

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-out of Manhattan Theatre Lab High School (03M283) in Building M490 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Manhattan Theatre Lab High School (03M283, “Manhattan Theatre Lab”), an existing high school in the Martin Luther King, Jr. Educational Campus (“MLK”), also known as building M490, located at 122 Amsterdam Avenue, within the geographical confines of Community School District 3. It currently serves students in grades nine through twelve. The DOE is proposing to phase out Manhattan Theatre Lab based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

If this proposal is approved, Manhattan Theatre Lab will no longer admit new ninth-grade students after the conclusion of the 2011-2012 school year. The school will continue to phase out one grade level at a time until the school closes at the end of the 2014-2015 school year, and current students will be supported as they progress towards graduation while remaining enrolled at Manhattan Theatre Lab. In cases where students do not complete graduation requirements by June 2015, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after Manhattan Theatre Lab completes phasing out.

Manhattan Theatre Lab is co-located with Manhattan/Hunter Science High School (03M541, “Manhattan/Hunter”), High School for Law, Advocacy and Community Justice (03M492, “Law”), High School of Arts and Technology (03M494, “Arts and Technology”), Urban Assembly School for Media Studies (03M307, “Urban Assembly Media”), and High School for Arts, Imagination and Inquiry (03M299, “Imagination and Inquiry”). All co-located schools serve students in grades nine through twelve. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

All high schools on the MLK campus, including Manhattan Theatre Lab, participate in the Citywide High School Admission Process.

If this proposal is approved, Manhattan Theatre Lab will begin phasing out one grade at a time beginning in September 2012 and complete its phase-out after the 2014-2015 school year. In another Educational Impact Statement (“EIS”), the DOE is proposing to expand an existing school, Special Music School (03M859, “Special Music”), to serve high school grades in the MLK campus beginning in September 2013. The proposal can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>. If that proposal is approved, Special Music will grow to full-scale as Manhattan Theatre Lab phases out. Special Music currently serves kindergarten through eighth grade in building M932 and will add one grade annually until it reaches full scale in the 2016-2017 school year with a grade span of kindergarten through twelve, with grades nine through twelve housed in the MLK campus.

Background on the DOE 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. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. The DOE has concluded that phasing out Manhattan Theatre Lab is appropriate due to the school's history of poor performance.

Schools are identified for possible phase-out for at least one of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department ("SED") as Persistently Low Achieving ("PLA"). Specifically, under the DOE's accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.¹ Progress Reports are released by the DOE each fall, and evaluate schools on a scale of A through F based on Student Progress, Student Performance, and School Environment (which includes attendance and survey feedback from parents, teachers, and sixth-through twelfth-grade students, where applicable). During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with "Underdeveloped" as the lowest-possible rating and "Well Developed" as the highest.²

A school's Progress Report and its Quality Review may initially suggest a school should be considered for intervention, but no single criterion leads to a phase-out decision. To identify the appropriate action that will best serve the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

Manhattan Theatre Lab received an overall F grade on its Progress Report in 2010-2011, with F grades on the Student Performance, Student Progress, and School Environment sub-sections.

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

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Manhattan Theatre Lab—will best serve students and the community. Phasing out and closing Manhattan Theatre Lab will allow for new school options to develop in the MLK campus that will provide better options for families.

¹ High Schools with a four year graduation rate that is higher than the Citywide average, which earn a Well Developed or Outstanding rating on the most recent Quality Review, which received an A or B on the 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

² For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

Performance and School Environment at Manhattan Theatre Lab

Manhattan Theatre Lab has struggled since it opened in September 2004, and the school's performance during the 2010-2011 school year confirmed the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs.

- Graduation rates have steadily declined since 2008-2009. Manhattan Theatre Lab's four-year graduation rate (including August graduates) was 46% in 2011—well below the Citywide average of 65% and in the bottom 6% of high schools Citywide.³
- If Regents diplomas alone counted toward graduation—as will be the case next school year—the four-year graduation rate at Manhattan Theatre Lab would drop to just 22%, putting Manhattan Theatre Lab in the bottom 1% of high schools Citywide and well below the Citywide average of 60%.
- First year credit accumulation is a key predictor of student success because students who fall behind early on in high school often have trouble getting back on track to graduate. In 2010-2011, only 65% of first-year students at Manhattan Theatre Lab earned at least 10 credits. This rate of credit accumulation puts Manhattan Theatre Lab in the bottom 15% of high schools Citywide. (The Progress Report defines students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Math, English, Science, and/or Social Studies.)
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Manhattan Theatre Lab earned an overall F grade on its 2010-11 Progress Report, with F grades on Student Progress, Student Performance, and School Environment. This overall progress report score puts the school in the bottom 2% of high schools Citywide.
- Only 41% of students in the Class of 2010 (students who entered high school four years earlier) enrolled in a two- or four-year college by December 31, 2010, 9 percentage points below the Citywide average of 50%.

³ The 2011 graduation rate cited for Manhattan Theatre Lab represents the City's calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State calculated rate. State calculated graduation rates for the Manhattan Theatre Lab Class of 2011 are still being audited by the State and will not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 will also be released by the New York State Education Department. The most recent available State calculated Citywide four-year graduation rate (including August graduates) was 65% for the Class of 2011.

The chart below summarizes key performance data for Manhattan Theatre Lab over the past three years:

| M283 Manhattan Theatre Lab High School ⁴ | 2008-2009 | 2009-2010 | 2010-2011 |
|--|-----------|-----------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | B | C | F |
| Progress Report Progress Grade | C | C | F |
| Progress Report Performance Grade | B | F | F |
| Progress Report Environment Grade | D | D | F |
| Quality Review Score | P | UPF | D |
| Key Components of Performance and Progress | | | |
| % 10+ Credit Accumulation in Year 1 ⁵ | 75% | 79% | 65% |
| 4 Year Graduation Rate | 75% | 58% | 46% |
| 6 Year Graduation Rate | - | 58% | 78% |
| % Graduating with a Regents Diploma | 28% | 24% | 22% |
| Attendance Rate | 78% | 82% | 81% |
| 2010-2011 State Accountability Status⁶ | | | |
| In Good Standing | | | |

Overview of Past Strategic Improvement Efforts at Manhattan Theatre Lab

We recognize that Manhattan Theatre Lab staff members have worked hard to improve the school, but the school has not turned around. Over the previous years, the DOE has offered numerous supports to Manhattan Theatre Lab, including:

Leadership Support:

- Extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school’s Comprehensive Education Plan and Language Allocation Plan.
- Coaching and training leadership on implementing plans in support of citywide instructional initiatives.

⁴ Based on 2010-2011 Progress Report.

⁵ The 2010-11 Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.

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

- Leadership support in systems and strategies for increasing graduation and monitoring credit accumulation.
- Training for leaders in strategic interventions around college and career readiness.

Instructional Support:

- Supporting and training for teachers in improvement strategies for addressing the various needs and learning styles of English Language Learners and students with disabilities.
- Facilitating training for teachers in assessment design, curriculum mapping, and student feedback as tools aimed at meeting necessary standards and expected student outcomes.
- Professional development opportunities for teachers on best practices for addressing the needs of various learners through differentiated instruction and co-teaching.
- Professional development opportunities for school leaders on strategies for connecting with struggling readers and various interventions around supporting student learning in English language arts.
- Training for staff in successful ways to increase student outcomes through data analysis and various tools to understand student progress.

Operational Support:

- Advice on budgeting, human resources, teacher recruitment, and building management.
- Support for school staff on developing strategies and practices for improving student attendance.

Student Support:

- Training the School Based Support Team in comprehensive guidance programs and evidence based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.

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

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Manhattan Theatre Lab community about strategies to better support students and improve outcomes at the school. This fall, High School Superintendent Tamika Matheson held three meetings—one each with parents at the school, with the teachers, and with the School Leadership Team (“SLT”)—to discuss what is and is not working at Manhattan Theatre Lab, and how we can work together to serve students better.

Twenty-five people attended the parent meeting, twenty-six teachers and staff attended their meeting, and fourteen members of the SLT attended its meeting.

The DOE also solicited community feedback via phone and email, including the creation of a dedicated web page for this purpose at:

<http://schools.nyc.gov/community/planning/changes/manhattan/proposal?id=40>.

While some members of the Manhattan Theatre Lab community objected to the possibility of phasing the school out, the DOE believes that drastic action must be taken given the school’s performance struggle and

the lack of evidence that the school is poised to quickly turn around to better support students. We do plan to incorporate community feedback in other ways as we continue to support current Manhattan Theatre Lab students working toward graduation.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”), MLK has the target capacity to serve 3,230 students. In 2010-2011, the building served 2,621⁷ students, yielding a utilization rate of 81%.⁸ In 2011-2012, the building is serving 2,826 total students,⁹ yielding a utilization rate of 87%.¹⁰ (The concept of “target capacity” and the related concept of “utilization rate” are explained in section III below.)

| Target Capacity and Projected Utilization | |
|---|-------|
| Total Target Capacity (2010-11) ¹¹ | 3,230 |
| Current Enrollment (2011-12) ¹² | 2,826 |
| Utilization % ¹³ | 87% |

If this proposal is approved, Manhattan Theatre Lab would phase out one grade at a time, beginning in the 2012-2013 school year and completing phase-out after the 2014-2015 school year. As part of the replacement strategy for Manhattan Theatre Lab, the DOE is also proposing to co-locate the new high school grades of Special Music in the MLK campus, beginning in the 2013-2014 school year. Special Music would phase in one grade at a time and complete phase-in during the 2016-2017 school year. The proposal to expand the grades served by this school and co-locate the high school grades in MLK is detailed in a separate EIS, also posted on December 22, 2011. The proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

⁷ 2010-2011 Audited Register.

⁸ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

⁹ 2011-2012 Unaudited Register as of October 31, 2011.

¹⁰ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates for the 2012-2013 school year and beyond are based on the unaudited enrollment as of October 31, 2011. 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.

¹¹ 2010-2011 Blue Book.

¹² 2011-2012 Unaudited Register as of October 31, 2011.

¹³ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. 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.

The proposed grade spans for the schools in the building over a six-year period are as follows:¹⁴

| Grades Spans | | | | | | | |
|---------------------|---|----------------|----------------|----------------|----------------|----------------|----------------|
| DBN | School Name | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 03M283 | Manhattan Theatre Lab High School | 9-12 | 10-12 | 11-12 | 12 | - | - |
| 03M859 | Special Music School | - | - | 9 | 9-10 | 9-11 | 9-12 |
| 03M299 | High School for Arts, Imagination and Inquiry | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| 03M307 | Urban Assembly School for Media Studies | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| 03M492 | High School for Law, Advocacy and Community Justice | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| 03M494 | High School of Arts and Technology | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| 03M541 | Manhattan/Hunter Science High School | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |

If approved, Special Music would serve 200-240 students in ninth through twelfth grade in MLK when it completes its expansion and achieves full scale in 2016-2017.¹⁵ Manhattan Theatre Lab would complete its phase-out at the end of the 2014-2015 school year if the proposal to phase out the school is approved. The DOE projects that the enrollment of the other five schools in MLK would remain at or close to their current levels.¹⁶ Once Special Music completes its expansion and Manhattan Theatre Lab completes its phase-out, there will be approximately 2,515-2,755 students served in the building, yielding a building utilization rate of 78-85%. Therefore, the building has adequate capacity to accommodate the full expansion of Special Music during and after the phase-out of Manhattan Theatre Lab.

¹⁴ As Manhattan Theatre Lab phases out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2011-2012 school year would technically still be considered a ninth-grade student in 2012-2013. In those cases, students would still be served in Manhattan Theatre Lab and would have access to appropriate courses to support their continued progress toward graduation.

¹⁵ Enrollment projections for Special Music are based on a phase-in plan of two sections per entry grade in the first year. Actual enrollment, however, will depend on applicant demand.

¹⁶ Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

The total student enrollment for all school organizations in MLK over the course of seven years is described in the table below:

| School Name | 2010-2011 Audited Register | 2011-12 Unaudited Enrollment | 2012-2013 Projected Enrollment | 2013-2014 Projected Enrollment | 2014-2015 Projected Enrollment | 2015-2016 Projected Enrollment | 2016-2017 Projected Enrollment |
|---|----------------------------|------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Manhattan Theatre Lab High School | 386 | 412 | 250-290 | 115 - 155 | 50-90 | - | - |
| Special Music School | - | - | - | 50 - 60 | 100 - 120 | 150 - 180 | 200 - 240 |
| High School for Arts, Imagination and Inquiry | 387 | 420 | 400 - 440 | 400 - 440 | 400 - 440 | 400 - 440 | 400 - 440 |
| Urban Assembly School for Media Studies | 333 | 380 | 355 - 395 | 355 - 395 | 355 - 395 | 355 - 395 | 355 - 395 |
| High School for Law, Advocacy and Community Justice | 493 | 544 | 525 - 565 | 525 - 565 | 525 - 565 | 525 - 565 | 525 - 565 |
| High School of Arts and Technology | 569 | 617 | 600 - 640 | 600 - 640 | 600 - 640 | 600 - 640 | 600 - 640 |
| Manhattan / Hunter Science High School | 453 | 453 | 435 - 475 | 435 - 475 | 435 - 475 | 435 - 475 | 435 - 475 |
| Total Building Enrollment | 2,621 | 2,826 | 2,565 – 2,805 | 2,480 – 2,730 | 2,465 – 2,725 | 2,465 – 2,695 | 2,515 – 2,755 |
| Utilization | 81% | 87% | 79% - 87% | 77% - 85% | 76% - 84% | 76% - 83% | 78% - 85% |

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, utilization rates for 2011-2012 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 standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

For more detail on room allocations, see section III.B. below. Please visit the DOE's Website to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf

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

A. Students

Enrollment Options for Current Manhattan Theatre Lab Students

Under this proposal, all current Manhattan Theatre Lab students will have the opportunity to graduate from Manhattan Theatre Lab, assuming that they continue to earn credits on schedule.

Current Ninth Graders at Manhattan Theatre Lab

In New York City, the High School Admissions Process is a Citywide choice process. (Please see "Enrollment Impact for Future High School Students—High School Admissions Process" below for more detailed information.) The High School Admissions Process permits applicants to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Manhattan Theatre Lab who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2. If this proposal is approved in February 2012, there would be another opportunity for current ninth-grade students at Manhattan Theatre Lab, and students at other schools who have applied to Manhattan Theatre Lab, to submit a new list of 12 schools in Round Two of the High School Admissions Process. Those interested in applying to attend a different school as a tenth grader in September 2012 should meet with a guidance counselor.

In March, students will be able to participate in Round Two of the High School Admissions process. Students would submit a Round Two application and would be able to rank schools that have available seats for tenth grade. Students may receive a match as part of Round Two in April. If a student submitted an application as part of Round One of the High School Admissions process, a match received in Round Two will nullify the Round One match.

Current repeat ninth-grade students would complete high school at Manhattan Theatre Lab, if they earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students

would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a Transfer High School.¹⁷

Current Tenth, Eleventh and Twelfth Graders at Manhattan Theatre Lab

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate will complete high school at Manhattan Theatre Lab, if they continue to earn credits on schedule. As the school becomes smaller, students will receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students will also be encouraged to meet with their guidance counselor to discuss all of their options.

Current tenth-, eleventh-, and twelfth-grade students who are not on track to graduate should meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served at a Transfer High Schools or Young Adult Borough Centers.¹⁸ These programs have strong track records for helping over-age, under-credited students get back on track toward graduation.¹⁹ In general, however, it is expected that most current Manhattan Theatre Lab students will remain enrolled at the school as they work toward graduation.

The DOE will arrange a new placement for students who haven't accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate by June 2015.

Manhattan Theatre Lab currently offers Integrated Co-Teaching ("ICT") classes, Self Contained ("SC") classes, and Special Education Teacher Support Services ("SETSS"). Manhattan Theatre Lab currently offers English as a Second Language ("ESL") services; it does not offer a transitional bilingual or dual-language program. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans ("IEP"). English Language Learners ("ELLs") at Manhattan Theatre Lab will continue to receive mandated services as the school phases out.

Impact on Academic and Extracurricular Offerings at Manhattan Theatre Lab

With respect to academics, Manhattan Theatre Lab will continue offering all classes needed to support current students as they work to meet graduation requirements and earn their high school diplomas. Manhattan Theatre Lab currently offers one specialized program, Performing Arts Production, with majors in dance, music, and theater. As total enrollment at the school declines throughout the course of the phase-out, the school will likely need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented, as decisions would rest with school administrators and would be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE will work with Manhattan Theatre Lab to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City. To the extent that the reduction in class offerings affects current students' abilities to continue with the required courses in their majors, the DOE will work with those students to determine the best solutions for their individual needs.

¹⁷ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE's Web site at www.goingforme.org.

¹⁸ Young Adult Borough Centers ("YABCs") are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

¹⁹ A student designated as "over-age, under-credited" is considered to be two or more years behind his or her expected age and credit accumulation at the time of entry into a transfer school.

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

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

Manhattan Theatre Lab will continue offering student athletics and other extracurricular program options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.²⁰

Manhattan Theatre Lab currently offers the following sports:

- PSAL Sports – Boys: Baseball, Basketball & JV Basketball, Bowling, Indoor Track, Outdoor Track, Soccer, Volleyball
- PSAL Sports – Girls: Basketball & JV Basketball, Bowling, Indoor Track, Outdoor Track, Soccer, Softball, Volleyball

According to the High School Directory, Manhattan Theatre Lab also offers the following extracurricular activities:

- Homework help
- Fieldtrips to Cultural Institutions
- Parent/Student Academic Workshops
- Technology and the Arts
- Theatre Guild
- Dance Company
- Gospel Choir
- MTL Drumline
- MTL Poets
- Stage Production Design

Again, it is difficult to predict precisely how changes to the above offerings might be implemented, as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the MLK campus is already home to several school organizations other than Manhattan Theatre Lab; if this proposal is approved, the DOE anticipates that Special Music will phase in to the building if that proposal is also approved by the PEP. Typically, and as is the case at MLK, campuses that are home to multiple schools field athletic teams collaboratively, with students from all schools in the building eligible to participate; thus, if this proposal is approved, we anticipate that this same opportunity would continue for students attending Manhattan Theatre Lab as that school phases out. Teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

²⁰ Athletic and extracurricular offerings reflect those listed for Manhattan Theatre Lab in the 2011-2012 Directory of High Schools. PSAL is the Public School Athletic League.

Similarly, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs (these offerings are described in detail in the EIS proposing the expansion of Special Music, available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>). Current Manhattan Theatre Lab students will continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out, though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed phase-out is not expected to impact extracurricular program offerings at any of the other schools in MLK.

Impact on Community Partnerships at Manhattan Theatre Lab

Manhattan Theatre Lab has worked to establish partnerships with several community-based organizations (“CBOs”), higher education institutions, and cultural organizations. These partnerships include: the Apollo Theater, Theatre Development Fund (TDF), Impact Broadway, History Makers, PENCIL, Alvin Ailey, Classical Stages at Columbia University, New York University, Fordham University, and SUNY Potsdam, where students can earn college credits in Theater and Dance that are transferable to any SUNY school.²¹ Those partnerships would continue to support current students as Manhattan Theatre Lab phases out though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Manhattan Theatre Lab staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Manhattan Theatre Lab students in the past. The other schools currently housed on the Manhattan Theatre Lab campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. As appropriate, the DOE would work with other schools on the MLK campus to introduce or enhance partnerships with the community organizations that currently support Manhattan Theatre Lab students.

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

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

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of April 2012.

²¹ School-reported data.

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on February 9, 2012, students who listed a Manhattan Theatre Lab program on their high school admissions applications would have the opportunity to submit a new application during Round Two. Schools with available seats as well as new high schools designated to open throughout the city for the 2012-2013 school year will also be available for these students to consider in Round Two. If a student already received a match in Round One, that match will be nullified if the student receives a Round Two match.

If this proposal is approved and a student does not submit a new application in February, Manhattan Theatre Lab's high school program would be removed from the student's existing ranking list before the Round One match is executed. In this scenario, any schools ranked lower than the program offered at Manhattan Theatre Lab on the application would essentially move up on the application. This may or may not impact the eventual match, as the student might have been matched to a school ranked higher than Manhattan Theatre Lab on the application. However, if the student would have been matched to Manhattan Theatre Lab, he or she would instead be matched to the next-highest program listed on the application for which he or she is considered, subject to admissions methods, priorities, and seat availability.

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

Manhattan Theatre Lab currently offers Integrated Co-Teaching ("ICT") classes, Self Contained ("SC") classes, and Special Education Teacher Support Services ("SETSS"). Manhattan Theatre Lab currently offers English as a Second Language ("ESL") services; it does not offer a transitional bilingual or dual-language program. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEP"). High school students with IEPs are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring them greater access to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above. English Language Learners ("ELLs") at Manhattan Theatre Lab will also continue to receive mandated services as the school phases out. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

The proposed phase-out of Manhattan Theatre Lab is not expected to impact future student enrollment at the other school on the MLK campus. All schools in the MLK Campus admit students as part of the High School Admissions Process.

Currently, Imagination and Inquiry, Urban Assembly Media, and Manhattan Theatre Lab admit students through a limited unscreened admissions process. These schools offer first priority to New York City residents who attend an information session, and then to all New York City residents.

Law and Arts and Technology both use an educational option admissions process.

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 from among students ranked 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.

Manhattan/Hunter admits students through an academically screened admissions process. 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. Manhattan/Hunter is an early college program, focused on science and math. Students in the program complete at least 30 college credits upon high school graduation. The selection criteria for this program are:

- English (80-100), Math (80-100), Social Studies (80-100), Science (80-100)
- Standardized Test Scores: Math Level(s) 2-4, English Language Arts Level(s) 2-4
- Review of Attendance and Punctuality
- Writing Sample

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographic of students it will need to serve as a result of a phase-out decision. As of the October 31, 2011 unaudited register, Manhattan Theatre Lab has a total of 139 new ninth grade admits. New ninth grade admits are made up of students who enter the school through two methods:

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

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

- New to the New York City school system; 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);²² or
- Students who did not participate in the High School Admissions Process for some other reason.

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

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

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

Screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and

²² As detailed in Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

alternative programs are offered through referral.²³ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth-grade students arrived at Manhattan Theatre Lab through each admissions method:

| | High School Admissions Process | Over-the-Counter |
|-----------|--------------------------------|------------------|
| 9th Grade | 134 | 5 |

Additionally, Manhattan Theatre Lab admitted 7 OTC students in grades 10-12 as well:

| | Over-the-Counter |
|--------------------------|------------------|
| 10th Grade ²⁴ | 4 |
| 11th Grade | 2 |
| 12th Grade | 1 |

It is critical that the needs of all students—whether they arrive through the admissions process or the over-the-counter process—are met. Of the 134 ninth-grade students who were admitted through the High School Admissions process, 9% are students with disabilities and 13% are ELLs. Of the 5 students who arrived over-the-counter, 20% are students with disabilities and none are ELLs.²⁵

Schools with Programs Similar to Manhattan Theatre Lab's Program Offerings²⁶

Manhattan Theatre Lab currently offers one program, Performing Arts Production, with majors in dance, music, and theater. This program provides students with opportunities to perform in theatrical productions, dance concerts, and vocal music concerts; design sets, lights, costumes, and sound; and create marketing materials for theatrical productions that demonstrate academic learning.

There are currently nine other schools in Manhattan offering performing arts programs that will continue to be available. In total, these schools offer 23 separate programs, 21 of which require auditions. The

²³ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

²⁴ In addition to admitting four OTC students in the 10th grade, Manhattan Theatre Lab also admitted five students through the High School Admissions Process.

²⁵ Students with disabilities as a percentage of total over-the-counter students at Manhattan Theatre Lab from the 2011-2012 Unaudited Register as of October 31, 2011. This count does not include students receiving SETSS or students receiving speech or language services. English Language Learner students as a percentage of total over-the-counter students at Manhattan Theatre Lab from the 2011-2012 Unaudited Register as of October 31, 2011.

²⁶ Similar programs are defined as those in the same "interest area" to which students can apply through the High School Admissions Process.

remaining two programs use a limited unscreened admissions policy. (See Appendix A for the complete list of schools and programs.)

As indicated previously, the DOE has proposed to open Special Music’s new high school grades in the MLK campus beginning in 2013-2014 (the EIS is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>). These grades will also offer performing arts programming, with a specific focus on music performance, analysis, and composition, although unlike Manhattan Theatre Lab, it will require an audition for admission, and will focus on music performance and composition. At this time, the DOE is not proposing to open other new high school performing arts programs in Manhattan besides Special Music. Therefore, although total high school capacity in Manhattan is not expected to be reduced, the phase-out of Manhattan Theatre Lab will reduce the seats available to future theatre and dance applicants by approximately 172-212 seats.²⁷ Special Music’s grade expansion will offset the loss of seats in Manhattan Theater Lab’s music major.

B. Schools

MLK has adequate capacity to accommodate Manhattan/Hunter, Urban Assembly Media, Law, Arts and Technology, Imagination and Inquiry, and Special Music at full scale, as well as Manhattan Theatre Lab as it phases out. Collectively, they are projected to enroll an estimated 2,515-2,755 students in 2016-2017. At that point, Special Music would be at full scale and Manhattan Theatre Lab would be fully phased out, and the projected utilization for MLK would be approximately 78-85%.

The total enrollment over a seven year period for all seven organizations proposed in MLK are shown in the below table.

| School Name | 2010-2011 Audited Register | 2011-12 Unaudited Enrollment | 2012-2013 Projected Enrollment | 2013-2014 Projected Enrollment | 2014-2015 Projected Enrollment | 2015-2016 Projected Enrollment | 2016-2017 Projected Enrollment |
|---|----------------------------|------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Manhattan Theatre Lab High School | 386 | 412 | 250-290 | 115-155 | 50-90 | - | - |
| Special Music School | - | - | - | 50 - 60 | 100 - 120 | 150 - 180 | 200 - 240 |
| High School for Arts, Imagination and Inquiry | 387 | 420 | 400 - 440 | 400 - 440 | 400 - 440 | 400 - 440 | 400 - 440 |
| Urban Assembly School for Media Studies | 333 | 380 | 355 - 395 | 355 - 395 | 355 - 395 | 355 - 395 | 355 - 395 |
| High School for Law, Advocacy and Community Justice | 493 | 544 | 525 - 565 | 525 - 565 | 525 - 565 | 525 - 565 | 525 - 565 |
| High School of Arts and Technology | 569 | 617 | 600 - 640 | 600 - 640 | 600 - 640 | 600 - 640 | 600 - 640 |
| Manhattan/Hunter Science High School | 453 | 453 | 435 - 475 | 435 - 475 | 435 - 475 | 435 - 475 | 435 - 475 |
| Total Building Enrollment | 2,621 | 2,826 | 2,565 – 2,805 | 2,480 – 2,730 | 2,465 – 2,725 | 2,465 – 2,695 | 2,515 – 2,755 |

²⁷ Based on 2011-2012 Unaudited Register as of October 31, 2011 and projected enrollment of Special Music’s high school grades at scale.

If this proposal is approved, there will be sufficient space to accommodate Manhattan/Hunter, Law, Imagination and Inquiry, Urban Assembly Media, Arts and Technology, Special Music, and Manhattan Theatre Lab, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while the Special Music high school grades gradually phase in and Manhattan Theatre Lab phases out. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade.

For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

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

Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

As described in further detail in the corresponding EIS proposing to expand and co-locate Special Music’s high school grades in the MLK campus,²⁸ the DOE is proposing to expand an existing K-8 school to serve high school grades in the MLK campus to replace a portion of the high school seats lost due to the phase-out of Manhattan Theatre Lab. The Footprint allocation of full-size rooms of Special Music over the four years it will take to complete its phase-in is included in the chart below along with that of the other schools in the MLK campus. Currently, Manhattan Theatre Lab’s allocation is 3 full-size rooms and 1 quarter-size room below its Footprint. However, this allocation will be sufficient to meet the school’s Footprint allocation as it phases out, and Special Music’s Footprint as it phases in, as is demonstrated in the table below.

²⁸ Available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

Total Baseline Footprint Allocation of Full-Size Rooms

| School Name | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-------------------------|------------------|------------|------------|-----------|-----------|-----------|
| Manhattan Theatre Lab | 15 ²⁹ | 12 | 9 | 6 | - | - |
| Special Music | - | - | 2 | 4 | 6 | 8 |
| Imagination and Inquiry | 15 | 15 | 15 | 15 | 15 | 15 |
| Urban Assembly Media | 14 | 14 | 14 | 14 | 14 | 14 |
| Law | 20 | 20 | 20 | 20 | 20 | 20 |
| Arts and Technology | 23 | 23 | 23 | 23 | 23 | 23 |
| Manhattan/Hunter | 17 | 17 | 17 | 17 | 17 | 17 |
| Total | 104 | 101 | 100 | 99 | 95 | 97 |

The MLK campus has undergone Master Campus Planning. This means that each school has a defined space in the building. If this proposal is approved, Arts and Technology, Imagination and Inquiry, Urban Assembly Media, Law, and Manhattan/Hunter would continue to occupy their current spaces. If the proposal to phase out Manhattan Theatre Lab is approved, it would remain in its current location in the building as it phases out, but would occupy fewer rooms each year as enrollment declines until it fully closes at the end of the 2014-2015 school year. Beginning in 2013-2014, Special Music would begin occupying the space vacated by Manhattan Theatre Lab, and would continue to grow in that space until it reaches full-scale in 2016-2017.

As in other situations where schools are co-located and is currently the case at the MLK campus, all schools in the building, including Manhattan Theatre Lab as it phases out and Special Music as it phases in, would continue to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

C. Community

The performance at Manhattan Theatre Lab indicates there is a need to create better options for future students. Under this proposal, Manhattan Theatre Lab’s current space at the MLK campus will become available for use by other schools who are likely to provide students with better educational outcomes and to better support student needs. This will benefit the MLK community and high school students wanting better-quality performing arts seats.

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. As described in more detail in the corresponding EIS, the proposed grade expansion of Special Music and co-location of the school in MLK is intended to meet those goals.

Impact on Borough-Wide Seat Capacity

The proposed expansion of Special Music is one of several previously and concurrently proposed changes to high school seats in Manhattan. These proposed changes include: phasing out schools, co-locations of new schools to replace phase-out schools, grade expansions of existing schools, and enrollment expansions of existing schools.

²⁹ Manhattan Theatre Lab is currently allocated 12 full-size instructional rooms.

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

| DBN | School Name | Building | PEP Vote Date | Impact on 9 th Grade Seat Capacity ³⁰ | Admissions Method |
|--|--|-----------|-----------------------------------|---|--|
| High Schools Proposed for Phase-Out Beginning in 2012-2013 | | | | | |
| 02M429 | Legacy School for Integrated Studies | M883 | Pending PEP vote in February 2012 | -63 | Educational Option |
| 02M460 | Washington Irving High School | M460 | Pending PEP vote in February 2012 | -165 | Educational Option and Screened |
| 03M283 | Manhattan Theatre Lab High School | M490 | Pending PEP vote in February 2012 | -139 | Limited Unscreened |
| New Schools Proposed to Open in 2012-2013 | | | | | |
| 02M533 | New School 1 | M460 | Pending PEP vote in February 2012 | +105-115 | Limited Unscreened |
| 02M546 | The Academy for Software Engineering | M460 | Pending PEP vote in February 2012 | +105-115 | Limited Unscreened |
| 02M534 | New School | M883 | Pending PEP vote in February 2012 | +105-115 | Limited unscreened |
| Planned Enrollment Expansion | | | | | |
| 84M335 | Harlem Village Academy Leadership Charter School | M045/M209 | N/A | +25-32 | Continuing eighth graders |
| High School Grade Expansions for 2012-2013 | | | | | |
| 04M422 | Quest to Learn | M440 | N/A | +75-85 | Limited Unscreened with priority to continuing eighth graders |
| 04M372 | Esperanza Preparatory Academy | M117 | December 2011 | +80-90 | Screened: Language, with priority to continuing eighth graders |
| Total Proposed Change in 9th Grade Seat Capacity for 2012-2013 | | | | +128-185 | |

³⁰ Seat Capacity of existing schools is based on total new ninth-grade admits in 2011-2012 (which includes both students who entered through the High School Admissions Process and through over-the-counter placements). Seat capacity of new schools is based on a standard plan to serve four sections of students per grade.

With the addition of the 495-552 ninth-grade seats in new high schools, grade expansions at middle schools, and enrollment expansions at high schools, as compared with the loss of 367 seats from the proposed phase-out schools, the DOE will have created more than enough new ninth grade seats to offset those lost. Factoring in all anticipated increases and decreases, there would be a net additional capacity of approximately 128-185 new seats in Manhattan for September 2012.

For the 2011-2012 school year, there were a total of 16,267 ninth-grade seats available in Manhattan.³¹ A total of 15,905 new ninth-grade students enrolled in Manhattan high schools in 2011-2012, leaving 362 excess seats borough-wide.

Furthermore, Special Music will add an additional 50-60 screened ninth grade seats in September 2013 if that proposal is approved. As described above, those seats would be filled using an audition process.

Detailed information about new high schools will be available in February 2012 at enrollment offices and online at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at the MLK campus. This proposal is not expected to impact the partial programmatic accessibility of the MLK campus.

IV. Enrollment, Admissions and School Performance Information

Manhattan Theatre Lab

Admissions Data

| | |
|---|---|
| Current Admissions | Grades 9-12: Citywide High School Admissions Process, Limited Unscreened |
| Admissions after Phase-out Proposal of Manhattan Theatre Lab | N/A |

Enrollment Data

| | Total Enrollment |
|---------------------|-------------------------|
| 2011-12 (unaudited) | 412 |
| 2012-13 (proj.) | 250 - 290 |
| 2013-14 (proj.) | 115 - 155 |
| 2014-15 (proj.) | 50 - 90 |
| 2015-16 (proj.) | - |
| 2016-17 (proj.) | - |

³¹ Current ninth grade seat capacity is based on 2010-2011 ninth grade seat targets for all high schools (excludes District 75, District 79); seat targets schools that have a zoned admissions element were updated to equal the number of ninth grade new admits

Demographic Data

| | |
|---|-----|
| Percentage of Students Receiving ICT or SC Services ³² | 8% |
| Percentage of Students with Individualized Education Programs ³³ | 16% |
| Percentage of English Language Learner Students ³⁴ | 9% |
| Percentage of Students Eligible for Free or Reduced Lunch ³⁵ | 63% |

School Performance Data

| M283 Manhattan Theatre Lab High School ³⁶ | 2008-2009 | 2009-2010 | 2010-2011 |
|---|-----------|------------------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | B | C | F |
| Quality Review Score | P | UPF | D |
| Key Components of Performance and Progress | | | |
| % 10+ Credit Accumulation in Year 1 | 75% | 79% | 65% |
| 4 Year Graduation Rate | 75% | 58% | 46% |
| 6 Year Graduation Rate | - | 58% | 78% |
| % Graduating with a Regents Diploma | 28% | 24% | 22% |
| Attendance Rate | 78% | 82% | 81% |
| 2010-2011 State Accountability Status³⁷ | | In Good Standing | |

³² Students Receiving ICT and SC services as percentage of total students from the 2011-2012 Unaudited Register as of October 31, 2011.

³³ Students with Individualized Education Program as percentage of total students from the 2011-2012 Unaudited Register as of October 31, 2011.

³⁴ English Language Learner students as percentage of total students from the 2011-2012 Unaudited Register as of October 31, 2011.

³⁵ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

³⁶ Source: Progress Report.

³⁷ <http://www.p12.nysed.gov/irs/accountability/>

Special Music

Admissions Data

| | |
|--|--|
| Current Admissions | K-8: School-Based Admissions Process; Citywide admissions |
| Admissions after Grade Reconfiguration is Completed | K-8: School-Based Admissions Process; Citywide admissions 9-12: Citywide High School Admissions Process, Audition |

Enrollment Data³⁸

| | Total Enrollment |
|---------------------|-------------------------|
| 2011-12 (unaudited) | – |
| 2012-13 (proj.) | – |
| 2013-14 (proj.) | 50 - 60 |
| 2014-15 (proj.) | 100 - 120 |
| 2015-16 (proj.) | 150 - 180 |
| 2016-17 (proj.) | 200 - 240 |

Demographic Data³⁹

| | |
|---|----|
| Percentage of Students Receiving ICT or SC Services | 0% |
| Percentage of Students with Individualized Education Programs | 4% |
| Percentage of English Language Learner Students | 1% |
| Percentage of Students Eligible for Free or Reduced Lunch | 6% |

³⁸ This data refers only to the grades of Special Music that would be served in the MLK campus.

³⁹ Special Music does not yet serve high school grades. Therefore, this data reflects the demographics of its current students in grades kindergarten through eight.

School Performance Data⁴⁰

| Special Music School | 2008-2009 | 2009-2010 | 2010-2011 |
|---|-----------|------------------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | N/A | A | A |
| Quality Review Score | N/A | N/A | N/A |
| Performance Data | | | |
| English Language Arts % Proficient (Levels 3 and 4) | N/A | 95% | 98% |
| Math % Proficient (Levels 3 and 4) | N/A | 98% | 100% |
| Other Key Performance Indicators | | | |
| Attendance Rate | N/A | 96.0% | 95.3% |
| 2010-2011 State Accountability Status | | In Good Standing | |

⁴⁰ Special Music does not yet serve high school grades. Therefore, this data reflects the performance of its current students in grades kindergarten through eight.

Manhattan/Hunter

Admissions Data

| | |
|---|--|
| Current Admissions | Grades 9-12: Citywide High School Admissions Process, Screened: Academics |
| Admissions after Phase-out Proposal of Manhattan Theatre Lab | Grades 9-12: Citywide High School Admissions Process, Screened: Academics |

Enrollment Data

| | Total Enrollment |
|---------------------|-------------------------|
| 2011-12 (unaudited) | 453 |
| 2012-13 (proj.) | 435 - 475 |
| 2013-14 (proj.) | 435 - 475 |
| 2014-15 (proj.) | 435 - 475 |
| 2015-16 (proj.) | 435 - 475 |
| 2016-17 (proj.) | 435 - 475 |

Demographic Data

| | |
|---|-----|
| Percentage of Students Receiving ICT or SC Services | 0% |
| Percentage of Students with Individualized Education Programs | 4% |
| Percentage of English Language Learner Students | 1% |
| Percentage of Students Eligible for Free or Reduced Lunch | 66% |

School Performance Data

| M541 Manhattan / Hunter Science High School | 2008-2009 | 2009-2010 | 2010-2011 |
|--|------------------|-----------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | A | B | B |
| Quality Review Score | N/A | N/A | N/A |
| Key Components of Performance and Progress | | | |
| % 10+ Credit Accumulation in Year 1 | 91% | 89% | 97% |
| 4 Year Graduation Rate | 93% | 92% | 88% |
| 6 Year Graduation Rate | 95% | 98% | 94% |
| % Graduating with a Regents Diploma | 87% | 92% | 82% |
| Attendance Rate | 96% | 96% | 96% |
| 2010-2011 State Accountability Status | In Good Standing | | |

Arts and Technology

Admissions Data

| | |
|---|---|
| Current Admissions | Grades 9-12: Citywide High School Admissions Process, Educational Option |
| Admissions after Phase-out Proposal of Manhattan Theatre Lab | Grades 9-12: Citywide High School Admissions Process, Educational Option |

Enrollment Data

| | Total Enrollment |
|---------------------|-------------------------|
| 2011-12 (unaudited) | 617 |
| 2012-13 (proj.) | 600 - 640 |
| 2013-14 (proj.) | 600 - 640 |
| 2014-15 (proj.) | 600 - 640 |
| 2015-16 (proj.) | 600 - 640 |
| 2016-17 (proj.) | 600 - 640 |

Demographic Data

| | |
|---|-----|
| Percentage of Students Receiving ICT or SC Services | 9% |
| Percentage of Students with Individualized Education Programs | 18% |
| Percentage of English Language Learner Students | 11% |
| Percentage of Students Eligible for Free or Reduced Lunch | 87% |

School Performance Data

| M494 High School of Arts and Technology | 2008-2009 | 2009-2010 | 2010-2011 |
|--|-----------|------------------|-----------|
| <i>School Performance and Progress</i> | | | |
| Overall Progress Report Grade | A | B | C |
| Quality Review Score | N/A | N/A | N/A |
| <i>Key Components of Performance and Progress</i> | | | |
| % 10+ Credit Accumulation in Year 1 | 86% | 84% | 71% |
| 4 Year Graduation Rate | 70% | 65% | 72% |
| 6 Year Graduation Rate | 59% | 69% | 77% |
| % Graduating with a Regents Diploma | 54% | 51% | 60% |
| Attendance Rate | 82% | 83% | 83% |
| 2010-2011 State Accountability Status | | In Good Standing | |

Law

Admissions Data

| | |
|---|---|
| Current Admissions | Grades 9-12: Citywide High School Admissions Process, Educational Option |
| Admissions after Phase-out Proposal of Manhattan Theatre Lab | Grades 9-12: Citywide High School Admissions Process, Educational Option |

Enrollment Data

| | Total Enrollment |
|---------------------|-------------------------|
| 2011-12 (unaudited) | 544 |
| 2012-13 (proj.) | 525 - 565 |
| 2013-14 (proj.) | 525 - 565 |
| 2014-15 (proj.) | 525 - 565 |
| 2015-16 (proj.) | 525 - 565 |
| 2016-17 (proj.) | 525 - 565 |

Demographic Data

| | |
|---|-----|
| Percentage of Students Receiving ICT or SC Services | 7% |
| Percentage of Students with Individualized Education Programs | 15% |
| Percentage of English Language Learner Students | 10% |
| Percentage of Students Eligible for Free or Reduced Lunch | 86% |

School Performance Data

| M492 High School for Law, Advocacy and Community Justice | 2008-2009 | 2009-2010 | 2010- 2011 |
|---|------------------|-----------|---------------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | A | A | A |
| Quality Review Score | N/A | N/A | N/A |
| Key Components of Performance and Progress | | | |
| % 10+ Credit Accumulation in Year 1 | 79% | 84% | 70% |
| 4 Year Graduation Rate | 74% | 80% | 75% |
| 6 Year Graduation Rate | 57% | 64% | 78% |
| % Graduating with a Regents Diploma | 52% | 63% | 68% |
| Attendance Rate | 86% | 88% | 86% |
| 2010-2011 State Accountability Status | In Good Standing | | |

Imagination and Inquiry

Admissions Data

| | |
|---|---|
| Current Admissions | Grades 9-12: Citywide High School Admissions Process, Limited Unscreened |
| Admissions after Phase-out Proposal of Manhattan Theatre Lab | Grades 9-12: Citywide High School Admissions Process, Limited Unscreened |

Enrollment Data

| | Total Enrollment |
|---------------------|-------------------------|
| 2011-12 (unaudited) | 420 |
| 2012-13 (proj.) | 400 - 440 |
| 2013-14 (proj.) | 400 - 440 |
| 2014-15 (proj.) | 400 - 440 |
| 2015-16 (proj.) | 400 - 440 |
| 2016-17 (proj.) | 400 - 440 |

Demographic Data

| | |
|---|-----|
| Percentage of Students Receiving ICT or SC Services | 13% |
| Percentage of Students with Individualized Education Programs | 20% |
| Percentage of English Language Learner Students | 15% |
| Percentage of Students Eligible for Free or Reduced Lunch | 69% |

School Performance Data

| M299 High School for Arts, Imagination and Inquiry | 2008-2009 | 2009-2010 | 2010-2011 |
|---|------------------|-----------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | B | B | C |
| Quality Review Score | UPF | P | N/A |
| Key Components of Performance and Progress | | | |
| % 10+ Credit Accumulation in Year 1 | 61% | 75% | 63% |
| 4 Year Graduation Rate | 55% | 77% | 59% |
| 6 Year Graduation Rate | - | - | 70% |
| % Graduating with a Regents Diploma | 41% | 63% | 40% |
| Attendance Rate | 79% | 79% | 79% |
| 2010-2011 State Accountability Status | In Good Standing | | |

Urban Assembly Media

Admissions Data

| | |
|---|---|
| Current Admissions | Grades 9-12: Citywide High School Admissions Process, Limited Unscreened |
| Admissions after Phase-out Proposal of Manhattan Theatre Lab | Grades 9-12: Citywide High School Admissions Process, Limited Unscreened |

Enrollment Data

| | Total Enrollment |
|---------------------|-------------------------|
| 2011-12 (unaudited) | 380 |
| 2012-13 (proj.) | 355 - 395 |
| 2013-14 (proj.) | 355 - 395 |
| 2014-15 (proj.) | 355 - 395 |
| 2015-16 (proj.) | 355 - 395 |
| 2016-17 (proj.) | 355 - 395 |

Demographic Data

| | |
|---|-----|
| Percentage of Students Receiving ICT or SC Services | 18% |
| Percentage of Students with Individualized Education Programs | 22% |
| Percentage of English Language Learner Students | 12% |
| Percentage of Students Eligible for Free or Reduced Lunch | 76% |

School Performance Data

| M307 Urban Assembly School for Media Studies | 2008-2009 | 2009-2010 | 2010-2011 |
|---|-----------|-----------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | C | A | A |
| Quality Review Score | N/A | P | N/A |
| Key Components of Performance and Progress | | | |
| % 10+ Credit Accumulation in Year 1 | 68% | 80% | 86% |
| 4 Year Graduation Rate | 72% | 61% | 72% |
| 6 Year Graduation Rate | - | 72% | 85% |
| % Graduating with a Regents Diploma | 35% | 42% | 51% |
| Attendance Rate | 80% | 80% | 80% |

| | |
|--|------------------------------------|
| 2010-2011 State Accountability Status | Improvement (year 1) Comprehensive |
|--|------------------------------------|

V. Initial Costs and Savings

If this proposal is approved, once the phase-out of Manhattan Theatre Lab is fully implemented, the DOE will cease to allocate funds to Manhattan Theatre Lab, and repurpose all remaining funds previously allocated to the school.

Most funding in schools’ budgets is allocated on a per-pupil basis. For each student no longer on the Manhattan Theatre Lab roster as the phase-out is implemented, the school is expected to receive approximately \$4,207.47 less per pupil funding annually for high school students. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

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

Please 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. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes

due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 2012 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of Special Music's new high school grades in the MLK campus.

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

A. Personnel Needs

All teachers, administrative, and non-pedagogical staff at Manhattan Theatre Lab would be excessed over the course of the phase-out.⁴¹ 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 teachers who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in Manhattan Theatre Lab in future years may enroll in the new school phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools that have an impact on a school that is closing or phasing out are required to hire no less than 50% of their staff from the most senior qualified staff from the closing or phasing-out school, if sufficient number of staff apply, until the impacted school is closed.

If approved, this proposal will not impact the personnel needs of Law, Arts and Technology, Urban Assembly Media, Manhattan/Hunter, or Imagination and Inquiry.

⁴¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at Manhattan Theatre Lab High School will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. 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.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for Special Music, Manhattan/Hunter, Arts and Technology, Imagination and Inquiry, Law, Urban Assembly Media, and Manhattan Theatre Lab are determined by the same Fair Student Funding (FSF) per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, high schools are entitled to receive an additional \$2,043.69 per pupil for each ELL student they enrolled. For high schools, supplemental funds are awarded to each student who is an ELL, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, the schools in the MLK building 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, measured as the percent of students eligible for free lunch. Arts and Technology, Law, Imagination and Inquiry, Urban Assembly Media, and Manhattan Theatre Lab are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their Title I funding awards will grow or shrink as the school populations grow or shrink.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. All schools in the MLK building, including Manhattan Theatre Lab as it is phased out, will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY 2012 entitlements and are subject to variation based on adjustments to the DOE's overall operating budget.

If approved, this proposal will not impact the costs of instruction of Law, Arts and Technology, Urban Assembly Media, Manhattan/Hunter, or Imagination and Inquiry.

C. Administration

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

If approved, this proposal will not impact the administration of Law, Arts and Technology, Urban Assembly Media, Manhattan/Hunter, or Imagination and Inquiry.

D. Transportation

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

There will be no change to existing transportation practices at Manhattan Theatre Lab or any of the schools in the MLK campus as a result of this proposal.

E. Other Support Services

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

VII. Building Information

| | | |
|---|---|---|
| Building | | M490 |
| Type of Building | | High school |
| Year Built | | 1973 |
| Overall BCAS rating | | 2.72 |
| 2010-2011 Target Building Utilization | | 83% |
| 2010-2011 Target Building Capacity | | 3,230 |
| FY 2011 Maintenance Costs | Labor | \$46,202 |
| | Materials | \$28,207 |
| | Maintenance and repair contracts | \$140,107 |
| | Service contracts | \$55,951 |
| | Custodial operations costs— Materials | \$33,185 |
| | Custodial operations costs— Custodial Allocation | \$649,928 |
| FY 2011 Energy Costs | Electric | \$963,218 |
| | Gas⁴² | \$755,435 |
| | Oil | \$0 |
| Projects completed during the current or prior school year | | CIP- Electrical upgrade, FY10 Reso A Exterior Masonry, FY11 Reso A Library upgrade |
| Projects proposed in the capital plan | | Educational enhancement, safety systems, Auditorium upgrade |
| Accessibility of the building | | Partially Programmatically Accessible |
| Building attributes | | Art rooms, Auditorium, Cafeteria, Computer rooms, Library, Nurse's office, Science Labs (CR's) |

⁴² Steam expense included in "gas" column

APPENDIX A
 Manhattan High Schools
 Interest Area: Performing Arts

| DBN | Borough | School Name | Address | 2011-12 Enrollment | 2010-11 Org Capacity | 2011-12 Org Utilization | 2010-2011 Progress Report Grade | % SE | % ELL | Program Name | Admissions Method |
|--------|-----------|--|---------------------|--------------------|----------------------|-------------------------|---------------------------------|------|-------|------------------------------|--------------------|
| 02M308 | Manhattan | Lower Manhattan Arts Academy | 350 GRAND STREET | 338 | 294 | 115% | A | 16% | 5% | Lower Manhattan Arts Academy | Limited Unscreened |
| 02M374 | Manhattan | Gramercy Arts High School | 40 IRVING PLACE | 499 | 437 | 114% | C | 11% | 3% | Performing Arts | Audition |
| 02M408 | Manhattan | Professional Performing Arts High School | 328 WEST 48 STREET | 504 | 522 | 97% | B | 0% | 2% | Musical Theatre | Audition |
| 02M408 | Manhattan | Professional Performing Arts High School | 328 WEST 48 STREET | 504 | 522 | 97% | B | 0% | 2% | Drama | Audition |
| 02M408 | Manhattan | Professional Performing Arts High School | 328 WEST 48 STREET | 504 | 522 | 97% | B | 0% | 2% | Vocal Music | Audition |
| 02M408 | Manhattan | Professional Performing Arts High School | 328 WEST 48 STREET | 504 | 522 | 97% | B | 0% | 2% | Dance | Audition |
| 02M519 | Manhattan | Talent Unlimited High School | 317 EAST 67 STREET | 491 | 618 | 79% | B | 0% | 0% | Musical Theatre | Audition |
| 02M519 | Manhattan | Talent Unlimited High School | 317 EAST 67 STREET | 491 | 618 | 79% | B | 0% | 0% | Vocal Music | Audition |
| 02M519 | Manhattan | Talent Unlimited High School | 317 EAST 67 STREET | 491 | 618 | 79% | B | 0% | 0% | Dance | Audition |
| 02M519 | Manhattan | Talent Unlimited High School | 317 EAST 67 STREET | 491 | 618 | 79% | B | 0% | 0% | Drama | Audition |
| 02M519 | Manhattan | Talent Unlimited High School | 317 EAST 67 STREET | 491 | 618 | 79% | B | 0% | 0% | Instrumental Music | Audition |
| 02M531 | Manhattan | Repertory Company High School for Theatre Arts | 123 WEST 43 STREET | 218 | 245 | 89% | B | 0% | 0% | Theatre Arts | Audition |
| 03M415 | Manhattan | Wadleigh Secondary School for the Performing & Visual Arts | 215 WEST 114 STREET | 537 | 778 | 69% | D | 13% | 7% | Drama | Audition |

APPENDIX A
 Manhattan High Schools
 Interest Area: Performing Arts

| | | | | | | | | | | | |
|--------|-----------|--|----------------------|------|------|------|---|-----|----|--------------------|----------|
| 03M415 | Manhattan | Wadleigh Secondary School for the Performing & Visual Arts | 215 WEST 114 STREET | 537 | 778 | 69% | D | 13% | 7% | Dance | Audition |
| 03M415 | Manhattan | Wadleigh Secondary School for the Performing & Visual Arts | 215 WEST 114 STREET | 537 | 778 | 69% | D | 13% | 7% | Instrumental Music | Audition |
| 03M415 | Manhattan | Wadleigh Secondary School for the Performing & Visual Arts | 215 WEST 114 STREET | 537 | 778 | 69% | D | 13% | 7% | Vocal Music | Audition |
| 03M485 | Manhattan | Fiorello H. LaGuardia High School of Music & Art and Performing Arts | 100 AMSTERDAM AVENUE | 2610 | 2099 | 124% | A | 0% | 0% | Technical Theatre | Audition |
| 03M485 | Manhattan | Fiorello H. LaGuardia High School of Music & Art and Performing Arts | 100 AMSTERDAM AVENUE | 2610 | 2099 | 124% | A | 0% | 0% | Drama | Audition |
| 03M485 | Manhattan | Fiorello H. LaGuardia High School of Music & Art and Performing Arts | 100 AMSTERDAM AVENUE | 2610 | 2099 | 124% | A | 0% | 0% | Vocal Music | Audition |
| 03M485 | Manhattan | Fiorello H. LaGuardia High School of Music & Art and Performing Arts | 100 AMSTERDAM AVENUE | 2610 | 2099 | 124% | A | 0% | 0% | Instrumental Music | Audition |
| 03M485 | Manhattan | Fiorello H. LaGuardia High School of Music & Art and Performing Arts | 100 AMSTERDAM AVENUE | 2610 | 2099 | 124% | A | 0% | 0% | Dance | Audition |

APPENDIX A
 Manhattan High Schools
 Interest Area: Performing Arts

| | | | | | | | | | | | |
|--------|-----------|---|---------------------|-----|-----|-----|---|-----|----|---|--------------------|
| 05M369 | Manhattan | Urban Assembly School for the Performing Arts | 509 WEST 129 STREET | 379 | 539 | 70% | D | 12% | 6% | Urban Assembly School for the Performing Arts | Limited Unscreened |
| 05M469 | Manhattan | Choir Academy of Harlem | 2005 MADISON AVENUE | 349 | 769 | 45% | C | 8% | 2% | Choir Academy of Harlem | Audition |