77th Street	M044	88%	K-8	K-8	A	0%	0%	SB Application	Functionally accessible
03M859*	Special Music School	129 West 67th Street	M932	66%	K-8	K-12	A	0%	1%	SB Application	Not functionally accessible
04M012	Talented and Gifted School for Young Scholars	240 East 109th Street	M117	71%	K-8	K-8	A	0%	0%	SB Application	Functionally accessible

The table below lists the Manhattan charter school options that serves middle school grades:

Charter Options					
DBN²⁰	School Name	Address	Grade Span 2012-13	Grade Span at Scale	Admissions Method²¹
84M065 *	Democracy Prep Endurance Charter School	250 West 127th St., Manhattan	6	6-8	Lottery
84M284 *	Harlem Children's Zone Promise Academy Charter School	211 West 129th St., Manhattan	K-9, 12	K-10	Lottery
84M336 *	KIPP Infinity Charter School	625 West 133rd St., Manhattan	K-2, 5-12	K-12	Lottery
84M341 *	Harlem Children's Zone Promise Academy II	2005 Madison Ave., Manhattan	K-8	K-10	Lottery
84M350	Democracy Prep Charter School	2230 5th Ave., Manhattan	6-12	6-12	Lottery
84M388	St. HOPE Leadership Academy Charter School	222 West 134th Street., Manhattan	5-8	5-8	Lottery
84M481	Democracy Prep Harlem Charter School	207 133rd St., Manhattan	6-8	6-8 ²²	Lottery
84M709	Harlem Village Academy Charter School	244 West 144th St., Manhattan	K, 5-12	K-2,5-12	Lottery
84M726 *	KIPP S.T.A.R. Charter School	433 West 123rd St., Manhattan	K-1, 5-12	K-3, 5-12	Lottery

Detailed information about charter schools will also be published annually and is available in print and on the DOE Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

Enrollment Impact on Current Ninth-Grade Students at Choir

If this proposal is approved, Choir will be gradually phased out over the next several years and will no longer admit new ninth-grade students after the end of this school year. Current Choir students will have the opportunity to graduate from Choir, assuming that they continue to earn credits on schedule and pass the required Regents exam.

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future 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. High school admissions applications were due December 10, 2012. 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 Choir 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 10, 2012. If this proposal is approved in March 2013, there will be another opportunity for current first-time ninth-grade students at

²⁰ An asterisk (*) signifies a school that is currently phasing in.

²¹ For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's Web site: <http://schools.nyc.gov/community/planning/charters/For+Parents>

²² Democracy Prep has applied to the DOE to expand to serve students in grades six through twelve. Currently, grades six through eight are served in private, non-DOE space. If the DOE approves the expansion request, and the PEP approves the proposal to co-locate the high school grades of Democracy Prep Harlem Charter School, grades nine through twelve will be co-located in building M501 beginning in September 2013.

Choir, and students at other schools who have applied to Choir, to submit a new list of 12 school programs in Round Two of the High School Admissions Process. Those interested in applying to attend a different school as a tenth grader in September 2013 should meet with a guidance counselor.

In April 2013, students will be able to participate in Round Two of the High School Admissions process. Students would submit a Round Two application and would be able to rank school programs that have available seats for tenth grade. Students may receive a match as part of Round Two in May 2013. If a student submitted an application as part of Round One of the High School Admissions process, a match received in Round Two will replace the Round One match. If the student does not receive a Round Two match, the student will keep his or her Round One match. Additional details regarding the High School Admissions Process are included later in this section.

Current repeat ninth-grade students would complete high school at Choir, if they earn credits on schedule and pass the required Regents exams. As the school becomes smaller, students who do not earn credits on schedule and/or pass the required Regents exams would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a transfer high school.²³

Enrollment Impact on Current Tenth-, Eleventh-, and Twelfth- Grade Students at Choir

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate would complete high school at Choir, if they continue to earn credits on schedule and pass the required Regents exams. As the school becomes smaller, students would receive more individualized attention until they graduate to ensure they are receiving the support they need to succeed. Students should meet with their guidance counselor to discuss all of their options.

Current tenth-, eleventh-, and twelfth-grade students who are not on track to graduate should also meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served at a transfer high school or a Young Adult Borough Center.²⁴ Transfer schools and Young Adult Borough Centers have strong track records for helping over-age, under-credited students get back on track towards graduation.²⁵ In general, however, it is expected that most current Choir students would remain enrolled at the school as they work towards graduation. The DOE will arrange a new placement for high school students who have not accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate before the closure date of June 2016.

Impact on Academic and Extra-Curricular Offerings at Choir

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

²³ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE's Web site at www.goingforme.org.

²⁴ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

²⁵ A student designated as "over-age, under-credited" is considered to be two or more years behind his or her expected age and credit accumulation at the time of entry into a transfer school.

Choir currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their Individualized Education Programs (“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. All students enrolled in the schools in building M501 will continue to receive their mandated special education services if this proposal is approved.

Choir currently serves students classified as English Language Learner (“ELL”) students. It offers English as a Second Language (“ESL”) services to these students. All students enrolled in the schools in building M501 will continue to receive appropriate ELL services if this proposal is approved.

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

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

Choir will continue offering student athletics and other extra-curricular program options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

According to the District 5 Middle School Directory, Choir’s middle school grades offer the following sports, extra-curricular activities, and special programs:²⁶

²⁶ Athletic and extra-curricular offerings reflect those listed for Choir’s middle school in the District 5 2012-2013 Directory of Middle Schools: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

Sports	Extra-Curricular Activities	Special Programs
<ul style="list-style-type: none"> ■ Basketball ■ Soccer ■ Volleyball ■ Baseball ■ Flag Football 	<ul style="list-style-type: none"> ■ Drama ■ Debate ■ Chess Club ■ Peer Mediation ■ Step Team ■ Dance ■ Choir Academy of Harlem ■ Performance Choir ■ Middle School Prep Choir ■ African Dance ■ Tap Dance ■ Modern Dance ■ African Ballet ■ Percussion Ensemble ■ Orchestra ■ Band ■ Golf 	<ul style="list-style-type: none"> ■ Student-chosen majors ■ Choir ■ Orchestra ■ Band ■ Test preparation ■ Science fair ■ Art fair ■ After-school enrichment

According to the High School Directory, Choir's high school grades offer the following sports and extra-curricular activities:²⁷

Sports (PSAL): ²⁸	Extra-Curricular Activities
<ul style="list-style-type: none"> ■ Soccer ■ Baseball ■ Cheerleading ■ Floor Hockey ■ Indoor and Outdoor Track ■ Golf Partnerships ■ Step Team ■ Volleyball 	<ul style="list-style-type: none"> ■ Student Government Association ■ National Honor Society ■ Peer Mediation and Conflict Resolution ■ Saturday Academy ■ Yearbook Committee ■ Financial Literacy ■ Debate Team ■ Band ■ Dance ■ Choir

It is difficult to predict precisely how changes to the above offerings might be implemented, as decisions

²⁷ Athletic and extra-curricular offerings reflect those listed for Choir's high school in the 2012-2013 Directory of High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

²⁸ PSAL is the Public School Athletic League. It's mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the M501 building is already home to several school organizations other than Choir, including a public charter school and an ALC. Typically, buildings that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, we anticipate that this same opportunity would exist for students across M501, including students attending Choir as that school phases out. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Similarly, all school organizations in the building will offer extra-curricular programs based on student interests, available resources, and staff support for those programs. Current Choir students will continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out, though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

The proposed phase-out is not expected to impact extracurricular program offerings at the other schools in M501.

Impact on Community Partnerships at Choir

The DOE has worked with the administration at Choir to establish partnerships with the following organizations:

- Young Women's Christian Association
- The Netherlands American Community Trust
- Pelham Fritz Basketball League
- City Year (AmeriCorps)
- Materials for the Arts
- Harlem Children's Zone (Cut Above Program)
- LensCrafters (Gift of Sight Program)
- Educational Network of Arts and Creative Theater
- Urban Arts
- Leadership Program
- Apollo Theater
- The New York Pops
- Jazz Foundation of America
- American Airlines
- The City College of New York
- Banking on Our Future

The DOE will work with Choir staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Choir students in the past.

Impact on Students Attending Other Schools in M501

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools in M501. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of Choir will not impact the enrollment or admissions at other schools located in the M501 building.

Enrollment Impact on Future Students at Promise Academy II

This proposal will not impact Promise Academy II's current admissions process for elementary and middle school; Promise Academy II is a public charter school and admits students via a charter lottery application process. Promise Academy II's charter lottery application process prioritizes applicants in the following order:

- Students who attended the school the previous year and are returning to the school;
- Siblings of currently attending students (preference given only to enroll in kindergarten);
- Students eligible to transfer under the No Child Left Behind choice program, until those students have filled ten percent of available spaces in each class;
- Low-income students (as indicated by free or reduced lunch qualification) who reside in District 5, and any such students' siblings also applying for admission;
- All other students who reside in District 5, and any such students' siblings applying for admission;
- Low-income students who reside outside of District 5, and any such students' siblings applying for admission.

Once the available spaces are filled by students according to the above prioritizations, the remaining applicants are placed on a waitlist. Students with siblings enrolled in the school receive preference over waiting list candidates who do not have siblings enrolled.

As stated above, Promise Academy II's seventh and eighth grades are temporarily co-located for one year with Choir and an ALC in M501. Beginning in the 2013-2014 school year, Promise Academy II will only serve students in kindergarten through sixth grades in M501, as the seventh and eighth grades of Promise Academy II will move to private, non-DOE space.

Enrollment Impact on Future Middle School Students – Middle School Choice Process

If this proposal is approved, Choir's middle school grades will begin phasing out in 2013-2014.

Choir middle school admits students through the District 5 Middle School Choice Process through a screened and audition method. Audition programs require students to demonstrate proficiency in a specific performing arts or visual art and design area. Students must audition to be eligible for admission. Choir's screened admissions program has the following selection criteria:

- Audition
- Review of Grades
- Student Interview
- Teacher Recommendation

The proposed phase-out of Choir would eliminate this specialized programming option for future students. For a list of other schools in the district offering comparable programming, see the section entitled "Schools With Programs Similar to Choir's Program Offerings" below.

Through the District 5 Middle School Choice Process, all future District 5 fifth-grade students will be offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions processes.

In the District 5 Middle School Choice Process, students rank their preferences from among District 5 choice middle schools and programs. The choice options include:

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- K-8 schools with an unscreened or limited unscreened application process that have available seats for middle school students (elementary students in these schools have the right to remain for middle school and receive priority; all other seats become available through this process); and
- 6-12 schools with an unscreened, limited unscreened, or screened application process.

Students may also choose to apply to a number of schools that manage their own admissions process and/or schools with borough-wide or Citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found on the DOE’s Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm#manhattan>. (Please note that this directory is updated yearly.)

General information about the Middle School Choice Process can be found on the DOE’s Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Middle school students with IEPs, with the exception of those recommended placement in a District 75 school, 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 students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible consistent with their needs. Therefore, placement for students with IEPs and ELLs is the same as described above.

Enrollment Impact for Future Middle School Students – Over-the-Counter Placements

In addition to the Middle School Choice Process, Choir middle school also admits students through the Over-the-Counter (“OTC”) process and will continue to do so if this proposal is approved. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. 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;²⁹
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

When a middle-school eligible student arrives for an OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and where applicable, transfer guidelines. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs.

Approximately 10 sixth-grade students were admitted into Choir’s sixth grade through the OTC placement process during the 2011-2012 school year for September 2012 enrollment. Across District 5, 14 schools accepted approximately 394 middle school OTC students, creating an average of approximately 28 OTC

²⁹ 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.

students at each of the middle schools that accepted OTC students.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student may return if the student so chooses.

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

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

For high school admissions for the 2013-2014 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

For more information about the High School Admissions Process, please visit:

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

High school students with IEPs, with the exception of those students recommended for a D75 placement, are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, 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 in accordance with DOE policy.

Choir high school admits students through the Citywide High School Admissions Process through a screened and audition method. Audition programs require students to demonstrate proficiency in a specific performing arts or visual art and design area. Students must audition to be eligible for admission. Choir’s screened admissions program have the following selection criteria:

- Audition
- Review of Grades
- Student Interview
- Teacher Recommendation

Choir high school has two screened audition programs: visual art & design and performing arts. The audition criteria for the visual art and design program are:

- On-site drawing exam
- Presentation of portfolio of 8-10 pieces of original art work

The audition criteria for the performing arts program are:

- Instrumental music – sight read, execute scales, and perform two prepared pieces
- Vocal music – sight-sing, execute melody repetition, and perform two prepared pieces
- Dance – exam and performance in a ballet and modern dance class

The proposed phase-out of Choir would eliminate these specialized programming options for future students. For a list of other schools in the district offering comparable programming, see the section entitled “Schools With Programs Similar to Choir’s Program Offerings” below and also see Appendices A and B.

High school admissions applications were due on December 10, 2012. If this proposal is approved by the PEP on March 11, 2013, students who listed a Choir program on their high school admissions applications would have the program removed from the student’s existing ranking before the Round One match is executed. In this scenario, any school ranked lower than the program offered at Choir on the application would essentially move up on the application. This may or may not impact the eventual match, as the student might have been matched to a school ranked higher than Choir on the application. However, if the student would have been matched to Choir, he or she would instead be matched to the next-highest program listed on the applications for which he or she is considered, subject to admissions methods, priorities, and seat availability.

In addition, eighth-grade and interested first-time ninth-grade students will have the opportunity to submit a new admission application during Round Two in April 2013. School programs with available seats as well as new high schools designated to open throughout the City for the 2013-2014 school year will also be available for these students to consider as part of Round Two. If a student already received a match in Round One, submitted a Round Two application will replace the Round One match if the student receives a Round Two match. If the student does not receive a Round Two match, the student will keep his or her Round One match.

If approved, the proposed new high school for the M501 building, 05M157, will enroll students through the Citywide High School Admissions Process when it begins serving high school students in the 2013-2014 school year. Additional details regarding the proposed co-location of 05M157 in M501 are included in a separate EIS, also posted on January 18, 2013. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a phase-out decision. As of the October 26, 2012 Unaudited Register, Choir has a total of 77 new ninth-grade admits. New ninth -grade admits are made up of students who enter the school through two methods:

- High School Admissions process
- “Over-the-counter” (“OTC”) placement

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. Most of 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;³⁰
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address and which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.³¹ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 599 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Manhattan, the number of schools that admit students has increased from 122 in 2007-2008 to 144 in 2012-2013.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2012-2013 school year to approximate future needs.

The chart below provides an overview of how many ninth-grade students arrived at Choir through each admissions method in the 2012-2013 school year.

	Over-The-Counter	High School Admissions Process
9th Grade	11	66

It is critical that the needs of all students—whether they arrive through the High School Admissions Process or the over-the-counter process—are met. Of the 66 ninth-grade students who were admitted through the High School Admissions process, 12% are students with disabilities and 5% are ELLs. Of the 11 students who arrived over-the-counter, none are students with disabilities or ELLs.³²

³⁰ As detailed in Chancellor’s Regulation A-101, students have the “right to return” to their prior school within one calendar year following 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. Chancellor’s Regulation A-101 can be accessed at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

³¹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over age and under-credited”).

³² Students with disabilities are as percentage of total ninth-grade OTC students at Choir from the October 26, 2012 Unaudited

The proposal to phase out Choir is not expected to impact the placement of OTC students at schools in the M501 building. Choir may continue to receive OTC students in the grades it serves depending on the needs of the community, preferences of parents, and availability of seats. As detailed in a separate EIS regarding the co-location of the new district high school proposed for M501, 05M157 is expected to accept OTC students, should seats be available.³³

Schools with Programs Similar to Choir's Program Offerings³⁴

Choir currently offers specialized programming in visual and performing arts. There are currently ten other high schools in Manhattan that offer visual arts programs and eight other schools in Manhattan offering performing arts programs. The ten high schools with visual arts programming offer 11 separate programs, five of which require auditions. The eight high schools with performing arts programs offer 22 separate programs, 21 of which require auditions. The remaining program uses a limited unscreened admissions policy (see Appendices A and B for the complete list of schools and programs).

Thus, the proposed phase-out of Choir will have an impact on the demand at other performing arts middle and high schools, specifically those with similar programming, although the extent of this impact is not precisely known. Middle and high school students will still have access to a broad range of middle and high school options through the District 5 Middle School Choice process and the Citywide High School Admissions Process. These include many other Manhattan middle and high schools, some of which offer academic programs and curricula similar to those currently available at Choir. Detailed information about high schools is available at enrollment offices and online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Attached as Appendices A and B are a list of high schools in Manhattan with programs in the same interest area as those currently offered at Choir. In addition, the percent of students with disabilities and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

Impact on the Alternative Learning Center

As mentioned above, building M501 also houses an ALC, which has a maximum enrollment register of 80 students with an average daily attendance rate of 60%. ALCs provide a safe and high-quality instructional program to students who have received a superintendent's suspension. This is a personalized and differentiated educational program that includes social and emotional development to prepare students for their return to their home schools. The DOE does not anticipate that students attending the ALC will be adversely impacted by this proposal, as there will continue to be sufficient space in the building to accommodate the program.

B. Schools

There will be sufficient space to accommodate Choir, Promise Academy II, 05M157, and Democracy Prep Harlem High School pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Choir phases out and 05M157 and Democracy Prep Harlem High School phase in. As mentioned above, Promise Academy II's seventh and eighth grades will be moving out at the end of the 2012-2013 school year. There will also be sufficient space to continue to house the ALC program. Please visit the New York City Department of Education Web site to access the Instructional Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

Register. This count does not include students receiving SETSS or students receiving speech or language services. English Language Learner students are as percentage of total ninth-grade OTC students at Choir from the October 26, 2012 Unaudited Register.

³³ The proposal to co-locate 05M157 in M501 can be found here:

<http://schools.nyc.gov/AboutUs/Leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

³⁴ Similar programs are defined as those in the same "interest area" to which students can apply through the High School Admissions Process.

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

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 for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation 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 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 would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

The baseline room allocations for all schools located in the M501 building are contained in the EISs and BUP concerning the proposals to co-locate 05M157 and Democracy Prep Harlem High School in M501, which are all available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The performance at Choir for the past three years indicates there is a need to create better options for future students in the Choir community. Under this proposal, building M501 will remain open, continuing to serve students enrolled in Promise Academy II and the ALC. In addition, if the corresponding co-location proposals are approved, building M501 will house two new high schools, 05M157 and Democracy Prep Harlem High School, the co-locations of which, is intended to better serve the Choir community and create more high-quality educational options in M501.

If the proposal to phase out Choir is approved, the school will no longer admit new middle school students. Since 05M157 and Democracy Prep Harlem High School will not serve middle school students, the proposals to phase out Choir and replace it with 05M157 and Democracy Prep Harlem High School will reduce middle school capacity in the M501 building. However, due to the existing and proposed excess capacity of District 5 middle schools, there will not be a shortage of middle school seats within the district.³⁵

³⁵ In a separate proposal to be voted on by the PEP on March 11, 2013, the DOE has proposed to open a new secondary school, Eagle Academy in District 5. That proposal is available here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

- In 2012-2013, there are only 1,760 sixth-grade students enrolled in District 5 middle schools and District 5 charter middle schools. Including the seats currently available at Choir, there are 1,922 total sixth-grade seats in middle schools located in District 5. There is an excess of 162 sixth-grade seats in the district.
- Excluding the seats currently available at Choir, there are 1,780 total sixth grade seats in District 5. Therefore, even after excluding the seats that would have been offered at Choir, there are still 20 excess sixth-grade seats in District 5 middle schools.
- Based on the 2012-2013 unaudited enrollment register, as of October 26, 2012, Choir is currently serving 62 sixth-grade students.
- Choir is one of two schools with middle school grades in District 5 that the DOE has proposed to phase out this year; in a separate EIS, the DOE has proposed the truncation of the middle school grades of Academy for Social Action: A College Board School. However, the DOE is also proposing to open a new secondary school in District 5 beginning in the 2013-2014 school year that will open with sixth-grade. Thus, if these proposals are approved, there would still be an excess of at least 80 sixth-grade seats in District 5 middle schools.

Impact on Borough-Wide High School Seat Capacity

The proposed phase-out of Choir is one of several previously and concurrently proposed changes to high school seats in Manhattan. These proposed changes include: phase-out schools, co-locations of new schools to replace phase-out schools, new schools sited in under-utilized space, and grade expansions of existing schools.

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

Proposed Changes to Manhattan High Schools

DBN	School Name	Building	PEP Vote	Impact on 9th Grade Seat Capacity	Admissions Method for Seats Added/Removed	Offers CTE Programming
Proposed High School Phase-Outs for 2013-2014						
02M625	High School of Graphic Communication Arts	M625	Pending March 11, 2013 PEP Vote	-255	Educational Option	Yes
05M685	Bread and Roses Integrated Arts High School	M136	Pending March 11, 2013 PEP Vote	-107	Educational Option	No
05M469	Choir Academy of Harlem	M501	Pending March 11, 2013 PEP Vote	-77	Educational Option	No
Proposed New High Schools for 2013-2014³⁶						
02M135*	New District High School	M625	Pending March 11, 2013 PEP Vote	108	Limited Unscreened	Yes
02M139*	New District High School	M520	Pending March 11, 2013 PEP Vote	108	Limited Unscreened	Yes
05M157*	New District High School	M501	Pending March 11, 2013 PEP Vote	81	Limited Unscreened	Yes

³⁶ An asterisk (*) signifies a new high school that has yet to be given a school name.

Proposed Grade Expansions to Serve High School Grades for 2013-2014						
84M481	Democracy Prep Harlem High School	M501	Pending March 11, 2013 PEP Vote	100	Lottery	No
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				-42		
Planned/Approved Grade Expansions to Serve High School Grades for 2013-2014 Implementation						
03M859	Special Music School	M490	Approved February 9, 2012	50	Screened	No
Total Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation				50		
Total Anticipated Change in 9th Grade Seat Capacity for 2013-2014				8		

The proposed and approved new schools and grade expansions would add 447 available ninth-grade seats in new high schools and expanded middle schools. The phase-outs of Graphics, Bread and Roses Integrated Arts High School and Choir will result in the loss of 439 ninth-grade seats. Therefore, the DOE anticipates a net capacity increase in 2013-2014 of approximately eight ninth-grade seats in Manhattan. Thus, the proposals described above project to have a minimal impact on high school seat capacity in Manhattan.

For the 2012-2013 school year, there are a total of 16,238 ninth-grade seats available in Manhattan.³⁷ A total of 16,223 new ninth-grade students enrolled in Manhattan high schools in 2012-2013, leaving 15 excess seats.

Thus, if all of these proposals are approved, there would be eight new seats (for a total of 16,246 ninth-grade seats in Manhattan for the 2013-2014 school year), leaving a projected excess of 23 seats in the 2013-2014 school year.³⁸ Thus, the proposals described above project to have a minimal impact on high school seat availability in Manhattan.

The changes above represent an increase in limited unscreened seats, which are available to all students, regardless of past academic history. This means that a wider set of options would be available to a greater number of students.

In addition to what is reflected in the chart, the DOE has proposed an enrollment reduction for Murry Bergtraum High School for Business Careers beginning in 2014-2015. The DOE estimates that this will result in the loss of 108 ninth-grade seats. As part of the replacement plan for the proposed phase-out of Bread and Roses Integrated Arts High School, the DOE has also proposed to open one new secondary school in building M136. This new school would add approximately 81 new ninth grade seats when it begins to serve high school grades in 2016-2017. These seats are not included above, as they are not available to first time ninth graders next year.

Information regarding the new high schools proposed to open in September 2013 would be provided in the winter for students who may be interested in applying to these schools as part of Round Two of the High Schools Admissions Process. Detailed information about all City high schools and the High School Admissions Process is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building M501. This proposal is also not expected to impact the functional accessibility of M501.

³⁷ Current ninth grade seat capacity is based on 2012-2013 ninth-grade seat targets for all district high schools (excludes District 75 and District 79 programs that offer Career and Technical Education programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

³⁸ The projected excess of 23 seats assumes the same number of new ninth grade admits in 2013-2014 as there were in 2012-2013. The actual number of new ninth-grade admits in 2013-2014 is subject to change based on various factors including, but not limited to demographics, changes in ninth grade seat targets, and new school seat capacity.

IV. Enrollment, Admissions, and School Performance Information

Choir

Admissions Data

Current Admissions	<p>Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Screened and Audition</p> <p>Grades 9-12: High School Admissions Process; Admissions Methods: Screened and Audition</p>
Admissions after Proposed Phase-Out of Choir	N/A

Enrollment Data³⁹

	Grade 6	Grade 7	Grade 8	Grades 9-12	Total Enrollment
2012-2013 (unaudited)	62	47	62	188	359
2013-2014 (projections)	-	55-65	40-50	105-145	200-260
2014-2015 (projections)	-	-	55-65	55-95	110-160
2015-2016 (projections)	-	-	-	20-50	20-50
2016-2017 (projections)	-	-	-	-	-

Demographic Data⁴⁰

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	21%
Percentage of ELL Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	77%

School Performance Data – Choir Middle School

Choir Academy of Harlem – Middle School	2009-2010	2010-2011	2011-2012
School Performance and Progress			

³⁹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

⁴⁰ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Overall Progress Report Grade	C	B	F
Quality Review Score	N/A	P	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	11%	13%	11%
Math % Proficient (Levels 3 and 4)	22%	38%	18%
Other Key Performance Indicators			
Attendance Rate	90%	90%	92%
2012-2013 State Accountability Status	In Good Standing		

School Performance Data – Choir High School

Choir Academy of Harlem – High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	C	F
Quality Review Score	N/A	P	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	80%	78%	54%
4 Year Graduation Rate	70%	67%	61%
6 Year Graduation Rate	77%	64%	73%
% Graduating with a Regents Diploma	43%	38%	61%
Attendance Rate	84%	86%	83%
2012-2013 State Accountability Status	In Good Standing		

Promise Academy II

Admissions Data

Current Admissions	Grades K-8: Charter Lottery Applications (students admitted in K)
Admissions after Proposed Phase-Out of Choir	Grades K-8: Charter Lottery Applications (students admitted in K)

Enrollment Data⁴¹

⁴¹ All figures represent total headcount as of October 1, 2012.

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	77	87	70	73	89	63	75	36	33	603
2013-2014 (projections) ⁴²	70-90	70-90	70-90	80-100	80-100	70-85	60-75	-	-	500-630
2014-2015 (projections)	70-90	70-90	70-90	70-90	80-100	80-100	65-80	-	-	505-660
2015-2016 (projections)	70-90	70-90	70-90	70-90	70-90	75-95	75-95	-	-	500-640
2016-2017 (projections)	70-90	70-90	70-90	70-90	70-90	70-90	75-95	-	-	495-635

Demographic Data⁴³

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	15%
Percentage of ELL Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	51%

School Performance Data

Harlem Children's Zone Promise Academy II	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	C
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	62%	60%	56%
Math % Proficient (Levels 3 and 4)	81%	81%	76%
Other Key Performance Indicators			
Attendance Rate	94%	93%	94%
2012-2013 State Accountability Status	In Good Standing		

New District High School (05M157)

Admissions Data

Current Admissions	N/A
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⁴² Beginning in 2013-2014, Promise Academy II will begin serving seventh and eighth grades in private space. This table only reflects enrollment within building M501.

⁴³ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Admissions after Proposed Phase-out of Choir	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened with priority to Manhattan residents
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Enrollment Data⁴⁴

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-
2013-2014 (projections)	75-85	-	-	-	75-85
2014-2015 (projections)	75-85	75-85	-	-	150-170
2015-2016 (projections)	75-85	75-85	75-85	-	225-255
2016-2017 (projections)	75-85	75-85	75-85	75-85	300-340

Demographic Data

05M157 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

05M157 does not yet have enrollment. Therefore, there is no performance data for the school.

*Democracy Prep Harlem High School*⁴⁵

Admissions Data

Current Admissions	Grades 6-8: ⁴⁶ Charter Lottery
Admissions after Proposed Phase-out of Choir	Grades 9-12: Charter Lottery

Enrollment Data⁴⁷

⁴⁴ The enrollment projections for a new school are based on the planned number of sections for the entry grade.

⁴⁵ Democracy Prep Harlem High School is an expansion of Democracy Prep Harlem Charter School which currently serves students in grades six through eight in private space. If the proposal to site the high school grades of Democracy Prep Harlem Charter School is approved by the PEP in March 2013, the school will serve grades nine through twelve in building M501. The admissions and enrollment tables reflect only the proposed high school grades of Democracy Prep Harlem Charter School; the demographic and performance tables reflect six through eighth grade enrollment.

⁴⁶ Grades six through eight are currently, and will continue to be, served in a separate building.

⁴⁷ Projections reflect authorized charter enrollment pursuant to the charter application.

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-
2013-2014 (projections)	90-115	-	-	-	90-115
2014-2015 (projections)	90-115	90-115	-	-	180-230
2015-2016 (projections)	90-115	90-115	90-115	-	270-345
2016-2017 (projections)	90-115	90-115	90-115	90-115	360-460

Demographic Data⁴⁸

Percentage of Students Receiving ICT or SC Services	3%
Percentage of Students with IEPs	20%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	81%

School Performance Data⁴⁹

Democracy Preparatory Harlem Charter School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	A
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	49%	43%
Math % Proficient (Levels 3 and 4)	N/A	71%	73%
Other Key Performance Indicators			
Attendance Rate	N/A	96%	97%
2012-2013 State Accountability Status	In Good Standing		

ALC

Admissions Data

ALCs enroll students who are serving a Superintendent's Suspension of up to 90 days. As such, there is no admissions process for the ALC.

⁴⁸ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

⁴⁹ School performance data provided is for grades six through eight of Democracy Prep Harlem Charter School. School performance data for Democracy Prep Harlem High School is not available.

Enrollment Data⁵⁰

	Total Enrollment
2012-2013 (unaudited)	25
2013-2014 (projections)	60-80
2014-2015 (projections)	60-80
2015-2016 (projections)	60-80
2016-2017 (projections)	60-80

Demographic Data

As the enrolled population at the ALC is not constant, there are no school demographic data available for the ALC.

School Performance Data

As the enrolled population at the ALC is not constant, there are no school performance data available for the ALC.

V. Initial Costs and Savings

If this proposal is approved, once the phase-out of Choir is fully implemented, the DOE will cease to allocate funds to Choir, and repurpose all remaining funds previously allocated to the school. Most funding in schools' budgets is allocated on a per-pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels, which are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

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

Please refer to the FSF Guide and Fiscal Year 2013 ("FY13") School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Choir.

⁵⁰ While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated to be between 60-80 students, even though enrollment may be lower at given times throughout each school year.

The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

All costs related to opening a new school will be included in the separate EISs proposing the co-location of 05M157 and Democracy Prep Harlem High School with the existing schools in building M501.

For a detailed explanation on the initial costs and savings as a result of these co-location proposals, please see <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Choir will be excessed over the course of the phase-out.⁵¹ This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

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

Students who would otherwise have enrolled in Choir may now enroll in either 05M157 or in other new schools opening borough-wide, and those schools might need to hire additional staff. That replacement school would follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT, and hire no less than 50% of their staff from the most senior qualified staff from the Choir if sufficient number of staff apply, until the impacted school has completed its phase-out.

New staff positions will also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

If approved, this proposal will not impact the personnel needs of Promise Academy II or the ALC.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to Choir would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

⁵¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

If approved, this proposal will not impact the administration of Promise Academy II or the ALC.

C. Transportation

If this proposal is approved, transportation would 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 change to existing transportation practices at Choir or the other organizations in M501 as a result of this proposal.

D. Other Support Services

The provision of certain support services is described above. Other support services would continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the M501 building.

VII. Building Information

Building	M501	
Type of Building	HS	
Year Built	1966	
Overall BCAS rating	2.75	
2011-2012 Target Building Utilization	69%	
2011-2012 Target Building Capacity	1316	
FY 2012 Maintenance Costs	Labor	\$54,947
	Materials	\$20,981
	Maintenance and repair contracts	\$163,831
	Service contracts	\$3,120
	Custodial operations costs—Materials	\$14,139
	Custodial operations costs—Custodial Allocation	\$382,383
FY 2012 Energy Costs	Electric	\$196,321
	Gas	\$618
	Oil	\$223,301
Projects completed during the current or prior school year	Roofs/Parapets, CTF Room Conversion, IEH PO 18-Basement Hallway/Cafeteria	
Projects proposed in the capital plan	Parapets/Roofs, Classroom Connectivity, New/Retrofit Telephone/ntercom System, Walk-in Freezer Replacement	
Accessibility of the building	Building is functionally fully programmatically accessible	

Building attributes

Art Rooms, Auditorium,
Cafeteria, Computer Rooms,
Gymnasium, Library, Nurse's
Office, Science Lab

Appendix A: Interest Area-Visual Arts

DBN	Boro	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M374	Manhattan	Gramercy Arts High School	40 Irving Place	518	534	97%	C	13%	2%	Fine & Visual Arts	Audition
02M543	Manhattan	New Design High School	350 Grand Street	438	485	90%	A	13%	6%	New Design High School	Ed. Opt.
02M600	Manhattan	The High School of Fashion Industries	225 West 24 Street	1677	1879	89%	A	7%	3%	Fashion Design, Related Arts & Business Fields	Audition
02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue Of The Americas	431	779	55%	B	11%	4%	SoHo Communication Arts Academy	Ed. Opt.
02M625 *	Manhattan	High School Of Graphic Communication Arts	439 West 49Th Street	1246	1686	74%	F	14%	8%	Academy of Visual Arts	Ed. Opt.
02M625 *	Manhattan	High School Of Graphic Communication Arts	439 West 49Th Street	1246	1686	74%	F	14%	8%	Academy of Photography	Ed. Opt.
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1405	1436	98%	B	7%	2%	Commercial Art and Design	Audition
03M415	Manhattan	Wadleigh Secondary School for the Performing & Visual Arts	215 West 114 Street	549	804	68%	C	11%	7%	Visual Arts	Audition
03M485	Manhattan	Fiorello H. Laguardia High School of Music & Art and Performing Arts	100 Amsterdam Avenue	2694	2099	128%	A	0%	0%	Fine Art	Audition
03M494	Manhattan	High School of Arts and Technology	122 Amsterdam Avenue	612	683	90%	C	11%	11%	Arts & Technology	Ed. Opt.
04M680	Manhattan	The Heritage School	1680 Lexington Avenue	337	249	135%	C	19%	9%	The Heritage School	Ed. Opt.

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* In a separate EIS to be voted on March 11, 2013 by the Panel for Education Policy, the DOE is proposing to phase out High School of Graphic Communication Arts.

Sources:	
2012-2013 Enrollment	2012-2013 Unaudited Register (as of October 26, 2012).
2011-2012 Organization Capacity (Org Capacity)	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2012-2013 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2011-2012 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 26, 2012. 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.

Appendix B: Interest Area-Performing Arts

DBN	Boro	School Name	Addresses	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M374	Manhattan	Gramercy Arts High School	40 Irving Place	518	534	97%	C	13%	2%	Performing Arts	Audition
02M408	Manhattan	Professional Performing Arts High School	328 West 48 Street	537	525	102%	B	0%	1%	Musical Theatre	Audition
02M408	Manhattan	Professional Performing Arts High School	328 West 48 Street	537	525	102%	B	0%	1%	Drama	Audition
02M408	Manhattan	Professional Performing Arts High School	328 West 48 Street	537	525	102%	B	0%	1%	Vocal Music	Audition
02M408	Manhattan	Professional Performing Arts High School	328 West 48 Street	537	525	102%	B	0%	1%	Dance	Audition
02M519	Manhattan	Talent Unlimited High School	317 East 67 Street	521	618	84%	A	0%	0%	Musical Theatre	Audition
02M519	Manhattan	Talent Unlimited High School	317 East 67 Street	521	618	84%	A	0%	0%	Vocal Music	Audition
02M519	Manhattan	Talent Unlimited High School	317 East 67 Street	521	618	84%	A	0%	0%	Dance	Audition
02M519	Manhattan	Talent Unlimited High School	317 East 67 Street	521	618	84%	A	0%	0%	Drama	Audition

02M5 19	Manhat tan	Talent Unlimited High School	317 East 67 Street	521	618	84 %	A	0%	0 %	Instrume ntal Music	Audition
02M5 31	Manhat tan	Repertory Company High School for Theatre Arts	123 West 43 Street	224	245	91 %	A	0%	0 %	Theatre Arts	Audition
03M4 15	Manhat tan	Wadleigh Secondary School for the Performing & Visual Arts	215 West 114 Street	549	804	68 %	C	11 %	7 %	Drama	Audition
03M4 15	Manhat tan	Wadleigh Secondary School for the Performing & Visual Arts	215 West 114 Street	549	804	68 %	C	11 %	7 %	Dance	Audition
03M4 15	Manhat tan	Wadleigh Secondary School for the Performing & Visual Arts	215 West 114 Street	549	804	68 %	C	11 %	7 %	Instrume ntal Music	Audition
03M4 15	Manhat tan	Wadleigh Secondary School for the Performing & Visual Arts	215 West 114 Street	549	804	68 %	C	11 %	7 %	Vocal Music	Audition
03M4 85	Manhat tan	Fiorello H. Laguardia High School of Music & Art and Performing Arts	100 Amsterd am Avenue	2694	2099	128 %	A	0%	0 %	Dance	Audition
03M4 85	Manhat tan	Fiorello H. Laguardia High School of Music & Art and Performing Arts	100 Amsterd am Avenue	2694	2099	128 %	A	0%	0 %	Drama	Audition
03M4 85	Manhat tan	Fiorello H. Laguardia High School of Music & Art and Performing Arts	100 Amsterd am Avenue	2694	2099	128 %	A	0%	0 %	Instrume ntal Music	Audition
03M4 85	Manhat tan	Fiorello H. Laguardia High School of Music & Art and Performing Arts	100 Amsterd am Avenue	2694	2099	128 %	A	0%	0 %	Technica l Theatre	Audition
03M4 85	Manhat tan	Fiorello H. Laguardia High School of Music & Art and Performing Arts	100 Amsterd am Avenue	2694	2099	128 %	A	0%	0 %	Vocal Music	Audition
03M8 59	Manhat tan	Special Music School	129 West 67 Street	138	208	66 %	-	0%	1 %	Voice, Instrume nt, and Composi tion	Audition
05M3 69	Manhat tan	Urban Assembly School for the Performing Arts	509 West 129 Street	359	447	80 %	C	13 %	6 %	Urban Assembl y School for the Performi ng Arts	Limited Unscree ned

Sources:	
2012-2013 Enrollment	2012-2013 Unaudited Register (as of October 26, 2012).
2011-2012 Organization Capacity (Org Capacity)	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").

2012-2013 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2011-2012 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 26, 2012. 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.