

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Washington Irving High School (02M460) Beginning in 2012-2013

I. Summary of Proposal

On December 22, 2011, the New York City Department of Education (“DOE”) published an Educational Impact Statement (“EIS”) proposing to phase out Washington Irving High School (02M460, “Washington Irving”), an existing high school in building M460 located at 40 Irving Place, New York, NY 10003, within the geographical confines of Community School District 2. It currently serves students in grades nine through twelve. The DOE is proposing to phase out Washington Irving 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. This amended EIS clarifies that this proposal is not expected to impact the school-based health center (“SBHC”) located in building M460.

If this proposal is approved, Washington Irving 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 following the 2014-2015 school year. Current students will be supported as they progress towards graduation while remaining enrolled at Washington Irving. 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 Washington Irving completes phasing out.

Washington Irving is co-located with Gramercy Arts High School (02M374, “Gramercy Arts”), an existing high school that serves students in grades nine through twelve; the High School for Language and Diplomacy (02M399, “Language and Diplomacy”), an existing high school that currently serves students in grades nine through eleven; and International High School at Union Square (02M438, “International”), an existing high school that currently serves students in grades nine through ten. Language and Diplomacy and International are both currently phasing in, gradually growing to full scale as they each add a new grade of students annually. They both will serve students in 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. In addition, M460 houses a Young Adult Borough Center (“YABC”).¹

Washington Irving offers eight Career and Technical Education (“CTE”) programs.² It admits students in ninth and tenth grades through the Citywide High School Admissions Process in screened and educational option programs. Additional information about CTE programming and the High School Admissions Process is contained in Sections III.A and III.C of this proposal.

If this proposal is approved, Washington Irving 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.

² CTE programs integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce.

September 2012 and will complete its phase-out after the 2014-2015 school year. In separate EISs, also posted on December 22, 2011, the DOE is proposing to open two new high schools, 02M533 (“New School 1”) and The Academy for Software Engineering (02M546, “Software”), both of which will offer CTE programs, in building M460 in September 2012. The proposals can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>. The new schools are proposed to 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. International and Language and Diplomacy will continue to phase in as planned, and Gramercy Arts will continue at its current grade span in the building.

Background on the DOE Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. The DOE has concluded that phasing out Washington Irving is appropriate due to the school’s history of poor performance.

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 grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.³ Progress Reports are released by the DOE each fall, and evaluate schools on a scale of A through F based on Student Progress, Student Performance, and School Environment (which includes attendance and survey feedback from parents, teachers, and sixth-through twelfth-grade students, where applicable). During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest-possible rating and “Well Developed” as the highest.⁴

In addition, all schools identified by the 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.

Washington Irving earned an overall F grade on its 2010-2011 annual Progress Report, with D grades on Student Progress and School Environment, and an F grade on Student Performance. Washington Irving has been identified as a PLA school by the State since January 2010.

As a result, the DOE initiated a comprehensive review of Washington Irving, with the goal of determining what intensive supports and interventions would best benefit its students and the Washington Irving 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.

³ High Schools with a four year graduation rate that is higher than the Citywide average, which earn a Well Developed or Outstanding rating on the most recent Quality Review, which received an A or B on the 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

⁴ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

The DOE initiated and completed a similar comprehensive review of Washington Irving during the fall of 2010, after Washington Irving earned a C on its 2009-2010 Progress Report and had been named a PLA school. 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.

Additionally, in May of 2011, the DOE assigned several PLA schools to one of four federally approved intervention models. Washington Irving 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 Washington Irving. Washington Irving was approved for \$1,200,000 in SIG funding to support the Transformation model.

However, recent performance at Washington Irving, as demonstrated in the school's most recent Progress Report released at the end of October 2011, suggested the need to further investigate Washington Irving to determine if Transformation is still the best model for the school and 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 letter grade was consistent between 2008-2009 and 2009-2010 at a C, but declined to an F in 2010-2011. Similarly, the school's graduation rate in 2009-2010 rose to 55% (including August graduates), but declined in 2010-2011 by 7 percentage points to a graduation rate of 48%.

The stabilization of these significant measures between 2008 and 2010 suggested the possibility that supports like those in the Transformation model could increase student achievement. 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 Washington Irving 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 Washington Irving—will address the school's longstanding and declining performance struggles and allow for new school options to develop in building M460 that will better serve future students and the broader community. Given Washington Irving's declining performance, the DOE is now proposing to phase out the school and submit a SIG 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 Washington Irving

Washington Irving has struggled for years, and the school's performance during the 2010-2011 school year led the DOE to conclude that the school lacks capacity to turn around quickly to better support student needs.

- Graduation rates at Washington Irving have remained at or below 55% for the last ten years. Last year, Washington Irving High School's four-year graduation rate (including August graduates) was 48%—

well below the Citywide average of 65% and in the bottom 7% of high schools Citywide.⁵

- If Regents diplomas alone counted toward graduation—as will be the case next school year—the four-year graduation rate at Washington Irving would drop to just 41%, in the bottom 18% of high schools Citywide.
- First-year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, 72% of first-year students at Washington Irving High School earned at least 10 credits, which puts Washington Irving in the bottom 29% 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. Washington Irving earned an overall F grade on its 2010-2011 annual Progress Report, with D grades on Student Progress and School Environment, and an F grade on Student Performance.
- Additionally, in 2009-2010 and 2010-2011 the school was designated by the State as Persistently Low Achieving and is currently implementing the Transformation federal SIG model.
- Only 30% of students in the Class of 2010 (students who entered high school four years earlier) enrolled in a two- or four-year college by December 31, 2010, 20 percentage points below the Citywide average of 50%, putting Washington Irving in the bottom 15% of high schools Citywide.
- The school's attendance rate remains below most other high schools. The 2010-2011 attendance rate was 74%, compared with the Citywide high school average of 86%, putting Washington Irving in the bottom 3% of all high schools Citywide in terms of attendance.
- Demand for Washington Irving has fallen steadily over the past few years. Washington Irving High School has four Educational Option programs and two Screened programs to which students apply as part of the High School Admissions Process. Between 2009-2010 and 2010-2011, demand for its Educational Option programs decreased significantly from 3.3 applications per seat to 1.5 applications per seat and remains well below the Citywide average of 8.5 applications per seat across all school programs.

⁵ The 2011 graduation rate cited for Washington Irving 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 Washington Irving 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 Washington Irving over the past three years:

Washington Irving High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	F
Progress Report Progress Grade	C	C	D
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	D	C	D
Quality Review Score ⁶	P	P	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ⁷	64%	67%	72%
4 Year Graduation Rate	38%	55%	48%
6 Year Graduation Rate	57%	53%	46%
% Graduating with a Regents Diploma	19%	41%	41%
Attendance Rate	74%	77%	74%
2010-2011 State Accountability Status⁸			
Restructuring (advanced) Comprehensive			

Overview of Past Strategic Improvement Efforts at Washington Irving

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

Leadership Support:

- Extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school’s Comprehensive Education Plan and Language Allocation Plan.
- Coaching and training leadership on implementing plans in support of Citywide instructional initiatives.
- Supporting leadership and staff in generating meaningful strategies for improving the quality of classroom visitations and instructional feedback, as a way to raise teacher practice and improve student outcomes.

⁶ Per the Quality Review, WD = Well Developed, P = Proficient, D = Developing, UPF = Undeveloped with Proficient Features, U = Undeveloped. The Quality Review Criteria Rubric, which explains the different scores, can be found here: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>.

⁷ The 2010-11 Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.

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

Instructional Support:

- Supporting and training teachers in collaborative teaching and classroom engagement strategies as a way to deepen instructional expectations, student interest, and classroom rigor.
- Supporting the school in assessment design, lesson planning, and curriculum mapping as tools aimed at meeting the necessary standards and expected student outcomes.
- Training for staff on successful ways to implement an inquiry team and using protocols to analyze student progress and performance as a way to understand teacher effectiveness and student outcomes.

Operational Support:

- Advice for 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.
- Supporting school staff in the implementation of the School Improvement Grant as a way to raise student outcomes and generate improved levels of teacher effectiveness.
- Supporting the development of a Small Learning Communities (“SLC”) grant and assisted in writing a grant application that allowed the school to participate in the Performance-Based Assessment/Learning Site Pilot.

Student Support:

- Training for 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.
- Comprehensive training to implement a rigorous advisory program that offers college advising and social and emotional supports to students.
- Working closely with the school to facilitate enrichment activities including a Junior Night, Senior Night, and College Visits.

CTE-Specific Support:

- Advising and supporting leadership in 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.

Washington Irving 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 Washington Irving community about strategies to better support students and improve outcomes at the school. On November 10, 2011, DOE Chief Academic Officer Shael Polakow-Suransky and Manhattan High School Superintendent Tamika Matheson met with Washington Irving’s School Leadership Team, parents, teachers, and community members to discuss what is working at the school, what needs to be improved, and how the community can work together to better serve students. Approximately 10 parents, 8 members of the community, 13 School Leadership Team members, and 40 United Federation of Teachers (“UFT”) and DC-37 members met with Chief Academic Officer Polakow-Suransky and Superintendent Matheson.

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/Manhattan/proposal?id=37>.

While some members of the Washington Irving community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school’s longstanding performance struggle and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback as it continues to support current Washington Irving students working toward graduation and as it develops plans to replace Washington Irving with two new schools that better meet student and community needs.

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

II. Proposed or Potential Use of Building

M460 has the capacity to serve 2,847 students.⁹ In 2010-2011—the most recent year for which audited enrollment data is available—the building only served 1,895 students,¹⁰ yielding a utilization rate of just 67%.¹¹ In 2011-2012, the building is serving 1,961 total students,¹² yielding a utilization rate of 69%.¹³ (The concepts of “capacity” and “utilization rate” are described below.) This means that the building is “underutilized” and has extra space to accommodate students.

If this proposal is approved, Washington Irving would 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. International will continue to phase in as planned, adding one grade per year and completing phase-in during the 2013-2014 school year. Language and Diplomacy will also continue to phase in as planned, adding twelfth grade and completing phase-in in 2012-2013. Gramercy Arts will remain in the building at full scale. As part of the replacement strategy for Washington Irving, the DOE is also proposing to co-locate two new district high schools, New School 1 and Software, in building M460, beginning in the 2012-2013 school year. These schools would phase in one grade at a time and complete phase-in during the 2015-2016 school year. The

⁹ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”)

¹⁰ 2010-2011 Audited Register.

¹¹ 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.

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

¹³ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates for the 2012-2013 school year and beyond are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

proposals to open and co-locate these two schools are detailed in separate EISs, also posted on December 22, 2011. The proposals can be found here:

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

Over a five-year period, the proposed grade spans for the schools in the building are as follows:¹⁴

Grade Spans						
DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
02M460	Washington Irving High School	9-12	10-12	11-12	12	-
02MTBD1	New School 1	-	9	9-10	9-11	9-12
02M546	Software	-	9	9-10	9-11	9-12
02M374	Gramercy Arts High School	9-12	9-12	9-12	9-12	9-12
02M399	The High School for Language and Diplomacy	9-11	9-12	9-12	9-12	9-12
02M438	International High School at Union Square	9-10	9-11	9-12	9-12	9-12

International is projected to serve 420-460 ninth- through twelfth-grade students when it completes its expansion and achieves full scale in 2015-2016.¹⁵ Language and Diplomacy will serve 420-460 ninth-through twelfth-grade students when it completes its expansion and achieves full scale in 2014-2015. In 2011-2012, Gramercy Arts enrolled 499 students. The DOE projects that the enrollment of this school will remain at or close to its current level.¹⁶

If approved, the two new high schools (New School 1 and Software) would each serve approximately 420-460 students in grades nine through twelve at full scale. If this proposal and the proposals to phase in New

¹⁴ As Washington Irving 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 Washington Irving and would have access to appropriate courses to support their continued progress toward graduation.

¹⁵ Enrollment projections for all phasing-in schools are based on a standard phase-in plan of four sections per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

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

School 1 and Software are approved, once Washington Irving has completed its phase-out and International, Language and Diplomacy, New School 1, and Software have completed their respective phase-ins, there would be approximately 2,155-2,355 students served in building M460 in 2015-2016, yielding a projected utilization rate of 76-83%. Therefore, the building has adequate capacity to accommodate Gramercy Arts and the full expansions of International, Language and Diplomacy, New School 1, and Software during and after the phase-out of Washington Irving.

The table below shows the enrollments and building utilization rates for each school over a period of six years:

School Name	2010-2011 Audited Register	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
Washington Irving	1194	1039	655 - 695	320 - 360	150 - 190	-
New School 1	-	-	105 - 115	210 - 230	315 - 345	420 - 460
Software	-	-	105 - 115	210 - 230	315 - 345	420 - 460
Gramercy Arts	458	499	475 - 515	475 - 515	475 - 515	475 - 515
Language and Diplomacy	156	247	335 - 375	365 - 405	420 - 460	420 - 460
International	87	176	270 - 300	375 - 415	375 - 415	420 - 460
Total Building Enrollment	1895	1,961	1,945 – 2,115	1,955 – 2,155	2,050 – 2,270	2,155 – 2,355
Utilization	67%	69%	68% - 74%	69% - 76%	72% - 80%	76% - 83%

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 utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity,

which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, utilization rates for 2011-2012 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as 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.

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

A. Students

Enrollment Options for Current Washington Irving Students

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

Current Ninth Graders at Washington Irving

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 Washington Irving 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 Washington Irving, and students at other schools who have applied to Washington Irving, 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. Round Two matches are made in April. If a student also received a match through 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 Washington Irving, 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. As discussed below, students could remain in their existing Small Learning Community ("SLC") at the school.¹⁷ Students would

¹⁷ 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, including students with special needs and ELL students, who work closely with a core group of teachers and other adults. Together, they develop a personalized learning environment focused on the adults knowing the

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

Current Tenth, Eleventh and Twelfth Graders at Washington Irving

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate will complete high school at Washington Irving, if they continue to earn credits on schedule. Again, students could remain in their existing SLC at the school. As the school becomes smaller, students will receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students should meet with their guidance counselor to discuss all of their options.

Current tenth-, eleventh-, and twelfth-grade students who are not on track to graduate should 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. These programs have strong track records for helping over-age, under-credited students get back on track toward graduation. In general, however, it is expected that most current Washington Irving students will remain enrolled at the school as they work toward graduation.

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

Washington Irving currently offers Integrated Co-Teaching (“ICT”) classes, Self-contained special education (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Washington Irving currently offers English as a Second Language (“ESL”) services; it does not offer a transitional bilingual or dual-language program. English Language Learner (“ELL”) students at Washington Irving will continue to receive mandated services as the school phases out.

Impact on Academic and Extracurricular Offerings at Washington Irving

With respect to academics, Washington Irving will continue offering all classes needed 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 Washington Irving 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.

Washington Irving is organized into six SLCs. The SLCs are: Yalow Institute for Science and Research, International Baccalaureate Diploma Program, Law and Public Service, Information Technology and National Academy Foundation (“NAF”), Teaching and Health Professions, and Union Square Business Academy. Washington Irving will still be able to maintain the existing SLC structure as it phases out.

According to the High School Directory, Yalow Institute for Science and Research provides an interdisciplinary-project-based curriculum and internships with scientific organizations.

needs, interests, and aspirations of each student, closely monitoring each student’s progress, and providing the academic and other support each student 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. 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.

The International Baccalaureate Diploma Program offers courses in the sciences and humanities, and a senior thesis is required for the program.

Law and Public Service provides law electives; mock trial/moot court competitions; debate team; court visits; Law Day activities; shadowing at a major law firm; internships; Academy of Public Service, a special two-year program that focuses on public policy issues; and community service.

Information Technology and NAF is a project-based technology program featuring hands-on curricula in computer languages, networking/operating systems, multi-media, computer forensics, graphic design, and technology; it also offers internships, part-time jobs, and the Advancement via Individual Determination (“AVID”) program.

Teaching and Health Professions develops skills and attitudes necessary for the fields of education and healthcare through unique electives and fieldwork opportunities at local schools, healthcare centers, and community-based organizations; it also offers the AVID program.

Union Square Business Academy acquaints students with how business and the economy function and includes a focus on the business community, including finance, marketing, management, interpersonal skills, sports management, hospitality, and travel/tourism.

Additionally, the International Baccalaureate Diploma Program is in the Humanities and Interdisciplinary interest area. Yalow Institute for Science Research is in the Science and Math interest area. Teaching and Health Professions is in the Teaching interest area. Law and Public Service is in the Law and Government interest area. Information Technology and NAF is in the Computer Science and Technology interest area. Union Square Business Academy is in the Business interest area.

The DOE remains focused on helping Washington Irving students succeed. If this proposal is approved, Washington Irving 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 them 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

Washington Irving will continue offering student athletics and other extracurricular program options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.¹⁸ The availability of the Public School Athletic League (“PSAL”) program for the schools in M460 is not expected to diminish as a result of the phase-out proposal because all schools in the building participate in the program.

According to the High School Directory, Washington Irving currently offers the following extracurricular activities and partnerships:¹⁹

¹⁸ Athletic and extracurricular offerings reflect those listed for Washington Irving in the 2011-2012 Directory of High Schools.

¹⁹ <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

Currently, all schools in building M460 participate in the PSAL program, which includes the following sports:

- PSAL Sports – Boys: Baseball, Basketball, Handball, Soccer, Volleyball
- PSAL Sports – Girls: Basketball, Softball, Volleyball & JV Volleyball
- PSAL Sports – Co-ed: N/A

Washington Irving additionally offers the following sports:

- School Sports: Intramural Volleyball and Basketball, Step Team, Cheerleading

Washington Irving also offers the following extracurricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> • 21st Century Community Learning Center Grant • Yearbook • School Newspaper • Lincoln-Douglas Debate • Literary Magazine • Model UN • Next Steps (Youth Advisory Programs, Career Readiness, College Readiness) • Robotics • Tutoring • Homework Center • Music and Dance Showcases • Annual Plays and Musicals 	<ul style="list-style-type: none"> • Anime • Chess • Boxing • Step • Fitness • Culinary • Digital Film • Mock Trial • Cheerleading • Bengali • Photography • Vineyard Theatre Student Company • Music

Again, it is difficult to predict precisely how changes to the above offerings might be implemented if this proposal is approved, as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the Washington Irving High School Campus is already home to several school organizations other than Washington Irving and the DOE anticipates that two additional new schools will also phase in, if those proposals are 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. Currently, all schools in the Washington Irving High School campus participate in the PSAL program. If this proposal is approved, the DOE anticipates that this same opportunity would exist for students across M460, including students attending Washington Irving as that school phases out. City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

If this proposal is approved, all school organizations in the building will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs (these offerings are described in detail in the EISs proposing the co-locations of New School 1 and Software, available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>). Current Washington Irving students will continue to have the opportunity to

participate in a variety of extracurricular programs as the school phases out, though, as noted above, the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

The proposed phase-out is not expected to impact extracurricular program offerings at any of the other schools in M460.

Washington Irving was selected to participate in iLearnNYC 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 the ideas, technologies, and tools that work best for their school community. As an iZone school, Washington Irving participates in iLearnNYC, which 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 participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools, and they receive professional development based on individual school needs. iLearnNYC schools also receive hardware, facilities, and technical support for the online and blended courses.

Washington Irving has been using iLearnNYC to support credit recovery programs for students in grades 9-12. iZone is currently accepting applications from schools interested in participating in iLearnNYC during 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 iZone application process and selection criteria can be found here:

<http://schools.nyc.gov/community/innovation/izone/ProspectiveSchools/default.htm>.

Impact on CTE Programs

Washington Irving is a school which offers CTE programs in the following career clusters: Business Management and Administration, Education and Training Cluster, Health Science, Information Technology, and Law and Public Safety. If this proposal is approved, beginning in September 2012, Washington Irving 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.²⁰ 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.

²⁰ “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.

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

Washington Irving offers eight CTE programs. All eight of Washington Irving’s programs are in development and not yet approved by the State:

Career Cluster	CTE Pathway	Status
Business Management and Administration	Business Institute	In Development
Education and Training Cluster	Pre-Teaching	In Development
Health Science	Health Professions	In Development
Information Technology	Academy of Information Technology/AOIT	In Development
	Web Design	In Development
	Web Design	In Development
Law and Public Safety	Computer Forensics	In Development
	Law Academy/Legal Studies	In Development

Students enrolled in CTE programs at Washington Irving 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 the school’s enrollment would decrease if this proposal is approved. As the school’s enrollment decreases, it is possible that the availability of certain programs and course offerings will change because they depend on student interest, demand, and available resources. However, it is anticipated that the school will still have the appropriate staff and facilities throughout Washington Irving’s phase-out to offer coursework necessary to the CTE course progression for all students, whether in approved programs or programs in development.

As discussed above, in general, students who are enrolled in CTE programs which are "in development" (meaning they are not yet approved by the state) at Washington Irving, 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 Washington Irving 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. Washington Irving will determine whether to proceed with the process of seeking State approval for its programs in development. The DOE will support Washington Irving 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 Washington Irving's pathways can be found in Appendices G-K. 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/Directory/default.htm>.

Impact on Community Partnerships at Washington Irving

According to the 2011-2012 High School Directory, Washington Irving has partnerships with International Baccalaureate Diploma Program, College Now, AVID, and iZone and iLearnNYC. Additionally, the school partners with the Institute for Student Achievement, High Schools That Work ("HSTW"), FEGS Health and Human Services System, Princeton Center for Leadership Training, Teaching Matters, Norma Kamali, Cleary Gottlieb Steen & Hamilton LLP, Vineyard Theatre, Union Square Partnership, Con Edison, Gotham City Restaurant Group, the Metropolitan Opera, The New School, New York University, the National Arts Club, McBurney YMCA, Community Association of Progressive Dominicans, Battery Dance Company, Flushing Bank, Gabbegroup, Friends of Washington Irving High School, The Door, Workforce Investment Board, and CUNY's The New Community College Initiative. If this proposal is approved, these partnerships would continue to support current students as Washington Irving phases out, though it is possible that the nature and scope of the partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Washington Irving 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 Washington Irving students in the past. The other schools currently housed on the Washington Irving campus already have established relationships with non-profit and community-based organizations, including some whose work is directly connected to the missions and themes of those schools.

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>.

As noted, Washington Irving currently offers ICT classes, SC classes, and SETSS. Washington Irving currently offers ESL services; it does not offer a transitional bilingual or dual-language program. If this proposal is approved, students with disabilities will continue to receive mandated services in accordance with their IEPs. 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 with disabilities ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same process as described above. ELL students at Washington Irving will also continue to receive mandated services as the school phases out. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.²¹

All schools in the M460 building admit students as part of the Citywide High School Admissions Process. This proposal will not affect the admissions criteria or processes for any organization in the building other than Washington Irving.

International has a screened language admissions method. 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, additional diagnostic test, or other criteria. International's only screening criteria is that applicants have to be living in this country for four years or fewer and applicants' home language must not be English.

Language and Diplomacy has a limited unscreened admissions method. A limited unscreened program gives priority to students who demonstrate interest in the school by attending a school's Information Session or Open House events or visiting the school's exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority to the school's program(s).

Gramercy Arts admission is based on the outcome of a competitive audition and a review of the student's record. Gramercy Arts offers programs in visual art and design and performing arts.

Washington Irving admits students through both screened and educational option admissions methods. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If students score in the top 2% on their previous year's English Language Arts reading exam and list an educational option program as their first choice, they are guaranteed a match to that program.

Two of Washington Irving's SLCs are screened programs: International Baccalaureate Diploma Program and Yalow Institute for Science and Research.

The selection criteria for the International Baccalaureate Diploma Program is:

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

²¹ 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").

The selection criteria for the Yalow Institute for Science and Research is:

- English (80-100), Math (80-100), Social Studies (80-100), Science (80-100)
- Standardized Test Scores: Math Level(s) 3-4, English Language Arts Level(s) 3-4
- Review of Attendance and Punctuality
- Writing Sample

Four of Washington Irving's SLCs are Educational Option programs: Teaching and Health Professions, Law and Public Service, Information Technology and NAF, and Union Square Business Academy.²²

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on February 9, 2012, Washington Irving's high school program would be removed from the student's existing ranking list before the Round One match is executed. In this scenario, any schools ranked lower than the program offered at Washington Irving 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 Washington Irving on the application. However, if the student would have been matched to Washington Irving, 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.

Students who listed Washington Irving on their high school admissions applications would also have the opportunity to submit a new application during Round Two. Schools with available seats as well as new high schools designated to open throughout the city for the 2012-2013 school year will be available for these students to consider in Round Two. If a student already received a match in Round One, that match will be nullified if the student receives a Round Two match.

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 demographics of students it will need to serve as a result of a phase-out decision. As of the October 31, 2011 unaudited register, Washington Irving has a total of 165 new ninth-grade students. New ninth-grade students enter the school through two methods:

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

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

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);²³ or

²² Educational Option ("Ed Opt") applies to high schools only and refers to a type of admission method where a program has a certain portion of seats based on scores attained on the seventh grade ELA reading exam for students at high, middle, and low reading levels. If a student scores in the top 2% on the previous year's English Language Arts reading exam and lists an Ed Opt program as a first choice on the application, students are guaranteed a match to that program. High school admissions information is available online: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory>.

²³ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

- 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, his/her home address, 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 beginning of the school year 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) that have a two-year track record of not filling seats 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 with 388 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 92 to 120.

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

	High School Admissions Process	Over-the-Counter
9th Grade	142	23

Additionally, Washington Irving admitted 54 OTC students in grades 10-12 as well:

	Over-the-Counter
10th Grade ²⁵	23
11th Grade	19
12th Grade	12

It is critical that the needs of all students—whether they arrive through the admissions process or the OTC

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”).

²⁵ In addition to admitting 23 OTC students in the tenth grade, Washington Irving also admitted 26 tenth-grade students through the High School Admissions Process.

process—are met. Of the 142 ninth-grade students who were admitted through the High School Admissions Process, 15% are students with disabilities and 13% are ELL students. Of the 23 students who arrived over-the-counter, 26% are students with disabilities and 22% are ELL students.²⁶

Schools with Programs Similar to Washington Irving's Program Offerings²⁷

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 Manhattan high schools, some of which offer academic programs and pathways similar to those currently available at Washington Irving. The New York City High School Directory, available in print at Borough Enrollment Offices and on the DOE website, offers a full list of high schools Citywide. The directory can be accessed on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/HighDirectory/default.htm>.

Attached as Appendices A-F are lists of schools with programs in the same “Interest Areas” as the six interest areas currently offered at Washington Irving. In addition, the respective percentages of students with disabilities and ELL students 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. As previously mentioned, the DOE is also proposing to open two new high schools in the building in September 2012. Those proposals are outlined in separate Educational Impact Statement also posted on December 22, 2011.

Impact on Students Attending Other Schools in the M460 building

The proposed phase-out is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools in M460. The proposed phase-out will not impact the enrollment or admissions at other schools located in the M460 building.

Impact on YABC 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>.

As indicated previously, if this proposal is approved, the YABC program in the building will continue to operate in the M460 building as Washington Irving phases out and will not be affected by the proposed phase-out. Once the phase-out of Washington Irving is complete, the YABC program is expected to remain in the building and will continue to provide services as long as there is demand for the program.

²⁶ Students with disabilities as a percentage of total OTC ninth-grade students at Washington Irving from the 2011-2012 unaudited register as of October 31, 2011. This count does not include students receiving SETSS or students receiving speech or language services. ELL students as a percentage of total OTC ninth-grade students at Washington Irving from the 2011-2012 unaudited register as of October 31, 2011.

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

B. Schools

In 2015-2016, once Washington Irving has phased out, and New School 1, Software, International, and Language and Diplomacy are at full scale, there would be approximately 2,155-2,355 total students served in the building. The projected utilization for M460 at that point is approximately 76-83%. The estimated enrollment for all six organizations in M460 during the course of the proposed phase-out is shown in the tables below.

Washington Irving	Total Enrollment
2011-12 (unaudited)	1,039
2012-13 (proj.)	655 - 695
2013-14 (proj.)	320 - 360
2014-15 (proj.)	150 - 190
2015-16 (proj.)	-

Gramercy Arts	Total Enrollment
2011-12 (unaudited)	499
2012-13 (proj.)	475 - 515
2013-14 (proj.)	475 - 515
2014-15 (proj.)	475 - 515
2015-16 (proj.)	475 - 515

Language and Diplomacy	Total Enrollment
2011-12 (unaudited)	247
2012-13 (proj.)	335 - 375
2013-14 (proj.)	365 - 405
2014-15 (proj.)	420 - 460
2015-16 (proj.)	420 - 460

International	Total Enrollment
2011-12 (unaudited)	176
2012-13 (proj.)	270 - 300
2013-14 (proj.)	375 - 415
2014-15 (proj.)	375 - 415
2015-16 (proj.)	420 - 460

New School 1	Total Enrollment
2011-12 (unaudited)	-
2012-13 (proj.)	105 - 115
2013-14 (proj.)	210 - 230
2014-15 (proj.)	315 - 345
2015-16 (proj.)	420 - 460

Software	Total Enrollment
2011-12 (unaudited)	-
2012-13 (proj.)	105 - 115
2013-14 (proj.)	210 - 230
2014-15 (proj.)	315 - 345
2015-16 (proj.)	420 - 460

If this proposal and the proposals to phase in New School 1 and Software are approved, there will be sufficient space to accommodate Washington Irving, International, Gramercy Arts, Language and Diplomacy, New School 1, and Software pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Washington Irving phases out and New School 1 and Software phase 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 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 will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

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 building also houses two Community Based Organizations (“CBOs”) located in building M460, Sleepy Hollow Nursery School and FECS Health and Human Services. This proposal is not expected to impact the continued siting of these CBOs.

The DOE is proposing to open two new high schools in the M460 building to replace the high school seats lost due to the phase-out of Washington Irving. The details of those proposals are discussed in separate EISs that are available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

C. Community

The performance at Washington Irving over the last decade indicates there is a need to create better options for future high school students in the community. Under this proposal, the M460 building will remain open, but will offer new educational options that the DOE believes will better support student needs.

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. As described in more detail in the corresponding EISs, the proposed opening and co-location of New School 1 and Software is intended to meet those goals.

Impact on Borough-Wide Seat Capacity

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

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

DBN	School Name	Building	PEP Vote Date	Impact on 9 th Grade Seat Capacity ²⁸	Admissions Method
High Schools Proposed for Phase-Out Beginning in 2012-2013					
02M429	Legacy School for Integrated Studies	M883	Pending PEP vote in February 2012	-63	Educational Option
02M460	Washington Irving High School	M460	Pending PEP vote in February 2012	-165	Educational Option and Screened
03M283	Manhattan Theatre Lab High School	M490	Pending PEP vote in February 2012	-139	Limited Unscreened
New Schools Proposed to Open in 2012-2013					
02M533	New School 1	M460	Pending PEP vote in February 2012	+105-115	Limited Unscreened
02M546	The Academy for Software Engineering	M460	Pending PEP vote in February 2012	+105-115	Limited Unscreened
02M534	New School	M883	Pending PEP vote in February 2012	+105-115	Limited unscreened
Planned Enrollment Expansion					
84M335	Harlem Village Academy Leadership Charter School	M045/M209	N/A	+25-32	Continuing eighth graders
High School Grade Expansions for 2012-2013					
04M422	Quest to Learn	M440	N/A	+75-85	Limited Unscreened with priority to continuing eighth graders
04M372	Esperanza Preparatory Academy	M117	December 2011	+80-90	Screened: Language, with priority to continuing eighth graders
Total Proposed Change in 9th Grade Seat Capacity for 2012-2013				+128-185	

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 over-the-counter placements). Seat capacity of new schools is based on a standard plan to serve four sections of students per grade.

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

For the 2011-2012 school year, there were a total of 16,267 ninth-grade seats available in Manhattan.²⁹ A total of 15,905 new ninth-grade students enrolled in Manhattan high schools in 2011-2012, leaving 362 excess seats borough-wide.

In an EIS posted on December 22, 2011, the DOE also proposes to expand the grades served by Special Music School (03M859) from kindergarten through eighth grade to kindergarten through twelfth grade, beginning in September 2013. Special Music School would serve 50-60 students in ninth grade.

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

Impact on Borough-Wide Seat Capacity of CTE Programs

This proposal has a direct impact on CTE seats in Manhattan. There are two new schools proposed for opening and one school planned for grade expansion to serve ninth grade in 2012-2013 in Manhattan which will be CTE schools or offer CTE programming. Software will offer programming in the Information Technology and Science, Technology, Engineering and Mathematics career clusters. New School 1 will offer programming in the Health Science career cluster. 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.

Additionally, Quest to Learn, noted above as expanding to serve ninth grade in 2012-2013, will offer CTE programming.

The proposed new schools and grade expansion will add 285-310 ninth-grade available seats in new high schools that either are CTE schools or offer CTE programs.³⁰ The phase out of Washington Irving will result in the loss of 165 ninth-grade seats in CTE schools in Manhattan. Therefore, the DOE anticipates there will be a net gain of 120-145 new ninth grade seats in Manhattan in total in new CTE schools, new schools where CTE is offered, and schools that offer CTE programs expanding to serve ninth-grade.

For the 2011-2012 school year, there is a total of 5,960 ninth grade seats available in Manhattan in CTE schools and schools that offer CTE programs. A total of 5,569 new ninth-grade students are enrolled in these schools, resulting in 391 excess seats. If these proposals are approved, adding 120-145 new seats at CTE schools or schools with CTE programming, there will be a total of 6,080-6,105 total ninth grade seats in Manhattan 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 Manhattan.

²⁹ Current ninth grade seat capacity is based on 2010-2011 ninth grade seat targets for all high schools (excludes District 75, District 79); seat targets schools that have a zoned admissions element were updated to equal the number of ninth grade new admits

³⁰ However, it should be noted that not all students in the proposed new schools offering CTE programming are expected to be enrolled in such programs.

There are also two CBOs located in building M460, Sleepy Hollow Nursery School and FECS Health and Human Services. This proposal is not expected to impact these CBOs.

Moreover, a SBHC operated by the Institute for Family Health, in affiliation with Beth Israel Medical Center, is located in building M460. The SBHC provides health services to all students in the building. During the school day, the SBHC serves as the nurse’s office. The proposal is not expected to impact the SBHC.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building M460. This proposal is not expected to impact the partial site accessibility of the M460 building.

IV. Enrollment, Admissions and School Performance Information

Washington Irving

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Screened, Educational Option with priority to Manhattan residents.
Admissions During and After Proposed Phase-out of Washington Irving	N/A

Enrollment Data

Washington Irving	Total Enrollment
2011-12 (unaudited)	1,039
2012-13 (proj.)	655 - 695
2013-14 (proj.)	320 - 360
2014-15 (proj.)	150 - 190
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services³¹	13%
Percentage of Students with Individualized Education Programs³²	18%

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

³² Students with IEPs as percentage of total students from the 2011-2012 Unaudited Register as of October 31, 2011.

Percentage of English Language Learner Students³³	20%
Percentage of Students Eligible for Free or Reduced Lunch³⁴	68%

School Performance Data

Washington Irving High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	F
Quality Review Score	P	P	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	64%	67%	72%
4-Year Graduation Rate	38%	55%	48%
6-Year Graduation Rate	57%	53%	46%
% Graduating with a Regents Diploma	19%	41%	41%
Attendance Rate	74%	77%	74%

2010-2011 State Accountability Status³⁵	Restructuring (advanced) Comprehensive
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International

Admissions Data

Current Admissions	Grades 9-11: High School Admissions Process; Admissions Method: Screened Language
Admissions During and After Proposed Phase-out of Washington Irving	9-12: High School Admissions Process; Admissions Method: Screened Language

³³ English Language Learner students as percentage of total students 2011-2012 Unaudited Register as of October 31, 2011.

³⁴ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

³⁵ 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>.

Enrollment Data

International	Total Enrollment
2011-12 (unaudited)	176
2012-13 (proj.)	270 - 300
2013-14 (proj.)	375 - 415
2014-15 (proj.)	375 - 415
2015-16 (proj.)	420 - 460

Demographic Data

Percentage of Students Receiving ICT or SC services	0%
Percentage of Students with Individualized Education Programs	0%
Percentage of English Language Learner Students	89%
Percentage of Students Eligible for Free or Reduced Lunch	87%

School Performance Data³⁶

International	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	N/A	88%
4-Year Graduation Rate	N/A	N/A	N/A
6-Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	N/A	94%

2010-2011 State Accountability Status	N/A
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This school opened in 2010 and does not yet have Progress Report data.

³⁶ International opened in September 2010 and has limited performance data.

Gramercy Arts

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Method: Audition
Admissions During and After Proposed Phase-out of Washington Irving	9-12: High School Admissions Process; Admissions Method: Audition

Enrollment Data

Gramercy Arts	Total Enrollment
2011-12 (unaudited)	499
2012-13 (proj.)	475 - 515
2013-14 (proj.)	475 - 515
2014-15 (proj.)	475 - 515
2015-16 (proj.)	475 - 515

Demographic Data

Percentage of Students Receiving ICT or SC services	11%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	66%

School Performance Data

Gramercy Arts	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	B	C
Quality Review Score	N/A	P	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	82%	90%	90%
4-Year Graduation Rate	81%	78%	78%
6-Year Graduation Rate	N/A	N/A	90%
% Graduating with a Regents Diploma	20%	55%	67%
Attendance Rate	83%	83%	82%

2010-2011 State Accountability Status	In Good Standing
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Language and Diplomacy

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Method: Limited Unscreened with priority to Manhattan residents.
Admissions During and After Proposed Phase-out of Washington Irving	9-12: High School Admissions Process; Admissions Method: Limited Unscreened with priority to Manhattan residents

Enrollment Data

Language and Diplomacy	Total Enrollment
2011-12 (unaudited)	247
2012-13 (proj.)	335 - 375
2013-14 (proj.)	365 - 405
2014-15 (proj.)	420 - 460
2015-16 (proj.)	420 - 460

Demographic Data

Percentage of Students Receiving ICT or SC services	13%
Percentage of Students with Individualized Education Programs	19%
Percentage of English Language Learner Students	29%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data³⁷

Language and Diplomacy	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	83%	73%
4-Year Graduation Rate	N/A	N/A	N/A
6-Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	90%	86%

2010-2011 State Accountability Status	In Good Standing
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This school opened in 2009 and does not yet have Progress Report data.

³⁷ Language and Diplomacy opened in September 2009 and has limited performance data.

New School 1

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Phase-out of Washington Irving	9-12: High School Admissions Process Selection Method: Limited Unscreened with priority to Manhattan residents

Enrollment Data

New School 1	Total Enrollment
2011-12 (unaudited)	-
2012-13 (proj.)	105 - 115
2013-14 (proj.)	210 - 230
2014-15 (proj.)	315 - 345
2015-16 (proj.)	420 - 460

Demographic Data

New School 1 does not yet have enrollment. Therefore, there are no demographic data for the school.

School Performance Data

New School 1 does not yet have enrollment. Therefore, there are no performance data for the school.

Software

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Phase-out of Washington Irving	9-12: High School Admissions Process Selection Method: Unscreened with priority to New York City residents and students

Enrollment Data

Software	Total Enrollment
2011-12 (unaudited)	-
2012-13 (proj.)	105 - 115
2013-14 (proj.)	210 - 230
2014-15 (proj.)	315 - 345
2015-16 (proj.)	420 - 460

Demographic Data

Software does not yet have enrollment. Therefore, there are no demographic data for the school.

School Performance Data

Software does not yet have enrollment. Therefore, there are no performance data for the school.

V. Initial Costs and Savings

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

Most funding in schools' budgets is allocated on a per-pupil basis. If this proposal is approved, for each student no longer on the Washington Irving 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.

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

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve ("ATR"). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom

seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 2012 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

As a school identified as PLA, Washington Irving is eligible for SIG 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, Washington Irving would no longer receive SIG funds for Transformation after June 2012. In the spring, the DOE would submit an application to the New York State Education Department to convert Washington Irving to the Turnaround model. Under current New York State SIG guidelines, if that application is approved, SIG funding would support the new high schools proposed to be co-located in M460, and will be available to support programs at the new schools 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 SIG 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 the new schools will be included in the separate EISs proposing the co-location of New School 1 and Software in building M460.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Washington Irving would be excessed over the course of the phase-out.³⁸ 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 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 as substitute teachers 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 the teacher's seniority.

It is also important to understand that the students who would otherwise have enrolled in Washington Irving may now enroll 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.

³⁸ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

As part of the Transformation model this year, Washington Irving had a funding provision to hire Master and Turnaround teachers.³⁹ If the proposal to phase out Washington Irving is approved, in June 2012 the school would lose its funding to utilize Master and Turnaround teachers and the positions will be eliminated at Washington Irving.

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 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 the other existing organizations in the building.

B. Cost of Instruction

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

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for Washington Irving, Language and Diplomacy, International, and Gramercy Arts are determined by the same Fair Student Funding (FSF) per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

As mentioned, Washington Irving 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. Washington Irving’s funding was awarded through June 2015 but due to cuts by Congress, the performance period now ends in June 2012 with the possibility of a small amount of additional funding 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, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students

³⁹ 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.

enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, Washington Irving, International, Gramercy Arts, Language and Diplomacy, New School 1, and Software 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. New School 1 and Software are not currently eligible for Title I funding. Washington Irving, International, Gramercy Arts, and Language and Diplomacy are currently eligible for Title I funding. Assuming that Washington Irving, International, Gramercy Arts, and Language and Diplomacy continue to meet Title I criteria, the size of their Title I funding awards would grow or shrink as their school population grows or shrinks.

While schools 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. If this proposal is approved, even as Washington Irving is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (VTEA). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, 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 Washington Irving 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 costs of instruction of the other existing organizations in the M460 building.

C. Administration

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

If approved, this proposal will not impact the administration of the other organizations in the M460 building.

D. Transportation

If this proposal is approved, transportation will continue to 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 Washington Irving or the other organizations in the M460 building as a result of this proposal.

E. Other Support Services

The provision of certain support services is described above. Other support services would continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the M460 building.

VII. Building Information

Building	M460	
Type of Building	High school	
Year Built	1912	
Overall BCAS rating	2.67	
2010-2011 Target Building Utilization	68%	
2010-2011 Target Building Capacity	2847	
FY 2011 Maintenance Costs	Labor	\$41,153
	Materials	\$52,166
	Maintenance and repair contracts	\$69,401
	Service contracts	\$0
	Custodial operations costs—Materials	\$26,531
	Custodial operations costs—Custodial Allocation	\$530,312
FY 2011 Energy Costs	Electric	\$247,264
	Gas	\$4,120
	Oil	\$703,778
Projects completed during the current or prior school year		CIP- water storage tank, science demo room upgrade, CTF - room conversion
Projects proposed in the capital plan		Educational enhancements- restructuring. Building upgrade - elevators and escalators, gymnasium upgrade, classroom connectivity, new/retrofit telephone/intercom systems
Accessibility of the building		Partially Programmatically Accessible
Building attributes		Art rooms, Auditorium, Cafeteria, Computer rooms, Gymnasium, Library, Nurse's office, Science lab

APPENDIX A
Interest Area: Business

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M316	Manhattan	Urban Assembly School of Business for Young Women, The	26 BROADWAY	381	460	83%	B	11%	3%	The Urban Assembly School of Business for Young Women	Limited Unscreened
02M392	Manhattan	Manhattan Business Academy	351 WEST 18 STREET	333	257	130%	N/A	14%	10%	Manhattan Business Academy	Limited Unscreened
02M393	Manhattan	Business of Sports School	439 WEST 49TH STREET	308	239	129%	N/A	15%	7%	The Business of Sports School	Limited Unscreened
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	823	733	112%	B	8%	6%	Economics and Finance	Educational Option
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Institute of Finance & Accounting	Educational Option
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Institute of Global Marketing for Tourism and Hospitality	Educational Option

APPENDIX A
Interest Area: Business

Sources:	
2011-12 Enrollment	October 31, 2011 Unaudited Register
2010-11 Organization Capacity (Org Capacity)	2010-2011 Blue Book
2011-12 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 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 Progress Report Grade
2011 Seat Target	Program Seat Target for September 2011
2011 Applicants	Program Applicants for September 2011
Admissions	Process by which students are admitted to the school

APPENDIX B
Interest Area: Teaching

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M580	Manhattan	Richard R. Green High School of Teaching	26 BROADWAY	612	625	98%	C	15%	7%	Teaching Academy	Educational Option

Sources:	
2011-12 Enrollment	October 31, 2011 Unaudited Register
2010-11 Organization Capacity (Org Capacity)	2010-2011 Blue Book
2011-12 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 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 Progress Report Grade
2011 Seat Target	Program Seat Target for September 2011
2011 Applicants	Program Applicants for September 2011
Admissions	Process by which students are admitted to the school

APPENDIX C

Interest Area: Computer Science and Technology

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admission Method
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 WEST 49TH STREET	126	517	N/A	N/A	9%	9%	UA Gateway	Limited Unscreened
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Institute of Technology	Educational Option
02M542	Manhattan	Manhattan Bridges High School	525 WEST 50TH STREET	542	565	96%	A	1%	72%	Bilingual Spanish Information Technology and Computer Science	Screened: Language & Academics
02M542	Manhattan	Manhattan Bridges High School	525 WEST 50TH STREET	542	565	96%	A	1%	72%	Dual Language Spanish Information Technology and Computer Science	Screened: Language & Academics
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	471	779	60%	B	11%	6%	Chelsea Technical Academy/Cisco	Screened

APPENDIX C

Interest Area: Computer Science and Technology

Sources:	
2011-12 Enrollment	October 31, 2011 Unaudited Register
2010-11 Organization Capacity (Org Capacity)	2010-2011 Blue Book
2011-12 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 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 Progress Report Grade
2011 Seat Target	Program Seat Target for September 2011
2011 Applicants	Program Applicants for September 2011
Admissions	Process by which students are admitted to the school

APPENDIX D

Interest Area: Humanities and International Studies

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
01M292	Manhattan	Henry Street School for International Studies	220 HENRY STREET	434	705	62%	C	17%	23%	International Studies	Limited Unscreened
01M450	Manhattan	East Side Community School	420 EAST 12 STREET	611	744	82%	A	19%	5%	East Side Community	Screened
01M509	Manhattan	Marta Valle High School	145 STANTON STREET	376	539	70%	C	18%	12%	Marta Valle High School	Educational Option
01M696	Manhattan	Bard High School Early College	525 EAST HOUSTON STREET	619	841	74%	B	0%	0%	Early College	Screened
02M047	Manhattan	47 The American Sign Language and English Secondary School	223 EAST 23 STREET	175	302	58%	C	23%	8%	English/American Sign Language Dual Language Environment	Screened
02M294	Manhattan	Essex Street Academy	350 GRAND STREET	348	492	71%	B	12%	4%	Essex Street Academy	Limited Unscreened
02M298	Manhattan	Pace High School	100 HESTER STREET	416	518	80%	A	12%	2%	Pace High School	Limited Unscreened
02M303	Manhattan	Facing History School, The	525 WEST 50TH STREET	456	444	103%	B	20%	22%	The Facing History School	Limited Unscreened
02M376	Manhattan	NYC iSchool	131 AVENUE OF THE AMERICAS	436	247	177%	N/A	4%	0%	NYC iSchool	Screened
02M399	Manhattan	The High School for Language and Diplomacy	40 IRVING PLACE	247	274	90%	N/A	13%	29%	High School for Language and Diplomacy	Limited Unscreened
02M400	Manhattan	High School for Environmental Studies	448 WEST 56 STREET	1399	1044	134%	B	9%	8%	Environmental Studies	Educational Option

APPENDIX D

Interest Area: Humanities and International Studies

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M407	Manhattan	Institute for Collaborative Education	345 EAST 15TH STREET	490	357	137%	A	0%	0%	Institute for Collaborative Education for New Students	Screened
02M411	Manhattan	Baruch College Campus High School	55 EAST 25 STREET	432	494	87%	A	0%	2%	Baruch College	Screened
02M412	Manhattan	N.Y.C. Lab School for Collaborative Studies	333 WEST 17 STREET	579	552	105%	A	13%	2%	College Prep	Screened
02M413	Manhattan	School of the Future High School	127 EAST 22 STREET	673	799	84%	B	3%	2%	School of the Future	Screened
02M414	Manhattan	N.Y.C. Museum School	333 WEST 17 STREET	436	488	89%	A	5%	0%	NYC Museum School	Screened
02M416	Manhattan	Eleanor Roosevelt High School	411 EAST 76 STREET	507	620	82%	A	0%	0%	Eleanor Roosevelt High School	Screened
02M418	Manhattan	Millennium High School	75 BROAD STREET	628	525	120%	A	5%	0%	Millennium High School	Screened
02M419	Manhattan	Landmark High School	351 WEST 18 STREET	433	588	74%	D	14%	17%	Landmark High School	Educational Option
02M422	Manhattan	Quest to Learn	351 WEST 18 STREET	232	199	117%	N/A	8%	2%	Quest to Learn	Limited Unscreened
02M425	Manhattan	Leadership and Public Service High School	90 TRINITY PLACE	608	745	82%	C	13%	6%	Leadership and Public Service	Educational Option
02M427	Manhattan	Manhattan Academy for Arts & Language	111 EAST 33 STREET	179	131	137%	N/A	4%	84%	Manhattan Academy for Arts & Language	Screened: Language
02M429*	Manhattan	Legacy School for Integrated Studies	34 WEST 14 STREET	313	486	64%	F	21%	8%	The Legacy School	Educational Option
02M432	Manhattan	Murray Hill Academy	111 EAST 33 STREET	215	311	69%	N/A	20%	7%	Murray Hill Academy	Limited Unscreened

APPENDIX D

Interest Area: Humanities and International Studies

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M437	Manhattan	Hudson High School of Learning Technologies	351 WEST 18 STREET	226	149	152%	N/A	10%	9%	Hudson High School of Learning Technologies	Limited Unscreened
02M438	Manhattan	International High School at Union Square	40 IRVING PLACE	176	148	119%	N/A	0%	89%	International High School at Union Square	Screened: Language
02M439	Manhattan	Manhattan Village Academy	43 WEST 22 STREET	429	499	86%	A	6%	4%	Manhattan Village Academy	Screened
02M449	Manhattan	Vanguard High School	317 EAST 67 STREET	446	534	84%	B	14%	6%	College Preparatory	Educational Option
02M459	Manhattan	Manhattan International High School	317 EAST 67 STREET	328	423	78%	B	0%	78%	Humanities and Interdisciplinary	Screened: Language
02M500	Manhattan	Unity Center for Urban Technologies	111 EAST 33 STREET	236	165	143%	A	22%	16%	Unity Center for Urban Technologies	Educational Option
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	725	535	136%	C	9%	10%	International Marketing, Computer Applications, Foreign Trade and Virtual Enterprise	Educational Option
02M545	Manhattan	High School for Dual Language and Asian Studies	350 GRAND STREET	353	463	76%	A	0%	38%	High School for Dual Language and Asian Studies	Screened: Language & Academics
02M580	Manhattan	Richard R. Green High School of Teaching	26 BROADWAY	612	625	98%	C	15%	7%	Liberal Arts Academy	Educational Option
02M605	Manhattan	Humanities Preparatory Academy	351 WEST 18 STREET	192	231	83%	N/A	2%	1%	Humanities Preparatory Academy	Screened
03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 AMSTERDAM AVENUE	420	376	112%	C	13%	15%	High School for Arts, Imagination and Inquiry	Limited Unscreened

APPENDIX D

Interest Area: Humanities and International Studies

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
03M403	Manhattan	The Global Learning Collaborative	145 WEST 84 STREET	359	278	129%	N/A	14%	20%	The Global Learning Collaborative	Limited Unscreened
03M417	Manhattan	Frank McCourt High School	145 WEST 84 STREET	221	177	125%	N/A	6%	1%	Frank McCourt High School	Screened
03M479	Manhattan	Beacon High School	227-243 WEST 61ST STREET	1163	809	144%	A	1%	0%	The Beacon School	Screened
03M860	Manhattan	Frederick Douglass Academy II Secondary School	215 WEST 114 STREET	423	597	71%	C	15%	6%	Frederick Douglass Academy II for New Students	Educational Option
04M409	Manhattan	Coalition School for Social Change	2351 1ST AVENUE	365	554	66%	C	17%	10%	Coalition School for Social Change	Educational Option
04M495	Manhattan	Park East High School	230-34 EAST 105 STREET	355	338	105%	A	12%	4%	Park East High School	Screened
04M555	Manhattan	Central Park East High School	1573 MADISON AVENUE	445	584	76%	A	11%	4%	Central Park East	Screened
04M610	Manhattan	Young Women's Leadership School	105 EAST 106 STREET	449	525	86%	A	0%	2%	Young Women's Leadership School	Screened
05M367	Manhattan	Academy for Social Action: A College Board School	509 WEST 129 STREET	434	327	133%	C	15%	10%	Academy for Social Action: A College Board School	Limited Unscreened
05M499	Manhattan	Frederick Douglass Academy	2581 7TH AVENUE	1561	1713	91%	C	6%	2%	Frederick Douglass Academy	Screened
05M670	Manhattan	Thurgood Marshall Academy for Learning and Social Change	200-214 WEST 135TH STREET	580	683	85%	A	8%	1%	International Baccalaureate Middle Years Program	Screened
05M685	Manhattan	Bread & Roses Integrated Arts	6 EDGEcombe	539	612	88%	D	14%	18%	Bread & Roses Integrated Arts	Educational Option

APPENDIX D

Interest Area: Humanities and International Studies

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
		High School	AVENUE								
06M293	Manhattan	City College Academy of the Arts	4600 BROADWAY	586	530	111%	N/A	10%	6%	City College Academy of the Arts	Screened
06M346	Manhattan	Community Health Academy of the Heights	512 W 182ND ST	523	492	106%	N/A	6%	30%	Community Health Academy of the Heights	Limited Unscreened
06M348	Manhattan	Washington Heights Expeditionary Learning School	511 WEST 182ND STREET	603	529	114%	N/A	12%	20%	Washington Heights Expeditionary Learning School	Limited Unscreened
06M423	Manhattan	High School for Excellence and Innovation	650 ACADEMY STREET	178	237	75%	N/A	22%	19%	High School for Excellence and Innovation	Limited Unscreened
06M462	Manhattan	High School for International Business and Finance	549 AUDUBON AVENUE	636	589	108%	C	8%	43%	International Business	Educational Option
06M540	Manhattan	A. Philip Randolph Campus High School	443 WEST 135 STREET	1320	1437	92%	C	4%	3%	Academic Professions	Educational Option
06M540	Manhattan	A. Philip Randolph Campus High School	443 WEST 135 STREET	1320	1437	92%	C	4%	3%	Humanities Program	Screened

APPENDIX D

Interest Area: Humanities and International Studies

Sources:	
2011-12 Enrollment	October 31, 2011 Unaudited Register
2010-11 Organization Capacity (Org Capacity)	2010-2011 Blue Book
2011-12 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 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 Progress Report Grade
2011 Seat Target	Program Seat Target for September 2011
2011 Applicants	Program Applicants for September 2011
Admissions	Process by which students are admitted to the school

APPENDIX E

Interest Area: Law and Government

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M305	Manhattan	Urban Assembly Academy of Government and Law, The	350 GRAND STREET	316	449	70%	C	16%	6%	The Urban Assembly Academy of Government and Law	Limited Unscreened
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Institute of Justice	Educational Option
03M492	Manhattan	High School for Law, Advocacy and Community Justice	122 AMSTERDAM AVENUE	544	667	82%	A	7%	10%	Law, Advocacy and Community Justice High School	Educational Option
06M467	Manhattan	High School for Law and Public Service	549 AUDUBON AVENUE	695	527	132%	A	11%	32%	Law and Public Service	Educational Option

Sources:	
2011-12 Enrollment	October 31, 2011 Unaudited Register
2010-11 Organization Capacity (Org Capacity)	2010-2011 Blue Book
2011-12 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 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 Progress Report Grade
2011 Seat Target	Program Seat Target for September 2011
2011 Applicants	Program Applicants for September 2011
Admissions	Process by which students are admitted to the school

APPENDIX F

Interest Area: Science and Mathematics

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
01M448	Manhattan	University Neighborhood High School	200 MONROE STREET	397	747	53%	C	16%	21%	University Neighborhood High School	Educational Option
01M448	Manhattan	University Neighborhood High School	200 MONROE STREET	397	747	53%	C	16%	21%	Bilingual Mandarin	Screened: Language
01M539	Manhattan	New Explorations into Science, Technology and Math High School	111 COLUMBIA STREET	1614	1594	101%	A	0%	0%	Science, Technology and Math Institute	Screened
02M460	Manhattan	Washington Irving High School	40 IRVING PLACE	1039	1988	52%	F	13%	20%	Yalow Institute for Science and Research	Screened
02M475	Manhattan	Stuyvesant High School	345 CHAMBERS STREET	3300	2763	119%	A	0%	0%	Stuyvesant	Test
02M551	Manhattan	The Urban Assembly New York Harbor School	10 South Street slip 7	431	423	102%	A	13%	4%	The Urban Assembly New York Harbor School	Limited Unscreened
03M541	Manhattan	Manhattan / Hunter Science High School	122 AMSTERDAM AVENUE	453	661	69%	B	0%	1%	Manhattan/Hunter Science High School	Screened
04M435	Manhattan	Manhattan Center for Science and Mathematics	260 PLEASANT AVENUE	1661	1395	119%	A	4%	3%	Science & Mathematics Research	Screened
04M435	Manhattan	Manhattan Center for Science and Mathematics	260 PLEASANT AVENUE	1661	1395	119%	A	4%	3%	Bilingual Spanish Science & Mathematics	Screened: Language & Academics

APPENDIX F

Interest Area: Science and Mathematics

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
05M304	Manhattan	Mott Hall High School	6 EDGECOMBE AVENUE	428	375	114%	B	10%	9%	Mott Hall High School	Limited Unscreened
05M362	Manhattan	Columbia Secondary School	425 WEST 123 STREET	475	427	111%	N/A	0%	0%	Columbia Secondary School	Screened
06M468	Manhattan	High School for Health Careers and Sciences	549 AUDUBON AVENUE	685	621	110%	D	9%	31%	Health Careers & Sciences	Educational Option
06M552	Manhattan	Gregorio Luperon High School for Science and Mathematics	501 WEST 165TH	474	463	102%	A	0%	86%	Bilingual Spanish Science & Mathematics	Screened: Language & Academics

Sources:	
2011-12 Enrollment	October 31, 2011 Unaudited Register
2010-11 Organization Capacity (Org Capacity)	2010-2011 Blue Book
2011-12 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 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 Progress Report Grade
2011 Seat Target	Program Seat Target for September 2011
2011 Applicants	Program Applicants for September 2011
Admissions	Process by which students are admitted to the school

APPENDIX G
 CTE Career Pathway: Law and Public Safety

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admission Method(s)	Status
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
08X405 *	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3682	3096	119%	F	17%	10%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 STORY AVENUE	364	362	101%	B	15%	14%	Law Academy/Legal Studies	Limited Unscreened	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
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	709	552	128%	B	13%	10%	Law Academy/Legal Studies	Educational Option	In Development

APPENDIX G
CTE Career Pathway: Law and Public Safety

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admission Method(s)	Status
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
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

APPENDIX G
CTE Career Pathway: Law and Public Safety

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admission Method(s)	Status
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
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

APPENDIX G
CTE Career Pathway: Law and Public Safety

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admission Method(s)	Status
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
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

APPENDIX G
 CTE Career Pathway: Law and Public Safety

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admission Method(s)	Status
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

Note about Approval Status: If a school is "New (to process)," the program had never engaged in the CTE program approval process. If a school is denoted "To be determined (TBD)," the school is still working out details for their proposed CTE program. 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.

APPENDIX H
 CTE Career Pathway: Business Management and Administration

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M316	Manhattan	Urban Assembly School of Business for Young Women, the	26 BROADWAY	381	460	83%	B	11%	3%	Entrepreneurship /Virtual Enterprise	Limited Unscreened	New (to process)
02M392	Manhattan	Manhattan Business Academy	351 WEST 18 STREET	333	257	130%	N/A	14%	10%	Business/Virtual Enterprise	Limited Unscreened	In Development
02M393	Manhattan	Business of Sports School	439 WEST 49TH STREET	308	239	129%	N/A	15%	7%	Entrepreneurship /Virtual Enterprise	Limited Unscreened	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 49TH 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	2125	2104	101%	D	12%	10%	Accounting	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Academy of Finance	Educational Option	In Development
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	725	535	136%	C	9%	10%	Entrepreneurship /Virtual Enterprise	Educational Option	In Development
02M620	Manhattan	Norman Thomas High School	111 EAST 33 STREET	1145	1747	66%	N/A	13%	22%	Accounting	Phasing out	In Development

APPENDIX H
 CTE Career Pathway: Business Management and Administration

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M620	Manhattan	Norman Thomas High School	111 EAST 33 STREET	1145	1747	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 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	3682	3096	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 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	1129	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

APPENDIX H
 CTE Career Pathway: Business Management and Administration

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	4278	3455	124%	F	13%	20%	Entrepreneurship /Virtual Enterprise	Educational Option, Screened	In Development
10X660*	Bronx	Grace Dodge Career and Technical Education High School	2474 CROTONA AVENUE	1195	1416	84%	F	17%	19%	Academy of Finance	Educational Option, Screened	Approved
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	736	968	76%	C	18%	5%	Entrepreneurship /Virtual Enterprise	Educational Option, Limited Unscreened	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1646	3439	48%	F	15%	3%	Entrepreneurship /Virtual Enterprise	Screened, Zoned	New (to process)
17K544*	Brooklyn	International Arts Business School	600 KINGSTON AVENUE	400	808	50%	F	16%	7%	Entrepreneurship /Virtual Enterprise	Limited Unscreened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Entrepreneurship /Virtual Enterprise	Educational Option, Screened	New (to process)
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1132	30%	N/A	20%	3%	Academy of Finance	Phasing out	Approved
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1132	30%	N/A	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 STREET	3301	2225	148%	B	12%	24%	Entrepreneurship /Virtual Enterprise	Educational Option, Limited Unscreened, Zoned	In Development

APPENDIX H
CTE Career Pathway: Business Management and Administration

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4336	2752	158%	B	11%	22%	Academy of Finance	Audition, Screened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4336	2752	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
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2193	2479	88%	C	7%	20%	Academy of Finance	Educational Option, Screened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3127	2288	137%	B	10%	14%	Financial Management	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	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	2110	2208	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 AVENUE	1381	1146	121%	B	10%	6%	Accounting	Educational Option, Screened	Approved

APPENDIX H
 CTE Career Pathway: Business Management and Administration

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
25Q460	Queens	Flushing High School	35-01 UNION STREET	3153	2020	156%	D	8%	20%	Entrepreneurship /Virtual Enterprise	Educational Option, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4166	2358	177%	A	10%	13%	Entrepreneurship /Virtual Enterprise	Educational Option, Screened, Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3419	2773	123%	C	9%	16%	Entrepreneurship /Virtual Enterprise	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3851	2023	190%	A	8%	9%	Entrepreneurship /Virtual Enterprise	Audition, Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	Business Institute	Audition, Educational Option, Screened, Zoned	In Development
29Q496	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116TH AVENUE	368	509	72%	C	10%	6%	Entrepreneurship /Virtual Enterprise	Educational Option	In Development
30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2993	2742	109%	C	9%	18%	Entrepreneurship /Virtual Enterprise	Screened, Unscreened	Approved
30Q555	Queens	Newcomers High School	28-01 41 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

APPENDIX H
 CTE Career Pathway: Business Management and Administration

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2170	2093	104%	C	13%	6%	Entrepreneurship /Virtual Enterprise	Educational Option, Limited Unscreened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3893	3491	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	3249	2697	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	3249	2697	120%	A	13%	4%	Entrepreneurship /Virtual Enterprise	Audition, Educational Option, Screened, Unscreened	New (to process)

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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.

APPENDIX I
 CTE Career Pathway: Education and Training

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2675	3345	80%	A	11%	6%	Future Teachers Academy	Educational Option, Screened, Unscreened	In Development

Note about Approval Status: If a school is "New (to process)," the program had never engaged in the CTE program approval process. If a school is denoted "To be determined (TBD)," the school is still working out details for their proposed CTE program. 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.

APPENDIX J
CTE Career Pathway: Health Science

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M420	Manhattan	High School for Health Professions and Human Services	345 EAST 15TH STREET	1768	1140	155%	B	8%	4%	Medical Lab Assistant	Educational Option, Screened	In Development
08X650*	Bronx	Jane Addams High School for Academic Careers	900 TINTON AVENUE	727	1241	59%	F	16%	12%	Nursing Assistant	Screened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	938	1380	68%	D	12%	2%	Vision Lab Tech	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Vision Lab Tech	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Nursing Assistant	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Dental Lab Tech.	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Medical Assistant	Educational Option, Screened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Practical Nursing	Educational Option, Screened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Medical Lab Assistant	Educational Option, Screened	New (to process)

APPENDIX J
CTE Career Pathway: Health Science

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	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 STREET	3301	2225	148%	B	12%	24%	Medical Billing and Coding	Educational Option, Limited Unscreened, Zoned	In Development

APPENDIX J
CTE Career Pathway: Health Science

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2647	2010	132%	C	11%	17%	Veterinary Science	Audition, Educational Option, Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Nursing Assistant	Educational Option, Zoned	Approved
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Medical Billing and Coding	Educational Option, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4166	2358	177%	A	10%	13%	EMT	Educational Option, Screened, Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3419	2773	123%	C	9%	16%	Medical Lab Assistant	Educational Option, Unscreened	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	Medical Assistant	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	EMT	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	Medical Lab Assistant	Audition, Educational Option, Screened, Zoned	New (to process)

APPENDIX J
 CTE Career Pathway: Health Science

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	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	2268	1767	128%	A	8%	1%	Medical Lab and Allied Health Pro	Educational Option, Screened	New (to process)
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	2558	1698	151%	B	10%	6%	Practical Nursing	Educational Option, Screened, Unscreened	Approved
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2558	1698	151%	B	10%	6%	Nursing Assistant	Educational Option, Screened, Unscreened	Approved
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3893	3491	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	3893	3491	112%	B	10%	1%	Dental Assistant	Educational Option, Limited Unscreened, Screened, Unscreened	In Development

APPENDIX J

CTE Career Pathway: Health Science

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APPENDIX K
CTE Career Pathway: Information Technology

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	585	546	107%	N/A	0%	76%	Web Design	Transfer School	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Computer Science Institute	Educational Option	In Development
02M542	Manhattan	Manhattan Bridges High School	525 WEST 50TH STREET	542	565	96%	A	1%	72%	Academy of Information Technology/AOIT	Screened: Language & Academics	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	471	779	60%	B	11%	6%	Cisco	Educational Option, Screened	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	471	779	60%	B	11%	6%	A+ Computer Repair	Educational Option, Screened	In Development
02M620	Manhattan	Norman Thomas High School	111 EAST 33 STREET	1145	1747	66%	N/A	13%	22%	Web Design	Phasing out	New (to process)
03M479	Manhattan	Beacon High School	227-243 WEST 61ST STREET	1163	809	144%	A	1%	0%	Digital Media	Screened	In Development
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 SOUTHERN BLVD	676	1348	50%	F	22%	17%	Cisco	Educational Option, Screened	Approved

APPENDIX K
CTE Career Pathway: Information Technology

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 SOUTHERN BLVD	676	1348	50%	F	22%	17%	A+ Computer Repair	Educational Option, Screened	Approved
08X405*	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3682	3096	119%	F	17%	10%	Information Technology	Educational Option, Zoned	In Development
08X405*	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3682	3096	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
10X524	Bronx	Crotona International High School	2474 CROTONA AVENUE	85	N/A	N/A	N/A	0%	84%	Computer Software and Media Applications	Screened: Language	TBD
10X660*	Bronx	Grace Dodge Career and Technical Education High School	2474 CROTONA AVENUE	1195	1416	84%	F	17%	19%	Academy of Information Technology/AOIT	Educational Option, Screened	In Development

APPENDIX K
CTE Career Pathway: Information Technology

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
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	1171	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	1380	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	1380	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	1380	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	1646	3439	48%	F	15%	3%	Information Technology	Screened, Zoned	In Development

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DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
17K122	Brooklyn	Pathways in Technology Early College High School (P-Tech)	150 ALBANY AVENUE	104	N/A	N/A	N/A	11%	2%	TBD	Limited Unscreened	TBD
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1132	30%	N/A	20%	3%	Academy of Information Technology/AOIT	Phasing out	In Development
17K625	Brooklyn	Paul Robeson High School	150 ALBANY AVENUE	336	1132	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	1324	1274	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)

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DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2647	2010	132%	C	11%	17%	Business Information Technology	Audition, Educational Option, Screened, Zoned	In Development
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

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DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
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
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

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CTE Career Pathway: Information Technology

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
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
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
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A	0%	14%	Cisco	Phasing out	In Development

APPENDIX K
 CTE Career Pathway: Information Technology

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A	0%	14%	Electrical Installation	Phasing out	New (to process)

Note about Approval Status: If a school is "New (to process)," the program had never engaged in the CTE program approval process. If a school is denoted "To be determined (TBD)," the school is still working out details for their proposed CTE program. 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.