

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Consolidation of The Urban Assembly Institute for New Technologies School (05M410) with Renaissance Leadership Academy (05M286) in Building M043 Beginning in the 2016-2017 School Year**

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

The New York City Department of Education (“DOE”) is proposing to consolidate The Urban Assembly Institute for New Technologies School (05M410, “New Technologies”), an existing middle school serving students in sixth through eighth grades, with Renaissance Leadership Academy (05M286, “Renaissance”), an existing middle school serving students in sixth through eighth grades in building M043 (“M043”), located at 509 West 129th Street, New York, NY 10027, beginning in the 2016-2017 school year. M043 is within the confines of Community School District 5 (“District 5”). The DOE is proposing to consolidate New Technologies with Renaissance because both schools have struggled with low enrollment, which creates budgetary and programmatic challenges. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. If this proposal is approved, New Technologies and Renaissance will be combined such that students, staff, and resources of New Technologies will become part of Renaissance<sup>1</sup>, and New Technologies will no longer exist as a distinct school option as of the 2016-2017 school year.

New Technologies and Renaissance are currently co-located<sup>2</sup> in M043. New Technologies and Renaissance are also co-located in M043 with the following three schools: Academy for Social Action: A College Board School (05M367, “ASA”), an existing high school serving students in ninth through twelfth grades; Urban Assembly for the Performing Arts (05M369, “Performing Arts”), an existing high school serving students in ninth through twelfth grades; and Success Academy Charter School-North West (05M384, “Success-North West”), an existing middle school that is phasing in and currently serving students in fifth through seventh grades. If this proposal is approved, ASA and Performing Arts will continue to serve high school students and Success-North West will continue to phase in until it reaches full scale in the 2016-2017 school year at which time it will serve students in fifth through eighth grades.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.<sup>3</sup> Renaissance is a school in Good Standing, and New Technologies is identified as a Local Assistance Plan (“LAP”) school.<sup>4</sup> If this proposal is approved, the newly consolidated school would retain Renaissance’s state

---

<sup>1</sup> If this proposal is approved the consolidated Renaissance will keep the DBN 05M286, however the school has expressed an interest in undergoing the process to change the school’s name.

<sup>2</sup> 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.

<sup>3</sup> More information on New York State Education Department accountability status can be found at <http://www.p12.nysed.gov/accountability/APA/home.html>.

<sup>4</sup> Schools are identified as LAP for having a subgroup of students that fail to make progress in English Language Arts, Math, Science or high school graduation rates for multiple years; having large and increasing gaps in performance between specific subgroups of students; or, for schools not located in a low-performing district, having a subgroup perform at or below the benchmark used for low-performing districts. Schools can be identified as LAP any year.

accountability status of Good Standing.

### *Rationale for Consolidation*

Consolidation decisions are made on a case-by-case basis in partnership with the superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that arise as a result of low enrollment. A consolidation may also be proposed to allow the DOE to leverage a particularly strong school leader. Since most funding in schools' budgets is allocated on a per-pupil basis based on Fair Student Funding per capita allocation levels, schools that struggle with low enrollment may also subsequently struggle with funding issues. For example, they may not be able to afford a full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively. Other potential benefits of consolidations include increased access to resources and improvements in school performance.

The DOE is proposing to consolidate New Technologies with Renaissance based primarily on the benefits students would derive from the additional resources made available by consolidating the two school organizations into one. At the consolidated school, students will have access to enrichment courses in Science, Technology, Engineering, and Mathematics ("STEM"), arts, and sports. If this proposal is approved, students attending the consolidated Renaissance will have access to a wider variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for either individual school to offer in the absence of a consolidation. In addition to increased resources, the consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

This proposal has been developed by the District 5 Superintendent in conjunction with the principals of the schools proposed for consolidation and their respective school communities through a collaborative planning process. The need to address limited resources and low enrollment at New Technologies and Renaissance became evident over the course of conversations between the District 5 Superintendent and the principals of New Technologies and Renaissance as they sought to revitalize their schools. The consolidation of New Technologies and Renaissance will improve resources at the consolidated school and reduce the number of under-enrolled middle schools in the district.

New Technologies and Renaissance are currently co-located in M043. Since low enrollment has led to a strain on resources, the principals at both schools are already working together to combine resources. Teachers have begun planning and participating in professional development together, and the schools have aligned their assessment practices. Presently, the schools are sharing physical resources such as the nurse's office, the school-based support team ("SBST") room, and the custodial room. A full description of shared spaces is located in the attached Building Utilization Plan ("BUP"). Besides these efforts, the schools are beginning to share activities and sports, such as football and track, and are collaborating on discipline systems, award ceremonies, and talent shows. Both schools will continue to work together by taking part in planning sessions for the remainder of the 2015-2016 school year in order to ensure that the consolidation is seamlessly executed in the 2016-2017 school year, if approved.

### *Public Engagement*

Public engagement was conducted in the course of creating this proposal, including:

- The District 5 Superintendent reached out to community-based partners affiliated with the

schools proposed for consolidation to discuss the proposal on January 14, 2016.

- The District 5 Superintendent led a meeting with New Technologies and Renaissance staff and leadership on January 15, 2016 at which the Superintendent discussed the proposed consolidation.
- The District 5 Superintendent engaged the School Leadership Team (“SLT”), Parents/Teacher Association (“PTA”), and other parents leaders at both New Technologies and Renaissance on January 15, 2016.
- Letters discussing the proposed consolidation were sent home with New Technologies students and Renaissance students on January 15, 2016.
- Parent meetings and information sessions were held on January 19, 2016 for New Technologies and Renaissance.
- The District 5 Superintendent engaged the Community Education Council (“CEC”) on January 15, 2016 to discuss the proposed consolidation.
- A meeting and walkthrough of M043 with a Deputy Chancellor was conducted on February 2, 2016 to discuss the proposal further and take questions and concerns from the school communities in advance of the Panel for Educational Policy (“PEP”) vote. Participants included members from the Office of School Design, the Office District, the Office of Space Planning, school principals, and members of the school leadership teams (SLTs) representing New Technologies, Renaissance, ASA, and Performing Arts. The walk-through began with a meeting led by the Deputy Chancellor during which the rationale for consolidation was discussed and all participants had the opportunity to ask questions and have them answered by the Deputy Chancellor and representatives from other offices.

The DOE will provide other public engagement opportunities following this posting, including:

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be at building M043 which will be open to the public and at which attendees are encouraged to provide comments on this proposal.
- Dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-2142 or emailing [D05Proposals@schools.nyc.gov](mailto:D05Proposals@schools.nyc.gov).
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received before 6:00 p.m. on the day before the PEP meeting, at the above-noted hearing or through the dedicated phone line or email address, will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/March232016PanelMeeting>.

If this proposal is approved, New Technologies will be consolidated with Renaissance beginning in the 2016-2017 school year. The consolidated Renaissance will continue to serve students in sixth through eighth grades. New Technologies will no longer exist as an individual school option, and current New Technologies students will have the opportunity to enroll at Renaissance (see Section III for more information).

Building M043 has the capacity to serve a total of 1,506 students.<sup>5</sup> If this proposal is approved, Renaissance will absorb the enrollment of New Technologies and will serve a projected 255-285 student in sixth through eighth grades. ASA will serve a projected 150-190 student in ninth through twelfth grades in the 2016-2017 school year. Performing Arts will serve a projected 315-355 student in ninth through twelfth grades in the 2016-2017 school year. Success-North West will be fully phased in and will serve a projected 320-360 student in fifth through eighth grades in the 2016-2017 school year. This will result in a total projected building enrollment of 1,040-1,190 students in M043, yielding a building utilization rate of 69%-79%.<sup>6</sup> This proposal is not expected to significantly change the total building enrollment.

## II. Proposed or Potential Use of Building

As noted in Section I above, M043 has the target capacity to serve 1,506 students. M043 currently serves 1,021 students across Renaissance, New Technologies, ASA, Performing Arts, and Success-North West, yielding a building utilization rate of 68%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A. If this proposal is approved, M043 will serve a total of approximately 1,040-1,190 students in the 2016-2017 school year, resulting in a projected utilization rate of 69%-79%.

If the proposed consolidation is approved, the grade spans served by each of the current and proposed school organizations in M043 will be as follows:

<b>Grade Spans</b>			
<b>DBN</b>	<b>School Name</b>	<b>2015-2016</b>	<b>2016-2017</b>
05M286	Renaissance	6-8	6-8
05M410	New Technologies	6-8	-
05M367	ASA	9-12	9-12
05M369	Performing Arts	9-12	9-12
84M384	Success-North West	5-7	5-8

<sup>5</sup> According to the 2014-2015 Enrollment Capacity Utilization Report (“Blue Book”).

<sup>6</sup> 2015-2016 building utilization rates are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Audited Register for district schools. 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/or space analysis of the building to assess the amount of space available in the building. For existing charters all figures are based on the charter headcount as of October 1, 2015. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

The chart below shows the current and projected enrollment and building utilization for M043, if this proposal is approved:

DBN	School Name	2015-2016 Enrollment <sup>7</sup>	2016-2017 Projected Enrollment
05M286	Renaissance	153	255 - 285
05M410	New Technologies	108	-
05M367	ASA	168	150 - 190
05M369	Performing Arts	335	315 - 355
84M384	Success – North West	257	320 - 360
<b>Total Building Enrollment</b>		1,021	1,040 - 1,190
<b>Utilization <sup>8</sup></b>		68%	69% - 79%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, Renaissance, ASA, Performing Arts, and Success–North West will receive their baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III, Appendix C of this EIS, and the accompanying BUP. The Footprint, which guides space allocation and use in city schools, can be found on the DOE’s website at: [http://schools.nyc.gov/NR/rdonlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/190379/DOEFootprint\\_December\\_2015.pdf](http://schools.nyc.gov/NR/rdonlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/190379/DOEFootprint_December_2015.pdf).

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

#### A. Students

Renaissance and New Technologies currently serve students in sixth through eighth grades in M043. Because Renaissance and New Technologies have struggled with low enrollment, which creates budgetary and programmatic challenges, the DOE is proposing to consolidate New Technologies with Renaissance in M043. If this proposal is approved, current New Technologies students in sixth through eighth grades, as well as New Technologies students in the eighth grade who must repeat the grade, will be served at Renaissance beginning in the 2016-2017 school year. Current Renaissance students will continue to be served at the school alongside their new classmates from New Technologies. If New Technologies is consolidated with Renaissance, new students will no longer enroll in New Technologies as of the 2016-2017 school year.

#### *Impact on Students Currently Attending Renaissance and New Technologies*

<sup>7</sup> Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015.

<sup>8</sup> All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Audited Register as of October 31, 2015 for district schools, and, for charter schools, the charter headcount as of October 1, 2015. 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/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

The proposed consolidation of New Technologies with Renaissance may impact educational and/or extra-curricular programming available to Renaissance students as the consolidated school may offer opportunities currently available at New Technologies in place of or in addition to Renaissance’s current offerings. If approved, students currently attending New Technologies will gain access to the programming available at Renaissance and will no longer be served by New Technologies as of the 2016-2017 school year, although programs and services currently offered by New Technologies may be offered instead by Renaissance.

Renaissance and New Technologies serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) special education classes, and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to 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 current and future students enrolled at the consolidated Renaissance will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at Renaissance and New Technologies receive English as a Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided at the consolidated school, and all students will receive their mandated services.

If this proposal is approved, current Renaissance sixth grade, seventh grade, and eighth grade students who are not on track to graduate, will continue to be served by Renaissance alongside their new classmates from the former New Technologies. It is expected that all current New Technologies students, with the exception of those continuing on to high school, will attend Renaissance. However, any students who prefer a different school option may seek a transfer for the 2016-2017 school year through the Office of Student Enrollment, which will work to match students based on their needs and seat availability.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Renaissance or New Technologies for the duration of the current (2015-2016) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

Renaissance’s extra-curricular activities, sports, and partnerships include:<sup>9</sup>

- **Extra-curricular Activities:** Photography, Chess, Newspaper, Robotics, Video Game Animation, Performing Arts: Music Theory, Drama, Dance, Production, Engineering and Business; Sketching, Sculpting, Fashion Design, Origami, Leadership Seminars
- **Sports:** CHAMPS Basketball, Co-ed Basketball, Football
- **Partnerships:** Marquis Studios, Citizen Schools – Extended learning Day, Elite – STEM programming

New Technologies currently offers the following extra-curricular activities, sports and partnerships:<sup>10</sup>

---

<sup>9</sup> School reported data as of January 2016.

<sup>10</sup> School reported data as of January, 2016.

- **Extra-curricular Activities:** Drama with ENACT, Leadership with Unleashed, Art with Lincoln Arts Center, Financial Planning with Avison Young, Teen Thursdays at the Intrepid Museum and at the Schomburg Center
- **Sports:** CHAMPS Sports – Basketball, Dance, Soccer, Step
- **Partnerships:** ENACT, Global Kids, Lincoln-Arts Center

If this proposal is approved, the consolidated Renaissance will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true at all City schools, which annually modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, Renaissance may also offer programs and partnerships that are currently offered by New Technologies after New Technologies ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

If this proposal is approved, the DOE expects the consolidation to increase the programmatic opportunities available to students, due to the combination of the schools' individual resources.

### *Impact on Current and Future Students Attending Performing Arts and ASA*

This proposal is not expected to impact students at Performing Arts and ASA. If this proposal is approved, Performing Arts will continue to serve students in ninth through twelfth grades and ASA will continue to serve students in ninth through twelfth grades in M043. This proposal is not anticipated to affect the admissions educational programming at Performing Arts or ASA.

Performing Arts and ASA serve general education students and students requiring special education services, including students currently enrolled in ICT and students receiving SETSS and related services. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and future students enrolled at Performing Arts and ASA will continue to receive all mandated special education services if this proposal is approved.

In addition, ELL students currently enrolled at Performing Arts and ASA receive ESL services. If this proposal is approved, these services will continue to be provided and all students will continue to receive their mandated services.

ASA currently offers the following extra-curricular activities, sports and partnerships:

- **Extra-curricular Activities:** Step Team, Student Government, Media and Technology, Girls Mentoring Group
- **Sports:** PSAL Sports - Boys: Basketball, Co-Ed Track, Softball; School Sports: Boys Varsity Basketball, Girls Varsity Softball, Cheer, Track
- **Partnerships:** Khan Academy, High School for Math and Science in Engineering,

Performing Arts currently offers the following extra-curricular activities, sports and partnerships:

- **Extra-curricular Activities:** Student Government, Association, Yearbook Committee, After-school Tutoring, Jam Sessions, Winter Showcase, Spring Showcase, Performing

Arts Major, Showcase, Chorus, Dance Company, Ballet, Theater Arts, Film Club, Coding Club

- **Sports:** Cheerleading, Step Team, Basketball, Track, PSLA Team
- **Partnerships:** College Bound Initiative, Martha Graham Dance Ensemble, Young Women's Leadership, Epic Theater

If this proposal is approved, Performing Arts and ASA will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City schools, which annually modify extra-curricular offerings based on student demand and available resources.

If this proposal is approved there will be no impact on the current timeline and process for admissions to ASA and Performing Arts.

ASA and Performing Arts admit students through the High School Admissions process using a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. ASA and Performing Arts admissions method aligns with this process by giving priority to students and families who attend an information session, then to Manhattan residents who attend an information session, then to Manhattan students or residents, and finally to New York City residents.

All students applying to ASA and Performing Arts will have the opportunity to participate in Round Two of the High School Admissions Process.

For more information about the High School Admissions Process, please see Appendix B of this EIS or visit: <http://schools.nyc.gov/ChoicesEnrollment/High>.

### *Impact on Current and Future Students Attending Success-North West*

This proposal is not expected to impact students and the current admission and educational programming at Success-North West. Success-North West is an existing charter school that currently serves students in fifth through seventh grades at M043. As mentioned above, Success-North West is phasing in to serve students in fifth through eighth grades as of the 2016-2017 school year. If this proposal is approved, Success-North West will continue to phase in to serve students in fifth through eighth grades during the 2016-2017 school year in M043.

Success-North West serves general education students and students requiring special education services. Current and future students with disabilities at Success-North West will continue to receive mandated services. Success-North West also serves ELL students, and its current and future ELL students will continue to receive their mandated language services.

Success-North West currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during that time. The DOE does not anticipate that the proposed consolidation of New Technologies and Renaissance will impact Success-North West's ability to continue to offer programming and extra-curricular activities based on student interests, available resources, and staff support for those programs. However, the proposed expansion of Success-North West may change the way those programs are configured as a result of greater demands on the available space during or after school hours.

This proposal is not expected to impact the admissions process for Success-North West. Success-North West will continue to admit students via lottery for kindergarten through fifth grades. Applications will be available on Success-North West's web site and will also be available in hard copy in the school's main office.<sup>11</sup> The deadline to submit an application for Success-North West's lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of Success-North West's lottery has not yet been announced and will be determined at a later date. Success-North West provides the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 5.

### *Impact on Future Middle School Students in District 5*

Students have historically been admitted to Renaissance through a screened admissions process. If this proposal is approved, as of the 2016-2017 school year, Renaissance will admit students for sixth grade using a limited unscreened admissions method as part of the middle school admissions process. Through the limited unscreened admissions method the consolidated Renaissance will give priority to students and residents of District 5 who sign in at events (e.g., attending an information session, school tour, open house event, or by visiting the school's exhibit at the Middle School Fair) then to students and residents of District 5. Students who receive priority to limited unscreened programs are not guaranteed admission.

If this proposal is approved, New Technologies will no longer be a distinct middle school option and will no longer admit students as of the 2016-2017 school year. The consolidated Renaissance will instead offer admissions to the seats previously available at New Technologies. If this proposal is approved, students accepted into New Technologies will have the option to attend the consolidated Renaissance. It is expected that all current and accepted New Technologies students, with the exception of those continuing on to high school, will attend Renaissance.

If this proposal is approved, students will continue to have access to a broad range of middle school options, including the consolidated Renaissance, through the District 5 middle school admissions process, as described further in Appendix B of this EIS. Through the middle school admissions process, students are 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 process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at:  
<http://schools.nyc.gov/NR/rdonlyres/D69C50B8-28F7-4838-9BF7-4145B746258A/0/2016NYCMSDirectoryDistrict05.pdf>

### *Impact on Over-the-Counter Students*

In addition to admitting students through the Middle School Admissions Process, Renaissance, New Technologies, ASA, and Performing Arts currently admit some students through the over-the-counter ("OTC") process. If this proposal is approved, New Technologies will no longer be a distinct school option and will cease to admit new students as of the 2016-2017 school year. The consolidated Renaissance, ASA, and Performing Arts will continue to admit students through the OTC process. The consolidation is not expected to impact the DOE's ability to accommodate future OTC middle school students in the district since the consolidated Renaissance will have adequate capacity to accommodate students who would have been admitted through the OTC process to either New Technologies or Renaissance. Please see Appendix B of this EIS for more information on the OTC process.

---

<sup>11</sup> Success-North West's website can be found here: <http://www.successacademies.org/schools/success-academy-harlem-north-west/>

## **B. Schools**

If this proposal is approved, there will be sufficient space to accommodate the consolidated Renaissance in M043 pursuant to the Footprint.

As described in the Building Utilization Plan (“BUP”) that accompanies this proposal, there will be sufficient instructional and administrative space in M043 to accommodate the consolidated Renaissance, ASA, Performing Arts, and Success-North West pursuant to the Footprint, during and after the consolidation.

Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE’s website to access the Footprint: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint).

## **C. Community**

The DOE believes that the consolidation of New Technologies and Renaissance will benefit the New Technologies, Renaissance, and District 5 communities, as well as other students in Manhattan and in the City as a whole, by strengthening middle school options and providing increased services and resources at the consolidated Renaissance. As described above, this proposal has been developed through a collaborative planning process that included the District 5 Superintendent, the principals of the schools proposed for consolidation, and the respective school communities.

Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of Renaissance and New Technologies will result in a healthy enrollment at the school and provide the budget required to run effectively. Because of the increased resources, the consolidated Renaissance will be able to enhance programs offered, creating a stronger school environment and an improved middle school option. Further, by reducing the total number of middle schools in the district, other schools may experience an increase in demand and enrollment, which would result in increased resources for those schools.

If this proposal is approved, community members and organizations will be able to obtain school building use permits at the M043 building. This proposal is not expected to impact the accessibility of M043, which is not accessible.

## IV. Enrollment, Admissions and School Performance Information

### New Technologies

#### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 6-8:</b> Middle school admissions process <b>Admissions Method:</b> Limited unscreened
<b>Admissions if Proposal Approved</b>	N/A

#### *Enrollment Data<sup>12</sup>*

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016	33	35	40	108
2016-2017 (projected)	-	-	-	-

#### *Demographic Data<sup>13</sup>*

Percentage of Students Receiving ICT or SC Services	32%
Percentage of Students with Individualized Education Programs	40%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced-Price Lunch	96%

<sup>12</sup> All figures are based on the 2015-2016 Audited Register as of October 31, 2015.

<sup>13</sup> All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015.

*School Performance Data*

New Technologies	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>14</sup></b>			
1.1 Curriculum	N/A <sup>15</sup>	Developing	Proficient
1.2 Pedagogy	N/A	Developing	Developing
2.2 Assessment	N/A	Proficient	Proficient
3.4 High Expectations	N/A	Proficient	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Developing	Proficient
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	2%	5%	6%
Math % Proficient (Levels 3 and 4)	1%	3%	5%
<b>Other Key Performance Indicators</b>			
Attendance Rate	86%	86%	90%
<b>2015-2016 State Accountability Status<sup>16</sup></b>	Local Assistance Plan		

<sup>14</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>

<sup>15</sup> Not all schools receive Quality Reviews every year. New Technologies did not receive a Quality Review for the 2012-2013 school year.

<sup>16</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

## Renaissance

### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 6-8:</b> Middle school admissions process <b>Admissions Method:</b> Screened
<b>Admissions if Proposal Approved</b>	<b>Grades 6-8:</b> Middle school admissions process <b>Admissions Method:</b> Limited Unscreened

### *Enrollment Data<sup>17</sup>*

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016	51	64	38	153
2016-2017 (projected)	80-90	80-90	95-105	255-285

### *Demographic Data<sup>18</sup>*

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individualized Education Programs	38%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced-Price Lunch	90%

<sup>17</sup> All figures are based on the 2015-2016 Audited Register as of October 31, 2015.

<sup>18</sup> All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015.

*School Performance Data.*

<b>Renaissance</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b><i>School Quality Indicators</i></b> <sup>19</sup>			
1.1 Curriculum	N/A <sup>20</sup>	N/A	Proficient
1.2 Pedagogy	N/A	N/A	Developing
2.2 Assessment	N/A	N/A	Developing
3.4 High Expectations	N/A	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	N/A	N/A	Proficient
<b><i>Performance Data</i></b>			
English Language Arts % Proficient (Levels 3 and 4)	11%	12%	6%
Math % Proficient (Levels 3 and 4)	8%	12%	3%
<b><i>Other Key Performance Indicators</i></b>			
Attendance Rate	90%	87%	87%
<b><i>2015-2016 State Accountability Status</i></b> <sup>21</sup>	Good Standing		

<sup>19</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>

<sup>20</sup> Not all schools receive Quality Reviews every year. Renaissance did not receive a Quality Review for the 2012-2013 school year and the 2013-2014 school year.

<sup>21</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

**ASA**

*Admissions Data*

<b>Current Admissions</b>	<b>Grades 9-12:</b> High School admissions process <b>Admissions Method:</b> Limited Unscreened
<b>Admissions if Proposal Approved</b>	<b>Grades 9-12:</b> High School admissions process <b>Admissions Method:</b> Limited Unscreened

*Enrollment Data<sup>22</sup>*

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2015-2016	44	50	34	40	168
2016-2017 (projected)	40-50	45-55	30-40	35-45	150-190

*Demographic Data<sup>23</sup>*

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with Individualized Education Programs	26%
Percentage of English Language Learner Students	20%
Percentage of Students Eligible for Free or Reduced-Price Lunch	78%

<sup>22</sup> All figures are based on the 2015-2016 Audited Register as of October 31, 2015.

<sup>23</sup> All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015.

*School Performance Data.*

ASA	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>24</sup></b>			
1.1 Curriculum	Developing	Proficient	N/A <sup>25</sup>
1.2 Pedagogy	Developing	Developing	N/A
2.2 Assessment	Developing	Proficient	N/A
3.4 High Expectations	Proficient	Proficient	N/A
4.2 Teacher Teams and Leadership Development	Proficient	Proficient	N/A
<b>Performance Data</b>			
% Earning 10+ Credits in Year 1	63%	57%	83%
4-Year Graduation Rate	59%	45%	58%
6-Year Graduation Rate	89%	67%	71%
4-Year College Readiness Index	17%	7%	8%
Attendance Rate	71%	70%	71%
<b>2015-2016 State Accountability Status<sup>26</sup></b>	Local Assistance Plan		

<sup>24</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/ronlyres/8C11A001-7E78-469D-996F-BOC3703CEA81/0/QualityReviewRubric1415.pdf>

<sup>25</sup> Not all schools receive Quality Reviews every year. ASA did not receive a Quality Review for the 2014-2015 school year.

<sup>26</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

## Performing Arts

### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 9-12:</b> High School admissions process <b>Admissions Method:</b> Limited Unscreened
<b>Admissions if Proposal Approved</b>	<b>Grades 9-12:</b> High school admissions process <b>Admissions Method:</b> Limited Unscreened

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

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2015-2016	154	71	54	56	335
2016-2017 (projected)	150-160	65-75	50-60	50-60	315-355

### *Demographic Data<sup>28</sup>*

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced-Price Lunch	80%

<sup>27</sup> All figures are based on the 2015-2016 Audited Register as of October 31, 2015.

<sup>28</sup> All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015.

*School Performance Data.*

Performing Arts	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>29</sup></b>			
1.1 Curriculum	N/A <sup>30</sup>	Developing	Proficient
1.2 Pedagogy	N/A	Developing	Developing
2.2 Assessment	N/A	Developing	Proficient
3.4 High Expectations	N/A	Developing	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Proficient	Proficient
<b>Performance Data</b>			
% Earning 10+ Credits in Year 1	85%	79%	76%
4-Year Graduation Rate	68%	77%	77%
6-Year Graduation Rate	80%	83%	79%
4-Year College Readiness Index	8%	14%	39%
Attendance Rate	81%	80%	81%
<b>2015-2016 State Accountability Status</b>	Good Standing		

<sup>29</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

<sup>30</sup> Not all schools receive Quality Reviews every year. Performing Arts did not receive a Quality Review for the 2012-2013 school year.

## Success-North West

### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 5-7:</b> Middle school admissions process <b>Admissions Method:</b> Charter lottery application
<b>Admissions if Proposal Approved</b>	<b>Grades 5-8:</b> Middle school admissions process <b>Admissions Method:</b> Charter lottery application

### *Enrollment Data<sup>31</sup>*

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016	88	87	82	-	257
2016-2017 (projected)	80-90	85-95	80-90	75-85	343

### *Demographic Data<sup>32</sup>*

Percentage of Students Receiving ICT or SC Services	1%
Percentage of Students with Individualized Education Programs	12%
Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced-Price Lunch	77%

<sup>31</sup> All figures are based on the charter headcount as of October 1, 2015.

<sup>32</sup> All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015.

*School Performance Data*

<b>Success Charter School–North West</b>	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>33</sup></b>			
1.1 Curriculum	N/A	N/A	N/A
1.2 Pedagogy	N/A	N/A	N/A
2.2 Assessment	N/A	N/A	N/A
3.4 High Expectations	N/A	N/A	N/A
4.2 Teacher Teams and Leadership Development	N/A	N/A	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	55%	61%	63%
Math % Proficient (Levels 3 and 4)	75%	90%	85%
<b>Other Key Performance Indicators</b>			
Attendance Rate	100%	-	0%
<b>2015-2016 State Accountability Status</b>	Reward School		

## V. Initial Impact on Budget and Cost of Instruction

Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding per capita allocation levels. As shown in Section IV above, Renaissance's total enrollment is expected to increase as a result of the consolidation, and as a result Renaissance's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, ELL students, and those students with other supplemental academic needs. Please refer to the FSF Guide<sup>34</sup> and FY16 School Allocation Memoranda<sup>35</sup> 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 this consolidation.

This proposal should not otherwise impact the operating budget or costs of instruction at ASA, Performing Arts, or Success-North West.

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

<sup>33</sup> Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. Success-North West is authorized by SUNY. The authorizer's report can be found on the authorizer's website at: <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

<sup>34</sup> The FSF Guide is available at:

[http://www.nycboe.net/AdminOrg/Finance/budget/dbor/dbor\\_intranet/DFPM\\_Budget\\_Resources/fy16/docs/FSF\\_School\\_Budget\\_Resource\\_Guide.pdf](http://www.nycboe.net/AdminOrg/Finance/budget/dbor/dbor_intranet/DFPM_Budget_Resources/fy16/docs/FSF_School_Budget_Resource_Guide.pdf).

<sup>35</sup> The FY16 School Allocation Memoranda are available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/AM\\_FY16\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html).

### A. Personnel Needs

If this proposal is approved, some Renaissance and/or New Technologies staff members may be excessed when the school is consolidated. Where possible, the DOE will seek to minimize excessing<sup>36</sup> of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from Renaissance and New Technologies will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the absent teacher reserve (“ATR”) pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

This proposal is not expected to impact staffing at Performing Arts, ASA, or Success-North West.

### B. Administration

If this proposal is approved, some supervisors and/or administrators at New Technologies and Renaissance may be excessed when the schools are consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation. In the event that staff excessing is required, staff from New Technologies and Renaissance will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving on a temporary basis in other City schools.

This proposal is not expected to impact the administration of Performing Arts, ASA, or Success-North West.

### C. Transportation

There will be no change to existing transportation practices for the schools in M043 as a result of this proposal. Transportation will be provided according to Chancellor’s Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

### D. Other Support Services

The provision of certain support services is described above. Other support services will be provided as consistent with citywide policy.

---

<sup>36</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

## VII. Building Information

<b>Building</b>		M043
<b>Type of Building</b>		IS/JHS
<b>Year Built</b>		1936
<b>Overall BCAS rating</b>		2.34
<b>2014-2015 Blue Book Target Building Utilization</b>		70%
<b>2014-2015 Blue Book Target Building Capacity</b>		1,506
<b>FY 2014 Maintenance Costs</b>	<b>Labor</b>	\$12,319
	<b>Materials</b>	\$6,788
	<b>Maintenance, repair, and service contracts</b>	\$115,869
	<b>Custodial operations costs—Materials</b>	\$9,476
	<b>Custodial operations costs—Custodial Allocation</b>	\$294,041
<b>FY 2015 Energy Costs</b>	<b>Electric</b>	\$107,058
	<b>Gas</b>	\$48,081
	<b>Steam</b>	N/A
	<b>Oil</b>	\$34,705
<b>Projects completed during the current or prior school year</b>		Electrical Upgrade, Gymnasium Upgrade
<b>Projects proposed in the capital plan</b>		Student Toilets
<b>Accessibility of the building</b>		No Accessibility
<b>Building attributes</b>		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

## Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["UFT"] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 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 2015-2016 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 will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity 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 will decrease.

## Appendix B: School Admissions

### Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices, which are pre-populated on each student's customized middle school application. These options may include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (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);
- Zoned middle schools;
- K-8 schools with a zoned, screened, limited unscreened, or unscreened admissions method for the middle school grades that have available seats for middle school students;

- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2016-2017 school year was in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016. Eligible students will have the opportunity to submit a “new schools” application in at that time. Information about middle school application deadlines is available at the following link:

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

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will receive appropriate services in accordance with DOE policy.

## High School Admissions

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High School Admissions Test (“SHSAT”), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

There are two application rounds in the High School Admissions Process:

**Round One:** All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March for the school year that commences the following September.

**Round Two:** All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two. The available programs for Round Two include school programs with availability and new schools or programs that will open or be available the following September. Students will receive Round Two results in May for the upcoming school year.

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

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities receive mandated services in accordance with their IEPs while also ensuring such students have opportunities 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 receive appropriate services in accordance with DOE policy.

The Citywide deadline for high school applications for the 2016-2017 school year was December 1, 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, and Family Welcome Centers, or online at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

Detailed information about new high schools, if applicable, is published annually in the new schools directory, available in print at high school fairs, Family Welcome Centers, and online at:

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

### Over-the-Counter (“OTC”) Placement

OTC is 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; or
- Left the New York City school system and have returned;<sup>37</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When student eligible for middle or high school arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students requiring an OTC middle school placement are eligible to attend middle school based on their district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student’s needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

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 Office of Student Enrollment 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.

High school screened programs (those that base admissions decisions on students’ academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition,

---

<sup>37</sup> Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

screened and audition schools, transfer schools,<sup>38</sup> international schools,<sup>39</sup> and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

## Appendix C: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and 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 room for each general education or ICT 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 of cluster or specialty rooms 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.

---

<sup>38</sup> 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 colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: [www.goingforme.org](http://www.goingforme.org).

<sup>39</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.