

EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Grace Dodge Career and Technical Education High School (10X660) Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Grace Dodge Career and Technical Education High School (10X660, “Grace Dodge”), an existing high school located in building X660 located at 2427 Crotona Avenue, Bronx, NY 10458, within the geographical confines of Community School District 10. It currently serves students in grades nine through twelve. The DOE is proposing to phase out Grace Dodge based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

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

Grace Dodge is co-located with Crotona International High School (10X524, “Crotona International”), a new high school that opened with ninth grade in September 2011. It will serve grades nine through twelve at full-scale. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. Crotona International is still phasing in, gradually growing to full-scale as it adds a new grade of students annually. During the 2014-2015 school year, Crotona International will serve its first cohort of students in twelfth grade. In addition, X660 houses a Young Adult Borough Center, Grace Dodge YABC (10X667, “YABC”).¹

Both Grace Dodge and Crotona International are Career and Technical Education (“CTE”) schools.² Both also admit students in ninth grade through the Citywide High School Admissions process and are screened schools. Additional information about CTE programming and the High School Admissions Process is in Section III.A of this proposal.

If this proposal is approved, Grace Dodge will begin phasing out one grade at a time beginning in

¹ Young Adult Borough Centers (“YABCs”) are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. The YABC program in X660 is an evening program, but it does also use a minimal amount of space in the building during the day. This is detailed below in Section III.B. Impact on Schools.

² Career and Technical Education (“CTE”) programs integrate academic study with workforce skills in specific careers. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce.

September 2012 and complete its phase-out after the 2014-2015 school year. In another Educational Impact Statement (“EIS”), the DOE is proposing to open a new high school, 10X565, in building X660 in September 2012. The proposal can be found at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>. This school will continue growing to full-scale as Grace Dodge phases out. The new school will open with ninth grade, adding one grade annually and reaching full-scale in the 2015-2016 school year with a grade span of nine through twelve. Crotona International will also continue to phase in as planned.

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 Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F or a third consecutive grade of C or lower on their annual Progress Report and 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.³ Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth- to twelfth grade students, where applicable. 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 SED as PLA, regardless of the school’s Progress Report grade and Quality Review scores, 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.

Grace Dodge received an overall F grade on its Progress Report in 2010-2011, with a D grade on the Student Performance sub-section, an F grade on the Student Progress sub-section, and a C grade on the School Environment sub-section. Grace Dodge has been identified as a PLA school by the State since January 2010.

As a result, the DOE initiated a comprehensive review of Grace Dodge, with the goal of determining what intensive supports and interventions would best benefit its students and the Grace Dodge 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 Grace Dodge during the fall of 2010, after Grace Dodge earned a D on its 2009-2010 Progress Report and had been named as a PLA school for the first time in January 2010. Upon completion of the review in the fall of 2010, the DOE believed that, at the time, phase-out was not the appropriate intervention for the school. The DOE decided to reduce the enrollment of Grace Dodge for September 2011, to reduce the number of CTE pathways that the school would offer beginning in September 2012, and to provide a new option for high school students, Crotona International, in the X660 building. The enrollment reduction was also intended to provide an opportunity

³High schools with a four-year graduation rate that is higher than the Citywide average, which earned a Well Developed or Outstanding rating on the most recent quality review, which received an A or B on the 2010-11 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

for Grace Dodge to improve by narrowing its focus to fewer academic programs and a smaller number of students.

Additionally, in May of 2011, the DOE assigned several PLA schools to one of four federally approved intervention models. Grace Dodge became a Transformation school. This model's interventions aim to change the school by augmenting instructional and student support services and by creating new teacher incentive and teacher evaluation systems to build and retain quality staff.

The 2011-2012 school year is only the second in which the DOE has implemented Transformation at any school, and the DOE is still evaluating the degree to which the supports and interventions included in the model are supporting students and improving student achievement. In May of 2011, the DOE submitted applications for School Improvement Grants ("SIG") to the New York State Education Department ("SED") for most of its PLA schools, including Grace Dodge. Grace Dodge was approved for \$1,250,000 in SIG funding to support the Transformation model in 2011-2012.

However, recent performance at Grace Dodge, as demonstrated in the school's most recent Progress Report released at the end of October 2011, suggested the need to further investigate Grace Dodge to determine if Transformation is still the best model for the school and whether the new, narrowed focus on fewer academic programs and a smaller number of students is enough to enable the school to turn around quickly, or if a more significant intervention might be required to increase student performance. For example, the school's Overall Progress Report grade was consistent between 2008-2009 and 2009-2010 at a D, but declined to an F in 2010-2011. Similarly, the school's graduation rate was consistent between 2008-2009 and 2009-2010 at 46% (including August graduates), but declined by 11 percentage points to a graduation rate of 35% in 2010-2011.

The stabilization of these significant measures from 2008-2010 suggested the possibility that supports like those in the Transformation model could increase student achievement, especially when combined with the narrowed focus of fewer academic programs and reduced enrollment. However, the dramatic decline in these metrics during the 2010-2011 school year suggests that the core supports in the Transformation model will not have a quick enough impact to meaningfully improve student outcomes.

As a result, after this year's investigation, the DOE no longer believes that the Transformation model will be an adequate intervention to assist Grace Dodge to improve quickly enough to support current students to graduate and to support new students to progress to graduation. The Transformation model is the least aggressive of the available SIG models. The DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Grace Dodge—will address the school's longstanding and declining performance struggles and allow for new school options to develop in building X660 that will better serve future students and the broader community. Given Grace Dodge's declining performance, the DOE is now proposing to phase out the school and submit a School Improvement Grant application to the New York State Education Department to implement 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.

Performance and School Environment at Grace Dodge

Grace Dodge has struggled for 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 Grace Dodge have been consistently low—46% or less—for over five years. In 2010-2011, Grace Dodge’s four-year graduation rate (including August graduates) was 35%—well below the Citywide average of 65% and among the lowest Citywide.⁴
- If Regents diplomas alone counted toward graduation—as will be the case next school year—the four-year graduation rate at Grace Dodge would drop to just 25%, putting Grace Dodge in the bottom 3% of high schools Citywide.
- First year credit accumulation is a key predictor of student success because students who fall behind early on in high school often have trouble getting back on track to graduate. In 2010-2011, only 57% of first-year students at Grace Dodge earned at least 10 credits. This rate of credit accumulation puts Grace Dodge in the bottom 6% of high schools Citywide. (The Progress Report defines students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Math, English, Science, and/or Social Studies.)
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Grace Dodge earned an overall F grade on its 2010-2011 annual Progress Report, with an F grade on Student Performance, a D grade on Student Progress, and a C grade on School Environment. Additionally, in 2009-2010 the school was designated by the State as Persistently Low Achieving, and in 2010-2011 was selected to implement the Federal SIG model, Transformation.
- The school’s attendance rate remains below most other high schools. The 2010-2011 attendance rate was 77% compared to the Citywide high school average of 86%, putting Grace Dodge in the bottom 7% of all high schools Citywide in terms of attendance.
- Safety issues have been a concern at Grace Dodge in recent years. On the 2010-2011 New York City School Survey, 29% of students reported feeling unsafe in the hallways, bathrooms, and locker rooms. That same year, 24% of parents expressed concerns about their children’s safety. In addition, 18% of teachers reported that discipline and order were not maintained at the school.
- Grace Dodge was rated “Developing” on its most recent Quality Review in 2010-2011. Quality Reviews evaluate how well schools are organized to support student learning. Grace Dodge’s 2010-2011 Quality Review cited a number of serious concerns, including the need to develop a rigorous and engaging curriculum, inadequate differentiation of instruction to support individual student needs, and uneven levels among staff of analysis of student work and data to allow teachers to modify teaching practice to support students’ individualized needs.

⁴ The 2011 graduation rate cited for Grace Dodge 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 our calculation and the State calculated rate. State calculated graduation rates for the Grace Dodge Class of 2011 are still being audited by the State and will not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 will also be released by the New York State Education Department. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65% for the Class of 2010.

The chart below summarizes key performance data for Grace Dodge over the past three years:

Grace Dodge Career and Technical Education High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	D	D	F
Progress Report Progress Grade	D	C	D
Progress Report Performance Grade	D	F	F
Progress Report Environment Grade	B	C	C
Quality Review Score ⁵	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ⁶	59%	69%	57%
4 Year Graduation Rate	46%	46%	35%
6 Year Graduation Rate	56%	45%	55%
% Graduating with a Regents Diploma	24%	29%	25%
Attendance Rate	82%	79%	77%
2010-2011 State Accountability Status			
Restructuring (advanced) Comprehensive ⁷			

Overview of Past Strategic Improvement Efforts at Grace Dodge

We recognize that Grace Dodge staff members have worked hard to improve the school, but the school has not turned around. Over the previous years, the DOE has offered to supported Grace Dodge in several ways, 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 for leadership on implementing plans in support of citywide instructional initiative.

⁵ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁶ The 2010-2011 Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.

⁷ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

- Supporting leadership and staff in generating meaningful strategies for improving the quality of classroom visitations, instructional feedback and teacher reflections, as a way to raise teacher practice and improve student outcomes.

Instructional Support:

- Supporting and training teachers in instructional improvement strategies related to science resources and the development of a rigorous and comprehensive science program.
- Supporting teachers in assessment design, curriculum mapping, and student feedback as tools aimed at meeting the necessary standards and expected student outcomes.
- Providing professional development opportunities for teachers on shared grading policies, differentiated instruction and questioning tactics aimed at increasing student interest and raising student performance.
- Training for staff on successful ways to increase student outcomes through data analysis and various tools to understand student progress.

Operational Support:

- Advising school staff on budgeting, human resources, teacher recruitment and building management.
- Supporting school staff on developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.

Student Support:

- Training the School Based Support Team in comprehensive guidance programs and evidence based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Developing comprehensive mentoring programs in order to strengthen academic and social supports for targeted students.
- Developing health education programming and resources aimed at strengthening healthy decision making.
- Supporting the Network in developing and maintaining relationships with community based organizations, including Committee for Hispanic Children and Families, Good Shepherd and Health Advance Institute.

CTE-Specific Support:

- Advising and supporting leadership in the process to gain approval for CTE programs.
- Providing opportunities and training for 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

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

Due to the further decline of the school's performance during the 2010-2011 school year, as detailed above, the DOE has determined that a more significant intervention is required in order to provide students with more options.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Grace Dodge community about strategies to better support students and improve outcomes at the school. The Grace Dodge community provided input to the DOE throughout the 2010-2011 school year in the context of the previous proposal to co-locate a new school, Crotona International, in building X660.

This fall, Deputy Executive Director of the Office of Post Secondary Readiness Melissa Silberman held meetings—with parents at the school, with the teachers, and with the School Leadership Team—on November 10, 2011 to discuss what is and is not working at Grace Dodge, and how we can work together to serve students better.

Approximately 30 teachers attended the two meetings with teachers. They had some positive feedback about the teachers' relationships with students, the Emergency Medical Technician Program, and the inquiry team's work to increase writing in classes schoolwide, but they also expressed a number of concerns, including:

- High school data and Progress Reports do not capture the entering students' low middle school attendance records.
- Teachers need modeling of Danielson framework and Common Core standards.
- Students enter the school requiring remediation, and as a result four years is not long enough.

Approximately 32 people attended the parent meeting. They also had some positive feedback about the school. Some stated that teachers have been keeping in contact with them to share how their children are doing, and other discussed how students who struggled as ninth graders are now succeeding in upper grades. However, parents also expressed several concerns:

- Graduation rates at the school are very low.
- Students are not given homework.
- There is not a clear system for how the school shares information with parents about student progress.
- The school has been failing for a number of years, but parents didn't know what the school has been doing during this time to improve student performance.

The School Leadership Team shared similar concerns and said that some teachers feel the school is not providing them with the supports they need to help struggling students. They also had some positive feedback about teachers using data to improve instruction.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/bronx/proposal?id=50>.

While some members of the Grace Dodge community objected to the possibility of phasing the school out, the DOE believes that drastic action must be taken given the school's longstanding performance struggle and the lack of evidence that the school is poised to quickly turn around to better support students. We do plan to incorporate community feedback in other ways as we continue to support current Grace Dodge students working toward graduation and as we develop plans to replace Grace Dodge with a new school that better meets student and community needs.

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

II. Proposed or Potential Use of Building

X660 has the capacity to serve 1,416 students.⁸ (The concept of "target capacity" is described below.) In 2010-2011—the most recent year for which audited enrollment data is available—the building only served 1,316 students,⁹ yielding a utilization rate of 93%.¹⁰ In 2011-2012, the building is serving 1,280 total students,¹¹ yielding a target utilization rate of 90%.¹²

If this proposal is approved, Grace Dodge will begin phasing out one grade at a time, beginning in the 2012-2013 school year and completing phase-out after the 2014-2015 school year. Crotona International would continue to phase in as planned, adding one grade per year and completing phase-in during the 2014-2015 school year. As part of the replacement strategy for Grace Dodge, the DOE is also proposing to co-locate a new district high school, 10X565, in building X660, beginning in the 2012-2013 school year. This school would phase in one grade at a time and complete phase-in during the 2015-2016 school year. The proposal to co-locate 10X565 is detailed in a separate EIS, also posted on December 22, 2011. The proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

⁸ 2010-2011 Enrollment, Capacity, Utilization, Report (the "Blue Book")

⁹ 2010-2011 Audited Register

¹⁰ 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.

¹¹ October 31, 2011 Unaudited Register

¹² The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

Over a period of five years, the proposed grade spans for the existing and proposed schools in the building are as follows:¹³

Grades Spans						
DBN	School Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
10X660	Grace Dodge Career and Technical Education High School	9-12	10-12	11-12	12	-
10X524	Crotona International High School	9	9-10	9-11	9-12	9-12
10X565	New High School	-	9	9-10	9-11	9-12

Crotona International will serve 300-340 ninth through twelfth grade students when it completes its expansion and achieves full scale in 2014-2015.¹⁴

If approved, the new high school (10X565) would serve approximately 420-460 students in grades nine through twelve at full-scale.¹⁵ Once Grace Dodge has completed its phase-out and Crotona International and 10X565 have completed their respective phase-ins, there would be approximately 720-800 students served in building X660 in 2015-2016, yielding an estimated utilization rate 51-56%. Therefore, the building has adequate capacity to accommodate the full expansions of Crotona International and 10X565 during and after the phase-out of Grace Dodge.

¹³ As Grace Dodge 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 Grace Dodge and would have access to appropriate courses to support their continued progress toward graduation.

¹⁴ Enrollment projections are based on a standard phase-in plan of three sections per entry grade. Actual enrollment 2012-2013, however, depends on applicant demand.

¹⁵ Enrollment projections are based on a standard phase-in plan of four sections per entry grade in the first year. Actual enrollment in 2012-13, however, will depend on applicant demand.

Over a period of five years, the current and projected enrollments for each existing and proposed school and projected building utilization rate are shown in the table below:

DBN	School Name	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
10X660	Grace Dodge Career and Technical Education High School	1195	757 - 797	369 - 409	175 - 215	-
10X524	Crotona International High School	85	155 - 175	230 - 260	305 - 345	300 - 340
10X565	New High School	-	105 - 115	210 - 230	315 - 345	420 - 460
Total Building Enrollment		1280	1017 - 1087	809 - 899	795 - 905	720 - 800
Utilization		90%	72% - 77%	57% - 63%	56% - 64%	51% - 56%

As described in more detail in the Enrollment, Capacity, Utilization Report (“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 standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s 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, maximum 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 will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

The DOE anticipates that building X660 will still have excess space once Grace Dodge has completed its phase-out and both Crotona International and 10X565 have completed their phase-ins. This is discussed in greater detail below in Section III.B.

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

A. Students

Enrollment Options for Current Grace Dodge Students

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

Current Ninth Graders at Grace Dodge

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 admissions applications were due December 2, 2011. Students who are in 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 Grace Dodge 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 ninth-grade students at Dodge, and students at other schools who have applied to Grace Dodge, to submit a new list of 12 schools in Round Two of the High School Admissions Process. Those interested in applying to attend a different school as a tenth grader in September 2012 should meet with a guidance counselor.

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

Current repeat ninth grade students would complete high school at Grace Dodge, if they earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a Transfer High School.¹⁶

Current Tenth, Eleventh, and Twelfth Graders at Grace Dodge

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate would complete high school at Grace Dodge, 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.

¹⁶ 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.

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, such as the one located on the Grace Dodge Educational Campus. Transfer schools and Young Adult Borough Centers have strong track records for helping over-age, under-credited students get back on track towards graduation.¹⁷ In general, however, it is expected that most current Grace Dodge students would remain enrolled at the school as they work towards graduation.

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

Impact on Academic and Extra-curricular Offerings at Grace Dodge

With respect to academics, Grace Dodge will continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school declines throughout the course of the phase-out, the school will likely need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented, as decisions would rest with school administrators and would be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE will work with Grace Dodge 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.

Grace Dodge currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained special education ("SC") 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.

Grace Dodge currently serves students classified as English Language Learner ("ELL") students. It offers English as a Second Language ("ESL") services and a Spanish bilingual program to these students. (Please see Appendix A for a list of other Bronx high schools which offer bilingual programs in Spanish.) All students enrolled in the schools on the Grace Dodge Educational Campus will continue to receive their mandated special education and/or ELL services if this proposal is approved.

Grace Dodge was selected to participate in the iLearnNYC grant for the 2011-2012 school year. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing ideas, technology, and tools that work best for their school community. As an iZone school, Grace Dodge participates in iLearnNYC, a program that allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

iLearnNYC provides access to a state-of-the-art online and blended learning platform that aggregates content from 14 vendors, allows for authoring of online content, offers the Turnitin plagiarism checker and a gradebook, and facilitates cross-school collaboration around instruction and best practices. Schools

¹⁷ A student designated as "over-age, under-credited" is considered to be two or more years behind his or her expected age and credit accumulation at the time of entry into a transfer school.

participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools, and they receive Professional Development based on the individual school needs. iLearnNYC schools also receive hardware and facilities support for the online and blended courses as well as technical support associated with these courses.

Grace Dodge has been using the iLearnNYC grant to support foreign language instruction and two Advanced Placement classes. iZone is currently accepting applications from schools interested in participating in iLearnNYC for the 2012-2013 school year. All current iLearnNYC schools must reapply to be a part of the iZone during the 2012-2013 school year and are given priority in the selection process. In addition, phasing out schools are given special consideration in the admission and selection process. Information about the application process can be found here: <http://schools.nyc.gov/community/innovation/izone/ProspectiveSchools/default.htm>.

In addition, Grace Dodge is organized in two small learning communities (“SLCs”)¹⁸. The learning communities are: School of Health Sciences (Nursing and Emergency Medical Technician) and Computer Repair A+ and Cisco Networking (Computer, Applications, Information Technology, Web Page, Programming, Digital Media and Photography, Advanced Programming, and Databases). Grace Dodge will still be able to maintain the small learning community structure as it phases out.

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

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

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

¹⁸ In New York City, there are over 15 large secondary schools that have restructured into SLCs. Each SLC in a school typically has between 250-450 students that work closely with a core group of teachers and other adults. Together, they develop a personalized learning environment focused on the adults knowing the needs, interests, and aspirations of each student well, closely monitoring his or her progress, and providing the academic and other support he or she needs to succeed. SLC teachers plan together and the curriculum in each SLC is structured around a theme or unifying principle to add relevance to academic subjects. Students with special needs and English Language Learners are part of the SLCs. There is one Principal for the school, with each SLC led by an Assistant Principal. SLC schools are supported by the Office of School Redesign under the Division of Teaching & Learning.

According to the High School Directory, Grace Dodge currently offers the following sports:¹⁹

- PSAL Sports²⁰ – Boys: Baseball, Basketball, Bowling
- PSAL Sports – Girls: Basketball, Bowling, Softball, Volleyball
- PSAL Sports – Co-ed: N/A
- School Sports – Cheerleading

According to the High School Directory, Grace Dodge also offers the following extra-curricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> ■ Debate Team ■ Peer Mediation ■ Conflict Resolution ■ Student Inquiry Team Explorers ■ Chess ■ After-school Beauty Salon ■ Vision Technology Store ■ Drama ■ Step Team 	<ul style="list-style-type: none"> ■ Cheerleading Team ■ Chess ■ Dodge Cast ■ Mouse Squad ■ Mock Trial Team ■ Robotics ■ Drama ■ Stage Crew ■ Student Council ■ Student Advisory Council

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, other than Grace Dodge High School, there is one school already phasing into X660, and there is another new school currently proposed to open in the building for the 2012-2013 school year, if approved by the PEP. 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. If this proposal is approved, we anticipate that this same opportunity would exist for students across the Grace Dodge High School Campus, including students attending Grace Dodge as that school phases out. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

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

¹⁹ <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>

²⁰ 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.

multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed phase-out is not expected to impact extracurricular program offerings at the other school in X660.

Impact on CTE Programs

Grace Dodge is a CTE school which offers programs in the following career clusters: Business Management and Administration; Arts, A/V Technology, and Communication; Business Management and Administration; Health Science; Information Technology; Law and Public Safety; and Marketing Sales and Services. If this proposal is approved, beginning in September 2012, Grace Dodge will 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.²¹ 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

²¹ "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.

Grace Dodge offers one state approved CTE program and six other CTE programs that are under review but not yet approved by the State.

Career Cluster	CTE Pathway	Status
Arts, A/V Technology & Communication	Desktop Publishing	In Development
Business Management and Administration	Academy of Finance	Approved
	Entrepreneurship/Virtual Enterprise	In Development
Health Science	Nursing Assistant	In Development
Information Technology	Academy of Information Technology/AOIT	In Development
Law and Public Safety	Law Academy/Legal Studies	In Development
Marketing Sales and Services Cluster	Cosmetology	In Development

Students enrolled in CTE programs at Grace Dodge will continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. It should be noted that the Grace Dodge’s enrollment began decreasing in September 2011 as part of a planned reduction in enrollment and CTE offerings, and the school’s enrollment would decrease more dramatically if this proposal is approved. As the school’s enrollment continues to decrease, 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 the school will still have the appropriate staff and facilities throughout Grace Dodge’s phase-out to offer coursework necessary to the CTE course progression for all students, whether in approved programs or programs in development.

All Grace Dodge students currently enrolled in the approved CTE program are expected to graduate with a CTE-endorsed diploma because the DOE and State have agreed that the approved program at Grace Dodge will remain an approved program through the end of Grace Dodge’s phase-out. As discussed above, in general, students who are enrolled in CTE programs that are "in development" (meaning they are not yet approved by the state) at Grace Dodge, 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 Grace Dodge 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. Grace Dodge will determine whether to proceed with the process of seeking State approval for its programs in development. The DOE will support Grace Dodge 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, 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 Grace Dodge’s career pathways can be found in Appendix B. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE’s Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Impact on Community Partnerships at Grace Dodge

The DOE has worked with the administration at Grace Dodge to establish partnerships with several community-based organizations (“CBOs”). Grace Dodge currently has partnerships with: Good Shepherd Services, Committee for Hispanic Children, Beth Abraham Nursing Home, Jacobi Medical Center, Jewish Home and Hospital, Morningside Nursing Home, Baruch College, Bronx Community College, Fordham University, John Jay College, Lehman College, Monroe College, MOUSE, Cisco, College Board, Estée Lauder, and Pearson Foundation.²² Those partnerships would continue to support current students as Grace Dodge phases out, though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Grace Dodge staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Grace Dodge students in the past. The other schools currently housed on the Grace Dodge campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. As appropriate, the DOE would work with other schools on the Grace Dodge Educational Campus to introduce or enhance partnerships with the community organizations that currently support Grace Dodge students.

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

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high 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 reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of April 2012.

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

High school students with IEPs are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring them greater access to a general education

²² <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=4686>

curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same process as described above. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

Both schools in the X660 building admit students as part of the High School Admissions Process. Grace Dodge 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 the students are chosen by the school administration and half are selected randomly. If a student scores in the top 2% on their previous year's English Language Arts reading exam and lists an Educational Option program as their first choice, they are guaranteed a match to that program.

Grace Dodge has one screened program: Computer Repair A+ and Cisco Networking. The selection criteria for this program are:

- 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
- Interview, Review of Attendance and Punctuality

Grace Dodge has one Educational Option program: School of Health Sciences.

Crotona International admits students through a screened program in Graphic Design. The selection criteria for this program is:

- New York City residents living in the United States four years or fewer and are of limited English proficiency

This proposal is not expected to impact the admissions method of Crotona International.

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on February 9, 2012, students who listed a Grace Dodge program on their high school admissions applications would have the opportunity to submit a new admission 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 as part of Round Two. If a student already received a match in Round One, submitting a Round Two application will nullify the Round One match if the student receives a Round Two match.

If this proposal is approved, and a student does not submit a Round Two application, Grace Dodge's high school program would be removed from the student's existing ranking before the Round One match is executed. In this scenario, any schools ranked lower than the program offered at Grace Dodge on the application would essentially move up on the application. This may or may not impact the eventual match, as the student might have been matched to a school ranked higher than Grace Dodge on the application. However, if the student would have been matched to Grace Dodge, 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 will need to serve as a result of a phase-out decision. As of the October 31, 2011 unaudited register, Grace Dodge has a total of 228 new ninth grade admits. New ninth grade admits are made up of students who enter the school through two methods:

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

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 NYC school at the time school started. Most of these students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);²³ or
- Students who did not participate in the High School Admissions Process for some other reason.

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

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

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

Screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.²⁴ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 388 five years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 114 to 134.

²³ 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>.

²⁴ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over age and under-credited”).

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

The chart below provides an overview of how many ninth-grade students arrived at Grace Dodge through each admissions method in the 2011-2012 school year.

	High School Admissions Process	OTC
9th Grade	209	19

Additionally, Grace Dodge admitted a total of 39 students OTC in grades ten, eleven, and twelve:

	OTC
10th Grade ²⁵	19
11th Grade	16
12th Grade	4

It is critical that the needs of all students—whether they arrive through the admissions process or the over-the-counter process—are met. Of the 209 ninth grade students who were admitted through the High School Admissions process, 26% are students with disabilities and 29% are ELLs. Of the 19 students who arrived over-the-counter, 21% are students with disabilities and 32% are ELLs.²⁶

Schools with Programs Similar to Grace Dodge’s Program Offerings²⁷

In addition to Grace Dodge, eighth-grade students will 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, some of which offer academic programs and pathways similar to those currently available at Grace Dodge. Detailed information about high schools is available at enrollment offices and online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Attached as Appendix C is a list of schools in the Bronx with programs in the same “Interest Areas” as the two (Computer Science & Technology and Health Professions) currently offered at Grace Dodge. In addition, the percent of students with disabilities and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

²⁵ Many high schools accept new tenth graders through the HSAP process. However, Grace Dodge did not accept any new tenth graders through this process.

²⁶ Students with disabilities as percentage of total ninth-grade OTC students at Grace Dodge from the October 31, 2011 Unaudited Register. This count does not include students receiving SETSS or students receiving speech or language services. English Language Learner students as percentage of total ninth-grade OTC students at Grace Dodge from the October 31, 2011 Unaudited Register.

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

Impact on YABC Program

As indicated previously, the YABC program in the building will continue to operate in the X660 building as Grace Dodge phases out. Once the phase-out of Grace Dodge is complete, the YABC program is expected to remain in the building and will continue to provide services as long as there is a need and demand for the program.

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 YABC. To view a list of Young Adult Borough Centers Citywide, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

B. Schools

The estimated enrollments for the organizations currently located in X660 during the course of the phase-out are shown in the tables below.

Grace Dodge:

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	1195
2012-13 (proj.)	757 - 797
2013-14 (proj.)	369 - 409
2014-15 (proj.)	175 - 215
2015-16 (proj.)	-

Crotona International:

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	85
2012-13 (proj.)	155 - 175
2013-14 (proj.)	230 - 260
2014-15 (proj.)	305 - 345
2015-16 (proj.)	300 - 340

If this proposal is approved, there will be sufficient space to accommodate Grace Dodge, Crotona International, and 10X565 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Grace Dodge phases out and 10X565 phases in. There would also be sufficient space to continue to house the YABC program. Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

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

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

The baseline room allocations for all schools located in the X660 building are contained in the EIS concerning the proposal to co-locate new school 10X565 in X660, which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

If this proposal and the proposal to co-locate 10X565 are approved, it is likely that after Grace Dodge completes its phase-out and Crotona International and 10X565 complete their phase-ins, there will be a significant amount of underutilized space in building X660. The DOE will monitor enrollment in all three schools in the upcoming school years. In the instance that it becomes clear an additional new school could be opened in the X660 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 Grace Dodge for over five years indicates there is a need to create better options for future students in the Grace Dodge community. Under this proposal, the X660 building will remain open, continuing to serve students enrolled in Crotona International. In addition, the building would house a new school 10X565, the opening and co-location of which, as described in the corresponding EIS, is intended to better serve the Grace Dodge community.

Impact on Borough-Wide Seat Capacity

The proposed phase-out of Grace Dodge 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 borough-wide 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.

Proposed Changes to Bronx High Schools						
DBN	School Name	Building	PEP Vote	Impact on 9 th Grade Seat Capacity ²⁸	Admissions Method for Seats Added/Removed	Offers CTE Programming
Proposed High School Phase-Outs for 2012-2013						
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
Proposed New High Schools for 2012-2013²⁹						
84XTBD	New Visions Charter High School for Advanced Math and Science II	X655	Pending February Vote	+150	Lottery, preference to District 7	Yes
08X561	New High School	X450	Pending February Vote	+108	Limited Unscreened, priority to the Bronx	
84XTBD	New Visions Charter High School for Humanities II	X650	Pending February Vote	+150	Lottery, preference to District 8	Yes

²⁸ 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>.

²⁹ New schools listed 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.

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
Proposed Grade Expansion for 2012-2013						
09X327	Comprehensive Model School Project M.S. 327	X240 ³⁰	Pending January Vote	+128 ³¹	Limited Unscreened, priority to continuing 8th graders (MS Choice: Unscreened)	
Total Proposed Change in 9th Grade Seat Capacity for 2012-2013				+194		
Approved Grade Expansion for 2013-2014						
07X223	M.S. 223 The Laboratory School of Finance and Technology	X149	Approved in December 2011 Vote ³²	+160	Limited Unscreened, priority to continuing 8th graders (MS Choice: Unscreened)	
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				+354		

The proposed new schools and grade expansions would add 779 available ninth-grade seats available in new high schools and expanded middle schools. 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.

³⁰ Building X240 is 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 high school grades.

³¹ 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.

³² 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 (<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Dec2011Proposals.htm>), 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.

For the 2011-2012 school year, there was a total of 15,459 ninth-grade seats available in the Bronx.³³ 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 overage, 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 graders. 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 City's 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/High/Publications>.

Impact on CTE Borough-Wide Seat Capacity

This proposal has a direct impact on CTE seats in the Bronx, as do the proposals to phase-out Samuel Gompers CTE High School (07X665) and Jane Addams High School for Academic Careers (08X650).

There are four new schools proposed for opening in 2012-2013 in the Bronx which would be CTE schools or 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 School for Advanced Math and Science II would offer CTE programming in the following career clusters: Health Sciences; Science, Research, and Engineering. New Visions Charter School for Humanities II would offer CTE programming in the following career clusters: Business Management and Administration; 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.³⁴ The phase out 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 there

³³ 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.

³⁴ 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.

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 (where Samuel Gompers is currently located) and in X660 (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 building X660.

IV. Enrollment, Admissions, and School Performance Information

The impacted schools for this proposal are Grace Dodge and Crotona International.

Grace Dodge

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Educational Option Programs and Screened Programs
Admissions after Phase-out Proposal in 2012-2013	N/A

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	1195
2012-13 (proj.)	757 - 797
2013-14 (proj.)	369 - 409
2014-15 (proj.)	175 - 215
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ³⁵	17%
Percentage of Students with Individualized Education Plans ³⁶	25%
Percentage of English Language Learner Students ³⁷	19%
Percentage of Students Eligible for Free or Reduced Lunch ³⁸	82%

School Performance Data

Grace Dodge Career and Technical Education High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	D	D	F
Quality Review Score	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	59%	69%	57%
4 Year Graduation Rate	46%	46%	35%
6 Year Graduation Rate	56%	45%	55%
% Graduating with a Regents Diploma	24%	29%	25%
Attendance Rate	82%	79%	77%
2010-2011 State Accountability Status			
Restructuring (advanced) Comprehensive ³⁹			

³⁵ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

³⁶ Students with Individualized Education Plans as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

³⁷ English Language Learner students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

³⁸ Percentage of students eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

³⁹ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

Crotona International High School

Admissions Data

Current Admissions	Grades 9-10: High School Admissions Process; Admissions Method: Screened (Language)
Admissions after Phase-out Proposal in 2012-2013	Grades 9-11: High School Admissions Process; Admissions Method: Screened (Language)

Enrollment Data

	Total Enrollment
2011-12 (unaudited)	85
2012-13 (proj.)	155 - 175
2013-14 (proj.)	230 - 260
2014-15 (proj.)	305 - 345
2015-16 (proj.)	300 - 340

Demographic Data

Percentage of Students Receiving ICT or SC Services ⁴⁰	0%
Percentage of Students with Individualized Education Plans ⁴¹	0%
Percentage of English Language Learner Students ⁴²	84%
Percentage of Students Eligible for Free or Reduced Lunch ⁴³	60%

⁴⁰ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁴¹ Students with Individualized Education Plans as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁴² English Language Learner students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁴³ Percentage of students eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data

Crotona International opened in September 2011, and, therefore, there is no performance data for the school.

V. Initial Costs and Savings

If this proposal is approved, once the phase-out of Grace Dodge is fully implemented, the DOE will cease to allocate funds to Grace Dodge, 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 Grace Dodge 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 Grace Dodge will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve ("ATR"). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

As a school identified as PLA, Grace Dodge 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, Grace Dodge would no longer receive School Improvement Grant funds for Transformation after June 2012. In the spring, the DOE would submit an application to the New York State Education Department to convert Grace Dodge to 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 school proposed to be co-located in X660 and Crotona International and will be available to support programs at the new school and Crotona International, which 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 opening a new school will be included in the separate EIS proposing the co-location of new school 10X565 with Grace Dodge High School and Crotona International. For a detailed explanation on the initial costs and savings as a result of the co-location proposal, please see <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

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 Grace Dodge would be excessed over the course of the phase-out.⁴⁴ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

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

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

As part of the Transformation model this year, Grace Dodge had a funding provision to hire Master and Turnaround teachers.⁴⁵ If the proposal to phase out Grace Dodge is approved, in June 2012 the school would lose its funding to utilize Master and Turnaround teachers.

⁴⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

⁴⁵ Master teachers serve as instructional leaders in their content area, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active developer, mentor, and coach of other teachers. Turnaround teachers are model educators in high need schools who help drive instructional improvement for their colleagues by maintaining a laboratory classroom, displaying exceptional results with their students, and facilitating lesson study with their peers—a teacher led professional development process.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools hiring 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 sufficient number of staff apply, until the impacted school is closed

If approved, this proposal will not impact the personnel needs of Crotona International.

B. Cost of Instruction

As a result of the phase out, the total number of students enrolled at Grace Dodge High School will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

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 English Language Learner they enrolled.

As with all other schools Citywide, Grace Dodge 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. Grace Dodge is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will 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 Grace Dodge is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

As mentioned, Grace Dodge is currently participating in the federal Small Learning Community (“SLC”) program, through which the school receives grant funding for the implementation of SLCs and activities to improve student academic achievement in large public high schools. Grace Dodge’s funding was awarded through June 2013. The U.S. Department of Education is no longer awarding new SLC grants. If this proposal is approved, there would be no impact on the school’s existing SLC funding.

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 funded on a per pupil basis, as Grace Dodge phases out, the school would lose some of its additional funding to support the CTE program development as the enrollment declines.

If approved, this proposal will not impact the cost of instruction of Crotona International.

C. Administration

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

If approved, this proposal will not impact the administration of Crotona International.

D. Transportation

Transportation will be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Grace Dodge as a result of this proposal.

E. Other Support Services

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

VII. Building Information

Building		X660
Type of Building		High school
Year Built		1925
Overall BCAS rating		2.46
2010-2011 Target Building Utilization		97%
2010-2011 Target Building Capacity		1416
FY 2011 Maintenance Costs	Labor	\$32,094
	Materials	\$16,745
	Maintenance and repair contracts	\$49,315
	Service contracts	\$590
	Custodial operations costs—Materials	\$11,561
	Custodial operations costs—Custodial Allocation	\$353,523
FY2011 Energy Costs	Electric	\$111,273
	Gas	\$7,691
	Oil	\$187,782

<p>Projects completed during the current or prior school year</p>		<p>N/A</p>
<p>Projects proposed in the capital plan</p>		<p>Classroom Connectivity. New/Retrofit telephone/intercom systems</p>
<p>Accessibility of the building</p>		<p>Building is not functionally programmatically accessible</p>
<p>Building attributes</p>		<p>Art room, Auditorium, Cafeteria, Computer Rooms (CRs) Gymnasium, Library, Nurse's office and Science lab (CRs)</p>

Appendix A: Bronx High Schools with Bilingual Programs (Spanish)

Borough	DBN	School Name	ELL Programs - Bilingual Programs	Address	Admissions Method(s)
Bronx	08X432	Bronx Bridges High School	Spanish	1980 LAFAYETTE AVENUE	Educational Optional; Screened (Language)
Bronx	09X227	Bronx Expeditionary Learning High School	Spanish	240 EAST 172 ND STREET	Limited Unscreened
Bronx	09X365	Academy for Language and Technology	Spanish	1700 MACOMBS ROAD	Limited Unscreened
Bronx	10X268	Kingsbridge International High School	Spanish	2780 RESERVOIR AVENUE	Screened: Language
Bronx	10X342	International School for Liberal Arts	Spanish	2780 RESERVOIR AVENUE	Screened: Language
Bronx	10X440	DeWitt Clinton High School	Spanish	100 WEST MOSHOLU PARKWAY SOUTH	Educational Optional; Screened (Language)
Bronx	12X692	Monroe Academy for Visual Arts & Design	Spanish	1300 BOYNTON AVENUE	Educational Optional

Appendix B: Interest Area – Computer Science & Technology

DBN	School Name	Address	2011-2012 Enrollment	2010-2011 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)
07X655*	Samuel Gompers Career and Technical Education High School	455 SOUTHERN BOULEVARD	676	1,348	50%	F	22%	17%	Information Technology	Educational Option
08X405	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3,682	3,096	119%	F	17%	10%	Academy for Computer Technology	Educational Option
09X365	Academy for Language and Technology	1700 MACOMBS ROAD	337	439	77%	A	0%	88%	National Academy Foundation Computer Networking	Screened: Language
10X368	In-Tech Academy (M.S./High School 368)	2975 TIBBETT AVENUE	1,129	944	120%	A	8%	12%	Information and Network Technology Academy	Screened
11X275	High School of Computers and Technology	800 EAST GUN HILL ROAD	553	426	130%	C	14%	11%	High School of Computers and Technology	Limited Unscreened
11X455	Harry S. Truman High School	750 BAYCHESTER AVENUE	1,812	2,902	62%	A	16%	10%	Computer Technology/Business Program	Educational Option

Appendix B: Interest Area – Health Professions

DBN	School Name	Address	2011-2012 Enrollment	2010-2011 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)
07X500	Hostos-Lincoln Academy of Science	475 GRAND CONCOURSE	544	478	114%	B	9%	5%	Hostos-Lincoln Academy of Science	Screened
07X670	Health Opportunities High School	350 GERARD AVENUE	590	607	97%	B	15%	11%	Health Opportunities High School	Educational Option
08X650*	Jane Addams High School for Academic Careers	900 TINTON AVENUE	727	1,241	59%	F	16%	12%	Medical Assistant	Screened
09X263	Validus Preparatory Academy: An Expeditionary Learning School	1595 BATHGATE AVENUE	376	360	104%	C	11%	13%	Validus Preparatory Academy: An Expeditionary Learning School	Limited Unscreened
09X413	Bronx High School for Medical Science	240 EAST 172 ND STREET	459	473	97%	C	6%	6%	Medical and Health Sciences	Screened
10X237	The Marie Curie School for Medicine, Nursing, and Health Professions	120 WEST 231 ST STREET	541	528	102%	B	12%	7%	The Marie Curie High School for Nursing, Medicine, & Allied Health Professions	Limited Unscreened
10X440	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	4278	3455	124%	F	13%	20%	Health Professions	Educational Option
11X249	Bronx Health Sciences High School	750 BAYCHESTER AVENUE	377	363	104%	A	7%	6%	Bronx Health Sciences High School	Limited Unscreened
11X290	Bronx Academy of Health Careers	800 EAST GUN HILL ROADS	487	449	108%	A	14%	8%	Bronx Academy of Health Careers	Limited Unscreened

Appendix C: CTE Career Pathway – Arts, AV Technology & Communication

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
07X655*	Bronx	Samuel Gompers Career and Technical Education High School	455 SOUTHERN BOULEVARD	676	1,348	50%	F	22%	17%	Desktop Publishing	Educational Option; Screened	Approved
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

Appendix C: CTE Career Pathway – Business Management and Administration

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M316	Manhattan	The Urban Assembly School of Business for Young Women	26 BROADWAY	381	460	83%	B	11%	3%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M392	Manhattan	Manhattan Business Academy	351 WEST 18 TH STREET	333	257	130%	N/A	14%	10%	Business/Virtual Enterprise	Limited Unscreened	In Development
02M393	Manhattan	Business of Sports School	439 WEST 49 TH STREET	308	239	129%	N/A	15%	7%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
02M460*	Manhattan	Washington Irving High School	40 IRVING PLACE	1,039	1,988	52%	F	13%	20%	Business Institute	Educational Option; Screened	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	823	733	112%	B	8%	6%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	823	733	112%	B	8%	6%	Academy of Finance	Educational Option	New (to process)
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 WEST 49 TH STREET	126	N/A	N/A	N/A	9%	9%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2,125	2,104	101%	D	12%	10%	Accounting	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2,125	2,104	101%	D	12%	10%	Academy of Finance	Educational Option	In Development
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 TH STREET	725	535	136%	C	9%	10%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 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 RD STREET	1,145	1,747	66%	N/A	13%	22%	Accounting	Phasing out	In Development
02M620	Manhattan	Norman Thomas High School	111 EAST 33 RD STREET	1,145	1,747	66%	N/A	13%	22%	Entrepreneurship/Virtual Enterprise	Phasing out	New (to process)
03M299	Manhattan	High School for Arts, Imagination, and Inquiry	122 AMSTERDAM AVENUE	420	376	112%	C	13%	15%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
03M494	Manhattan	High School of Arts and Technology	122 AMSTERDAM AVENUE	617	676	91%	C	9%	11%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
05M367	Manhattan	Academy for Social Action: A College Board School	509 WEST 129 TH STREET	434	327	133%	C	15%	10%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
08X405*	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3,682	3,096	119%	F	17%	10%	Entrepreneurship/Virtual Enterprise	Educational Option; Zoned	In Development
08X650*	Bronx	Jane Addams High School for Academic Careers	900 TINTON AVENUE	727	1241	59%	F	16%	12%	Entrepreneurship/Virtual Enterprise	Screened	In Development
09X412	Bronx	Bronx High School of Business	240 EAST 172 ND STREET	408	507	80%	C	23%	24%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	426	556	77%	B	14%	7%	Academy of Finance	Limited Unscreened	In Development
10X368	Bronx	In-Tech Academy (M.S./High School 368)	2975 TIBBETT AVENUE	1,129	944	120%	C	8%	12%	Entrepreneurship/Virtual Enterprise	Screened	New (to process)
10X433	Bronx	High School for Teaching and the Professions	2780 RESERVOIR AVENUE	481	614	78%	B	12%	18%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	4,278	3,455	124%	B	13%	20%	Entrepreneurship/Virtual Enterprise	Educational Option; Screened	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1,646	3,439	48%	F	15%	3%	Entrepreneurship/Virtual Enterprise	Screened; Zoned	New (to process)
17K544*	Brooklyn	International Arts Business School	600 KINGSTON AVENUE	400	808	50%	C	16%	7%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1,622	1,699	95%	F	12%	9%	Entrepreneurship/Virtual Enterprise	Educational Option; Screened	New (to process)
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1132	30%	F	20%	3%	Academy of Finance	Phasing out	Approved
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1132	30%	C	20%	3%	Entrepreneurship/Virtual Enterprise	Phasing out	Approved
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	301	708	43%	N/A	18%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
20K445	Brooklyn	New Utrecht High School	1601 80 TH STREET	3,301	2,225	148%	N/A	12%	24%	Entrepreneurship/Virtual Enterprise	Educational Option; Limited Unscreened; Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4,336	2,752	158%	N/A	11%	22%	Academy of Finance	Audition; Screened; Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4,336	2,752	158%	B	11%	22%	Entrepreneurship/Virtual Enterprise	Audition; Screened; Zoned	In Development
21K348	Brooklyn	High School of Sports Management	2630 BENSON AVENUE	371	493	75%	B	15%	3%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2,193	2,479	88%	C	7%	20%	Academy of Finance	Educational Option; Screened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3,127	2,288	137%	B	10%	14%	Financial Management	Screened; Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1,966	2,480	79%	D	12%	21%	Business Institute	Educational Option; Zoned	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	425	377	113%	A	7%	7%	Academy of Finance	Limited Unscreened	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	425	377	113%	A	7%	7%	Entrepreneurship/ Virtual Enterprise	Limited Unscreened	In Development
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2,110	2,208	96%	C	8%	22%	Academy of Finance	Educational Option; Limited Unscreened; Zoned	New (to process)
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	833	574	145%	A	7%	13%	Entrepreneurship/ Virtual Enterprise	Educational Option	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 TH AVENUE	1,381	1,146	121%	B	10%	6%	Accounting	Educational Option; Screened	Approved
25Q460	Queens	Flushing High School	35-01 UNION STREET	3,153	2,020	156%	D	8%	20%	Entrepreneurship/ Virtual Enterprise	Educational Option; Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4,166	2,358	177%	A	10%	13%	Entrepreneurship/ Virtual Enterprise	Educational Option; Screened; Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3,419	2,773	123%	C	9%	16%	Entrepreneurship/ Virtual Enterprise	Educational Option; Unscreened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
28Q440	Queens	Forest Hills High School	67-01 110 TH STREET	3,851	2,023	190%	A	8%	9%	Entrepreneurship/ Virtual Enterprise	Audition; Educational Option; Screened; Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3,122	2,704	115%	A	6%	15%	Business Institute	Audition; Educational Option; Screened; Zoned	In Development
29Q496	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116 TH AVENUE	368	509	72%	C	10%	6%	Entrepreneurship/ Virtual Enterprise	Educational Option	In Development
30Q445	Queens	William Cullen Bryant High School	48-10 31 ST AVENUE	2,993	2,742	109%	C	9%	18%	Entrepreneurship/ Virtual Enterprise	Screened; Unscreened	Approved
30Q555	Queens	Newcomers High School	28-01 41 ST AVENUE	948	896	106%	A	0%	91%	Entrepreneurship/ Virtual Enterprise	Screened: Language	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2675	3345	80%	A	11%	6%	Entrepreneurship/ Virtual Enterprise	Educational Option; Screened; Unscreened	Approved
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2,170	2,093	104%	C	13%	6%	Entrepreneurship/ Virtual Enterprise	Educational Option; Limited Unscreened; Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3,893	3,491	112%	B	10%	1%	Academy of Finance	Educational Option; Limited Unscreened; Screened; Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3,249	2,697	120%	A	13%	4%	Academy of Finance	Audition; Educational Option; Screened; Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3,249	2,697	120%	A	13%	4%	Entrepreneurship/ Virtual Enterprise	Audition; Educational Option; Screened; Unscreened	New (to process)

Appendix C: CTE Career Pathway – Health Sciences

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M420	Manhattan	High School for Health Professions and Human Services	345 EAST 15 TH STREET	1,768	1,140	155%	B	8%	4%	Medical Lab Assistant	Educational Option; Screened	In Development
02M460*	Manhattan	Washington Irving High School	40 IRVING PLACE	1,039	1,988	52%	F	13%	20%	Health Professions	Educational Option; Screened	In Development
08X650*	Bronx	Jane Addams High School for Academic Careers	900 TINTON AVENUE	727	1,241	59%	F	16%	12%	Nursing Assistant	Screened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	938	1,380	68%	D	12%	2%	Vision Lab Tech	Educational Option; Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1,622	1,699	95%	C	12%	9%	Vision Lab Tech	Educational Option; Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1,622	1,699	95%	C	12%	9%	Nursing Assistant	Educational Option; Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1,622	1,699	95%	C	12%	9%	Dental Lab Tech.	Educational Option; Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1,622	1,699	95%	C	12%	9%	Medical Assistant	Educational Option; Screened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1,622	1,699	95%	C	12%	9%	Practical Nursing	Educational Option; Screened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1,622	1,699	95%	C	12%	9%	Medical Lab Assistant	Educational Option; Screened	New (to process)

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1,622	1,699	95%	C	12%	9%	Dental Assistant	Educational Option; Screened	Under Review
17K751	Brooklyn	Academy for Health Careers	150 ALBANY AVENUE	138	98	141%	N/A	14%	7%	Medical Records Administration	Limited Unscreened	New (to process)
17K751	Brooklyn	Academy for Health Careers	150 ALBANY AVENUE	138	98	141%	N/A	14%	7%	Radiologic Technology/Science Radiography	Limited Unscreened	New (to process)
17K751	Brooklyn	Academy for Health Careers	150 ALBANY AVENUE	138	98	141%	N/A	14%	7%	Emergency Medical Technician	Limited Unscreened	New (to process)
18K563	Brooklyn	It Takes a Village Academy	5800 TILDEN AVENUE	389	709	55%	A	12%	29%	Medical Lab Assistant	Limited Unscreened	New (to process)
19K502	Brooklyn	FDNY High School for Fire and Life Safety	400 PENNSYLVANIA AVENUE	390	436	89%	N/A	16%	5%	Emergency Medical Technology/Technician	Limited Unscreened	New (to process)
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	605	1041	58%	A	23%	6%	Vision Lab Tech	Educational Option	Approved
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	605	1041	58%	A	23%	6%	Medical Billing and Coding	Educational Option	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 TH STREET	3,301	2,225	148%	B	12%	24%	Medical Billing and Coding	Educational Option; Limited Unscreened; Zoned	In Development
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2,647	2,010	132%	C	11%	17%	Veterinary Science	Audition; Educational Option; Screened; Zoned	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1,966	2,480	79%	D	12%	21%	Nursing Assistant	Educational Option; Zoned	Approved
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1,966	2,480	79%	D	12%	21%	Medical Billing and Coding	Educational Option; Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4,166	2,358	177%	A	10%	13%	EMT	Educational Option; Screened; Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3,419	2,773	123%	C	9%	16%	Medical Lab Assistant	Educational Option; Unscreened	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3,122	2,704	115%	A	6%	15%	Medical Assistant	Audition; Educational Option; Screened; Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3,122	2,704	115%	A	6%	15%	EMT	Audition; Educational Option; Screened; Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3,122	2,704	115%	A	6%	15%	Medical Lab Assistant	Audition; Educational Option; Screened; Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3,122	2,704	115%	A	6%	15%	Nursing Assistant	Audition; Educational Option; Screened; Zoned	New (to process)
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2,268	1,767	128%	A	8%	1%	Medical Lab and Allied Health Pro	Educational Option; Screened	New (to process)

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
29Q272	Queens	George Washington Carver High School for the Sciences	143-10 SPRINGFIELD BOULEVARD	477	676	71%	B	9%	2%	Veterinary Science	Limited Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2,558	1,698	151%	B	10%	6%	Practical Nursing	Educational Option; Screened; Unscreened	Approved
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2,558	1,698	151%	B	10%	6%	Nursing Assistant	Educational Option; Screened; Unscreened	Approved
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3,893	3,491	112%	B	10%	1%	Medical Lab and Allied Health Pro	Educational Option; Limited Unscreened; Screened; Unscreened	Approved
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3,893	3,491	112%	B	10%	1%	Dental Assistant	Educational Option; Limited Unscreened; Screened; Unscreened	In Development

Appendix C: CTE Career Pathway – Information Technology

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
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 50 TH 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	2011-2012 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 RD 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 ST STREET	1,163	809	144%	A	1%	0%	Digital Media	Screened	In Development
07X655*	Bronx	Samuel Gompers Career and Technical Education High School	455 SOUTHERN BLVD	676	1,348	50%	F	22%	17%	Cisco	Educational Option; Screened	Approved
07X655*	Bronx	Samuel Gompers Career and Technical Education High School	455 SOUTHERN BLVD	676	1,348	50%	F	22%	17%	A+ Computer Repair	Educational Option; Screened	Approved
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	1129	944	120%	C	8%	12%	Cisco	Screened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
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
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
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

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
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)
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

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2193	2479	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	1454	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
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3127	2288	137%	B	10%	14%	Information Technology	Screened, Zoned	In Development
24Q455	Queens	Newtown High School	48-01 90 STREET	2626	2396	110%	C	7%	31%	New Media	Audition, Educational Option, Screened, Zoned	Approved
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2110	2208	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 AVENUE	1381	1146	121%	B	10%	6%	New Media	Educational Option, Screened	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1381	1146	121%	B	10%	6%	Computer Graphics	Educational Option, Screened	In Development
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1381	1146	121%	B	10%	6%	A+ Computer Repair	Educational Option, Screened	Under Review

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 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	3318	2235	148%	A	10%	6%	Computer Programmer	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	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 AVENUE	2268	1767	128%	A	8%	1%	Cisco	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2268	1767	128%	A	8%	1%	Web Design	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2268	1767	128%	A	8%	1%	A+ Computer Repair	Educational Option, Screened	Approved
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	925	759	122%	B	12%	10%	Apple Certification	Educational Option	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	925	759	122%	B	12%	10%	Cisco	Educational Option	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	925	759	122%	B	12%	10%	Web Design	Educational Option	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 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	2558	1698	151%	B	10%	6%	New Media	Educational Option, Screened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3893	3491	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	1072	64%	B	16%	4%	CISCO Networking Academy	Educational Option, Screened	Approved

Appendix C: CTE Career Pathway – Law and Public Safety

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M460*	Manhattan	Washington Irving High School	40 IRVING PLACE	1039	1988	52%	F	13%	20%	Computer Forensics	Educational Option, Screened	In Development
02M460*	Manhattan	Washington Irving High School	40 IRVING PLACE	1039	1988	52%	F	13%	20%	Law Academy/Legal Studies	Educational Option, Screened	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Law Enforcement	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Law Academy/Legal Studies	Educational Option	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1460	1822	80%	F	13%	10%	Law Enforcement	Educational Option	In Development
06M467	Manhattan	High School for Law and Public Service	549 AUDUBON AVENUE	695	527	132%	A	11%	32%	Law Academy/Legal Studies	Educational Option	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3682	3096	119%	F	17%	10%	Computer Forensics	Educational Option, Zoned	In Development
08X650*	Bronx	Jane Addams High School for Academic Careers	900 TINTON AVENUE	727	1241	59%	F	16%	12%	Law Academy/Legal Studies	Screened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	709	552	128%	B	13%	10%	Law Academy/Legal Studies	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	426	556	77%	B	14%	7%	Law Academy/Legal Studies	Limited Unscreened	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1812	2902	62%	B	16%	10%	Law Enforcement	Educational Option, Screened, Zoned	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1812	2902	62%	B	16%	10%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
12X690	Bronx	Monroe Academy for Business/Law	1300 BOYNTON AVENUE	254	467	54%	N/A	14%	15%	Law Academy	Phasing out	New (to process)
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	776	1050	74%	D	9%	6%	Computer Forensics	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	776	1050	74%	D	9%	6%	Law Enforcement	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	776	1050	74%	D	9%	6%	Law Academy/Legal Studies	Educational Option	In Development
15K519	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	668	864	77%	B	16%	8%	Law Academy/Legal Studies	Educational Option	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1646	3439	48%	F	15%	3%	Law Academy/Legal Studies	Screened, Zoned	New (to process)
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	408	663	62%	B	12%	5%	Law Academy/Legal Studies	Educational Option, Screened	In Development
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	426	455	94%	A	18%	9%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	301	708	43%	N/A	18%	8%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	308	414	74%	N/A	11%	12%	Law Program	Limited Unscreened	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3301	2225	148%	B	12%	24%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4336	2752	158%	B	11%	22%	Law Academy/Legal Studies	Audition, Screened, Zoned	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3888	2409	161%	C	4%	4%	Law Academy/Legal Studies	Screened, Unscreened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3127	2288	137%	B	10%	14%	Law Academy/Legal Studies	Screened, Zoned	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3153	2020	156%	D	8%	20%	Law Enforcement	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3153	2020	156%	D	8%	20%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Law Academy/Legal Studies	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4166	2358	177%	A	10%	13%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4166	2358	177%	A	10%	13%	Criminal Justice	Educational Option, Screened, Zoned	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	1062	1776	60%	D	13%	4%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened	In Development
27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2640	2211	119%	D	9%	17%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3419	2773	123%	C	9%	16%	Law Academy/Legal Studies	Educational Option, Unscreened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3851	2023	190%	A	8%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
28Q470	Queens	Jamaica High School	167-01 GOTHIC DRIVE	614	1517	40%	N/A	12%	29%	Law Academy/Legal Studies	Phasing out	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2993	2742	109%	C	9%	18%	Law Academy/Legal Studies	Screened, Unscreened	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2675	3345	80%	A	11%	6%	Computer Forensics	Educational Option, Screened, Unscreened	New (to process)
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2675	3345	80%	A	11%	6%	Law Academy/Legal Studies	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2558	1698	151%	B	10%	6%	Law Enforcement	Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3249	2697	120%	A	13%	4%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Unscreened	In Development

Appendix C: CTE Career Pathway – Marketing Sales and Services Cluster

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	684	1072	64%	B	16%	4%	Cosmetology	Educational Option, Screened	Approved
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A	0%	14%	Hair Stylist	N/A	Approved
19K660*	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	605	1041	58%	A	23%	6%	Cosmetology	Educational Option	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1381	1146	121%	B	10%	6%	Cosmetology	Educational Option, Screened	Approved
02M600	Manhattan	The High School of Fashion Industries	225 WEST 24 STREET	1604	1928	83%	A	7%	3%	Visual and Fashion Merchandising	Audition	Approved
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A	0%	14%	Cosmetology	Phasing out	In Development
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 CROTONA AVENUE	1195	1416	84%	F	17%	19%	Cosmetology	Educational Option, Screened	In Development
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	736	968	76%	C	18%	5%	Marketing	Educational Option, Limited Unscreened	In Development

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org. Capacity	2011-2012 Org. Utilization	2010-2011 Overall Progress Report Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M600	Manhattan	The High School of Fashion Industries	225 WEST 24 STREET	1604	1928	83%	A	7%	3%	Fashion Design	Audition	In Development
02M600	Manhattan	The High School of Fashion Industries	225 WEST 24 STREET	1604	1928	83%	A	7%	3%	Visual and Fashion Merchandising	Audition	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Marketing	Educational Option	In Development

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