

## EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-Out of Samuel Gompers Career and Technical Education High School (07X655) Beginning in 2012-2013

### I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Samuel Gompers Career and Technical Education High School (07X655, “Samuel Gompers”) 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. Samuel Gompers is located in building X655 at 455 Southern Boulevard, Bronx, NY 10455, within the geographical confines of Community School District 7 (“District 7”).

If this proposal is approved by the Panel for Educational Policy (“PEP”) in February 2012, Samuel Gompers would no longer admit new ninth-grade students after the conclusion of the 2011-2012 school year and would continue to phase out one grade at a time until June 2015, when it would close.

Students currently attending Samuel Gompers would be supported as they progress towards graduation while remaining enrolled at Samuel Gompers. In cases where students do not complete graduation requirements by June 2015, the DOE would help those students and their families identify alternate programs or schools that meet their individual needs so that students may continue their education after Samuel Gompers completes its phase-out.

Samuel Gompers is a Career and Technical Education (“CTE”) school.<sup>1</sup> It currently serves approximately 676 students in grades nine through twelve. Samuel Gompers admits students in ninth grade through the Citywide High School Admissions Process. Additional information about the High School Admissions Process is provided in Section III.A of this proposal.

In two separate Educational Impact Statements (“EISs”) also posted on December 22, 2011, the DOE is proposing to open two new high schools in building X655 as replacements for Samuel Gompers: New Visions Charter High School for Advanced Math and Science II (“AMS II”) and 07X557, a new transfer high school.<sup>2</sup> These proposals can be found at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

If the proposals to co-locate AMS II and 07X557 in building X655 are approved, AMS II and 07X557 would begin to serve students in the building in September 2012. AMS II, a new public charter high school that was approved by the New York State Education Department (“SED”) on September 12, 2011, would admit students through a charter lottery, giving preference to students who reside in District 7. 07X557 would have a rolling admissions policy, accepting students who are 16 years of age and older and who have

<sup>1</sup> Students enrolled in a CTE high school 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.

<sup>2</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to 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](http://www.goingforme.org).

attended another high school for at least one year.

### *Background on the DOE's Decision-Making Process*

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent annual Quality Review; or (3) they have been identified by the SED as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that received a grade of D, F or a third consecutive C grade or lower on their annual Progress Report, as well as all schools that received a rating of “Underdeveloped” on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.<sup>3</sup> Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance data and survey feedback from parents, teachers, and sixth- to twelfth-grade students. During Quality Reviews, experienced educators visit a school over several days, observe classrooms, and talk with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

In addition, all schools identified by the SED as PLA, regardless of the school’s Progress Report grade and Quality Review score, are considered for more intensive support or intervention, including the possibility of phase-out. In December 2010, SED identified 67 PLA schools across the State, including 43 in New York City. High schools are identified as PLA based on the school’s graduation rate and/or their state test performance.

Samuel Gompers received an overall F grade on its 2010-2011 Progress Report, with a D grade on the Student Performance section, an F grade on the Student Progress section, and an F grade on the School Environment section. Samuel Gompers was identified as a PLA school by the State in December 2010. Additionally, the school received a rating of “Underdeveloped” on its 2010-2011 Quality Review.

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

The DOE initiated and completed a similar comprehensive review of Samuel Gompers during the fall of 2010, after Samuel Gompers earned an overall C on its 2009-2010 Progress Report and received a rating of “Underdeveloped with Proficient Features” on its 2009-2010 Quality Review.<sup>4</sup> Upon completion of the review in fall 2010, the DOE believed that, at the time, phase-out was not the appropriate intervention model for the school.

However, in light of the fact that performance at Samuel Gompers has continued to decline, the DOE believes that Samuel Gompers does not have the capacity to quickly improve to support student learning. Given the school’s declining performance, the DOE now believes that only the most serious intervention—the gradual phase-out and eventual closure of Samuel Gompers—would address the school’s longstanding performance struggles and allow for new school options to develop in building X655 that would better serve future students.

---

<sup>3</sup> High schools with a four-year graduation rate that is higher than the Citywide average, which earn a “Well Developed” or “Outstanding” rating on their most recent Quality Review, which received an overall grade of A or B on their 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

<sup>4</sup> The scale for Quality Review scores has changed since 2009-2010. The 2010-2011 Quality Review scale no longer includes “Underdeveloped with Proficient Features.”

### *Performance and School Environment at Samuel Gompers*

Samuel Gompers has struggled for the past four years, 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 at Samuel Gompers have remained in the 41-51% range for the last four years.
  - Last year, Samuel Gompers' four-year graduation rate (including August graduates) was 41%—in the bottom 1% of high schools Citywide in terms of graduation rate and was well below the Citywide average of 65.1%.<sup>5</sup>
  - If Regents diplomas alone counted towards graduation—as will be the case next school year—the four-year graduation rate at Samuel Gompers would drop to just 29%.
  - The school's six-year graduation rate is not much better. In 2010-2011, Samuel Gompers achieved a 58% six-year graduation rate, still below the Citywide four-year average of 65.1%.
- First-year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 54% of first-year students at Samuel Gompers earned at least 10 credits. (The Progress Report defines students earning at least 10 credits as students who earn at least six of those 10 credits in three of the following four subject areas: Mathematics, English, Science, or Social Studies.) This rate of credit accumulation puts Samuel Gompers in the bottom 4% of high schools Citywide and in the bottom 9% of high schools with similar students.
- 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. Samuel Gompers earned an overall F grade on its 2010-2011 annual Progress Report, with F grades on Student Progress and School Environment, and a D grade on Student Performance. Samuel Gompers' Progress Report score was in the bottom 1% of high schools Citywide. Additionally, in 2010-2011, the school was designated by the State as PLA.
- Demand for Samuel Gompers has fallen steadily over the past few years. Between 2006-2007 and 2010-2011, student enrollment declined by approximately 700 students, or 46%. Samuel Gompers has four programs to which students apply as part of the High School Admissions Process: Information Technology, which received 2.1 applications per seat from students applying to ninth grade for September 2011; Pre-Engineering, which received 2.0 applications per seat; Desktop Publishing, which received 2.3 applications per seat; and Computer Aided Design, which received 1.1 applications per seat. All of these applications per seat are well below the Citywide average of 8.5 applications per seat across all school programs.
- The school's attendance remains below that of most other high schools. The 2010-2011 attendance rate at Samuel Gompers was 72%, which is well below the Citywide average of 86% for high schools. Samuel Gompers' attendance rate is in the bottom 2% of all high schools Citywide.

---

<sup>5</sup> The 2011 graduation rate cited for Samuel Gompers represents the City's calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State calculated Citywide graduation rate, it includes August graduates, and typically there is only modest deviation between DOE calculations and the State calculated rate. State calculated graduation rates for the Samuel Gompers Class of 2011 are still being audited by the State and would not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 would also be released by SED. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65.1% for the Class of 2010.

- Samuel Gompers was rated “Underdeveloped” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning. The reviewer cited a number of serious concerns, including: the need to develop assessments that are aligned to the curriculum, to implement a rigorous and engaging curriculum across subjects in alignment with the Common Core State Standards, and to implement a structured teacher evaluation system that provides actionable feedback and promotes pedagogical growth.

The chart below summarizes key performance data for Samuel Gompers over the past three years.

Samuel Gompers Career and Technical Education High School	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	F
Progress Report Progress Grade	C	C	F
Progress Report Performance Grade	C	C	D
Progress Report Environment Grade	F	F	F
Quality Review Score <sup>6</sup>	N/A	Underdeveloped with Proficient Features	Underdeveloped
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1 <sup>7</sup>	48%	61%	54%
Four-Year Graduation Rate	45%	51%	41%
Six-Year Graduation Rate	56%	58%	58%
% Graduating with a Regents Diploma	29%	29%	29%
Attendance Rate	73%	74%	72%
<b>2010-2011 State Accountability Status</b>	Improvement (Year 2) Comprehensive <sup>8</sup>		

<sup>6</sup> For more information about Quality Reviews, please visit the DOE’s Web site at <http://schools.nyc.gov/Accountability/tools/review>.

<sup>7</sup> The 2010-2011 Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least six of those 10 credits in three of the following four subject areas: Mathematics, English, Science, or Social Studies.

<sup>8</sup> This status is determined by the SED under the No Child Left Behind Act. For more information, please visit the SED’s Web site at <http://www.p12.nysed.gov/irs/accountability>.

### *Overview of Past Strategic Improvement Efforts at Samuel Gompers*

Staff members have worked hard to improve the school, but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports, 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.
- Training and supporting leadership in systems and strategies for monitoring credit accumulation in order to increase graduation rates.

#### **Instructional Support:**

- Supporting and training teachers in the Writing Matters Curriculum and providing other tools and strategies for improving literacy instruction and raising student outcomes.
- Facilitating training for teachers in assessment design, curriculum mapping, and student feedback collection as tools aimed to meet standards and improve expected student outcomes.
- On-site support that focused on individualized goals and strategies for helping teachers improve their practice.
- Professional development opportunities for staff on best practices and approaches to raising achievement among students with disabilities.
- Training for staff as to ways to incorporate data analysis and other tools to understand student progress and thus increase student outcomes.

#### **Operational Support:**

- Advising school staff on managing budgeting, human resources, teacher recruitment, and building logistics.
- Supporting school staff in developing strategies and practices for improving student attendance.
- Information to school administrators regarding grants and other funding opportunities on a regular basis.

#### **Student Support:**

- Training the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies to enable them to better provide social and emotional support to students at the school.
- Supporting the implementation of curriculum aimed at anti-bullying, tolerance, and diversity initiatives to foster a supportive and safe environment for all students.
- Advising in college readiness workshops and implementing school-wide supports aimed at increasing college interest and effective college planning.

**CTE-Specific Support:**

- Advising and supporting school leadership in the process to gain approval for CTE programs.
- Providing opportunities and training for school administrators and CTE coordinators to develop their capacity with Carl D. Perkins Vocational and Technical Education Act (“VTEA”) funding and CTE data management to further the CTE mission and vision at the school.

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

- Providing “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 the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (“CFN”) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

Samuel Gompers 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 not produced adequate outcomes for students and families.

*Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the Samuel Gompers community about strategies to better support students and improve outcomes at the school. On November 1, 2011, Bronx High Schools Superintendent Geraldine Taylor-Brown held meetings—with parents, teachers, and the School Leadership Team—to discuss what is and is not working at Samuel Gompers and how joint efforts could serve students better.

Approximately 17 people attended the meeting held for parents and members of the School Leadership Team. They shared some positive feedback about the school’s community partnerships in providing internship and college-readiness programs to students, but they also expressed a number of concerns, including:

- The school’s library needs upgrading.
- Teachers should differentiate instruction in order to meet students’ individual needs.
- There needs to be more parental involvement in the school, and teachers should communicate more often with parents about their children’s academic progress and performance.
- Students have little flexibility in changing their CTE programs.

Approximately 45 people attended the teacher meeting. They also had some positive feedback about the school. Some stated that teachers have been using the Common Core Curriculum to plan their lessons and sharing best practices in the classroom. Others discussed how safety in the hallways and student attendance have improved as a result of teachers and staff monitoring the hallways and entrances. However, teachers also expressed several concerns:

- Student attendance is still a challenge.
- Teachers need modeling on how to gather and analyze data on student performance.
- In general teachers need more supports through professional development.

The DOE also solicited community feedback via phone and via e-mail through a dedicated Web site, available at <http://schools.nyc.gov/community/planning/changes/bronx/proposal?id=44>.

While some members of the Samuel Gompers community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students.

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

## II. Proposed or Potential Use of Building

Building X655 has a target capacity of 1,348 students.<sup>9</sup> (The concept of “target capacity” is explained below.) In 2010-2011—the most recent year for which audited enrollment data is available—the building served a total of 788 students,<sup>10</sup> yielding a utilization rate of 58%.<sup>11</sup> In the current 2011-2012 school year, the building is serving a total of 676 students,<sup>12</sup> yielding a utilization rate of 50%.<sup>13</sup> This is one indicator that the building is under-utilized and has extra space to accommodate additional students.

If this proposal is approved, Samuel Gompers would no longer admit new ninth-grade students after the conclusion of the 2011-2012 school year. Samuel Gompers would continue to phase out one grade at a time in each subsequent year until it completes phasing out at the end of the 2014-2015 school year.

---

<sup>9</sup> 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”)

<sup>10</sup> 2010-2011 Audited Register

<sup>11</sup> 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.

<sup>12</sup> October 31, 2011 Unaudited Register

<sup>13</sup> The projected 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 October 31, 2011 Unaudited Register. 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 would conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

The current and proposed grade spans for all school organizations in building X655 over a five-year period are as follows:<sup>14</sup>

School Name	DBN	Grade Span				
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Samuel Gompers Career and Technical Education High School	07X655	9 - 12	10 - 12	11 - 12	12	-
New Transfer High School <sup>15</sup>	07X557	-	9 - 12	9 - 12	9 - 12	9 - 12
New Visions Charter High School for Advanced Math and Science II	84XTBD	-	9	9 - 10	9 - 11	9 - 12

The total current and projected enrollments for all school organizations in building X655 and the building utilization rates over a five-year period are as follows:

School Name	DBN	Projected Enrollment				
		2011-2012 (Unaudited Register)	2012-2013	2013-2014	2014-2015	2015-2016
Samuel Gompers	07X655	676	419 - 459	200 - 240	90 - 130	-
New Transfer High School <sup>16</sup>	07X557	-	130 - 170	180 - 220	230 - 270	230 - 270
New Visions Charter High School for Advanced Math and Science II <sup>17</sup>	84XTBD	-	135 - 165	270 - 330	405 - 495	540 - 660
<b>Total Building Enrollment</b>		<b>676</b>	<b>684 - 794</b>	<b>650 - 790</b>	<b>725 - 895</b>	<b>770 - 930</b>
<b>Total Building Utilization</b>		<b>50%</b>	<b>51% - 59%</b>	<b>48% - 59%</b>	<b>54% - 66%</b>	<b>57% - 69%</b>

If this proposal to phase out Samuel Gompers and the proposals to open and co-locate AMS II and 07X557 in building X655 are approved, once Samuel Gompers has phased out, and AMS II and 07X557 have completed their respective phase-ins and reached full scale, the X655 building is projected to serve approximately 770-930 total students. This yields a projected building utilization rate between 57% and

<sup>14</sup> As Samuel Gompers 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 Samuel Gompers and would have access to appropriate courses to support their continued progress toward graduation.

<sup>15</sup> While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

<sup>16</sup> Enrollment projections for the new transfer school are based on a phase-in plan that assumes an enrollment range of 230-270 students at full scale. Actual enrollment in 2012-2013 and beyond, however, will depend on applicant demand.

<sup>17</sup> All projections referenced for the 2012-2013 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

59% of target capacity. Therefore, the building has adequate capacity to accommodate the full replacement plan for Samuel Gompers during and after the phase-out of Samuel Gompers.

As described in more detail in the Enrollment, Capacity, Utilization Report (the “Blue Book”), 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 goal classroom capacities (which are aspirational targets lower than the United Federation of Teachers 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 projected 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, goal classroom capacity, etc.) remain constant. Thus, projected 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 would increase a building’s overall target capacity because administrative rooms in high schools are not assigned a capacity. Holding enrollment constant, for example, would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building’s target capacity would increase because we expect that a fifth-grade class would 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.

The DOE anticipates that building X655 would still have excess space once Samuel Gompers has completed its phase-out and the two new schools have completed their respective phase-ins. This is discussed in greater detail in Section III.B.

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

#### A. Students

##### *Enrollment Options for Current Samuel Gompers Students*

Under this proposal, all current Samuel Gompers students would have the opportunity to graduate from Samuel Gompers, assuming that they continue to earn credits on schedule.

##### *Current Ninth-Grade Students at Samuel Gompers*

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information.) The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school applications were due on 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 Samuel Gompers 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, 2011.

If this proposal is approved in February 2012, there would be another opportunity for current first-time ninth-grade students at Samuel Gompers, and students at other schools who have applied to Samuel Gompers, 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 2012, 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 2012. If a student submitted an application as part of Round One of the High School Admissions Process, a match received in Round Two would nullify the Round One match.

Current repeat ninth-grade students would complete high school at Samuel Gompers, 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 towards graduation and to consider applying to a transfer high school.

### *Current Tenth-, Eleventh-, and Twelfth-Grade Students at Samuel Gompers*

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

Current tenth-, eleventh-, and twelfth-grade students who are not on track to graduate should also meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served at a transfer high school or a Young Adult Borough Center.<sup>18</sup> Transfer schools and Young Adult Borough Centers have strong track records for helping over-age, under-credited students get back on track towards graduation.<sup>19</sup> In general, however, it is expected that most current Samuel Gompers students would remain enrolled at the school as they work towards graduation.

The DOE would arrange a new placement for students who have not accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate before the school's closure date (June 2015).

---

<sup>18</sup> Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the Young Adult Borough Center. For more information about Young Adult Borough Centers, please visit [www.goingforme.org](http://www.goingforme.org).

<sup>19</sup> Students designated as "over-age, under-credited" are considered to be two or more years behind his/her expected age and credit accumulation at the time of entry into a transfer school.

### *Impact on Academic and Extra-Curricular Offerings at Samuel Gompers*

With respect to academics, Samuel Gompers would continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total student enrollment at Samuel Gompers declines throughout the course of the phase-out, the school would 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 would work with Samuel Gompers 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.

Samuel Gompers currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year.

Samuel Gompers also serves English Language Learners (“ELLs”). It offers English as a Second Language (“ESL”) services to ELLs. All students enrolled in Samuel Gompers will continue to receive their mandated special education and/or ELL services if this proposal is approved.

The DOE remains focused on helping Samuel Gompers students succeed. If this proposal is approved, Samuel Gompers would be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students to facilitate the phase-out process. 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.

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

According to the High School Directory, Samuel Gompers offers the following sports:<sup>20</sup>

- *PSAL Sports*<sup>21</sup> – *Boys*: Baseball & JV Baseball, Basketball & JV Basketball, Indoor Track, Outdoor Track, Swimming, Tennis
- *PSAL Sports* – *Girls*: Basketball, Softball
- *School Sports*: Double Dutch Team

<sup>20</sup> The High School Directory is available online at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

<sup>21</sup> 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.

Samuel Gompers offers the following clubs and extra-curricular activities:

Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> <li>■ Business Internships</li> <li>■ My Access Writing Program for English Language Learners</li> <li>■ PSAT Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>■ Capoeira (Brazilian Martial Arts)</li> <li>■ Chess</li> <li>■ Dance</li> <li>■ Drama</li> <li>■ Mural</li> <li>■ Robotics</li> <li>■ Science</li> <li>■ Spanish</li> <li>■ Step</li> <li>■ Video</li> <li>■ Yearbook</li> </ul>

There are no partnerships listed for Samuel Gompers in the NYC Directory of High Schools or in the school’s Comprehensive Educational Plan.

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, if this proposal is approved, the DOE anticipates that one new high school and one new transfer school would phase into the building beginning in 2012-2013. Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. (In the past, teams from campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.) The DOE anticipates that this same opportunity would exist for students attending schools in building X655, including students at Samuel Gompers during the phase-out.

Similarly, if this proposal to phase out Samuel Gompers and the proposals to co-locate two new high schools in building X655 are approved, all school organizations in the building would offer extra-curricular programs based on student interests, available resources, and staff support for those programs. Current Samuel Gompers students would continue to have the opportunity to participate in a variety of extra-curricular programs as the school phases out, though the specific programs offered may change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources. In addition, multiple schools housed in the same building may collaborate to offer joint extra-curricular programs and sports, as appropriate.

*Impact on CTE Programs*

Samuel Gompers is a CTE school which offers programs in the following career clusters: Arts, A/V Technology & Communication; Information Technology; Manufacturing Production; and Scientific Research and Engineering. If this proposal is approved, beginning in September 2012, Samuel Gompers would no longer be an option for new students interested in CTE programming.

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. 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, which are themselves grouped into sixteen career clusters identified at the federal level.<sup>22</sup> Students who successfully complete a course of study in an “approved” CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

“Approved” CTE programs of study have been reviewed and approved by the DOE and SED, which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are “in development” are in the process of developing a CTE program of study, but have not yet received official approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools with the capacity to teach toward and prepare students for an industry-certified exam can continue to do so throughout the course of the proposed phase-out.

State approval of CTE programs requires the following four stages:

1. Notification of intent to apply for program approval and initial self-assessment
2. Formal self-evaluation of the quality of CTE program and submission to the DOE
3. External review and validation of application by the DOE
4. SED consideration for program approval

Samuel Gompers offers three State approved CTE programs and two other CTE programs that are in development.

Career Cluster	CTE Pathway	Status
Arts, A/V Technology & Communication	Desktop Publishing	Approved
Information Technology	Cisco	Approved
Information Technology	A+ Computer Repair	Approved
Manufacturing Production	CADD	In Development
Scientific Research and Engineering	Pre-Engineering	In Development

Students enrolled in CTE programs at Samuel Gompers will continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. It should be noted that if this proposal is approved, the school’s enrollment would decrease over the next three years until the school no longer serves students. 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. However, it is anticipated that Samuel Gompers will still have the appropriate staff and facilities to offer coursework necessary to the CTE course progression for all students, whether in approved programs or programs in development, throughout the phase-out period.

<sup>22</sup> “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.

All Samuel Gompers students currently enrolled in the approved CTE programs are expected to graduate with a CTE-endorsed diploma because the DOE and State have agreed that the approved programs at Samuel Gompers will remain approved programs through the end of Samuel Gompers' phase-out. As discussed above, in general, students who are enrolled in CTE programs which are "in development" (meaning they are not yet approved by the State) at Samuel Gompers, or at other schools Citywide, do not graduate with CTE endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at Samuel Gompers will be supported as they progress toward graduation, but they may not graduate with a CTE endorsement if the program is not approved by the time they graduate. Samuel Gompers will determine whether to proceed with the process of seeking State approval for its programs in development. The DOE will support Samuel Gompers in the program approval process as necessary.

For students who fall behind or do not graduate by June 2015 when the school will close, there are options within District 79's Alternative Programs for 18-22 year-old students, as well as adult education programs that offer CTE instruction. For additional information about District 79, please visit the DOE's Web site at <http://schools.nyc.gov/Offices/District79/SchoolsProgramsServices/default.htm>. For additional information about adult education programs, please visit the DOE's Web site at <http://schools.nyc.gov/NR/exeres/085256FE-5C53-41BC-8533-36B4F4049462.htm>.

The list of schools in the City that also provide CTE programs in Samuel Gompers' career clusters can be found in **Appendix A**. A full list of City high schools with more detailed information about their programs is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

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

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

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

High school students with IEPs and ELLs are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs and ELLs is the same as described above.

Samuel Gompers admits students as part of the High School Admissions Process. Samuel Gompers admits students through both screened and the educational option admissions methods. 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. 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 of the student applicants are ranked by the school's administration and the other half is selected randomly. If a student scores in the top 2% on his or her previous year's English Language Arts ("ELA") reading exam and lists an educational option program as his or her first choice, he or she would be guaranteed a match to that program.

Samuel Gompers has one educational option program in the interest area of Computer Science & Technology. It also has three screened programs in the following interest areas: Engineering; and Virtual Art & Design. The selection criteria for all three screened programs are as follows:

- English (75-100), Math (75-100), Social Studies (75-100), Science (75-100)
- Standardized Test Scores: Math Level(s) 3-4, English Language Arts Level(s) 3-4
- Review of Attendance and Punctuality

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP in February 2012, students who listed Samuel Gompers 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 2012, Samuel Gompers' high school program(s) 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 a program offered at Samuel Gompers on the application would 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 Samuel Gompers on the application. However, if the student is matched to Samuel Gompers, 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.

### *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 would need to serve as a result of a phase-out decision. As of the October 31, 2011 Unaudited Register, Samuel Gompers has a total of 113 new ninth-grade admits for the 2011-2012 school year. New ninth-grade admits are made up of students who enter the school through two methods:

- High School Admissions Process
- "Over-the-counter" ("OTC") placement

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

- New to the New York City school system;
- Left the New York City school system and have returned;

- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);<sup>23</sup> or
- Students who did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his or her school assignment is determined by his or her interests, 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.

If the DOE’s Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats 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.<sup>24</sup> 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 2011-2012 school year, 490 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 388 five years ago. In the Bronx, the number of high schools that admit students during this period increased from 114 to 134.

While the DOE cannot predict the exact number of students who would apply to a particular high school through the High School Admissions Process or the number of students who would arrive OTC, the following analysis uses enrollment 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 Samuel Gompers through each admissions method in the 2011-2012 school year:

	High School Admissions Process	OTC
9th Grade	94	19

<sup>23</sup> As detailed in Chancellor’s Regulation A-101, students have the “right to return” to their prior school within one calendar year following discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school. Chancellor’s Regulation A-101 can be accessed at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

<sup>24</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Additionally, Samuel Gompers admitted a total of 14 students OTC in grades ten and eleven:

	OTC
10th Grade <sup>25</sup>	12
11th Grade	2

It is critical that the needs of all students—whether they arrive through the admissions process or the OTC process—are met. Of the 94 ninth-grade students who were admitted through the High School Admissions Process, 21% are students with disabilities and 17% are ELL students.<sup>26</sup> Of the 19 ninth-grade students who arrived OTC, 16% are students with disabilities and 16% are ELL students.

*Schools with Programs Similar to those Offered at Samuel Gompers<sup>27</sup>*

Eighth-grade students would continue to have access to a broad range of high school options through the Citywide High School Admissions Process. These include many other Bronx high schools, in addition to Samuel Gompers, some of which offer academic programs in the same interest areas as those currently available at Samuel Gompers. The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE’s Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

Attached as **Appendix B** is a list of schools in the City that offer programs in the same interest areas as those currently offered at Samuel Gompers. In addition, the percentages of students with disabilities and ELLs that attend each of these schools are also included in the chart so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of options.

**B. Schools**

The estimated enrollment of Samuel Gompers during the course of the phase-out is shown in the table below:

	Total Enrollment
2011-2012 (Unaudited Register)	676
2012-2013 (Projected)	419 - 459
2013-2014 (Projected)	200 - 240
2014-2015 (Projected)	90 - 130
2015-2016 (Projected)	-

<sup>25</sup> In addition to admitting 12 OTC students in the tenth grade, Samuel Gompers also admitted 10 students through the High School Admissions Process.

<sup>26</sup> These figures represent students with disabilities and ELL students, respectively, as a percentage of total ninth-grade OTC students from the October 31, 2011 Unaudited Register. Students only receiving SETSS or students only receiving speech or language services receive those services as a result of their IEPs, but they are not included in the percentage of students with disabilities because they receive these services on a pull-out basis rather than in a specific classroom setting.

<sup>27</sup> Similar programs are defined as those in the same “interest area” to which students can apply through the High School Admissions Process.

If this proposal to phase out Samuel Gompers and the proposals to open and co-locate AMS II and 07X557 in building X655 are approved, there would be sufficient space in the building to accommodate Samuel Gompers during its phase-out and the two new high schools during their respective phase-ins, pursuant to the Citywide Instructional Footprint (the “Footprint”). Please refer to the following DOE’s Web site to access the Footprint, which guides space allocation and use in City schools:

[http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011\\_FINAL.pdf](http://schools.nyc.gov/NR/ronlyres/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 remains constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he or she is accompanied by a school’s representative.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms are programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms, such as building X655’s cafeteria, gymnasium, auditorium, and library. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning. Additional information about this process can be found in the Building Utilization Plan (“BUP”) that accompanies the EISs proposing the co-location of AMS II and 07X557 in building X655 in 2012-2013. As detailed in that BUP, there will be sufficient instructional space in the building to accommodate AMS II and 07X557 with Samuel Gompers.

The details of the proposals to co-locate AMS II and 07X557 in building X655 in 2012-2013 are discussed in separate EISs that are available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

If all three proposals are approved, it is likely that after Samuel Gompers completes its phase-out and both 07X557 and AMS II complete their respective phase-ins, there would still be a significant amount of underutilized space in building X655. The DOE would monitor enrollment in all three schools in the upcoming school years. In the event that it becomes clear an additional new school could be opened in the X655 building to more fully and efficiently utilize the building’s capacity, the DOE would propose to open a new school in the building at that time.

### **C. Community**

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The performance at Samuel Gompers for the past four years indicates there is a need to create better options for future students in the Samuel Gompers community. Under this proposal, the X655 building would remain open. In addition, the X655 building would house two new high schools (AMS II and 07X557) beginning in 2012-2013, if the corresponding proposals are approved, which are intended to better serve the Samuel Gompers community.

*Impact on Boroughwide Seat Capacity*

The proposed phase-out of Samuel Gompers is one of several previously and concurrently proposed changes to high school seats in the Bronx. These proposed changes include: phase-out schools, co-locations of new schools to replace phase-out schools, and grade expansions of existing schools.

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

DBN	School Name	Building	PEP Vote	Impact on 9 <sup>th</sup> Grade Seat Capacity <sup>28</sup>	Admissions Method for Seats Added/Removed	Offers CTE Programming
<b>Proposed High School Phase-Outs for 2012-2013</b>						
07X655	Samuel Gompers Career and Technical Education High School	X655	Pending February Vote	-113	Educational Option and Screened	Yes
08X295	Gateway School for Environmental Research and Technology	X450	Pending February Vote	-109	Limited Unscreened	
08X650	Jane Addams High School for Academic Careers	X650	Pending February Vote	-135	Screened	Yes
10X660	Grace Dodge Career and Technical Education High School	X660	Pending February Vote	-228	Educational Option and Screened	Yes
<b>Proposed New High Schools for 2012-2013<sup>29</sup></b>						
08X561	New High School	X450	Pending February Vote	+108	Limited Unscreened; priority to the Bronx	
84XTBD	New Visions Charter High School for Advanced Math and Science II	X655	Pending February Vote	+150	Lottery; preference to District 7	Yes
84XTBD	New Visions Charter High School for the Humanities II	X650	Pending February Vote	+150	Lottery; preference to District 8	Yes

<sup>28</sup> 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 OTC placements). Seat capacity of new schools is based on the phase-in plans for proposed new schools, as described in the EISs for each proposal. These proposals can be found on the DOE’s Web site at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

<sup>29</sup> New schools listed in this chart exclude transfer schools, which serve students who have already attended DOE schools for at least a year and therefore do not represent new ninth-grade admits.

DBN	School Name	Building	PEP Vote	Impact on 9 <sup>th</sup> Grade Seat Capacity	Admissions Method for Seats Added/Removed	Offers CTE Programming
<b>Proposed New High Schools for 2012-2013 (continued)</b>						
08X559	New High School	X650	Pending February Vote	+135	Limited Unscreened; priority to the Bronx	Yes
10X565	New CTE High School	X660	Pending February Vote	+108	Limited Unscreened; priority to the Bronx	Yes
<b>Proposed Grade Expansion for 2012-2013</b>						
09X327	Comprehensive Model School Project M.S. 327	X240 <sup>30</sup>	Pending January Vote	+128 <sup>31</sup>	Limited Unscreened; priority to continuing 8 <sup>th</sup> graders (MS Choice: Unscreened)	
<b>Total Proposed Change in 9<sup>th</sup> Grade Seat Capacity for 2012-2013</b>				<b>+194</b>		
<b>Approved Grade Expansion for 2013-2014</b>						
07X223	M.S. 223 The Laboratory School of Finance and Technology	X149	Approved in December 2011 Vote <sup>32</sup>	+160	Limited Unscreened, priority to continuing 8 <sup>th</sup> graders (MS Choice: Unscreened)	
<b>Total Proposed Change in 9<sup>th</sup> Grade Seat Capacity for 2013-2014</b>				<b>+354</b>		

<sup>30</sup> Building X240 is a new construction that is scheduled to open for the 2012-2013 school year. As part of the proposal to expand M.S. 327, the DOE has also proposed to resite the school out of its current location and into this new building where it would have enough space to expand to serve high school grades.

<sup>31</sup> As noted in the proposals for the grade expansion of both M.S. 327 for 2012-2013 and of M.S. 223 for 2013-2014, these schools would have larger ninth-grade capacity in the first few years of expansion, when they must serve all continuing eighth-grade students who want to remain in the schools. Both schools would begin admitting smaller sixth-grade classes in 2012-2013, and therefore would eventually serve approximately 75-85 students in ninth grade. By the time this reduction occurs, the DOE anticipates it will have created additional new schools in underutilized space which will more than offset that future reduction.

<sup>32</sup> The DOE proposed to expand M.S. 223 to serve high school grades, and this proposal was approved by the PEP on December 14, 2011. However, for reasons detailed in the EIS for that proposal, the implementation of M.S. 223's grade expansion will be delayed a year and will only add new ninth-grade seats beginning in the 2013-2014 school year. The EIS can be found at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Dec2011Proposals.htm>.

The proposed new schools and grade expansions would add 779 available ninth-grade seats. The phase-outs of Samuel Gompers, Gateway, Jane Addams, and Grace Dodge would result in the loss of 585 ninth-grade seats. Therefore, the DOE anticipates there would be a net gain of capacity of 194 new ninth-grade seats in the Bronx.

For the 2011-2012 school year, there was a total of 15,459 ninth-grade seats available in the Bronx.<sup>33</sup> A total of 15,322 new ninth-grade students are enrolled in Bronx high schools in 2011-2012, leaving 137 excess seats.

Thus, if all of these proposals are approved, there would be 194 new seats, and a total of 15,653 total ninth-grade seats in the Bronx for the 2012-2013 school year.

Further, the changes above represent an increase in limited unscreened seats, which are available to all students, regardless of past academic history. This means that a wider set of options would be available to a greater number of students. These changes also represent an increase in the number of seats which would give priority to students residing in the Bronx.

In addition to what is reflected in the chart, as part of the replacement plan for the proposed phase-out of Samuel Gompers, the DOE has also proposed to open a new transfer high school to serve over-age, under-credited students in building X655. This new school would add approximately 130-170 seats in 2012-2013 and 230-270 seats by 2014-2015. These seats are not included above, as they are not available to first-time ninth-grade students. The DOE also intends to propose to open at least one more school in the Bronx for the 2012-2013 school year, which may further increase the capacity of high school seats in the borough. This proposal will be described in an EIS anticipated to post in January or February 2012.

Information regarding the new high schools proposed to open in September 2012 would be provided in the Winter for students who may be interested in applying to these schools as part of Round Two of the High Schools Admissions Process. Detailed information about all City high schools and the High School Admissions Process is published annually in the New York City High School Directory, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/HighDirectory/default.htm>.

### *Impact on CTE Boroughwide Seat Capacity*

This proposal has a direct impact on CTE seats in the Bronx, as do the proposals to phase out Grace Dodge and Jane Addams. There are four new schools proposed for opening in 2012-2013 in the Bronx which would be CTE schools or would offer CTE programming. 08X559 is considering offering programming in one of the following career clusters: Science, Research, and Engineering; or Hospitality and Tourism. 10X565 would offer programming in the following career cluster: Architecture and Construction. New Visions Charter High School for Advanced Math and Science II would offer CTE programming in the following career clusters: Health Sciences; and Science, Research, and Engineering. New Visions Charter High School for the Humanities II would offer CTE programming in the following career clusters: Business Management and Administration; and Hospitality and Tourism. These pathways were selected in response to overall demand from students applying to CTE programs, demand from industry partners interested in hiring graduates with CTE endorsed diplomas, as well as labor trends and analysis of workforce needs.

The proposed new schools would add 543 ninth-grade available seats in new high schools that either are CTE schools or offer CTE programs.<sup>34</sup> The phase-outs of Grace Dodge, Jane Addams, and Samuel Gompers would result in the loss of 476 ninth-grade seats in CTE schools. Therefore, the DOE anticipates

<sup>33</sup> Current ninth-grade seat capacity is based on 2011 ninth-grade seat targets for all district high schools (excludes District 75 and District 79 programs that offer CTE); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

<sup>34</sup> However, it should be noted that not all students in the proposed new schools offering CTE programming are expected to be enrolled in such programs.

there would be a net gain of 67 new ninth-grade seats in the Bronx in total in new CTE schools and new schools where CTE is offered.

For the 2011-2012 school year, there is a total of 4,985 ninth-grade seats available in the Bronx in CTE schools and schools that offer CTE programs. A total of 4,319 new ninth-grade students are enrolled in these schools, resulting in 666 excess seats. If these proposals are approved, adding 67 new seats at CTE schools or schools with CTE programming, there would be a total of 5,052 total ninth-grade seats in the Bronx for the 2012-2013 school year in schools where CTE is offered.

The DOE strongly believes in the importance of CTE education. The DOE will evaluate the potential to add new schools that provide high-quality CTE education in available space across the Bronx, including the space that will become available in the X655 building (where Samuel Gompers is currently located) and in the X660 building (where Grace Dodge is currently located) if these two proposals are approved.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X655. Additionally, this proposal is not expected to impact X655’s status as a fully “Programmatically Accessible” building.

#### IV. Enrollment, Admissions, and School Performance Information

Samuel Gompers is the only impacted school for this proposal.

##### *Samuel Gompers Career and Technical Education High School (07X655)*

##### Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process Admissions Methods: Educational Option, Screened
<b>Admissions after the Phase-out of Samuel Gompers in 2012-2013</b>	N/A

##### Enrollment Data

	Total Enrollment
<b>2011-2012 (Unaudited Register)</b>	676
<b>2012-2013 (Projected)</b>	419 - 459
<b>2013-2014 (Projected)</b>	200 - 240
<b>2014-2015 (Projected)</b>	90 - 130
<b>2015-2016 (Projected)</b>	-

**Demographic Data**

Percentage of Students Receiving ICT or SC Services <sup>35</sup>	22%
Percentage of Students with Individualized Education Programs <sup>36</sup>	29%
Percentage of English Language Learner Students <sup>37</sup>	17%
Percentage of Students Eligible for Free or Reduced Lunch <sup>38</sup>	84%

**School Performance Data**

Samuel Gompers Career and Technical Education High School	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	F
Quality Review Score	N/A	Underdeveloped with Proficient Features	Underdeveloped
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1 <sup>39</sup>	48%	61%	54%
Four-Year Graduation Rate	45%	51%	41%
Six-Year Graduation Rate	56%	58%	58%
% Graduating with a Regents Diploma	29%	29%	29%
Attendance Rate	73%	74%	72%
<b>2010-2011 State Accountability Status</b>	Improvement (Year 2) Comprehensive <sup>40</sup>		

<sup>35</sup> Students receiving ICT or SC services as percentage of total students from the October 31, 2011 Unaudited Register

<sup>36</sup> Students with IEPs as percentage of total students from the October 31, 2011 Unaudited Register

<sup>37</sup> ELL students as percentage of total students from the October 31, 2011 Unaudited Register

<sup>38</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

<sup>39</sup> The 2010-2011 Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least six of those 10 credits in three of the following four subject areas: Mathematics, English, Science, or Social Studies.

<sup>40</sup> This status is determined by the SED under the No Child Left Behind Act. For more information, please visit the SED’s Web site at <http://www.p12.nysed.gov/irs/accountability>.

## V. Initial Costs and Savings

If this proposal is approved, once the phase-out of Samuel Gompers is fully implemented, the DOE would cease to allocate funds to Samuel Gompers, 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 Samuel Gompers 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 Samuel Gompers would decline each year, meaning that the school would 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 would 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") pool. 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 FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

As a school identified as PLA, Samuel Gompers is eligible for School Improvement Grant funds to support the Turnaround model. In New York State, the Turnaround model allows for a school to be phased out and replaced by a new school over time.

If this proposal is approved, in the Spring, the DOE would submit an application to the New York State Education Department for Samuel Gompers to implement the Turnaround model. Under current New York State School Improvement Grant guidelines, if that application is approved, School Improvement Grant funding would support the new high schools proposed to be co-located in X655 and will be available to support programs at the new schools that will actively advance students towards graduation (e.g. on-line credit recovery programs, additional youth development, and guidance support to struggling students). The DOE is working with State and federal authorities to determine whether School Improvement Grant funding can be made available to support schools in the process of phasing out, in addition to the new schools, under the Turnaround model.

All costs related to the opening of AMS II and 07X557 in X655 are included in their respective co-location proposals.

## 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 Samuel Gompers would be excessed over the course of the phase-out.<sup>41</sup> This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs would naturally be reduced.

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

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who do 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 Samuel Gompers may enroll in AMS II or 07X557 or in other new schools opening boroughwide, 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 a net loss of teaching positions within the Citywide system.

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

### B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at Samuel Gompers would decline each year, meaning that the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding would 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 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled.

As with all other schools Citywide, Samuel Gompers 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. Samuel Gompers is currently a Title I school. Assuming

---

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

that Samuel Gompers continues to meet Title I criteria, the school's Title I funding award would adjust as the size of the school population changes.

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 IEPs. Even as Samuel Gompers is phased out, funding would continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act ("VTEA"). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2012, only officially approved programs will be eligible for this funding. As VTEA funds are allocated on a per pupil basis, as Samuel Gompers phases out, the school would lose some of its additional funding to support the CTE program development as the enrollment declines.

### **C. Administration**

All school supervisory and administrative staff positions at Samuel Gompers 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.

### **D. Transportation**

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

There would be no change to existing transportation practices at Samuel Gompers as a result of this proposal.

### **E. Other Support Services**

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

## VII. Building Information

<b>Building</b>		X655
<b>Type of Building</b>		High School
<b>Year Built</b>		1931
<b>Overall BCAS Rating</b>		2.33 out of 5.0
<b>2010-2011 Target Building Utilization</b>		61%
<b>2010-2011 Target Building Capacity</b>		1,348
<b>FY11 Maintenance Costs</b>	<b>Labor</b>	\$57,386
	<b>Materials</b>	\$39,053
	<b>Maintenance and repair contracts</b>	\$111,347
	<b>Service contracts</b>	\$8,000
	<b>Custodial operations costs—Materials</b>	\$13,640
	<b>Custodial operations costs—Custodial allocation</b>	\$404,706
<b>FY11 Energy Costs</b>	<b>Electric</b>	\$249,661
	<b>Gas</b>	\$15,747
	<b>Oil</b>	\$0
<b>Projects completed during the current or prior school year</b>		CIPR – FY 11 Reso A Library Upgrade
<b>Projects proposed in the Capital Plan</b>		N/A
<b>Accessibility of the building</b>		Fully Programmatically Accessible
<b>Building Attributes</b>		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Nurse's office, and Science Labs

Appendix A: CTE Career Cluster – Arts, A/V Technology & Communication

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3,682	3,096	119%	F	17%	10%	Media Production	Educational Option, Zoned	New (to process)
10X437	Bronx	Fordham High School for the Arts	500 EAST FORDHAM ROAD	389	422	92%	A	22%	12%	Drama	Audition	In Development
10X475	Bronx	John F. Kennedy High School	99 TERRACE VIEW AVENUE	726	1,348	54%	N/A	15%	24%	Media Production	Phasing out	In Development
10X475	Bronx	John F. Kennedy High School	99 TERRACE VIEW AVENUE	726	1,348	54%	N/A	15%	24%	Audio Visual	Phasing out	In Development
10X475	Bronx	John F. Kennedy High School	99 TERRACE VIEW AVENUE	726	1,348	54%	N/A	15%	24%	Film/Video Production	Phasing out	In Development
11X418	Bronx	Bronx High School for the Visual Arts	2040 ANTIN PLACE	483	486	99%	C	15%	5%	Graphic Design	Limited Unscreened	In Development
11X455	Bronx	Harry S. Truman High School	750 BAYCHESTER AVENUE	1,812	2,902	62%	B	16%	10%	Media Production	Educational Option, Screened, Zoned	In Development
14K454	Brooklyn	Green School: An Academy for Environmental Careers	223 GRAHAM AVENUE	397	573	69%	B	13%	12%	Technical Theatre	Limited Unscreened	New (to process)

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	985	866	114%	A	9%	10%	Technical Theatre	Educational Option, Screened	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1,646	3,439	48%	F	15%	3%	Graphic Arts	Screened, Zoned	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1,646	3,439	48%	F	15%	3%	Graphic Design	Screened, Zoned	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1,646	3,439	48%	F	15%	3%	Film/Video Production	Screened, Zoned	New (to process)
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1,622	1,699	95%	C	12%	9%	Dance	Educational Option, Screened	New (to process)
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	385	608	63%	A	15%	5%	Drama	Limited Unscreened	In Development
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	385	608	63%	A	15%	5%	Technical Theatre	Limited Unscreened	In Development
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	605	1,041	58%	A	23%	6%	Communicaton Media	Educational Option	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	605	1,041	58%	A	23%	6%	Apparel Design	Educational Option	In Development
21K559	Brooklyn	Life Academy High School for Film and Music	2630 BENSON AVENUE	256	381	67%	B	18%	5%	Film/Video Production	Limited Unscreened	In Development
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	977	1,454	67%	B	19%	3%	Audio Visual	Educational Option	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3,888	2,409	161%	C	4%	4%	Media Production	Screened, Unscreened	In Development
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	585	546	107%	N/A	0%	76%	Technical Theatre	Transfer School	In Development
02M519	Manhattan	Talent Unlimited High School	317 EAST 67TH STREET	491	618	79%	B	0%	0%	Drama	Audition	Approved
02M600	Manhattan	The High School of Fashion Industries	225 WEST 24TH STREET	1,604	1,928	83%	A	7%	3%	Commercial Arts and Illustration	Audition	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	471	779	60%	B	11%	6%	Desktop Publishing	Educational Option, Screened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M620	Manhattan	Norman Thomas High School	111 EAST 33RD STREET	1,145	1,747	66%	N/A	13%	22%	Cartoon and Animation, Interactive Tech	Phasing out	In Development
02M620	Manhattan	Norman Thomas High School	111 EAST 33RD STREET	1,145	1,747	66%	N/A	13%	22%	Film/Video Production	Phasing out	New (to process)
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1,460	1,822	80%	F	13%	10%	Commercial Arts and Illustration	Educational Option	Approved
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1,460	1,822	80%	F	13%	10%	Media Journalism	Educational Option	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1,460	1,822	80%	F	13%	10%	Commercial Photography	Educational Option	Under Review
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1,351	1,481	91%	B	6%	2%	Graphic Design and Illustration	Audition	Approved
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1,351	1,481	91%	B	6%	2%	Cartoon and Animation, Interactive Tech	Audition	Approved
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1,351	1,481	91%	B	6%	2%	Photography and Film Editing	Audition	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1,351	1,481	91%	B	6%	2%	Commercial Photography	Audition	In Development
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1,351	1,481	91%	B	6%	2%	Apparel Design	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2,610	2,099	124%	A	0%	0%	Dance	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2,610	2,099	124%	A	0%	0%	Drama	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2,610	2,099	124%	A	0%	0%	Technical Theatre	Audition	In Development
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	833	574	145%	A	7%	13%	Graphic Design	Educational Option	In Development
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY NORTH	833	574	145%	A	7%	13%	Graphic Design	Educational Option	In Development
25Q285	Queens	World Journalism Preparatory: A College Board School	34-65 192 <sup>ND</sup> STREET	598	575	104%	A	10%	1%	Media Journalism	Limited Unscreened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1,140	906	126%	A	0%	0%	Media Journalism	Screened	New (to process)
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3,318	2,235	148%	A	10%	6%	Digital Communicaton	Audition, Educational Option, Limited Unscreened, Screened	In Development
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3,318	2,235	148%	A	10%	6%	Audio Engineer	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	1,062	1,776	60%	D	13%	4%	Media Production	Educational Option, Limited Unscreened, Screened	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3,122	2,704	115%	A	6%	15%	Film/Video Production	Audition, Educational Option, Screened, Zoned	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 <sup>TH</sup> AVENUE	2,268	1,767	128%	A	8%	1%	Graphic Arts	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 <sup>TH</sup> AVENUE	2,268	1,767	128%	A	8%	1%	Commercial Arts and Illustration	Educational Option, Screened	Approved
30Q301	Queens	Academy for Careers in Television and Film	36-41 28 STREET	423	439	96%	N/A	10%	3%	Film/Video Production	Limited Unscreened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35TH AVENUE	757	746	101%	B	0%	0%	Dance	Audition	In Development
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35TH AVENUE	757	746	101%	B	0%	0%	Drama	Audition	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	925	759	122%	B	12%	10%	Film/Video Production	Educational Option	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2,675	3,345	80%	A	11%	6%	Digital Communicaton	Educational Option, Screened, Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2,558	1,698	151%	B	10%	6%	Media Studies	Educational Option, Screened, Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2,558	1,698	151%	B	10%	6%	Audio Engineer	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2,558	1,698	151%	B	10%	6%	Dance	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2,558	1,698	151%	B	10%	6%	Graphic Design	Educational Option, Screened, Unscreened	New (to process)

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2,558	1,698	151%	B	10%	6%	Film/Video Production	Educational Option, Screened, Unscreened	New (to process)
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3,893	3,491	112%	B	10%	1%	E-Commerce	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	684	1,072	64%	B	16%	4%	Graphic Design	Educational Option, Screened	Approved

Appendix A: CTE Career Cluster – Information Technology

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3,682	3,096	119%	F	17%	10%	Information Technology	Educational Option, Zoned	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3,682	3,096	119%	F	17%	10%	Web Design	Educational Option, Zoned	New (to process)
08X540	Bronx	School for Community Research and Learning	1980 LAFAYETTE AVENUE	191	387	49%	N/A	28%	11%	A+ Computer Repair	Phasing out	In Development
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	337	439	77%	A	0%	88%	Academy of Information Technology/AOIT	Screened: Language	In Development
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1,129	944	120%	C	8%	12%	Cisco	Screened	In Development
10X524	Bronx	Crotona International High School	2474 CROTONA AVENUE	85	N/A	N/A	N/A	0%	84%	Computer Software and Media Applications	Screened: Language	TBD
10X660*	Bronx	Grace Dodge Career and Technical Education High School	2474 CROTONA AVENUE	1,195	1,416	84%	F	17%	19%	Academy of Information Technology/AOIT	Educational Option, Screened	In Development
11X275	Bronx	High School of Computers and Technology	800 EAST GUN HILL ROAD	553	426	130%	A	14%	11%	A+ Computer Repair	Limited Unscreened	In Development
11X415	Bronx	Christopher Columbus High School	925 ASTOR AVENUE	756	1,171	65%	N/A	22%	19%	A+ Computer Repair	Phasing out	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	938	1,380	68%	D	12%	2%	A+ Computer Repair	Educational Option, Screened	Approved
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	938	1,380	68%	D	12%	2%	Cisco	Educational Option, Screened	New (to process)
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	938	1,380	68%	D	12%	2%	Web Design	Educational Option, Screened	New (to process)
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	985	866	114%	A	9%	10%	Cisco	Educational Option, Screened	Approved
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1,646	3,439	48%	F	15%	3%	Information Technology	Screened, Zoned	In Development
17K122	Brooklyn	Pathways in Technology Early College High School (P-Tech)	150 ALBANY AVENUE	104	N/A	N/A	N/A	11%	2%	TBD	Limited Unscreened	TBD
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1,132	30%	N/A	20%	3%	Academy of Information Technology/AOIT	Phasing out	In Development
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1,132	30%	N/A	20%	3%	New Media	Phasing out	In Development
18K563	Brooklyn	It Takes a Village Academy	5800 TILDEN AVENUE	389	709	55%	A	12%	29%	Cisco	Limited Unscreened	New (to process)

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
18K617	Brooklyn	High School for Innovation in Advertising and Media	1600 ROCKAWAY PARKWAY	319	388	82%	N/A	13%	8%	Digital Media	Limited Unscreened	In Development
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1,324	1,274	104%	B	11%	3%	Electrical Installation	Educational Option, Screened	In Development
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	411	506	81%	N/A	13%	12%	Academy of Information Technology/AOIT	Limited Unscreened	In Development
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	411	506	81%	N/A	13%	12%	Academy of Information Technology/AOIT	Limited Unscreened	New (to process)
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	411	506	81%	N/A	13%	12%	Information Technology	Limited Unscreened	New (to process)
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2,647	2,010	132%	C	11%	17%	Business Information Technology	Audition, Educational Option, Screened, Zoned	In Development
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2,193	2,479	88%	C	7%	20%	Computer Science Institute	Educational Option, Screened	In Development
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	977	1,454	67%	B	19%	3%	A+ Computer Repair	Educational Option	In Development
21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21ST AVENUE	878	839	105%	C	15%	9%	Digital Media	Educational Option	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3,127	2,288	137%	B	10%	14%	Information Technology	Screened, Zoned	In Development
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	585	546	107%	N/A	0%	76%	Web Design	Transfer School	In Development
02M460*	Manhattan	Washington Irving High School	40 IRVING PLACE	1,039	1,988	52%	F	13%	20%	Web Design	Educational Option, Screened	In Development
02M460*	Manhattan	Washington Irving High School	40 IRVING PLACE	1,039	1,988	52%	F	13%	20%	Web Design	Educational Option, Screened	In Development
02M460*	Manhattan	Washington Irving High School	40 IRVING PLACE	1,039	1,988	52%	F	13%	20%	Academy of Information Technology/AOIT	Educational Option, Screened	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2,125	2,104	101%	D	12%	10%	Computer Science Institute	Educational Option	In Development
02M542	Manhattan	Manhattan Bridges High School	525 WEST 50TH STREET	542	565	96%	A	1%	72%	Academy of Information Technology/AOIT	Screened: Language & Academics	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	471	779	60%	B	11%	6%	Cisco	Educational Option, Screened	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	471	779	60%	B	11%	6%	A+ Computer Repair	Educational Option, Screened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M620	Manhattan	Norman Thomas High School	111 EAST 33 <sup>RD</sup> STREET	1,145	1,747	66%	N/A	13%	22%	Web Design	Phasing out	New (to process)
03M479	Manhattan	Beacon High School	227-243 WEST 61 <sup>ST</sup> STREET	1,163	809	144%	A	1%	0%	Digital Media	Screened	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 <sup>TH</sup> STREET	456	502	91%	N/A	0%	14%	Cisco	Phasing out	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 <sup>TH</sup> STREET	456	502	91%	N/A	0%	14%	Electrical Installation	Phasing out	New (to process)
24Q455	Queens	Newtown High School	48-01 90 <sup>TH</sup> STREET	2,626	2,396	110%	C	7%	31%	New Media	Audition, Educational Option, Screened, Zoned	Approved
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2,110	2,208	96%	C	8%	22%	Academy of Information Technology/AOIT	Educational Option, Limited Unscreened, Zoned	In Development
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 <sup>TH</sup> AVENUE	1,381	1,146	121%	B	10%	6%	New Media	Educational Option, Screened	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 <sup>TH</sup> AVENUE	1,381	1,146	121%	B	10%	6%	Computer Graphics	Educational Option, Screened	In Development
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 <sup>TH</sup> AVENUE	1,381	1,146	121%	B	10%	6%	A+ Computer Repair	Educational Option, Screened	Under Review

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3,318	2,235	148%	A	10%	6%	Computer Programmer	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3,122	2,704	115%	A	6%	15%	Cisco	Audition, Educational Option, Screened, Zoned	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 <sup>TH</sup> AVENUE	2,268	1,767	128%	A	8%	1%	Cisco	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 <sup>TH</sup> AVENUE	2,268	1,767	128%	A	8%	1%	Web Design	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 <sup>TH</sup> AVENUE	2,268	1,767	128%	A	8%	1%	A+ Computer Repair	Educational Option, Screened	Approved
30Q502	Queens	Information Technology High School	21-16 44 <sup>TH</sup> ROAD	925	759	122%	B	12%	10%	Apple Certification	Educational Option	In Development
30Q502	Queens	Information Technology High School	21-16 44 <sup>TH</sup> ROAD	925	759	122%	B	12%	10%	Cisco	Educational Option	In Development
30Q502	Queens	Information Technology High School	21-16 44 <sup>TH</sup> ROAD	925	759	122%	B	12%	10%	Web Design	Educational Option	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2,558	1,698	151%	B	10%	6%	New Media	Educational Option, Screened, Unscreened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3,893	3,491	112%	B	10%	1%	Cisco	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST. MARKS PLACE	684	1,072	64%	B	16%	4%	CISCO Networking Academy	Educational Option, Screened	Approved

Appendix A: Career Cluster – Manufacturing Production

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
10X213	Bronx	Bronx Engineering and Technology Academy	99 TERRACE VIEW AVENUE	445	504	88%	C	17%	16%	PLTW	Limited Unscreened	In Development
13K419	Brooklyn	Science Skills Center HS for Science, Technology, and the Creative Arts	49 FLATBUSH AVENUE EXTENSION	536	664	81%	A	10%	8%	PLTW	Educational Option, Screened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	938	1,380	68%	D	12%	2%	CADD	Educational Option, Screened	New (to process)
14K558	Brooklyn	Williamsburg High School for Architecture and Design	257 NORTH 6 <sup>th</sup> STREET	502	552	91%	A	14%	7%	Architecture	Limited Unscreened	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1646	3,439	48%	F	15%	3%	Robotics	Screened, Zoned	In Development
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	585	546	107%	N/A	0%	76%	Robotics	Transfer School	In Development
02M542	Manhattan	Manhattan Bridges High School	525 WEST 50 <sup>TH</sup> STREET	542	565	96%	A	1%	72%	Academy of Engineering	Screened: Language & Academics	In Development
02M551	Manhattan	The Urban Assembly New York Harbor School	10 SOUTH STREET	431	423	102%	A	13%	4%	Robotics	Limited Unscreened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-12 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1,351	1,481	91%	B	6%	2%	Architecture	Audition	Approved
24Q455	Queens	Newtown High School	48-01 90 <sup>TH</sup> STREET	2,626	2,396	110%	C	7%	31%	Architecture	Audition, Educational Option, Screened, Zoned	Approved
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1,140	906	126%	A	0%	0%	Robotics	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4,166	2,358	177%	A	10%	13%	Robotics	Educational Option, Screened, Zoned	New (to process)
27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104 <sup>TH</sup> STREET	926	941	98%	A	2%	0%	Architecture	Screened	In Development
27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104 <sup>TH</sup> STREET	926	941	98%	A	2%	0%	Academy of Engineering	Screened	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3,122	2,704	115%	A	6%	15%	CADD	Audition, Educational Option, Screened, Zoned	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 <sup>TH</sup> AVENUE	2,268	1,767	128%	A	8%	1%	Robotics	Educational Option, Screened	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 <sup>TH</sup> AVENUE	2,268	1,767	128%	A	8%	1%	Mechanical Drafting	Educational Option, Screened	In Development

Appendix A: Career Cluster – Scientific Research and Engineering

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151TH STREET	742	1,303	57%	C	18%	10%	Pre Engineering	Screened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3,682	3,096	119%	F	17%	10%	Engineering	Educational Option, Zoned	New (to process)
11X455	Bronx	Harry S. Truman High School	750 BAYCHESTER AVENUE	1,812	2,902	62%	B	16%	10%	Engineering	Educational Option, Screened, Zoned	In Development
13K430	Brooklyn	Brooklyn Technical High School	29 FORT GREENE PLACE	5,348	4,074	131%	B	0%	0%	Engineering	Test	In Development
13K674	Brooklyn	City Polytechnic High School of Engineering, Architecture, and Technology	105 JOHNSON STREET	335	234	143%	N/A	14%	4%	Civil Engineering	Limited Unscreened	In Development
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	736	968	76%	C	18%	5%	Pre Engineering	Educational Option, Limited Unscreened	In Development
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1,324	1,274	104%	B	11%	3%	Pre Engineering	Educational Option, Screened	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3,888	2,409	161%	C	4%	4%	Engineering	Screened, Unscreened	Approved

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
05M692	Manhattan	High School for Mathematics, Science and Engineering at City College	240 CONVENT AVENUE	408	451	90%	A	0%	0%	Engineering	Test	In Development
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2,110	2,208	96%	C	8%	22%	Pre Engineering	Educational Option, Limited Unscreened, Zoned	New (to process)
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 <sup>TH</sup> AVENUE	1,381	1,146	121%	B	10%	6%	Electrical Engineering	Educational Option, Screened	Approved
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1,140	906	126%	A	0%	0%	Bio-Med Tech	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4,166	2,358	177%	A	10%	13%	BioTechnology	Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3,122	2,704	115%	A	6%	15%	BioTechnology	Audition, Educational Option, Screened, Zoned	New (to process)
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2,170	2,093	104%	C	13%	6%	Bio-Med Tech	Educational Option, Limited Unscreened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST. MARKS PLACE	684	1,072	64%	B	16%	4%	Architectural Engineering Technology/Technician	Educational Option, Screened	Approved
31R605	Staten Island	Staten Island Technical High School	485 CLAWSON STREET	1,104	1,122	98%	A	0%	0%	Engineering	Test	In Development

Appendix B: Interest Area – Computer Science & Technology

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2011 Org. Capacity	2011-2012 Org. Util	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3,682	3,096	119%	F	17%	10%	Academy for Computer Technology	Educational Option
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	337	439	77%	A	0%	88%	National Academy Foundation Institute for Computer Technology	Screened: Language
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	337	439	77%	A	0%	88%	National Academy Foundation Computer Networking	Screened: Language
10X368	Bronx	In-Tech Academy (M.S./ High School 368)	2975 TIBBETT AVENUE	1,129	944	120%	C	8%	12%	Information and Network Technology Academy	Screened
10X660*	Bronx	Grace Dodge Career and Technical Education High School	2474 CROTONA AVENUE	1,195	1,416	84%	F	17%	19%	Computer Repair A+ and Cisco Networking	Screened
11X275	Bronx	High School of Computers and Technology	800 EAST GUN HILL ROAD	553	426	130%	A	14%	11%	High School of Computers and Technology	Limited Unscreened
11X455	Bronx	Harry S. Truman High School	750 BAYCHESTER AVENUE	1,812	2,902	62%	B	16%	10%	Computer Technology/Business Program	Educational Option

Appendix B: Interest Area – Engineering

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2011 Org. Capacity	2011-2012 Org. Util	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)
07X522	Bronx	Bronx Design and Construction Academy	333 EAST 151TH STREET	139	0	N/A	N/A	24%	20%	Building Construction and Technology	Limited Unscreened
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151TH STREET	742	1,303	57%	C	18%	10%	NATEF Automotive Technology	Screened
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151TH STREET	742	1,303	57%	C	18%	10%	Bilingual Spanish NATEF Automotive Technology	Screened: Language
10X213	Bronx	Bronx Engineering and Technology Academy	99 TERRACE VIEW AVENUE	445	504	88%	C	17%	16%	Bronx Engineering & Technology Academy (BETA)	Limited Unscreened
11X455	Bronx	Harry S. Truman High School	750 BAYCHESTER AVENUE	1,812	2,902	62%	B	16%	10%	Pre-Engineering and Applied Mathematics	Screened

Appendix B: Interest Area – Virtual Art & Design

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2011 Org. Capacity	2011-2012 Org. Util	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)
07X520	Bronx	Foreign Language Academy of Global Studies	470 JACKSON AVENUE	313	N/A	N/A	C	17%	22%	Art as Visual Language	Educational Option
07X547	Bronx	New Explorers High School	730 CONCOURSE VILLAGE WEST	387	492	79%	B	22%	16%	Visual Arts, Drama, Dance and Music	Limited Unscreened
08X312	Bronx	Millennium Art Academy	1980 LAFAYETTE AVENUE	512	401	128%	A	18%	6%	Millennium Art Academy	Limited Unscreened
11X418	Bronx	Bronx High School for the Visual Arts	2040 ANTIN PLACE	483	486	99%	C	15%	5%	Graphic Design	Limited Unscreened
11X418	Bronx	Bronx High School for the Visual Arts	2040 ANTIN PLACE	483	486	99%	C	15%	5%	Visual Art	Limited Unscreened
11X544	Bronx	High School for Contemporary Arts	800 EAST GUN HILL ROAD	495	441	112%	A	9%	10%	Arts Lab-Studio II Visual, Audio & Media Arts	Limited Unscreened
11X544	Bronx	High School for Contemporary Arts	800 EAST GUN HILL ROAD	495	441	112%	A	9%	10%	Arts Lab Studio Creative Writing & Performing Arts	Limited Unscreened
12X692	Bronx	Monroe Academy for Visual Arts & Design	1300 BOYNTON AVENUE	467	534	87%	B	16%	32%	Monroe Academy of Visual Design	Educational Option

Sources:	
2011-2012 Enrollment	October 31, 2011 Unaudited Register
2010-2011 Organization Capacity (Org. Capacity)	School Capacity in 2010-2011 from the Blue Book
2011-2012 Organization Utilization (Org. Util)	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 DOE's Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the October 31, 2011 Unaudited 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 October 31, 2011 Unaudited Register.
Progress Report	2010-2011 Overall Progress Report Grade
2011 Seat Target	Program Seat Target for September 2011
2011 Applicants	Program Applicants for September 2011
Admissions Method	Process by which students are admitted to the school

**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, which are themselves grouped into sixteen career clusters identified at the federal level. “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. 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. 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.