

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-location of New High School 10X524 with Grace Dodge Career and Technical Education High School (10X660) in School Building X660

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new DOE high school, 10X524 (“10X524”), in school building X660 (“X660”), located at 2474 Crotona Avenue, Bronx, NY 10458, within the geographical confines of District 10 (“District 10”). If this proposal is approved, 10X524 would be co-located in building X660 with Grace Dodge Career and Technical Education High School (10X660 “Grace Dodge”), an existing high school currently serving students in grades 9-12. 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.

In the 2009-2010 school year, building X660 had a target capacity to serve 1,474 students, and the building enrolled 1,417 students, yielding a target building utilization rate of 96%.¹ In 2010-2011, building X660 has an enrollment of 1,316 students,² yielding a utilization rate of 89% of target capacity.³ In consultation with the school leader, the DOE is planning to downsize Grace Dodge by decreasing enrollment by approximately 100-125 students during the 2011-2012 school year, and continuing to scale back enrollment by 100-125 students per year over the course of four years. By 2014-2015, Grace Dodge would decrease enrollment by approximately 400-500 students to serve 816-916 students at scale in grades 9-12. The downsizing of Grace Dodge would occur regardless of whether this co-location proposal is approved.

If this co-location proposal is approved, 10X524 would gradually phase into X660 while Grace Dodge simultaneously scales back its enrollment. The new school would serve students in grade 9 in 2011-2012 and would add one grade level every year until the school reaches its full grade span of 9-12 in the 2014-2015 school year, serving approximately 400-450 students. The school will be partnered with Internationals Network for Public Schools, an organization that works to ensure all recent immigrant students have access to a quality high school education that prepares them for college and careers. In addition, the school plans to offer Career and Technical Education (“CTE”) programs, for which the specific programs are still to be determined.

During the first year of phase-in, 10X524 would not participate in the High School Admissions process. The school would serve students who are new immigrants to the country by admitting them through the

¹ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. 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.

² Enrollment reflects 2010-2011 audited enrollment and utilization compares this enrollment with the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) capacity.

³ Unless otherwise noted, all references to currently enrollment are based on the 2010 Audited Register. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students who may actually attend the school and do not include Long Term Absences (LTAs).

over-the-counter (“OTC”) process. During the 2012-2013 school year, however, 10X524 would be open to students through the Citywide High School Admissions Process, and would have a Screened admissions method. In general, Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay or additional diagnostic test. In this instance, given the school’s instructional model, 10X524 would admit recently immigrated English Language Learners and will help students develop their English proficiency through the English as a Second Language program.

The X660 building will have adequate capacity to accommodate the new high school and Grace Dodge at full operational capacity. Once 10X524 completes its phase-in and Grace Dodge completes its downsizing, the building would serve approximately 1,216-1,366 students in 2014-2015, yielding an approximate utilization rate of 93%.⁴

Background on the DOE’s Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The co-location of 10X524 in building X660 is intended to provide an additional high-quality option to students and families in District 10 and the Bronx at large. This co-location proposal also addresses the need to increase the number of options available to English Language Learners, particularly in areas where there are growing numbers of newly arrived immigrants.

As discussed above, the DOE is working closely with the Grace Dodge community to gradually decrease the school’s enrollment by approximately 400-500 students. The DOE is committed to supporting Grace Dodge as it downsizes and focuses on improving. Grace Dodge has struggled to meet performance targets for several years. The school received a D grade on its overall Progress Report grades in 2008-2009 and 2009-2010, down from a C in 2007-2008. Additionally, in 2009-2010 the school received a D grade in two critical sub-categories: Student Performance and Student Progress. Graduation rates at Grace Dodge have remained in the 40% range for more than five years. In addition, Grace Dodge was identified by the State Education Department (“SED”) as a Persistently Low Achieving School (“PLA”) in both January 2010 and December 2010. As a smaller school, Grace Dodge will be able to focus attention on a smaller cohort of students, thereby enabling it to more efficiently personalize instruction and serve its students.

II. Proposed or Potential Use of Building

In the 2009-2010 school year, building X660 had a target capacity to serve 1,474 students, and the building enrolled 1,417 students, yielding a target building utilization rate of 96%. In 2010-2011, building X660 has an enrollment of 1,316 students, yielding a utilization rate of 89% of target capacity.

If this co-location proposal is approved, 10X524 would gradually phase into X660 by adding one grade level each year until the school reaches its full grade span of 9-12. 10X524 would open in September 2011 with a ninth-grade cohort of approximately 100-125 students. 10X524 would operate at full organizational capacity in the 2014-2015 school year, serving approximately 400-450 students in grades 9-12.

Over the next four years, Grace Dodge would gradually downsize its enrollment each year until it serves approximately 816-916 students in grades 9-12.

⁴ The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students who may actually attend the school and do not include Long Term Absences (LTAs). Unless otherwise indicated, all projected utilization rates are calculated by using the high end of the range, and are therefore considered a conservative estimate.

Over the next five years, the proposed grade spans for the schools in the building would be as follows:

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
New School	10X524	N/A	9	9, 10	9, 10, 11	9-12
Grace Dodge	10X660	9-12	9-12	9-12	9-12	9-12

There will be adequate capacity in X660 to accommodate Grace Dodge as well as 10X524 as it continues to phase into the building. Once 10X524 has completed its expansion in 2014-2015 and Grace Dodge has completed its downsize, there will be approximately 1,216-1,366 students served in the building, yielding an approximate utilization rate of 93%.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.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 goal classroom capacities (which are aspirational targets lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools, administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal 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.

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

A. Students

Impact of 10X524's Co-location on Current Students in Building X660

In September 2011, 10X524 would be housed in the X660 building and would admit students through the over-the-counter ("OTC") process. During the 2012-2013 school year, 10X524 would be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process. The school is proposed to have a Screened admissions method serving recently immigrated English Language Learners.

10X524 plans to offer a CTE program; however, information regarding the specific type of program will not be available until later in the year. Because the school will only admit students through the OTC process during its first year of operation, the school will likely advertise its CTE offerings to prospective students through the High School Directory that is posted for the 2012-2013 school year.

Grace Dodge currently has four Educational Option program offerings to which students apply through the High School Application Process: Paralegal, Health Institute, Marketing/Entrepreneurship, and Cosmetology and Salon Management. Students are admitted to each program through the High School Admission Process. Educational Option programs provide opportunities for engagement with specific subject areas or themes, and are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen by the school administration and half are selected randomly. If a student scores in the top 2% on his or her previous year's English Language Arts reading exam and lists an Educational Option program as his or her first choice, he or she is guaranteed a match to that program.

Grace Dodge also has three Screened programs to which students may apply through the High School Admissions Process: the Academy of Finance, Desktop Publishing, and the Academy of Information Technology. Screened programs rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay or additional diagnostic test. Grace Dodge evaluates prospective students by reviewing their standardized test scores and previous academic record.

All students currently enrolled at Grace Dodge will continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas and will not be impacted by this co-location proposal. However, as the school's enrollment decreases, it is possible that the availability of certain programs and course offerings will change because they depend on student interest, demand, and available resources.

The Paralegal program falls within the Law and Government interest area. There are 45 other citywide programs in the Law and Government interest area, including 10 in the Bronx. Marketing/Entrepreneurship and the Academy of Finance fall within the Business interest area. There are 35 other citywide programs in this interest area, including 7 in the Bronx. The Academy of Information Technology and Desktop Publishing both fall within the computer science and technology interest area, which has 36 other programs across the city, including 7 in the Bronx. The Health Institute program is under the health professions interest area. There are 37 other citywide programs in this interest area, including 9 in the Bronx. Lastly, the Cosmetology and Salon Management program falls under the cosmetology interest area and there are 4 other programs across the city, including 1 in the Bronx. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices and on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Grace Dodge currently serves general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching ("CTT") classes, Self-Contained ("SC") classes, and receiving Special Education Teacher Support Services ("SETSS"). Upon admission, the schools work with parents of students requiring special education services to develop an individualized program appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners ("ELLs") enrolled at Grace Dodge receive English as a Second Language ("ESL") services. All students enrolled at the school will continue to receive their mandated special education and/or ELL services if this proposal is approved.

Impact on CTE Programs

Career and Technical Education ("CTE") programs integrate academic study with workforce skills in specific careers. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers

students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. “Career Pathways” is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.

Grace Dodge offers one state approved CTE program, the Academy of Finance, which falls under the Business Finance career pathway⁵. There are 8 other citywide programs in the Business Finance pathway.

In addition, Grace Dodge offers eight CTE programs that are currently “in development.”⁶ Grace Dodge offers programs in the Therapeutic career pathway, including Emergency Medical Technitian, Nursing Assistant, and Vision Technology. There are 13 other programs Citywide that fall within this career pathway. The Cosmetology program is offered as part of the Personal Care Services career pathway; there are four other citywide cosmetology programs within the Personal Care Services pathway. The Entrepreneurship/Virtual Enterprise program is offered through the Management career pathway; there are 38 other programs across the city within the Management career pathway. Law Academy/Paralegal/Court Reporting is offered as part of the Legal Services career pathway; there are 35 other citywide programs within this career pathway. The Medical Billing and coding program falls within the Health Information Management pathway, and there are five other programs citywide within this pathway. Finally, the Academy of Information Technology program is offered through the Information Support Services Pathway; there are 8 other programs within this pathway offered.

If this proposal is approved, students enrolled in the CTE programs at Grace Dodge would continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. However, as the school’s enrollment decreases, it is possible that the availability of certain programs and course offerings will change because they depend on student interest, demand, and available resources. As discussed above, the downsizing would occur regardless of whether this proposal to co-locate 10X524 is implemented.

The list of schools in the City that also provide CTE programs in these career pathways can be found in Appendix A. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices or on the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/HighDirectory/default.htm>.

Impact on Extracurricular Activities and Sports

Grace Dodge would continue offering student athletics and other extracurricular programs, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school downsizes.

According to the High School Directory, Grace Dodge currently offers the following extracurricular activities:

Leadership & Support: Debate Team, Peer Mediation, and Conflict Resolution

Academic: Explorers, Chess, After-school Beauty Salon, Vision Technology Store

Artistic: Drama and Step Team

⁵ The CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification.

⁶ A CTE program “in development” means that the school is in the process of developing a CTE program of study, but has not yet received official approval from the City or State. Students are exposed to CTE content in classes but the school has not yet been granted approval to endorse diplomas with a CTE certification.

Clubs: Chess, Mouse Squad, Mock Trial Team, School Leadership Team, Drama, Stage Crew, Student Council, and Student Advisory Council

Grace Dodge currently offers the following sports:⁷

PSAL Sports – Boys: Baseball, Basketball, and Bowling

PSAL Sports – Girls: Basketball, Bowling, Softball, and Volleyball

PSAL Sports – Co-ed: N/A

Grace Dodge will continue to offer extracurricular programs and sports based on student interests, available resources, and staff support for those programs. Current Grace Dodge students would continue to have the opportunity to participate in a variety of extracurricular programs and sports teams as the school downsizes, though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Admissions Impact for Future High School Students

In New York City, high school admissions are based on a citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. Grace Dodge currently admits students as part of the High School Admissions Process through the Educational Option and Screened admissions methods. Educational Option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen by the school administration and half are selected randomly. If a student scores in the top 2% on their previous year’s English Language Arts reading exam and lists an Educational Option program as their first choice, they are guaranteed a match to that program.

Screened programs rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay or additional diagnostic test. For example, Grace Dodge has three screened programs—the Academy of Finance, Desktop Publishing, and the Academy of Information Technology—to which students are admitted based on their standardized test scores and previous academic record to admit them to the program.

There will be no impact on Grace Dodge’s admissions policies as a result of this co-location proposal.

For the 2011-2012 school year, students will be admitted exclusively via the OTC process for entry to 10X524’s ninth grade during the 2011-2012 school year. Beginning in the 2012-2013 school year, 10X524 would admit students through a Screened admissions method. The new school would screen applicants based on language proficiency and would admit English Language Learners.

For the 2012-2013 school year, students interested in applying for admission to 10X524 would participate in the High School Admissions Process outlined below. Applications are typically submitted in early December for admission to the ninth grade for the following school year.

⁷ Sport offerings as reflected in the 2010-2011 Directory of High Schools. PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development and socialization skills through an athletic program that fosters teamwork, discipline and sportsmanship.

There are currently three rounds to the High School Admissions Process:

Specialized High Schools Round: Students who took the Specialized High School Admissions Test and are eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts receive both a specialized high school offer and, if they received one, their Main Round offer at the same time February. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

Main Round: All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round, which occurs in late March. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

Supplementary Round: Any student who is not matched in the Main Round would have to complete a new high school application in April. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

Students with Individualized Education Plans (“IEPs”) are admitted in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: <http://schools.nyc.gov/ChoicesEnrollment/High/Calendar/default.htm>.

In addition to the High School Admissions Process, some students enroll in schools through an “over-the-counter” (“OTC”) placement. Over-the-counter placement⁸ is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

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

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

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

⁸ Enrollment for Grace Dodge includes students who seek to enroll “over-the counter.” Grace Dodge and 10X254 will be allocated space based on their relative enrollments. Thus, the space allocated to 10X524 in X660 will accommodate the school’s enrollment, including “OTC” students.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available is reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Educational Option or Unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered to OTC students through referral.⁹ In this way, the DOE is able to offer individual OTC 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 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 123 to 128.

The proposed co-location of 10X524 with Grace Dodge is not anticipated to impact current students attending Grace Dodge in building X660. As detailed above, current eighth-grade students in all five boroughs would be eligible to apply to the new school through the Citywide High School Admissions Process beginning in December 2012.

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/Directory/default.htm>.

B. Schools

The opening of 10X524 is intended to add high-quality seats at the high school level in both District 10 and the Bronx in general. As Grace Dodge downsizes its enrollment, the seats lost will be absorbed by the phase in of 10X524, so there will not be a net reduction of seats in the building. 10X524 intends to offer a CTE program. As stated earlier, detailed information regarding the program will become available later in the year. Since the school will only admit students through the OTC process during its first year of operation, the school will likely advertise its CTE offerings to prospective students through the High School Directory that is posted for the 2012-2013 school year.

X660 has sufficient capacity to accommodate Grace Dodge as well as 10X524 after it has completed its expansion in the 2014-2015 school year. In the 2014-2015 school year, X660 will enroll approximately 1,216-1,366 students. The projected utilization for X660 at that point would be 93%.

⁹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

The chart below depicts projected enrollment in X660 over the course of 10X524's expansion:

School Name	DBN	Projected Enrollment				
		2010-11	2011-12	2012-13	2013-14	2014-15
Grace Dodge	10X660	1,316	1,191-1,216	1,066-1,116	941-1,016	816-916
10X524	10X524	N/A	100-125	200-250	300-350	400-450
Total		1,316	1,291-1,341	1,266-1,366	1,241-1,366	1,216-1,366

If this proposal is approved, there will be sufficient space to serve the students at Grace Dodge and 10X524 pursuant to the Citywide Instructional Footprint (the "Footprint") while 10X524 gradually phases in. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.¹⁰ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

Half-size classrooms can be used as self-contained special education classrooms, as resource rooms, or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school's Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or self-contained special education classrooms.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. 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.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to their schools. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE

¹⁰ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE on January 5, 2011, there are 53 full-size instructional spaces, 2 science labs, and 6 science demonstration rooms in X660, for a total of 61 full-size spaces. There are also 20 half-size spaces. Consistent with the Footprint, once Grace Dodge completes its downsize, it will be allocated a baseline of 30-33 full-size spaces. 10X524 will be allocated a baseline of 16 full-size spaces when it reaches full scale in 2014-2015. This represents a total of 46-49 full-size spaces when all schools are operating at full scale. Thus, there would be sufficient instructional space in X660 for all schools to operate at organizational capacity. Schools would also be allocated resource rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning. Additionally, because Grace Dodge offers CTE programs, shop rooms will continue to be part of the Footprint allocation.

Currently, Grace Dodge is allocated 61 full-size spaces, which is 9 rooms in excess of its current baseline allocation, which is determined by the school's current enrollment of 1,316 students.

In 2011-2012, Grace Dodge will be allocated a baseline of 44-45 full-size spaces. If the proposal to co-locate new school 10X524 in the building is approved, the school will be allocated a baseline of 4 full-size spaces plus administrative space during the first year of its phase-in. This represents a total of 48-49 full-size spaces, and thus there is adequate space in X660 for all schools in 2011-2012. As mentioned above, the space in excess of the baseline allocations in the building will be distributed equitably between the two schools as part of a Building Council agreement and in conjunction with the Office of Space Planning.

The table below outlines the baseline number of rooms that each school should be allocated based on the enrollment through the course of the phase-in of 10X524.

Baseline Footprint Allocation for Full-Size Classrooms

	2010-11	2011-12	2012-13	2013-14	2014-2015
Grace Dodge	52	44-45	39-41	35-37	30-33
10X524	N/A	4	8	12	16
Total Number of Full Size Rooms Allocated	52	48-49	47-49	47-49	46-49

Building Safety and Security

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

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitor and certify School Safety Plans annually

C. Community

The DOE supports parent and student choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of 10X524 at X660 is intended to increase the number of educational options available to high school students in District 10, the Bronx, and throughout the city. This co-location proposal also addresses the need to increase the number of options available to English Language Learners, particularly in areas where there are growing numbers of newly arrived immigrants.

In addition to 10X524, the DOE plans to open seven new high schools in the Bronx beginning in September 2011 that will also provide additional seats to Bronx students. These seven new schools are expected to serve approximately 830 new ninth-grade students in 2011-2012:

School Name	DBN	Address	Zip Code	2011-12 Projected Enrollment	Admissions Method
Bronx Academy of Design and Construction	07X522	333 East 151 st Street	10451	175-225	Limited Unscreened
Bronxdale High School	11X508	925 Astor Avenue	10469	100-125	Limited Unscreened
Pelham High School for Language and Innovation	11X509	925 Astor Avenue	10469	100-125	Limited Unscreened
Bronx Envision Academy	12X511	1619 Boston Road	10460	75-100	Limited Unscreened
The Metropolitan Soundview High School	12X521	1300 Boynton Avenue	10472	100-125	Limited Unscreened
New Visions Charter High School for the Humanities	TBD	99 Terrace View Ave.	10463	100-150	Charter Lottery; preference to District 10 residents
New Visions Charter High School for Advanced Math and Science	TBD	99 Terrace View Ave.	10463	100-150	Charter Lottery; preference to District 10 residents

All of the schools in the chart above have been approved by the Panel for Educational Policy (PEP).

Additionally, the Dr. Richard Izquierdo Health and Science Charter School (84X482, “Dr. Izquierdo”) opened in September 2010 serving students in grade 6 and will grow to ultimately enroll students in grades 6-12 at scale, with capacity to serve approximately 80 new ninth graders in 2013-2014. And on the Stevenson Campus (X450), the DOE opened the Bronx Bridges High School (08X432, “Bronx Bridges”) in September 2010. Bronx Bridges currently serves 78 new ninth-grade students:

School Name	DBN	Address	Zip Code	2010-11 Enrollment	Admissions Method
Bronx Bridges High School	08X432	1980 Lafayette Ave.	10473	78 ¹¹	Limited Unscreened
Dr. Richard Izquierdo Health and Science Charter School	84X482	800 Home Street	10456	N/A ¹²	Charter Lottery; preference to District 12 residents

With the opening of new schools last year and the seven approved replacement schools this year, the DOE will have created the capacity for approximately 990 new ninth-grade seats in the Bronx, not including the new seats at Grace Dodge.

Detailed information about all City high schools is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at Building X660.

¹¹ Enrollment is based on the November 1, 2010 unaudited register.

¹² Dr. Izquierdo will serve approximately 80 new ninth graders in 2013-2014.

IV. Enrollment, Admissions and School Performance Information

Grace Dodge

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Educational Option; Screened
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Enrollment Data

Current Grades Served	9-12
2010-2011 Enrollment	1,316
Grades Served after Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	1,191-1,216
Grades Served after Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	1,066-1,116
Grades Served after Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	941-1,016
Grades Served after Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	816-916
Projected Enrollment at Scale	816-916

Demographic Data

Percentage Students Receiving CTT or SC services¹³	14%
Percentage Students with Individual Education Plan¹⁴	20%
Percentage English Language Learner Students¹⁵	16%
Percentage of Students Eligible for Free or Reduced Lunch¹⁶	82%

¹³ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

¹⁴ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

¹⁵ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

¹⁶ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Grace Dodge	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Quality Review Score ¹⁷	P	P	P
Graduation Data¹⁸			
Four-Year Graduation Rate	37%	46%	46%
Four-Year Regents Diploma Rate	20%	24%	29%
Six-Year Graduation Rate	53%	56%	45%
Other Key Indicators¹⁹			
Percent of First-Year Students Earning 10+ Credit	48%	59%	69%
Attendance Rate	79%	82%	79%
2010-2011 State Accountability Status	Restructuring (advanced) - Comprehensive		

¹⁷ Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.

¹⁸ Source: 2009-2010 Progress Report.

¹⁹ Source: 2009-2010 Progress Report.

10X524**Admissions Data**

Proposed Admissions	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method (2011-2012): OTC Process for New Immigrants (2011-2012)</p> <p>Admissions Method (2012-2013 and After): Screened</p>
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Enrollment Data

Grades Served after Proposal in 2011-2012	9
Projected 2011-2012 Enrollment	100-125
Grades Served after Proposal in 2012-2013	9-10
Projected 2012-2013 Enrollment	200-250
Grades Served after Proposal in 2013-2014	9-11
Projected 2013-2014 Enrollment	300-350
Grades Served after Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	400-450
Projected Enrollment at Scale	400-450

Demographic Data

10X524 is proposed to open in September 2011 and does not have demographic data.

School Performance Data

10X524 is proposed to open in September 2011 and does not have performance data.

V. Initial Costs and Savings

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 10X524 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$451,559.88 in per pupil allocations. Beginning in its second year of operation, 10X524 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

Some teachers, administrative and non-pedagogical staff at Grace Dodge may be excessed over the course of the downsize, which will occur regardless of whether this proposal is approved.²⁰ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

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

10X524 would need to hire teachers, administrative staff, and non-pedagogical (school support) staff during each year of the phase-in as the total number of students enrolled in the school increases. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created each year as each grade phases in would be determined based on annual enrollment projections available as the school grows to serve those grades. It is worth noting that teachers working in high schools typically hold secondary licenses with appropriate subject-area specialization. The school would hire appropriately licensed and credentialed teachers to work with its students as it grows.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, 10X524 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. If 10X524 is a Title I school and the school continues to meet Title I criteria, the school's Title I funding award would grow as the school population grows.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans ("IEPs"). As 10X524 phases

²⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

in, funding would continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

10X524 is expected to hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

D. Transportation

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

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as 10X524 phases in.

VII. Building Information

Type of Building	High School
Year Built	1924
Overall BCAS rating	2.31 out of 5
Target Utilization	100%
Target Capacity	1474
FY 2009 Maintenance Costs	Labor: \$33,505 Materials: \$13,337 Maintenance and repair contracts: \$40,750 Custodial operations costs—Materials: \$11,560.63 Custodial operations costs—Custodial Allocation: \$352,571.30
FY 2009 Energy Costs	Electric: \$109,538 Gas: \$7,958 Oil: \$127,332
Projects completed during the current or prior school year	PBX installation. IEH PO18-room 208 & 1st floor corridor
Projects proposed in the capital plan	Classroom connectivity. New/retrofit telephone/intercom systems
Accessibility of the building	Building is not accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer rooms (CR's), Gymnasium, Library, & Science labs (CR's)

APPENDIX A
CTE Programs: Business Finance

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
10X284	Bronx	Bronx School of Law and Finance	JOHN F. KENNEDY HS	Business Finance	Academy of Finance	In development	99 TERRACE VIEW AVENUE BRONX NY	411	452	95%	12%	5%	B	Limited Unscreened
16K688	Brooklyn	Brooklyn Academy of Global Finance	J.H.S. 57	Business Finance	Academy of Finance	In development	125 STUYVESANT AVENUE BROOKLYN NY	150	136	74%	11%	2%		Limited Unscreened
20K490	Brooklyn	Fort Hamilton High School	FORT HAMILTON HS	Business Finance	Academy of Finance	In development	8301 SHORE ROAD BROOKLYN NY	4380	2752	130%	9%	21%	B	Screened
21K540	Brooklyn	John Dewey High School	JOHN DEWEY HS	Business Finance	Academy of Finance	In development	50 AVENUE X BROOKLYN NY	2628	2486	111%	6%	17%	C	Screened
22K425	Brooklyn	James Madison High School	JAMES MADISON HS	Business Finance	Academy of Finance	In development	3787 BEDFORD AVENUE BROOKLYN NY	3173	2288	144%	8%	10%	B	Screened
24Q264	Queens	Academy of Finance & Enterprise	QUEENS HIGH SCHOOL COMPLEX	Business Finance	Academy of Finance	Under review	30-20 THOMSON AVENUE QUEENS NY	426	377	105%	5%	8%	A	Limited Unscreened
31R455	Staten Island	Tottenville High School	TOTTENVILLE HS	Business Finance	Academy of Finance	In development	100 LUTEN AVENUE STATEN ISLAND NY	3841	3491	111%	7%	2%	B	Limited Unscreened
31R460	Staten Island	Susan Wagner High School	SUSAN E. WAGNER HS	Business Finance	Academy of Finance	In development	1200 MANOR ROAD STATEN ISLAND NY	3173	2697	123%	11%	4%	A	Screened

APPENDIX A
CTE Programs: Health Information Management

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
17K600	Brooklyn	Clara Barton High School	CLARA BARTON HS	Health Information Management	Medical Assistant/Billing and Coding	In development	901 CLASSON AVENUE BROOKLYN NY	1768	1719	115%	9%	6%	C	Educational Option
19K660	Brooklyn	William Maxwell Career and Technical Education High School	WILLIAM MAXWELL CTE HS	Health Information Management	Medical Assistant/Billing and Coding	In development	145 PENNSYLVANIA AVENUE BROOKLYN NY	764	1028	94%	15%	4%	B	Educational Option
20K445	Brooklyn	New Utrecht High School	NEW UTRECHT HS	Health Information Management	Medical Assistant/Billing and Coding	Under review	1601 80 STREET BROOKLYN NY	3240	2225	132%	11%	23%	B	Educational Option
22K495	Brooklyn	Sheepshead Bay High School	SHEEPSHEAD BAY HS	Health Information Management	Medical Billing and Coding	In development	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	Educational Option
28Q505	Queens	Hillcrest High School	HILLCREST HS	Health Information Management	Medical Assistant/Billing and Coding	In development	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	Educational Option

APPENDIX A
CTE Programs: Information Support Services

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M520	Manhattan	Murry Bergtraum High School for Business Careers	MURRY BERGTRAUM HS (ECF)	Information Support Services	Business Information Technology	In development	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	Educational Option
08X405	Bronx	Herbert H Lehman High School	HERBERT H. LEHMAN HS	Information Support Services	Information Technology	Under review	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	Educational Option
09X365	Bronx	Academy for Language and Technology	I.S. 232	Information Support Services	Academy of Information Technology	Under review	1700 MACOMBS ROAD BRONX NY	364	120	252%	0%	91%		Limited Unscreened
10X368	Bronx	In Tech Academy	M.S./H.S. 368	Information Support Services	Information Technology/Virtual Enterprise	In development	2975 TIBBETT AVENUE BRONX NY	1120	945	114%	7%	15%	B	Screened
13K674	Brooklyn	City Polytechnic High School of Engineering, Architecture and Technology	GEORGE WESTINGHOUSE VOC HS	Information Support Services	Academy of Information Technology	In development	105 JOHNSON STREET BROOKLYN NY	246	205	60%	7%	7%		Limited Unscreened
16K455	Brooklyn	Boys and Girls High School	BOYS & GIRLS HS	Information Support Services	Information Technology Academy	In development	1700 FULTON STREET BROOKLYN NY	1999	3619	63%	15%	2%	C	Screened
22K425	Brooklyn	James Madison High School	JAMES MADISON HS	Information Support Services	Academy of Information Technology	In development	3787 BEDFORD AVENUE BROOKLYN NY	3173	2288	144%	8%	10%	B	Screened
24Q485	Queens	Grover Cleveland High School	GROVER CLEVELAND HS	Information Support Services	Academy of Information Technology	In development	21-27 HIMROD STREET QUEENS NY	2465	2281	117%	6%	23%	B	Educational Option

APPENDIX A
CTE Programs: Legal Services

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M460	Manhattan	Washington Irving	WASHINGTON IRVING HS	Legal Services	Legal Studies	In development	40 IRVING PLACE NEW YORK NY	1261	2117	70%	10%	20%	C	Educational Option
02M520	Manhattan	Murry Bergtraum High School for Business Careers	MURRY BERGTRAUM HS (ECF)	Legal Services	Legal Studies	In development	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	Educational Option
02M625	Manhattan	High School of Graphic Communication Arts	HS OF GRAPHIC COMMUNICATION ARTS	Legal Services	Law Academy	In development	439 WEST 49TH STREET MANHATTAN NY	1740	1781	102%	11%	10%	D	Educational Option
06M467	Manhattan	High School for Law and Public Service	G. WASHINGTON HS EDUC. CAMPUS	Legal Services	Law Program	In development	549 AUDUBON AVENUE MANHATTAN NY	672	526	129%	8%	25%	A	Educational Option
08X405	Bronx	Herbert H Lehman High School	HERBERT H. LEHMAN HS	Legal Services	Law	In development	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	Educational Option
08X519	Bronx	Felisa Rincon De Gautier Institute for Law and Public Policy	SOUNDVIEW EDUCATIONAL CAMPUS	Legal Services	Law Academy	In development	1440 STORY AVENUE BRONX NY	378	352	114%	12%	13%	C	Limited Unscreened
08X650	Bronx	Jane Addams High School for Academic Careers	JANE ADDAMS HS	Legal Services	Court Reporting/ Legal Studies	In development	900 TINTON AVENUE BRONX NY	1021	1307	97%	13%	11%	C	Screened
09X525	Bronx	Bronx Leadership Academy High School	BRONX LEADERSHIP ACADEMY	Legal Services	Law	In development	1710 WEBSTER AVENUE BRONX NY	670	552	119%	11%	9%	B	Educational Option
10X284	Bronx	Bronx School of Law and Finance	JOHN F. KENNEDY HS	Legal Services	Law Academy	In development	99 TERRACE VIEW AVENUE BRONX NY	411	452	95%	12%	5%	B	Limited Unscreened
02M460	Manhattan	Washington Irving	WASHINGTON IRVING HS	Legal Services	Legal Studies	In development	40 IRVING PLACE NEW YORK NY	1261	2117	70%	10%	20%	C	Educational Option
11X455	Bronx	Harry S. Truman High School	HARRY S. TRUMAN HS	Legal Services	Law Academy	In development	750 BAYCHESTER AVENUE BRONX NY	2030	3052	70%	14%	9%	B	Educational Option
12X690	Bronx	Monroe Academy for Business and Law*	JAMES MONROE CAMPUS	Legal Services	Law Program	In development	1300 BOYNTON AVENUE BRONX NY	387	534	86%	14%	15%	C	Educational Option

APPENDIX A
CTE Programs: Legal Services

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
13K430	Brooklyn	Brooklyn Technical High School	BROOKLYN TECH HS	Legal Services	Law and Society	In development	29 FT GREENE PLACE BROOKLYN NY	5146	4036	123%	0%	0%	B	Test
13K509	Brooklyn	Freedom Academy High School	FREEDOM ACADEMY	Legal Services	Legal Studies	In development	116 NASSAU STREET BROOKLYN NY	265	481	65%	11%	2%	B	Educational Option
14K477	Brooklyn	The School for Legal Studies	GRAND STREET CAMPUS (OLD E.D.HS)	Legal Services	Law Academy	In development	850 GRAND STREET BROOKLYN NY	826	1062	79%	9%	5%	D	Educational Option
15K519	Brooklyn	Cobble Hill School of American Studies	COBBLE HILL SCL OF AMR STD (OL6)	Legal Services	Pre-Law Institute	In development	347 BALTIC STREET BROOKLYN NY	687	913	79%	16%	5%	B	Educational Option
16K498	Brooklyn	ACORN High School for Social Justice	ACORN SCHOOL FOR SOCIAL JUSTICE	Legal Services	Legal Academy	In development	1396 BROADWAY	420	N/A	N/A	20%	6%	A	Educational Option
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	SAMUEL J. TILDEN HS	Legal Services	Law	In development	5800 TILDEN AVENUE BROOKLYN NY	227	309	49%	17%	10%		Limited Unscreened
18K642	Brooklyn	Urban Action Academy	CANARSIE HS	Legal Services	Law Program	In development	1600 ROCKAWAY PARKWAY BROOKLYN NY	249	240	71%	13%	8%		Limited Unscreened
20K445	Brooklyn	New Utrecht High School	NEW UTRECHT HS	Legal Services	Law-Legal Studies Academy	In development	1601 80 STREET BROOKLYN NY	3240	2225	132%	11%	23%	B	Educational Option
20K490	Brooklyn	Fort Hamilton High School	FORT HAMILTON HS	Legal Services	Law	In development	8301 SHORE ROAD BROOKLYN NY	4380	2752	130%	9%	21%	B	Screened
22K405	Brooklyn	Midwood High School	MIDWOOD HS	Legal Services	Law Institute	In development	2839 BEDFORD AVENUE BROOKLYN NY	4009	2409	147%	5%	3%	B	Screened
22K425	Brooklyn	James Madison High School	JAMES MADISON HS - K	Legal Services	Law Institute	In development	3787 BEDFORD AVENUE BROOKLYN NY	3173	2288	144%	8%	10%	B	Screened
22K495	Brooklyn	Sheepshead Bay High School	SHEEPSHEAD BAY HS - K	Legal Services	Law Studies Institute	In development	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	Educational Option

APPENDIX A
CTE Programs: Legal Services

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
25Q460	Queens	Flushing High School	FLUSHING HS	Legal Services	Law Academy	In development	35-01 UNION STREET QUEENS NY	3077	2124	129%	7%	24%	C	Educational Option
26Q430	Queens	Francis Lewis High School	FRANCIS LEWIS HS	Legal Services	Law Academy	In development	58-20 UTOPIA PARKWAY QUEENS NY	4227	2561	174%	7%	13%	B	Screened
27Q400	Queens	August Martin High School	AUGUST MARTIN HS	Legal Services	Business and Law Academy	In development	156-10 BAISLEY BOULEVARD QUEENS NY	1195	1797	68%	10%	4%	C	Educational Option
27Q475	Queens	Richmond Hill High School	RICHMOND HILL HS	Legal Services	Law Academy	In development	89-30 114 STREET QUEENS NY	2953	2211	144%	7%	16%	C	Educational Option
27Q480	Queens	John Adams High School	JOHN ADAMS HS	Legal Services	Law Academy	In development	101-01 ROCKAWAY BOULEVARD QUEENS NY	3351	2932	111%	9%	14%	B	Educational Option
28Q440	Queens	Forest Hills High School	FOREST HILLS HS	Legal Services	Law Academy	In development	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	Educational Option
28Q470	Queens	Jamaica High School*	JAMAICA HS	Legal Services	Law Academy	In development	167-01 GOTHIC DRIVE JAMAICA NY	1236	1877	79%	7%	18%	D	Educational Option
28Q505	Queens	Hillcrest High School	HILLCREST HS	Legal Services	Law Academy	In development	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	Educational Option
30Q445	Queens	William Cullen Bryant High School	WILLIAM CULLEN BRYANT HIGH SCHOOL	Legal Services	Law Academy	In development	48-10 31 AVENUE QUEENS NY	3056	2845	109%	8%	20%	C	Screened
30Q450	Queens	Long Island City High School	LONG ISLAND CITY HS (NEW)	Legal Services	Law and Criminology	In development	14-30 BROADWAY QUEENS NY	3582	2100	157%	10%	14%	C	Screened
31R450	Staten Island	Curtis High School	CURTIS HS	Legal Services	Law Academy	In development	105 HAMILTON AVENUE STATEN ISLAND NY	2575	1698	156%	9%	6%	B	Unscreened

APPENDIX A
CTE Programs: Management

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M316	Manhattan	Urban Assembly School of Business for Young Women	26 Broadway	Management	Virtual Enterprise	In Development	26 BROADWAY NEW YORK NY	376	492	71%	8%	6%	B	Limited Unscreened
02M392	Manhattan	Manhattan Business Academy	BAYARD RUSTIN EDUCATIONAL COMP	Management	Entrepreneurship/ Virtual Enterprise	In Development	351 WEST 18 STREET MANHATTAN NY	214	148	82%	15%	7%		Limited Unscreened
02M393	Manhattan	Business of Sports School	HS OF GRAPHIC COMMUNICATION ARTS	Management	Entrepreneurship and Business Management	In Development	439 WEST 49TH STREET MANHATTAN NY	212	80	129%	16%	9%		Limited Unscreened
02M489	Manhattan	High School of Economics and Finance	HS FOR ECONOMICS & FINANCE	Management	Virtual Enterprise	In Development	100 TRINITY PLACE MANHATTAN NY	811	716	115%	7%	6%	C	Educational Option
02M520	Manhattan	Murry Bergtraum High School for Business Careers	MURRY BERGTRAUM HS (ECF)	Management	Economics and Finance	In Development	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	Educational Option
02M529	Manhattan	Jacqueline Kennedy Onassis High School	J. K. ONASSIS HS FOR INT CAREERS	Management	Entrepreneurship/ Virtual Enterprise	In Development	120 WEST 46 STREET MANHATTAN NY	712	565	125%	8%	8%	B	Educational Option
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS (TNDEM M059)	Management	Virtual Enterprise	In Development	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
03M299	Manhattan	High School for Arts, Imagination & Inquiry	MARTIN LUTHER KING, JR. HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	122 AMSTERDAM AVENUE MANHATTAN NY	403	350	121%	11%	16%	B	Limited Unscreened
03M494	Manhattan	High School of Arts and Technology	MARTIN LUTHER KING, JR. HS	Management	Virtual Enterprise	In Development	122 AMSTERDAM AVENUE MANHATTAN NY	608	732	81%	11%	8%	B	Educational Option
08X405	Bronx	Herbert H Lehman High School	HERBERT H. LEHMAN HS	Management	Entrepreneurship/ Virtual Enterprise	Under review	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	Educational Option
09X412	Bronx	Bronx High School for Business	WILLIAM H. TAFT HS	Management	Business and Administrative Services Career Area	In Development	240 EAST 172 STREET BRONX NY	440	508	87%	11%	18%	C	Educational Option
10X433	Bronx	High School for Teaching and the Profession	WALTON HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	2780 RESERVOIR AVENUE BRONX NY	465	634	76%	9%	17%	A	Limited Unscreened
10X440	Bronx	DeWitt Clinton High School	DEWITT CLINTON HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	100 WEST MOSHOLU PARKWAY SOUTH BRONX NY	4421	3450	129%	10%	21%	C	Educational Option

APPENDIX A
CTE Programs: Management

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
11X270	Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	I.S./H.S. 362	Management	Entrepreneurship/ Virtual Enterprise	In Development	921 EAST 228TH STREET BRONX NY	608	612	102%	10%	4%	C	Limited Unscreened
13K336	Brooklyn	Academy of Business and Community Development	I.S. 258	Management	Virtual Enterprise	In Development	141 MACON STREET BROOKLYN NY	230	592	35%	11%	2%		Limited Unscreened
13K499	Brooklyn	Acorn Community School	ACORN COMMUNITY HS	Management	Business and New Media	In Development	561 GRAND AVENUE BROOKLYN NY	752	673	103%	12%	4%	A	Educational Option
14K610	Brooklyn	Automotive High School	AUTOMOTIVE TRADES VOC HS	Management	Auto Business	In Development	50 BEDFORD AVENUE BROOKLYN NY	900	993	99%	12%	6%	C	Educational Option
16K455	Brooklyn	Boys and Girls High School	BOYS & GIRLS HS	Management	Virtual Enterprise	In Development	1700 FULTON STREET BROOKLYN NY	1999	3619	63%	15%	2%	C	Screened
20K490	Brooklyn	Fort Hamilton High School	FORT HAMILTON HS	Management	Entrepreneurship/ Virtual Enterprise	Under review	8301 SHORE ROAD BROOKLYN NY	4380	2752	130%	9%	21%	B	Screened
21K348	Brooklyn	High School of Sports Management	LAFAYETTE HS	Management	Virtual Enterprise	In Development	2630 BENSON AVENUE BROOKLYN NY	346	508	69%	13%	3%	B	Limited Unscreened
21K410	Brooklyn	Abraham Lincoln High School	ABRAHAM LINCOLN HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	2800 OCEAN PARKWAY BROOKLYN NY	2653	2048	124%	9%	17%	C	Educational Option
21K410	Brooklyn	Abraham Lincoln High School	ABRAHAM LINCOLN HS	Management	Pre-Veterinary	In Development	2800 OCEAN PARKWAY BROOKLYN NY	2653	2048	124%	9%	17%	C	Educational Option
21K525	Brooklyn	Edward R. Murrow High School	EDWARD R. MURROW HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	A	Educational Option
22K495	Brooklyn	Sheepshead Bay High School	SHEEPSHEAD BAY HS	Management	Virtual Enterprise	In Development	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	Educational Option
24Q264	Queens	Academy of Finance & Enterprise	QUEENS HIGH SCHOOL COMPLEX	Management	Entrepreneurship/ Virtual Enterprise	In Development	30-20 THOMSON AVENUE QUEENS NY	426	377	105%	5%	8%	A	Limited Unscreened

APPENDIX A
CTE Programs: Management

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
24Q550	Queens	High School for Arts and Business	HS FOR ARTS AND BUS. (OL NUTN X)	Management	Entrepreneurship/Virtual Enterprise	Approved	105-25 HORACE HARDING EXPY N QUEENS NY	794	574	133%	6%	14%	A	Educational Option
25Q460	Queens	Flushing High School	FLUSHING HS	Management	Virtual Enterprise	In Development	35-01 UNION STREET QUEENS NY	3077	2124	129%	7%	24%	C	Educational Option
27Q480	Queens	John Adams High School	JOHN ADAMS HS	Management	Entrepreneurship/Virtual Enterprise	In Development	101-01 ROCKAWAY BOULEVARD QUEENS NY	3351	2932	111%	9%	14%	B	Educational Option
28Q440	Queens	Forest Hills High School	FOREST HILLS HS	Management	Entrepreneurship/Virtual Enterprise	In Development	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	Educational Option
28Q505	Queens	Hillcrest High School	HILLCREST HS	Management	Virtual Enterprise	In Development	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	Educational Option
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Management	Microsoft Office Specialist	In Development	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Screened
29Q496	Queens	Business, Computer Applications, Entrepreneurship Magnet	CAMPUS MAGNET HS (JACKSON)	Management	Entrepreneurship/Virtual Enterprise	In Development	207- 01 116TH AVENUE QUEENS NY	365	520	92%	7%	3%	D	Educational Option
30Q445	Queens	William Cullen Bryant High School	WILLIAM CULLEN BRYANT HIGH SCHOOL	Management	Entrepreneurship/Virtual Enterprise	Approved	48-10 31 AVENUE QUEENS NY	3056	2845	109%	8%	20%	C	Screened
30Q555	Queens	Newcomers High School	NEWCOMERS HIGH SCHOOL (OLD LIC)	Management	E-Commerce/Virtual Enterprise	Under review	28-01 41 AVENUE QUEENS NY	1054	894	102%	0%	91%	A	Screened
31R440	Staten Island	New Dorp High School	NEW DORP HS (NEW)	Management	Entrepreneurship/Virtual Enterprise	Approved	465 NEW DORP LANE STATEN ISLAND NY	2492	3374	68%	8%	5%	A	Educational Option
31R445	Staten Island	Port Richmond High School	PORT RICHMOND HS	Management	Entrepreneurship/Virtual Enterprise	In Development	85 ST JOSEPHS AVENUE STATEN ISLAND NY	2291	2197	101%	10%	5%	B	Educational Option
31R455	Staten Island	Tottenville High School	TOTTENVILLE HS	Management	E-Commerce/Virtual Enterprise	In Development	100 LUTEN AVENUE STATEN ISLAND NY	3841	3491	111%	7%	2%	B	Limited Unscreened

APPENDIX A
 CTE Programs: Personal Care Services

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
08X650	Bronx	Jane Addams High School for Academic Careers	JANE ADDAMS HS - X	Personal Care Services	Cosmetology	Approved	900 TINTON AVENUE BRONX NY	1021	1307	97%	13%	11%	C	Screened
19K660	Brooklyn	William Maxwell Career and Technical Education High School	WILLIAM MAXWELL CTE HS - K	Personal Care Services	Cosmetology	Approved	145 PENNSYLVANIA AVENUE BROOKLYN NY	764	1028	94%	15%	4%	B	Educational Option
24Q600	Queens	Queens Vocational & Technical High School	QUEENS VOC HS - Q	Personal Care Services	Cosmetology	Under review	37-02 47 AVENUE QUEENS NY	1320	1146	112%	11%	6%	A	Screened
31R600	Staten Island	Ralph McKee Career and Technical Education High School	RALPH MCKEE VOC HS - S. I.	Personal Care Services	Cosmetology	Approved	290 ST MARKS PLACE STATEN ISLAND NY	747	1072	70%	15%	4%	A	Educational Option

APPENDIX A
CTE Programs: Therapeutic

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
08X650	Bronx	Jane Addams High School for Academic Careers	JANE ADDAMS HS	Therapeutic	Nursing Assistant	Approved	900 TINTON AVENUE BRONX NY	1021	1307	97%	13%	11%	C	Screened
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	GEORGE WESTINGHOUSE VOC HS	Therapeutic	Vision Technology	Under review	105 JOHNSON STREET BROOKLYN NY	944	1448	67%	11%	2%	D	Screened
17K600	Brooklyn	Clara Barton High School	CLARA BARTON HS	Therapeutic	Dental Assistant	Under review	901 CLASSON AVENUE BROOKLYN NY	1768	1719	115%	9%	6%	C	Educational Option
17K600	Brooklyn	Clara Barton High School	CLARA BARTON HS	Therapeutic	Dental Laboratory Technician	Approved	901 CLASSON AVENUE BROOKLYN NY	1768	1719	115%	9%	6%	C	Educational Option
17K600	Brooklyn	Clara Barton High School	CLARA BARTON HS	Therapeutic	Nursing Assistant	Approved	901 CLASSON AVENUE BROOKLYN NY	1768	1719	115%	9%	6%	C	Educational Option
17K600	Brooklyn	Clara Barton High School	CLARA BARTON HS	Therapeutic	Practical Nursing	Under review	901 CLASSON AVENUE BROOKLYN NY	1768	1719	115%	9%	6%	C	Educational Option
17K600	Brooklyn	Clara Barton High School	CLARA BARTON HS	Therapeutic	Vision Technology	Approved	901 CLASSON AVENUE BROOKLYN NY	1768	1719	115%	9%	6%	C	Educational Option
19K660	Brooklyn	William Maxwell Career and Technical Education High School	WILLIAM MAXWELL CTE HS	Therapeutic	Vision Technology	Approved	145 PENNSYLVANIA AVENUE BROOKLYN NY	764	1028	94%	15%	4%	B	Educational Option
22K495	Brooklyn	Sheepshead Bay High School	SHEEPSHEAD BAY HS	Therapeutic	Nursing Assistant	Approved	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	Educational Option
28Q505	Queens	Hillcrest High School	HILLCREST HS	Therapeutic	EMT	In development	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	Educational Option
31R450	Staten Island	Curtis High School	CURTIS HS	Therapeutic	Nursing Assistant	Approved	105 HAMILTON AVENUE STATEN ISLAND NY	2575	1698	156%	9%	6%	B	Unscreened
31R450	Staten Island	Curtis High School	CURTIS HS	Therapeutic	Practical Nursing	Approved	105 HAMILTON AVENUE STATEN ISLAND NY	2575	1698	156%	9%	6%	B	Unscreened
31R455	Staten Island	Tottenville High School	TOTTENVILLE HS	Therapeutic	Dental Laboratory Technician	In development	100 LUTEN AVENUE STATEN ISLAND NY	3841	3491	111%	7%	2%	B	Limited Unscreened

*Please note that proposals to phase out the Monroe Academy for Business and Law, Jamaica High School and John F. Kennedy High School after the 2010-2011 school year were approved by the Panel for Educational Policy on February 1, 2011 and February 3, 2011.

APPENDIX A
 CTE Programs: Therapeutic

Note about Approval Status: If a school is “in development,” it is in the process of developing a CTE program of study but has not yet received official approval from the City or State. Students are exposed to CTE content in classes but the school has not yet been granted approval to endorse diplomas with a CTE certification. If a school is “under review,” it has submitted an application for their CTE program of study to be reviewed by the City and State. If a school is “approved,” the CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification. If a school’s CTE program has “expired,” the official City and State approval for the program has expired.

Note about CTE Programs and Pathways: A **CTE Program** of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. **Career Pathways** is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.

Sources:	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization	School Utilization in 2009-2010 from the School Utilization Report ("Blue Book")
% Special Education (SE)	Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
Progress Report	Progress Report Grade
Admissions Method	Process by which students are admitted to the school