EDUCATIONAL IMPACT STATEMENT: The Proposed Consolidation of Independence High School's (02M544) Enrollment at its Primary Site with Existing School The High School for Environmental Studies (02M400) in Building M834 Beginning in the 2013-2014 School Year

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to consolidate the enrollment of Independence High School (02M544) into the school's current main site in building M834. Independence is an existing transfer school that serves students 17 years of age and older and organizes students by credit needs, not grade level.[1] The school is currently split-sited between two buildings: a primary site, located in building M834 ("M834") at 850 10th Avenue, New York, NY 10019; and a secondary site, located in building M641 ("M641") at 250 West Houston Street, New York, NY 10014.[2] Both buildings are in Community School District ("District") 2. If this proposal is approved, all students enrolled at Independence High School would attend school in building M834 as the school consolidates its enrollment in a single site.

At its primary site, Independence is currently co-located with The High School for Environmental Studies (02M400, "HSES"), an existing high school that serves students in grades nine through twelve. A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. M834 also houses a Living for the Young Family through Education ("LYFE") program and the administrative offices of ReStart Academy. This proposal is not expected to impact either the LYFE program or ReStart Academy.

Transfer high schools are designed to create a personalized learning environment and to provide students with connections to college. Each transfer school determines criteria for admission individually. Students graduate with a high school diploma from the transfer high school they attend.[3] Transfer schools do not participate in the High School Admissions Process.[4] Transfer schools accept students who have been enrolled in high school in New York City for at least one year and who are behind in high school or at risk of dropping out. Each transfer school determines admissions criteria individually.

Independence serves students who are over-age and under-credited. These students have attended at least one year of high school, earned a minimum of 10 credits and passed at least 1 regents exam, but are behind in credit accumulation. Independence currently enrolls students who are classified as tenth, eleventh and twelfth graders based on their credit accumulation. Independence serves students who are 17 years of age

[1] 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 Web site at: www.goingforme.org.
[2] A "split-site" means that a single organization serves some students in one building and other students in another building.
[3] For more information about transfer schools, please visit the NYC DOE website http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/TransferHS/default.htm
[4] For additional information about the High School Admissions Process, please visit the DOE's website at http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

and older. It has a rolling admissions policy, accepting students throughout the year. If this proposal is approved, Independence will reduce its enrollment to reflect the decrease in instructional space. This proposed move will reduce organizational overhead and increase focus on student achievement at Independence in M834.

The consolidation of the enrollment of Independence will create additional available space in building M641. Any proposal for future use of that space will be subject to a separate Educational Impact Statement ("EIS") and/or Building Utilization Plan, as appropriate.

II. Proposed or Potential Use of Building

If this proposal is approved, Independence will consolidate its enrollment at the M641 site into its primary site in M834, where it will continue to be co-located with HSES.

According to the 2011-2012 Enrollment Capacity Utilization Report (the "Blue Book"), building M834 has a target capacity to serve 1,429 students. In the current 2012-2013 school year, HSES serves approximately 1,346 students in grades nine through twelve and Independence serves 300 students in M834, yielding a building utilization rate of approximately 115%.[5] If this proposal is approved, Independence will consolidate its instruction at a single site, serving all of its students in M834 beginning in 2013-2014. In the current 2012-2013 school year, Independence serves 106 students in M641. In 2013-2014, Independence is projected to serve 340-360 students in M834.

The grade spans of the organizations in M834 are as follows:

		Grade Spans				
DBN	**School Name**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
02M544	Independence High School	N/A[6]	N/A	N/A	N/A	N/A
02M400	High School for Environmental Studies	9-12	9-12	9-12	9-12	9-12

As described in more detail in the Blue Book, 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.[7] Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

If this proposal is approved, the projected enrollment and building utilization rates for the schools in M834 are as follows:

[5] Based on the 2012-2013 Unaudited Register (as of October 26, 2012).
[6] As a transfer High School, Independence High School serves students between the ages of 17 and 21 and does not organize students by grade.
[7] The Blue Book is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment
02M544	Independence High School[8]	300	340 – 360
02M400	High School for Environmental Studies	1,346	1,325 – 1,360
Total Building Enrollment		1,646	1,665 – 1,720
Utilization[9]		115%	117% - 120%

Although the projected utilization rate for the 2013-2014 school year exceeds 100%, there will be sufficient space to accommodate Independence and HSES pursuant to the Citywide Instructional Footprint ("Footprint"). Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/community/planning/default.htm. The Footprint can be found in the "Key Documents" section. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above.

The most recent year for which target capacity has been calculated for buildings is 2011-2012. 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, 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 high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will 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 will 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.

[8] The 2012-2013 school year enrollment at Independence High School is split between building M641 and building M834. The enrollment figure in this table reflects only those students attending Independence High School at its M834 site.

[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). 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.

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

A. Students

Impact on Students Attending Independence

Independence currently serves 406 students, 300 in M834, and 106 in M641. If this proposal is approved, the students currently attending M641 would lose the option to continue attending Independence at M641, although they could continue to attend Independence at its primary site in M834.

Separately, Independence will undergo a school-initiated enrollment reduction on a schedule to be determined by the school's intake team. Independence will reduce its enrollment as students graduate from the school or are otherwise discharged without graduating. Given its rolling admissions for new students, the projected graduation rate, and historical levels of transfers and other attrition, an enrollment reduction to 340-360 students will be achieved in gradual increments within one year's time.

The DOE supports this enrollment reduction due to the decrease in Independence's instructional space as a result of moving out of M641. This proposed move will reduce organizational overhead and allow the school to increase focus on student achievement in a single location at M834.

All enrolled students at Independence who currently receive mandated special education will continue to receive such services in accordance with their Individualized Education Program ("IEP") if this proposal is approved. All enrolled students at Independence who current receive English Language Learner ("ELL") services will continue to receive such services. Services are tailored to meet the needs of individual students with disabilities and, as such, may vary from year to year.

All transfer schools serve students who are over-age and under-credited, but within this population there are varying degrees of need depending on students' age and credit accumulation. The mission of transfer schools is to re-engage students who have had relatively little success in their previous high schools. As such, many students are often two or more years off-track for graduation by the time they enroll in a transfer school. Transfer schools do not adhere to strict grade distinctions as students typically enroll at various stages in terms of credit accumulation or Regents pass rates as they progress to graduation.

Independence currently offers the following partnerships, programs, and extracurricular activities:[10]

Partnerships:

- YWCA – after school

Programs:

- PM School – Supplementary instructional support
- College Counseling
- Virtual Enterprise

[10] Principal reported information.

Extra-curricular activities:

- COSA – Student Council program
- College advisement – post-secondary planning; vocational planning
- Learning For Life
- Senior Internships

The DOE does not anticipate that this proposal will impact the partnerships, programs, and/or extra-curricular activities offered at Independence. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

The consolidation of Independence's instruction at its primary site is not expected to present a material travel hardship to students currently enrolled at the school's secondary site. High school students Citywide commute to and from school using public transportation. Students currently enrolled at M641are not anticipated to experience any decrease in public transportation accessibility to Independence's main site, and can continue to travel to the school on the same subway line.

Impact on Students Attending Other Schools in M834

If this proposal is approved, HSES will continue to be co-located with Independence in M834. All enrolled students in HSES who currently receive mandated special education and/or ELL services will continue to receive such services in accordance with their Individualized Education Program if this proposal is approved. Services are tailored to meet the needs of individual students with disabilities and, as such, may vary from year to year.

HSES currently offers the following partnerships, programs, extra-curricular activities, sports, and clubs:[11]

Partnerships:

- Friends of HSES
- Council on the Environment of New York City
- The Nature Conservancy
- Sierra Club
- Sponsors for Educational Opportunity
- Student Conservation Association
- New York City Public Library
- New York Aquarium
- Toshiba America Foundation
- Open Stages at Lincoln Center
- Alvin Ailey American Dance Theater
- American Museum of Natural History
- New York Historical Society
- Columbia University Center for Ecological Research and Conservation (CERC)
- John Jay College
- University of Vermont

[11] For more information, http://www.envirostudies.org/

- City University of New York (CUNY)
- State University of New York (SUNY) Albany
- SUNY College of Environmental Science and Forestry (ESF)
- Hunter College
- Jewish Board of Family and Children Services
- Relationship Abuse Prevention Program (RAPP)
- Sponsors for Education Opportunity (SEO)
- Lincoln Center Theater's Open Stages Education Program

Programs:

- Honors Academy
- Environmental Internship/Career and College Advisory
- College Now
- Blue Star Financial Literacy
- SAT Prep
- Senior Thesis
- SUNY ESF courses in Writing in the Environment and The Global Environment
- Sponsors for Educational Opportunity (SEO)
- Peer Mediation and Negotiation
- Environmental Seminar
- Writing Center
- Science Research
- Marine Science
- Physics
- Calculus
- Beginning and Advanced Musical Theatre
- Beginning and Advanced Chorus
- Yoga
- Modern Dance

Extra-curricular activities:

- Recycling
- Roof Gardening
- Envirothon
- Ecosystem
- YES-Youth Environmental Stewards
- Peer Mediation/Conflict Resolution
- Student Government
- Leadership Class
- Literary Magazine
- Yearbook
- National Honor Society (Arista)
- Musical Theatre
- Gospel Choir
- Women’s Glee
- Men’s Glee

- Madrigals
- Drama/Sketch Comedy
- Heritage
- Film/Photography Club
- Hiking
- Weight Training
- Badminton
- Poster
- Dance Team
- Chess
- Multicultural Issues
- Technology

Sports:

- Soccer
- Softball
- Handball
- Volleyball
- Basketball
- Tennis
- Baseball
- Cross country

Clubs:

- Badminton/Tennis
- Board Game
- Bowling
- Dance
- Envirothon
- Marketing/Public Relations
- Model UN
- Multicultural Issues
- Photography
- Weight Training
- Yearbook
- YES

The DOE does not anticipate that this proposal will impact the partnerships, programs, and/or extra-curricular activities offered at HSES. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

This proposal is not expected to affect the students attending HSES.

Impact on Future High School Students – Transfer School Students

This proposal will not affect the admissions process for transfer school students applying to Independence. Transfer schools do not participate in the High School Admissions Process.[12] Transfer schools accept students who have been enrolled in high school in New York City for at least one year and who are behind in high school or at risk of dropping out. Each transfer school determines admissions criteria individually. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain options to students.

Independence has a rolling admissions process.[13] To be eligible for an interview, students must meet the following criteria:

- must be 17-21 years of age
- have a minimum of 10 credits
- have passed 1 Regents exam
- have attended high school for at least one year

This proposal is not expected to change the admissions process at Independence. Independence currently enrolls 406 students across both of its sites. If this proposal is approved, Independence will enroll 340-360 students at its consolidated primary site. Independence will undergo a school-initiated enrollment for an enrollment of 340-360 students in the 2013-2014 school year. Independence will gradually reduce its enrollment as students graduate from the school or are otherwise discharged without graduating. Future transfer high school students will have one less site available to them in Manhattan with the proposed consolidation of Independence's enrollment. However, as described in section III.C. below, students will still have multiple transfer high school options in Manhattan. In addition, there is sufficient capacity in these Manhattan transfer schools to compensate for the reduction in seats at Independence. Therefore, this proposal is not expected to impact the ability of future applicants to attend a transfer high school in Manhattan.

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, the two rounds of the High School Admissions Process will proceed as follows:

> **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 February 2013.
>
> **Round Two:** All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. 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

[12] For additional information about the High School Admissions Process, please visit the DOE's website at http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.
[13] Further information can be found at http://schools.nyc.gov/NR/rdonlyres/287B38D6-CC92-414A-BA47-BBBC52BCEFA3/0/aaa00876.pdf

Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of April 2013.

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

HSES admits students as part of the Citywide High School Admissions Process. This proposal is not anticipated to impact the admissions processes of HSES.

HSES has an educational option ("Ed. Opt.") admissions method for its environmental studies program. Ed. Opt. programs are designed to attract a wide range of academic performers. Students applying to an Ed. Opt. program are categorized into one of three groups based upon the results of their seventh grade standardized reading test score: top 16%, middle 68%, and bottom 16%. From the applicant pool, half of the students are chosen by the school administration and half are selected randomly. However, students who score in the top 2% on the seventh grade English Language Arts ("ELA") exam will automatically be matched to the Ed. Opt. program if they listed it as their first choice. If a child is in the top 2%, it is indicated on his/her application next to the ELA score.

HSES also has a screened admissions method for its Honors Academy. Screened programs rank students based on the student's final 7th grade report card grades and reading and math standardized scores. Attendance and punctuality are also considered. There may also be other items that schools require to screen applicants such as an interview, essay or additional diagnostic test scores.[14]

Students with IEPs recommending placement in a community school are admitted to high school in the same manner as their non-disabled peers. The DOE will support schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education environment to the greatest extent appropriate consistent with their IEPs. Similarly, any students with IEPs will continue to receive required services at the school to which they are matched.

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.

A full list of City high schools with more detailed information about admissions and programs is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

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

In addition to the High School Admissions Process, some students will continue to receive placement in HSES through the over-the-counter ("OTC") process.

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time the school year started. Most of these students fall into one of four categories:

- New to the New York City school system; or

[14] For more information, http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=5114

- Left the New York City school system and have returned (based on the guidelines outlined in Chancellor's Regulation A-101);[15] or
- 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, his/her home address, 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 beginning of the school year 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) that have a two-year track record of not meeting their enrollment targets through the High School Admissions Process are "de-screened" for the OTC process 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. [16] In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools Citywide that served grades nine through twelve accepted students during the peak enrollment period, compared to 388 five years ago. Moreover, in Manhattan, the number of schools that admitted students during this period increased from 92 to 120.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website:
http://schools.nyc.gov/ChoicesEnrollment/High/Publications.

Because this proposal will not affect the enrollment at HSES, the DOE believes that the proposal will not have an effect on OTC enrollment.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the reduced enrollment of Independence at M834 pursuant to the Citywide Instructional Footprint (the "Footprint").
Given Independence's rolling admissions for new students, the projected graduation rate, and historical levels of transfers and other attrition, the DOE believes that an enrollment reduction to 340-360 students would be achieved in gradual increments within one year's time.

[15] As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats.
[16] International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

This proposed move will reduce organizational overhead and increase focus on student achievement at Independence in M834. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools.[17]

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

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. 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.

If this proposal is approved, a relocation planning committee consisting of the Office of Space Planning, Division of School Facilities, and representatives and staff at Independence will work together to keep the Independence community informed and help plan the relocation to the new facility.

The consolidation of the enrollment of Independence will create additional available space in building M641. Any proposal for future use of that space will be subject to a separate Educational Impact Statement ("EIS") and/or Building Utilization Plan, as appropriate.

C. Community

If approved, this re-siting will maintain the number of transfer high schools within Manhattan.

Manhattan Transfer High Schools[18]

DBN	School Name
01M458	Forsyth Satellite Academy
01M515	Lower East Side Preparatory High School

[17] The Footprint is available at http://schools.nyc.gov/community/planning/default.htm under "Key Documents."
[18] This list excludes Independence High School.

01M650	Cascades High School
02M313	The James Baldwin School: A School for Expeditionary Learning
02M394	Emma Lazarus High School
02M550	Liberty High School Academy for Newcomers
02M560	High School M560 - City As School
02M565	Urban Academy Laboratory High School
02M570	Satellite Academy High School
02M575	Manhattan Comprehensive Night and Day High School
02M586	Harvey Milk High School
02M605	Humanities Preparatory Academy
03M404	Innovation Diploma Plus
03M505	Edward A. Reynolds West Side High School
05M285	Harlem Renaissance High School
84M707	John V. Lindsay Wildcat Academy Charter School

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M834.

IV. Enrollment, Admissions and School Performance Information

HSES

Admissions Data

Current Admissions	**Grades 9-12:** High School Admissions Process **Admissions Method:** Educational Option, Screened
Admissions During and After Proposed Consolidation of Independence's Enrollment	**Grades 9-12:** High School Admissions Process **Admissions Method:** Educational Option, Screened

Enrollment Data[19]

	Total Enrollment
2012-13 enrollment	1,346
2013-14 (projections)	1,325 – 1,360

Demographic Data[20]

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with Individualized Education Programs	15%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	67%

School Performance Data

02M400 High School for Environmental Studies	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	B	B
Quality Review Score[21]	WD		
Key Components of Performance and			

[19] All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).
[20] All figures are as a percentage of total students from the 2011 Audited Register.
[21] Quality Reviews rate schools on the following four-point scale: "Underdeveloped" or "U" (the lowest possible rating), "Developing" or "D," "Proficient" or "P," and "Well Developed" or "WD" (the highest possible rating). For more information about Quality Reviews, please visit the DOE's Web site at: http://schools.nyc.gov/Accountability/tools/review.

Progress			
% 10+ Credit Accumulation in Year 1	77.3%	76.5%	79%
4 Year Graduation Rate	81%	83%	82%
6 Year Graduation Rate	88%	83%	88%
% Graduating with a Regents Diploma	65%	76%	77%
Attendance Rate	90%	90%	92%

2012-2013 State Accountability Status	12-13 In Good Standing

Independence

Admissions Data

Current Admissions	Transfer school; rolling, school-based admissions
Admissions During and After Proposed Consolidation of Independence's Enrollment	Transfer school; rolling, school-based admissions

Enrollment Data[22, 23]

	Total Enrollment
2012-13 enrollment	406
2013-14 (projections)	340 – 360

Demographic Data[24]

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	14%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	70%

[22] All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).
[23] Please note that enrollment at Independence High School is currently split between building M641 and building M834. The enrollment figures in this table reflect total enrollment across all Independence High School sites. Projections for future years are based on a reduced total enrollment for Independence High School once enrollment is consolidated to one site, building M834.
[24] All figures are as a percentage of total students from the 2011 Audited Register.

School Performance Data

02M544 Independence High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	P		D
Key Components of Performance and Progress			
Average Credits Earned by Students Starting School Year with 0 to 11 Credits	2.89	5.84	5.0
4 Year Graduation Rate	NA	NA	NA
6 Year Graduation Rate	53%	48%	52%
Regents Completion Rate	17%	19%	21%
Change in Attendance Rate	-3%	-7%	-5%
2012-2013 State Accountability Status	12-13 In Good Standing		

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate Independence to M834 is $7,812.00 - $11,718.00. This cost will include moving all existing materials and furniture from the current site.[25]

The basic operating budget for schools is determined by the Fair Student Funding ("FSF") formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student, as well as other factors such as whether the student is an ELL or a student with a disability. While the proposed consolidation does not impact the school's budget, the planned enrollment reduction is very likely to reduce the total per-pupil funding allocated to the school in future years. The size of the reduction in total per-pupil funding will depend on the size of the enrollment reduction, and the amount of students lost from each funding category.

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on the cost of instruction and how the changes to FSF funding and other school allocations will be impacted if there are register changes at Independence.

The FSF Guide is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

[25] Office of Space Planning Memorandum

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.

Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

This proposal may result in a change to the number of personnel assigned to Independence as the school gradually reduces its enrollment. This proposal may also alter the duties of current staff at Independence as the school makes adjustments to serve its entire student population at a single site rather than two separate sites.

B. Administration

No change in school supervisory or administrator positions is expected as a result of this proposal at Independence.

C. Transportation

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

There will be no change to existing transportation policies due to this proposal. As discussed above, the re-siting likely will change the transportation eligibility of some current Independence students.

D. Other Support Services

Other support services will continue to be provided consistent with Citywide policy.

VII. Building Information

Building		M834
Type of Building		HS
Year Built		1919
Overall BCAS rating		2.41
2011-2012 Target Building Utilization		117%
2011-2012 Target Building Capacity		1429
FY 2012 Maintenance Costs	**Labor**	$53,479
	Materials	$40,378
	Maintenance and repair contracts	$57,525
	Service contracts	$78,321
	Custodial operations costs—Materials	$15,470
	Custodial operations costs—Custodial Allocation	$374,998
FY 2012 Energy Costs	**Electric**	$493,755
	Gas	$11,033
	Oil	n/a
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Classroom Connectivity, IP Surveillance Camera Installation, New/Retrofit Telephone/Intercom Systems
Accessibility of the building		Functionally Fully Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab