

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Norman Thomas High School (02M620)

I. Summary of Proposal

Norman Thomas High School (02M620) is an existing high school located in building M620 at 111 East 33 Street, New York, NY 10016, within the geographic confines of Community School District 2. It currently serves students in grades nine through twelve. On December 20, 2010, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to phase out Norman Thomas High School 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. The DOE is now issuing this amended EIS, which corrects typographical errors, clarifies the methodology used for calculating utilization rates, and corrects the total baseline allocation of rooms in building M620, but does not revise or modify the proposal itself.

If this proposal is approved, Norman Thomas High School would no longer admit new ninth grade students after the conclusion of the 2010-2011 school year. Current students would be supported as they progress towards graduation while remaining enrolled in Norman Thomas High School. In cases where students do not complete graduation requirements by June 2014, the DOE would help students and families identify alternative programs or schools that meet students’ needs so that they may continue their high school education after Norman Thomas High School completes phasing out.

Norman Thomas High School is located in building M620, and is currently co-located with Murray Hill Academy (02M432, “Murray Hill”). Murray Hill is a new school that currently enrolls only ninth grade students. Whether or not this proposal to phase out Norman Thomas High School is approved, Murray Hill will continue serving its current students and eventually enroll students in grades 9-12 when it completes its expansion during the 2013-2014 school year. The DOE also plans to propose to re-locate Manhattan Academy for Arts & Language (02M427, “Manhattan Academy”) to Building M620 for the 2011-2012 school year. That proposal will be described in a separate Educational Impact Statement (“EIS”) to be released in February 2011.

Manhattan Academy is a new school that opened in September 2010 and is currently located in building M503, the UFT Headquarters, located at 52 Broadway, New York, NY 10004. It currently enrolls only ninth-grade students and was proposed to phase-in to the Norman Thomas Campus last year. That proposal did not go forward due to a lawsuit which prevented the previously proposed phase-out of Norman Thomas High School. If the new proposal concerning Manhattan Academy is approved, Manhattan Academy would be re-located to Building M620, where it would continue serving its current students. M620 would eventually enroll 1,490-1,735 students in grades 9-12 when Manhattan Academy completes its expansion during the 2013-2014 school year.

Additionally, the DOE also anticipates proposing the re-siting and co-location of another existing DOE public high school to the M620 building. The DOE anticipates that the existing school would serve approximately 300-400 students in grades 9-12. . While the DOE has yet to finalize the details of a second co-location in M620 for the 2011-2012 school year, this proposal, along with the proposal to co-locate Manhattan Academy, will be released in February 2011.

In 2009-2010, M620 had a target capacity to serve 2,172 students, and the two schools sited in the building enrolled a total of 2,008 students, yielding a target building utilization rate of 92%.¹ This current school year, there are 1,935 students projected to be enrolled in the two schools, which would yield an estimated utilization rate of 89%.²

By 2014-2015, it is expected that Norman Thomas would no longer be serving students, while Manhattan Academy and Murray Hill Academy would both complete their expansions and achieve ‘full scale,’ serving grades 9-12. At that point, these two schools would be serving 700-775 students, which would yield a projected building utilization of approximately 36%.³ If approved, the DOE’s separate proposal to site an additional existing DOE high school serving between 300-400 students in M620 would result in a total building enrollment of 1,000-1,175 students, with a projected building utilization rate of 54% in 2014-2015.

If the proposals to phase-out Norman Thomas and co-locate both Manhattan Academy and an additional existing school are approved, there would still be sufficient space in the M620 building to co-locate another school in the 2012-13 school year or beyond, as Norman Thomas continues to phase-out and decline in enrollment. Therefore, the DOE may consider the option of opening a new high school after that date in order to optimally utilize the space in the M620 building.

¹ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

² Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 Blue Book capacity. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

³ Based on enrollment at scale compared to 2009-2010 target building utilization.

Background on the DOE Decision-Making Process

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their annual 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 below Proficient on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase out. Progress Reports are released by the DOE each fall, and evaluate schools based on Student Progress, Student Performance, and School Environment—which includes safety, attendance, and survey feedback from parents, teachers, and students in grades 6-12, 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 “Under-developed” as the lowest-possible rating and “Well Developed” as the highest.

In addition, all schools identified by SED as PLA are likewise considered for more intensive support or intervention, including the possibility of phase-out. In January 2010, the State issued the first list of schools identified as PLA. Then, in December 2010, SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 ELA and math test scores and graduation rates for high schools. In January 2010, the State identified Norman Thomas High School as a PLA school. The school continued to be identified as PLA in SED’s December 2010 identification.

Based on the facts that Norman Thomas received poor grades on the Progress Report and was identified by the SED as a PLA school, the DOE initiated a comprehensive review of Norman Thomas High School, with the goal of determining what supports and interventions would best benefit its students and the Norman Thomas High School community. During that review, the DOE looked at recent and historical performance and demand data for the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Norman Thomas High School—will address the school’s longstanding performance struggles and allow for new school options to develop in Building M620 that will better serve future students and the broader community.

Performance and School Environment at Norman Thomas High School

Norman Thomas High School has struggled for years. Last winter, the Panel for Educational Policy (“PEP”) voted to gradually phase out Norman Thomas High School based on evidence that the school was not equipped to significantly improve student performance. A lawsuit prevented the DOE from following through with those plans. Norman Thomas High School’s performance during the 2009-2010 school year reinforced the DOE’s earlier assessment that the school lacks capacity to turn around quickly to better support student needs.

Norman Thomas High School has struggled for years, with graduation rates remaining around or below 50% for more than a decade.

- In 2010, the school’s four-year graduation rate (including August graduates) was 50%, well below the citywide 63% average.⁴ This put Norman Thomas High School in the bottom 9% of all high schools citywide for 2010.

⁴The 2010 graduation rate cited for Norman Thomas High School represents the City’s calculation of the four-year graduation rate on the 2009-2010 Progress Reports. Like the State rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State rate. State graduation rates for the Norman Thomas High School Class of 2010 are still being audited and will not likely be available until Spring 2011, at which time the citywide graduation rate for 2010 will also be released by the New York State Education Department. The most recent available citywide four-year graduation rate (including August graduates) was 63% for the Class of 2009.

- If Regents diplomas alone counted toward graduation – as will be the case in just one year – the four-year graduation rate at Norman Thomas High School would drop to just 29%, well below the citywide average of 46%.
- The school's six-year graduation rate is also low. In 2010, Norman Thomas High School achieved a 55% six-year graduation rate, below the average citywide four-year graduation rate. This means that, proportionate to enrollment, Norman Thomas graduates fewer students in six years than the average city high school graduates in four years.
- In 2009-2010, only 62% of first-year students at Norman Thomas High School earned at least 10 credits. This puts Norman Thomas High School in the bottom 9% of high schools citywide and the bottom 5% borough-wide for first-year students earning at least 10 credits. Among second and third year students, only 47% and 57% respectively earned at least 10 credits. Credit accumulation in the first year is a key predictor of future student success because students who fall behind early often have trouble getting back on track to graduation.
- Norman Thomas High School earned an overall F grade on its 2009-2010 Progress Report, with an F grade on each of the Student Progress, Student Performance and School Environment sub-sections. This puts Norman Thomas High School in the bottom 1% of high schools citywide and in the bottom 2% of high schools borough-wide for progress report scores. Norman Thomas High School's overall F grade in 2009-2010 represents a pattern of decline for the school, which earned an overall D grade on its 2008-2009 Progress Report (with F grades on each of the Student Performance and School Environment sub-sections), and overall D grades on its progress reports in both 2007-2008 and 2006-2007.
- Attendance at Norman Thomas High School remains very low. The 2009-2010 attendance rate was 72%, well below the citywide average of 86% for high schools. In fact, this attendance rate puts Norman Thomas High School in the bottom 1% among all City high schools, and the bottom 2% among high schools in Manhattan. This attendance rate also represents a decline from the 75% attendance rate in each of 2008-2009 and 2007-2008.
- Safety has been a concern at Norman Thomas High School, although conditions have improved in recent years. On the 2007-2008 Learning Environment Survey, 34% of Norman Thomas High School students reported that they felt unsafe in the hallways, stairwells and locker rooms at school; by 2009-2010, that number had dropped to 21%. Similarly, in 2008, 22% of parents reported feeling that their children were unsafe at school, but that figure dropped slightly to 17% in 2009-2010. While this news is welcome, it has not translated into comparable improvements in student academic performance. Further, even with this slight improvement, there were still an unacceptable number of parents feeling they were sending their children to an unsafe school.
- Norman Thomas High School was rated "Proficient" on its most recent Quality Review in 2008-2009. Quality Reviews evaluate schools based on the way that they are organized to support student learning. A score of "Well Developed" might give the DOE confidence that the school has the capacity to rapidly make significant improvements, while a Proficient school may only be capable of making incremental gains. Proficient schools possess strengths and weaknesses, and Norman Thomas High School's 2009 Quality Review cited a number of serious concerns. First, the report describes inadequate monitoring of student progress towards credit accrual and graduation, which means the school does not have a clear picture of where students are and so has trouble guiding them towards a path to succeed. The reviewer also described a culture that is lacking in positive attitudes toward learning such as would support the academic and personal growth of students; in other words, the school does not show the students it expects them to succeed, and so instead of motivating them, it sends discouraging signals. These concerns suggested that the school is ill-equipped to turn around quickly to better support students.

- Demand for programs at Norman Thomas High School is low and has been falling. In 2009-2010, Norman Thomas High School admitted students into four programs that were open to students through the Educational Option admissions method as part of the citywide High School Admissions Process.⁵ Each program had about half as many applications for the 2009-2010 school year for the same number of available seats as compared to the 2008-2009 school year. For the 2009-2010 school year, the four programs received between 3.6 and 7.0 applications per available seat, which also represents a significant decline from the 2008-2009 range from 4.5 to 8.5 applications per seat. For September 2010, the four programs at Norman Thomas received 2.0 to 4.2 applications per seat. ⁶ The chart below summarizes key performance data for Norman Thomas High School over the past three years:

Norman Thomas High School ⁷	2007-2008	2008-2009	2009-2010
<i>School Performance and Progress</i>			
Overall Progress Report Grade	D	D	F
Performance Grade	C	F	F
Progress Grade	D	D	F
Environment Grade	C	F	F
Quality Review Score	P	P	
<i>Graduation Data</i>			
Four-Year Graduation Rate	42%	43%	50%
Four-Year Regents Diploma Rate	17%	21%	29%
Six-Year Graduation Rate	56%	52%	55%
<i>Other Key Indicators</i>			
Percent of First-Year Students Earning 10+ Credits	53%	53%	62%
Attendance Rate	75%	75%	72%

<i>2010-2011 State Accountability Status</i>	Restructuring (advanced) - Comprehensive
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⁵ For September 2011, Norman Thomas has changed its available programs for new enrollment for ninth graders as part of the High School Admissions. For September 2011, students have 3 different school programs to apply that are different than the four represented here.

⁶ Audited enrollment data are not yet available for the current school year. Enrollment data are from the 2009-2010 school year, audited as of October 31, 2009. Demand data reflect high school admissions applications submitted in Early December 2009 for students beginning high school in September 2010. This data captures the demand for Norman Thomas prior to the DOE’s previous proposed phase-out announcement. Additionally, the program options for enrollment for September 2011 are different than the four programs available in recent years. The new programs to which students can apply as part of the High School Admissions Process are: Midtown Business Academy, Media Technology Academy, and Bilingual Spanish Empire State Languages for Business Academy

⁷ Source: Progress Report

Overview of Past Strategic Improvement Efforts at Norman Thomas High School

Norman Thomas High School staff members have worked hard to improve the school, but the school has not turned around. In recent years, the DOE has offered numerous supports to Norman Thomas High School including:

Leadership Support:

- Offering extensive leadership support for the principal, including monthly coaching and frequent school visits.
- Helping the principal develop the school's Comprehensive Education Plan and set school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at Norman Thomas High School.

Instructional Support:

- Establishing Small Learning Communities and Career and Technical Education programs to increase personalization and to meet the needs and interests of all students.
- Helping the school implement the Framework for Learning observation process to identify and build on successful teaching practices.
- Training the principal, assistant principal, and teachers on Collaborative Team Teaching, accommodating different learning styles, individualizing instruction, instructional leadership, using ARIS and other data analysis tools, sharing best practice, analyzing data to inform instruction, how to evaluate student work, creating rubrics to guide student learning, and curriculum planning.
- Working with teacher teams to review student data and improve instruction for English language learners, special education students, and students performing below grade level, and to explore teaching practices such as Learning Rounds.

Operational Support:

- Working with the school to implement more than \$834,000 in grant funding, which was used to support summer Regents preparation programs, TeenBiz (an online tool that integrates technology into the classroom), strategies to improve school safety and student attendance, after-school and summer programs, teacher training, Career and Technical Education programs, and the purchase of SMART Boards.
- Guiding the school in working with other schools on campus to ensure efficient and coordinated use of facilities and shared spaces.
- Coaching staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Providing training to guidance counselors on how to use scholarship reports and graduation tracking systems.
- Helping the school establish partnerships with Harlem Center, Grand Street Settlement, Sports and Arts Foundation, and Big Brothers Big Sisters of America.
- Identifying strategies to reduce suspensions and violent incidences at the school and to improve student attendance through data analysis and parent outreach.

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

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

Given Norman Thomas High School's lack of success despite the above supports – whether as part of centralized efforts to support all schools or individualized plans for Norman Thomas High School – it is apparent that Norman Thomas High School has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Norman Thomas High School community about strategies to better support students and improve outcomes at the school. The Norman Thomas High School community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed phase-out of Norman Thomas High School. Additionally, this fall, Manhattan High School Superintendent Elaine Gorman held meetings with both the School Leadership Team (“SLT”) and parents on November 8, 2010 to discuss what is and is not working at Norman Thomas High School, and how we can work together better to serve students. Superintendent Gorman also discussed possible scenarios for Norman Thomas High School due to its continued poor performance and its status as a PLA school. Approximately 30 parents attended out of a parent body representing approximately 1,700-1,800 students. While they had some positive comments about staff members and the school's extensive involvement with outside programs and organizations, they expressed concerns about a number of issues. Parents and SLT members said:

- The school suffers from a lack of parent involvement.
- The school is not doing enough to improve student attendance.
- Communication between the school and families is weak, especially regarding individual student progress.

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/normanthomas>. While many members of the Norman Thomas High School community objected to the possibility of phasing-out the school, the DOE believes that decisive action must be taken given the school's longstanding performance struggles, the lack of evidence demonstrating that the school can quickly turn around to better support students, and the very low demand for seats at the school.

The DOE will incorporate community feedback in other ways as we continue to support current Norman Thomas High School students working toward graduation and as we develop plans to replace Norman Thomas High School with other schools that better meet student and community needs.

We will also continue seeking community feedback while this proposal is under consideration by the PEP.

II. Proposed or Potential Use of Building

The building in which Norman Thomas High School is located, M620, has the capacity to serve 2,172 students. M620 had a 2009-2010 target utilization rate of 92%. The one other school in the building, Murray Hill Academy, is a new school and is still phasing into the building. Murray Hill will continue to phase-in gradually, adding one new grade per year until it reaches its complete grade span of 9-12. In a separate EIS, the DOE will be proposing the relocations of Manhattan Academy and a second existing school to co-locate in M620 beginning in 2011-2012. The proposed relocations of Manhattan Academy and the other to-be-identified existing school are contingent on approval of the proposed phase out of Norman Thomas. If the proposal to phase-out Norman Thomas is not approved, the DOE would reassess the available space in the building and would revise the proposal to co-locate two schools in M620 if necessary. Any such revision would be proposed in a revised Educational Impact Statement.

Over the next four years, the proposed grade spans for each school in the building are as follows:⁸

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Manhattan Academy	9	9-10	9-11	9-12	9-12
Murray Hill	9	9-10	9-11	9-12	9-12
Norman Thomas High School	9-12	10-12	11-12	12	N/A
Existing School	N/A	9-12	9-12	9-12	9-12

If these proposals are approved, by 2014-2015, it is expected that Norman Thomas would no longer serve students, while Manhattan Academy, Murray Hill Academy, and the re-locating high school would be at ‘full scale,’ serving grades 9-12. At that point, those three schools would serve 1,000-1,175 students, which implies a projected building utilization of approximately 54%.⁹ If the proposals to phase-out Norman Thomas and co-locate Manhattan Academy and the other existing school are approved, there would still be sufficient space in the M620 building to co-locate another school in the 2012-13 school year or beyond. The DOE may consider this option in order to optimize utilization of the space in the M620 building. Any such proposal would be detailed in a separate EIS.

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

A. Students

Enrollment Options for Current Norman Thomas High School Students

Under this proposal, all current Norman Thomas High School students would have the opportunity to graduate from Norman Thomas High School, assuming that they continue to earn credits on schedule. If students fall behind and the courses they require are no longer offered at the school, the students would be

⁸ As Norman Thomas High School 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 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Norman Thomas and would have access to appropriate courses to support their continued progress toward graduation.

⁹ Based on enrollment at scale compared to 2009-2010 target building utilization.

supported in transferring to another high school or transfer school that can meet their needs.¹⁰

Current Ninth Graders in Norman Thomas High School

In New York City, the High School Admissions Process is a citywide choice process. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his or her application. High School admissions applications were due December 3, 2010. Current ninth grade students at Norman Thomas High School may have already taken part in this process. If this proposal is approved in February 2011, there would be another opportunity for current ninth grade students to participate in the High School Admissions Process. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade.

Students interested in applying to attend a different school for a tenth grade in September 2011 should meet with a guidance counselor. In early February, a new high school application called the New High Schools Choice Form will be available. These students should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. Students may receive a match as part of the Main Round of the Admissions process. If these students don't receive a match, they can participate in the Supplementary Round as described below or they can choose to remain at Norman Thomas High School.

Current repeat ninth grade students would complete high school at Norman Thomas High School so long as they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a transfer school.

Current Tenth, Eleventh and Twelfth Graders at Norman Thomas High School

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

Current tenth, eleventh and twelfth grade students who are not on track to graduate should meet with their guidance counselor to discuss options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the City's Transfer Schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation.¹¹ In general, however, it is expected that most current Norman Thomas High School students would remain enrolled at the school as they work toward graduation.

Norman Thomas High School currently offers Collaborative Team Teaching ("CTT") and Self Contained ("SC") classes, as well as Special Education Teacher Support Services ("SETSS"). Students with disabilities would continue to receive mandated services (including, where appropriate, CTT, SC, and SETTS services) in accordance with their Individualized Education Plans. The school also has an English

¹⁰ Transfer schools are small, academically rigorous, full-time high schools designed to re-engage students who are behind in high school or have dropped out. The essential elements of transfer schools include: a personalized learning environment, rigorous academic standards, student-centered pedagogy, support to meet instructional and developmental goals, and a focus on connections to college.

¹¹ 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.

as a Second Language program (“ESL”) and a Spanish transitional bilingual education (“TBE”) program. English Language Learners (“ELLs”) at Norman Thomas High School will likewise continue to receive mandated services (including, where appropriate, ESL and TBE services) even as the school phases out. Students currently receiving transitional bilingual services would also continue to have access to this program.

The DOE would arrange a new placement for students who have not accumulated enough credits and for those who have not passed the minimum number of Regents exams by June 2014.

Impact on Academic and Extracurricular Offerings at Norman Thomas High School

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Norman Thomas High School. However, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

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

During the proposed phase-out, the DOE would build on past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teaching practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching, and better support students.
- Facilitating partnerships with community based organizations to support youth development initiatives at the school.

As part the continued implementation following the school’s receipt of a Small Learning Communities (“SLC”) grant in 2009-2010, Norman Thomas High School, with support from the DOE, revised and reduced its instructional program. The school transitioned from offering four career-themed academic programs—Marketing, Office Technology, Accounting, Travel & Tourism—to three career-themed academies in 2010-2011—Midtown Business Academy, Media Technology Academy, and Bilingual Spanish Empire State Languages for Business Academy. Students currently enrolled in these academic programs would continue to have access to the academic classes they need to complete their program requirements. However, as noted above, elective class options in the academies’ program areas could be reduced as the school’s enrollment phased out.

Norman Thomas High School also offers a Summer Bridge Academy to provide an opportunity for incoming ninth graders to earn academic high school credits while adjusting to their new school. If this proposal is approved, Norman Thomas High School would no longer accept ninth grade students and therefore would no longer have a Summer Bridge Academy. However, there are many other options for ninth grade students seeking to earn additional credits over the summer. Other schools in Manhattan that offer summer programs are listed in the charts that describe alternative school options for future students in the “Admissions Impact for Future High School Students” section below.

As discussed above, students requiring special education services, ESL or bilingual instruction would continue to receive appropriate services as the school phases out.

As a school identified as PLA, Norman Thomas High School is eligible for School Improvement funds to support the Turnaround model. In most cases schools undergoing a Turnaround model must replace the principal and at least 50% of the staff. In New York State, the Turnaround model also allows for a school to be phased out and replaced by a new school over time.

If Norman Thomas High School were selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between Norman Thomas and the other high schools to be co-located in M620, and would be available to support programs at both schools that actively advance students towards graduation. (e.g. on-line credit recovery programs, additional youth development and guidance support to struggling students).

Norman Thomas High School offers the following sports:¹²

- PSAL Sports – Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, and Volleyball.
- PSAL Sports – Girls: Basketball, Softball, and Volleyball & JV Volleyball.
- PSAL Sports – Co-ed: N/A
- School Sports: Intramural sports.

According to the High School Directory, Norman Thomas High School also offers the following extracurricular activities: Distributive Education Club of America (DECA), Future Business Leaders of America (FBLA), Peer Mediation, Yearbook, Student Government, National Honor Society, Saturday Academy, Regents Prep (Saturday), Winter Recess Academy, Spring Recess Academy, Out of School Time (OST) for ninth graders, Step Team, Spanish Club, and French Club.

Norman Thomas High School would continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

It is again difficult to predict precisely how those changes might be implemented as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the Norman Thomas Campus/Building M620 is already home to a second school organization in addition to Norman Thomas High School, and if this proposal is approved, the DOE anticipates that a third school will relocate and also phase into the building, if approved by the PEP.

Typically, campuses that are home to multiple high schools continue to field athletic teams in the same manner as buildings with only one large high school, but do so collaboratively, with students from all schools located on the campus eligible to participate. If this phase-out proposal is approved, we anticipate that this same opportunity would continue to exist for students across the building, including current Norman Thomas High School students. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Similarly, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. As the school phases-out, current Norman Thomas High School students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered may change. That same possibility exists 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.

¹² Sport offerings reflect the 2010-2011 Directory of High Schools. PSAL is the Public School Athletic League.

Impact on Community Partnerships at Norman Thomas High School

Norman Thomas High School currently has partnerships with several Community-based Organizations (“CBOs”) including: New York University, City Council, NYC Police Department, Harlem Center, Grand Street Settlement, Sports & Arts Foundation, and Big Brothers and Big Sisters of America. Through these partnerships, students are connected with internships, community service, and service learning opportunities.

These partnerships would continue to support current students as Norman Thomas High School phases out, though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would continue to work with Norman Thomas High School 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.

As is typical for new schools, Murray Hill has established relationships with non-profit organizations, including the following: Petrie Math Institute at City College, The Body Project at New York University, Sports & Arts in Schools Foundation, Opening Act theater program, High Schools that Work, Educators for Social Responsibility and Bellevue Health Clinic at M620. As appropriate, the DOE will work with other schools on the Norman Thomas Campus to introduce or enhance partnerships with the community organizations that currently support Norman Thomas High School students.

Career and Technical Education Programs

Norman Thomas currently offers five Career and Technical Education (CTE) programs each aligned to a distinct pathway. The CTE programs and corresponding career pathways available at Norman Thomas are listed in the table below:

CTE program	Career Pathway	Status of Program ¹³
Academy of Hospitality and Tourism	Travel & Tourism	In development
Accounting	Business, Management & Administration	Approved
Business Information Technology	Business Information Administration/Support	In development
Business of Film	Audio and Visual Technology and Film	In development
Fashion Marketing	Merchandising	In development
Sports Marketing	Management	In development

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.

Students participating in Norman Thomas’ CTE programs would continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. There are 9 CTE programs in the Audio and Visual Technology and Film pathway citywide, including 1 in Manhattan. In addition, there is one other program in the Business Information Admin/Support pathway, which is located in Manhattan. There are 29 programs in the Management pathway, 9 of which are located

¹³ 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 receive instruction related to CTE content, but the school has not yet been granted approval to endorse diplomas with a CTE certification in this area. If a program 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.

in Manhattan. There are 2 programs in the Merchandising pathway, both of which are located in Manhattan. There are 8 programs in the Travel and Tourism pathway, 2 of which are in Manhattan. Finally, there are two programs in the Business, Management and Administration pathway, 1 of which is in Manhattan. The list of schools in the City that also provide CTE pathways in these three areas can be found in Appendix B. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices and on the DOE website here:

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

The proposed phase-out of Norman Thomas High School is not anticipated to impact students enrolled in the Murray Hill or the two other schools proposed for co-location in M620.

Admissions Impact for Future High School Students – High School Admissions Process

In New York City, the High School Admissions Process is a citywide choice process. Students who are in the eighth grade must participate and students who are first time ninth-graders have the option of participating to apply for a tenth grade seat in another school. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application.¹⁴

There are three rounds to the High School Admissions Process:

Specialized High School Round: Students who took the Specialized High School Admissions Test and are eligible based on their score will receive their specialized high school offer and a regular high school match.

Main Round: All eighth grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth grade students who want to apply to any of the new schools have the opportunity to complete a new high school application which supersedes the application that was submitted in December.

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

Norman Thomas High School has three programs, which all have a limited unscreened admissions method. Students receive priority admission to Norman Thomas High School when they demonstrate an interest in the school by attending the school's information session or open house events or by visiting the school's exhibit at any one of the high School fairs. Students must sign into the events to receive priority admission. The admissions process is then opened up to all New York City residents. Students applying to Norman Thomas High School may also rank the three programs offered at Norman Thomas High School among their twelve preferred choices on their admissions application. Any rising ninth-grade student in the City may likewise rank those three programs on their High School admissions applications. Any eighth grade student who is not matched to a high school during the Main Round must apply to schools that still have remaining seats during the "Supplementary Round". As noted elsewhere in this document, students who are enrolled in ninth-grade for the first time may also apply to other City high schools for the start of tenth grade.

¹⁴ Each school that participates in the High School Admissions Process may have multiple programs to which students can apply. There are different selection criteria associated with each program. Details on the criteria for each selection method may be found in the High School Directory at a Borough Enrollment Center or on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

High school admissions applications were due on December 3, 2010. If this proposal is approved by the PEP, students who listed any of the program offerings at Norman Thomas High School on their high school admissions applications would have the opportunity in February to submit a new application (New School Choice Form) with revised school rankings. This application would replace the previously submitted application and would be included as the student's application for the main round of the High School Admissions Process. New high schools designated to open throughout the city for the 2011-2012 school year will be available for these students to consider as well.

If this proposal is approved, and a student does not submit a new application, Norman Thomas High School's high school programs would be removed from the student's existing list application before the Main Round match is executed. In this scenario, any school's programs ranked lower than those in programs in Norman Thomas High School would essentially move up on the application. This may or may not impact the eventual match. If the student would have been matched to a school ranked higher than Norman Thomas High School on the application, there will be no impact. However, if the student would have been matched to Norman Thomas High School, he or she will instead be matched to the next-highest program listed after Norman Thomas High School on the application.

Admissions Impact for Future High School Students

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 November 1, 2010 register, Norman Thomas High School had a total of 164 new ninth grade admits. New ninth grade admits include students who enter the school through two methods:

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

OTC is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of three 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).¹⁵

When students arrive for an OTC placement, their school assignment is determined by their interests, home address and which schools have available seats, and where applicable, transfer guidelines. These students visit a Borough Enrollment Office where they meet with a counselor who reviews options that will meet their needs.

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

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

Screened programs (those that have academic criteria) which have a two year track record of not meeting

¹⁵ Per 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.

enrollment projections through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. This means they would accept OTC students on an unscreened basis. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered through referral.¹⁶ 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 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. This is an addition of 53 school choices.

Moreover, in Manhattan, the number of schools that admit students during this period has increased from 120 to 124.

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 2010-2011 school year to approximate future needs. At Norman Thomas High School, the below provides an overview of how many students arrived through either the High School Admissions process or over-the-counter:

	High School Admissions Process	Over-the-Counter
Ninth Grade	84	80

Additionally, Norman Thomas High School admitted 97 OTC students in grades 10-12 as well:¹⁷

	Over-the-Counter
10th Grade	60
11th Grade	31
12th Grade	6

It is critical that the needs of all students – whether they arrive through the High School Admissions Process or over-the-counter—are met. Of the 84 ninth grade students who were admitted through the High School Admissions Process, 38% are students with disabilities and 11% are ELL. Of the 177 students who arrived over-the-counter, 12% are students with disabilities and 16% are ELL.¹⁸

Norman Thomas High School currently offers CTT and SC classes, as well as SETSS. It also has an ESL program and a Bilingual Spanish program. ELLs at Norman Thomas High School would continue to receive appropriate services (including ESL and TBE services) even as the school phases out. Students with disabilities would likewise to continue to receive services in accordance with their Individualized Education Plans (“IEPs”). High school students with IEPs are placed in the same school they would attend if they were not disabled. Schools are expected to create programs that meet the needs of all students, thereby ensuring these students greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

¹⁶ 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”).

¹⁷ Some of the tenth grade new admits may have been through the High School Admissions Process for tenth grade students.

¹⁸ Students with disabilities as percentage of total students from the 2010 Unaudited Register on November 1, 2010. This count does not include SETSS or students receiving speech or language services. English Language Learner students as percentage of total students from the 2010 Unaudited Register on November 1, 2010.

Schools with Programs Similar to Norman Thomas High Schools program offerings¹⁹

Attached as Appendix A is a list of schools in Manhattan with programs in the same “Interest Area” as the three programs currently offered at Norman Thomas High School through the High School Admissions Process: Business, Computer Science & Technology, and Humanities & Interdisciplinary. In addition, the percent of special education students and ELLs 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.

In addition to the general academic interests offered through the three programs at Norman Thomas High School, the school also offers a transitional bilingual Spanish instruction. The goal of bilingual language programs is to support students whose native language is not English to transition over time into only English instruction. The following table provides information about the ten other schools located in Manhattan that also offer Bilingual Spanish programs. Students interested in attending a school with a Bilingual Spanish program can learn more about these schools and programs in the High School Directory.²⁰

DBN	School Name	ELL Programs - Bilingual Programs	Address	Zip Code	Admissions Method for Programs at School
02M427	Manhattan Academy for Arts & Language	Spanish	52 BROADWAY	10004	Limited Unscreened
02M520	Murry Bergtraum High School for Business Careers	Spanish, Chinese	411 PEARL ST.	10038	Educational Option
02M542	Manhattan Bridges High School	Spanish	525 WEST 50TH ST.	10019	Screened
02M550	Liberty High School Academy for Newcomers	Spanish, Chinese, Polish	250 WEST 18th ST.	10011	Transfer
03M403	The Global Learning Collaborative	Spanish	145 WEST 84th ST.	10024	Limited Unscreened
04M435	Manhattan Center for Science and Mathematics	Spanish	260 PLEASANT AVE.	10029	Screened
06M462	High School for International Business and Finance	Spanish	549 AUDUBON AVE.	10040	Educational Option
06M467	High School for Law and Public Service	Spanish	549 AUDUBON AVE.	10040	Educational Option
06M468	High School for Health Careers and Sciences	Spanish	549 AUDUBON AVE.	10040	Educational Option
06M552	Gregorio Luperon High School for Science and Mathematics	Spanish	501 WEST 165th ST.	10032	Screened

¹⁹ Similar programs are defined as those in the same “interest area” to which students can apply through the High School Admissions Process.

²⁰ Schools that participate in the High School Admissions Process may have multiple programs to which students can apply. There are different selection criteria associated with each program. Details on the criteria for each selection method may be found in the High School Directory at a Borough Enrollment Center or on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Additionally, for students who are interested in attending a high school that offers both a transitional bilingual program in Spanish, and offers an Interest Area in Business, the following schools across the city provide both bilingual programming and a focus on Business.

DBN	School Name	ELL Programs - Bilingual Programs	Interest Area	Address	Admissions Method for Business Program
10X440	DeWitt Clinton High School	Spanish	Business	100 West Mosholu Parkway South Bronx, NY 10468	Educational Option
10X660	Grace Dodge Career and Technical Education High School	Spanish	Business	2474 Crotona Avenue Bronx, NY 10458	Screened
14K474	PROGRESS High School for Professional Careers	Spanish	Business	850 Grand Street Brooklyn, NY 11211	Educational Option
14K478	The High School for Enterprise, Business and Technology	Spanish	Business	850 Grand Street Brooklyn, NY 11211	Educational Option
17K544	International Arts Business School	Spanish	Business	600 Kingston Avenue Brooklyn, NY 11203	Limited Unscreened
22K495	Sheepshead Bay High School	Spanish	Business	3000 Avenue X Brooklyn, NY 11235	Educational Option
24Q455	Newtown High School	Spanish	Business	48-01 9th Street Elmhurst, NY 11373	Educational Option
25Q460	Flushing High School	Spanish	Business	34-01 Union Street Flushing, NY 11354	Educational Option
27Q480	John Adams High School	Spanish	Business	101-01 Rockaway Boulevard Ozone Park, NY 11417	Educational Option
28Q470	Jamaica High School ²¹	Spanish	Business	167-01 Gothic Drive Jamaica, NY 11432	Educational Option
28Q505	Hillcrest High School	Spanish	Business	160-05 Highland Avenue Jamaica, NY 11432	Educational Option
29K505	Franklin Delano Roosevelt High School	Spanish	Business	5800 20th Avenue Brooklyn, 11204	Educational Option

²¹ A proposal to gradually phase out Jamaica High School after the 2010-2011 school year will be considered by the Panel for Educational Policy in February 2011.

B. Schools

Norman Thomas High School has a 2010-2011 enrollment projection of 1,793 students. If this proposal is approved, Norman Thomas High School would phase out gradually. The comprehensive plan for the M620 building includes the phase-out of Norman Thomas High School, the continued phase-in of Murray Hill Academy, and the future proposal to phase-in of Manhattan Academy, which, although located in Manhattan, is not currently located in the M620 building. Additionally, as previously described, the DOE anticipates proposing to co-locate a second existing high school in the M620 building for the 2011-2012 school year. The details of that proposal are not yet available. However, as with the proposed re-siting and co-location of Manhattan Academy, the relevant information for this additional proposal will be made available in a separate EIS to be posted in February 2011.

Once Norman Thomas completes its phase-out in 2014-15 and these three schools – Manhattan Academy, Murray Hill and a yet-to-be-identified existing school – complete their expansion and achieve “full scale,” they are projected to collectively enroll 1,000-1,175 students.

The table below outlines the projected enrollment ranges for the schools in the Norman Thomas Campus as Norman Thomas High School phases out and the other schools phase in. There would be no impact on enrollment at those schools as a direct result of this proposal.

School Name	Projected Enrollment				High School Admissions Process Admissions Method
	2011-12	2012-13	2013-14	2014-15	
Manhattan Academy	150-200	300-350	400-450	400-450	Limited Unscreened
Murray Hill ²²	200-225	280-305	340-385	300-325	Limited Unscreened
Norman Thomas High School	1,250-1,350	800-900	450-500	N/A	N/A
Existing High School	300-400	300-400	300-400	300-400	Educational Option
Total	1,900-2,175	1,680-1,955	1,490-1,735	1,000-1,175	N/A
Total Utilization	100% ²³	90%	80%	54%	N/A

By 2014-2015, it is expected that Norman Thomas would no longer be serving students while Manhattan Academy and Murray Hill Academy would both complete their expansions and achieve ‘full scale,’ serving grades 9-12, and an additional existing high school would have been re-sited into M620. At that point, those three schools would serve a total of 1,000-1,175 students, which would result in a projected building utilization of approximately 54%.²⁴ Thus, if the proposals to phase-out Norman Thomas and co-locate two replacement schools in the building are approved, there would be sufficient space in the M620 building to co-locate another school in either 2012-2013 or beyond in order to optimally utilize the space in the M620 building.

²² Murray Hill Academy opened with a class of 200 students, but anticipates taking in only 80 new students per year. As such its enrollment will peak in the 2013-2014 school year before coming down to a run-rate of approximately 320 students

²³ Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 Blue Book capacity. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

²⁴ Based on enrollment at scale compared to 2009-2010 target building utilization.

Pursuant to the Citywide Instructional Footprint (the “Footprint”), there would be sufficient space to serve students at Norman Thomas High School, Manhattan Academy, Murray Hill, and an existing high school of 300-400 students pursuant to the Citywide Instructional Footprint (the “Footprint”) both during the period while Norman Thomas High School phases out and the three other schools gradually phase in, and once each school is at its intended scale. (Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools:

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

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal.

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.²⁵ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

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

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council, consisting of the principals from all co-located schools, and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE on October 7, 2010, there are 82 full-size instructional rooms plus 2 science labs and 6 science demonstration rooms in M620, for a total of 90 full-size spaces. There are also 31 half-size spaces and a designed general office space. Norman Thomas High

²⁵ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

School is currently using 72 full-size spaces, 23 half-size spaces, as well as 2 science labs and 2 science demonstration rooms. The science labs, science demonstration labs and full-size spaces equal 76 full-size rooms that are currently being used by Norman Thomas High School. Per the Footprint, Norman Thomas High School currently should be allocated an equivalent of 59 full-size spaces, 2 science labs, and 2 science demonstration rooms for a total of 63 full-size rooms plus the appropriate resource and administrative. In other words, Norman Thomas High School is currently 13 full-size rooms over the baseline Footprint allocation.

Consistent with the Footprint, at scale, Murray Hill will be allocated a baseline of 16 full-size spaces, and Manhattan Academy (if approved for co-location) would be allocated a baseline of 16 full-size spaces. This represents a total of 32 full-size spaces when all schools are operating at full scale. Thus, there would be sufficient instructional space in M620 for all schools to grow to scale. Schools would also be allocated administrative space, resource rooms and half-size rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council in conjunction with the DOE Office of Space Planning.

If this proposal is approved, the enrollment at Norman Thomas High School would decline over time. As the number of students is reduced, the Footprint allocation of rooms for Norman Thomas High School will also be reduced, and the school would have to find ways to more efficiently use its remaining allocated space. In the first year of implementation, Norman Thomas High School would be allocated a baseline of 50-54 full-size rooms based on its projected enrollment of 1,250-1,350 students pursuant to the Footprint. Manhattan Academy would be allocated a baseline of 6-8 full-size spaces, Murray Hill would be allocated a baseline of 8-9 full-size spaces. The existing school that is proposed to move into M620 would be allocated a baseline of 12-16 spaces based on its projected enrollment in 2011-2012 and at scale. This represents 76-87 rooms compared to the 90 rooms (including 2 science labs and 6 science demonstration rooms). Thus there is adequate space in M620 for all schools in 2011-2012. The additional space in the building would be divided between the 3 schools while Norman Thomas High School phases out, again, to be determined by the Building Council and in conjunction with the Office of Space Planning.

The table below outlines the baseline number of rooms that each school should be allocated according to the Footprint and based on the enrollment through the course of the phase-out of Norman Thomas High School and phase-in of other schools.

School Name	2011-2012	2012-2013	2013-2014	2014-2015
Manhattan Academy	6-8	12-14	16-18	16-18
Murray Hill	8-9	10-12	13-15	16
Norman Thomas High School	50-54	32-36	18-20	N/A
Existing High School	12-16	12-16	12-16	12-16
Total	76-87	66-68	59-69	44-50

C. Community

This proposal addresses many needs of the Norman Thomas High School community.

Norman Thomas High School opened in 1975 and has a rich history and many distinguished graduates. Unfortunately, given the overall performance of students at Norman Thomas High School over the last decade, there is a demonstrated need to provide better options to future students. Under this proposal, the Norman Thomas High School building will remain open but will offer new educational options that better support student needs.

The DOE assesses the impact of school utilization changes—like new schools, re-sited schools, and schools phasing out—on high school admissions from a borough-wide perspective, rather than a District or individual building basis. Specifically, in Manhattan, there are 61,674 high school seats and 55,171 enrolled students. This implies that there is excess capacity of high school seats in the borough; however, utilization can vary by community and building.

This year, in addition to Norman Thomas, the DOE proposes to phase-out a second high school in Manhattan: Academy of Environmental Science Secondary High School (04M635, “AES”). Based on the November 1, 2010 enrollment register, Norman Thomas High School and AES are serving a total of 207 new ninth grade admits.²⁶

Given that both Norman Thomas High School and AES were previously proposed to phase-out last year, in January 2010, the DOE proposed to replace lost seats for both schools.²⁷ For Norman Thomas High School, the DOE proposed to phase-in two schools: Manhattan Academy and Murray Hill Academy.

Murray Hill Academy is currently co-located in the M620 building with Norman Thomas High School with 142 ninth graders and is designed to serve a variety of students, particularly those who may be overage and under-credited. This school addresses the needs of Norman Thomas High School’s large number of overage students.

Manhattan Academy (which was originally proposed to be co-located with Norman Thomas High School, but which is currently operating temporarily in the UFT Headquarters building) currently serves 78 ninth graders and offers a Bilingual Spanish program like the one currently offered by Norman Thomas High School. Therefore, ELL students will continue to have access to such a program in Building M620. The DOE will be releasing an EIS in the coming weeks to propose the co-location of Manhattan Academy and another existing DOE high school in building M620 with Norman Thomas High School and Murray Hill Academy for 2011-2012.

To replace lost seats in AES, the DOE opened the Renaissance Charter High School—a charter school which gives priority to students who reside in District 4—as part of their admissions lottery. Renaissance currently serves 141 ninth graders.

Additionally, in September ninth, the DOE opened three other new high schools in Manhattan this year, which served a total of 301 9th grade students. These new schools also meet the needs of students historically served by AES and Norman Thomas High School. There are 89 ninth grade students served in the International High School at Union Square, which offers programming for English Language Learners. There are also 110 9th grade students attending the Hudson High School of Learning Technologies, a new school that is purely unscreened. The Frank McCourt School also opened in September 2010 and serves 102 new ninth grade students. While these are screened seats, they do represent an additional option for students in Manhattan.

Altogether, the DOE created 560 seats that are not screened in order to provide better educational opportunities for future students impacted by last year’s proposals to phase out Norman Thomas and AES²⁸. While the DOE is not proposing to create as many new seats as it is losing next year as a result of the proposed phase-outs of Norman Thomas High School and AES, it is important to note that the DOE intends to optimally utilize buildings where Norman Thomas High School and AES to provide seats that

²⁶ Last winter, the PEP voted to gradually phase-out both AES and Norman Thomas. A lawsuit prevented the DOE from following through with those plans.

²⁷ Last winter, the PEP voted to gradually phase-out both AES and Norman Thomas. A lawsuit prevented the DOE from following through with those plans.

²⁸ These 560 seats include 89 seats at International High School at Union Square, which is not academically screened but screened to offer programs for English Language Learners.

are not screened. Furthermore, as noted above, the borough as a whole has excess capacity; in other words, many high school seats in Manhattan are going unused.

Lastly, if the phase-out of Norman Thomas High School is approved by the PEP, the DOE anticipates proposing to open a new school in the M620 building in either the 2012-2013 or 2013-2014 school year, once sufficient space is available from the phase-out of Norman Thomas High School. The DOE anticipates this would create approximately 100-125 new ninth grade seats and a total of 450 new unscreened high school seats in the building. Any future proposal to co-locate a new school in M620 would require approval by the Panel for Educational Policy. There is no current plan for what the programmatic focus of this school would be.

Below is the list of new schools that opened in September 2010 which would continue to serve as future options for students if the proposals to phase-out AES and Norman Thomas High School are approved by the PEP.

DBN	Bldg ID 2010-2011	SCHOOL NAME	BUILDING NAME	Sept 2010 Admissions Methods	2010-2011 Enrollment Projection: Number of Ninth Grade Students
02M427	M503	MANHATTAN ACADEMY FOR ARTS & LANGUAGE	UFT HEADQUARTERS	Limited Unscreened	78
02M432	M620	MURRAY HILL ACADEMY	NORMAN THOMAS HS (ECF) - MANHATTAN	Limited Unscreened	142
02M437	M440	HUDSON HIGH SCHOOL OF LEARNING TECHNOLOGIES	BAYARD RUSTIN EDUCATIONAL COMP-M	Limited Unscreened	110
02M438	M460	INTERNATIONAL HIGH SCHOOL AT UNION SQUARE	WASHINGTON IRVING HS - MANHATTAN	Screened	89
03M417	M470	FRANK MCCOURT HIGH SCHOOL	LOUIS D. BRANDEIS HS - MANHATTAN	Screened	102
84M433	M099	RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION	I.S. 99 - MANHATTAN	Lottery	141

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

The M620 building also has a D79 GED Plus Learning to Work program that provides Adult Education programs on Saturdays. There is not anticipated impact on this program as a result of this proposal.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Building M620.

IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are Norman Thomas High School, Murray Hill Academy, and Manhattan Academy for Arts & Language.

Norman Thomas High School

Admissions Data

Current Admissions	High School Admissions Process Admissions Method: Educational Option, Screened
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	1,700-1,800
Grades Served after Phase-Out Proposal in 2011-2012	10-12
Projected 2011-2012 Enrollment	1,250-1,350
Grades Served after Phase-Out Proposal in 2012-2013	11-12
Projected 2012-2013 Enrollment	800-900
Grades Served after Phase-Out Proposal in 2013-2014	12
Projected 2013-2014 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2014-2015	N/A
Projected 2014-2015 Enrollment	N/A

Demographic Data

Percentage Students Receiving CTT or SC services²⁹	10%
Percentage Students with Individual Education Plan³⁰	15%
Percentage English Language Learner Students³¹	17%
Percentage of Students Eligible for Free or Reduced Lunch³²	77%

²⁹ Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register

³⁰ Students with an Individual Education Plan as percentage of total students from the 2009-2010 Audited Register

³¹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register

³² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data³³

Norman Thomas High School	2007-2008	2008-2009	2009-2010
<i>School Performance and Progress</i>			
Overall Progress Report Grade	D	D	F
Quality Review Score	P	P	
<i>Graduation Data</i> ³⁴			
Four-Year Graduation Rate	42%	43%	50%
Four-Year Regents Diploma Rate	17%	21%	29%
Six-Year Graduation Rate	56%	52%	55%
<i>Other Key Indicators</i> ³⁵			
Percent of First-Year Students Earning 10+ Credit	53%	53%	62%
Attendance Rate	75%	75%	72%
<i>2010-2011 State Accountability Status</i>	Restructuring (advanced) - Comprehensive		

³³ Performance Data from 2009-2010 DOE Progress Report

³⁴ Source: Progress Report

³⁵ Source: Progress Report

Murray Hill Academy

Admissions Data

Current Admissions	9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data

Current Grades Served	9
Projected 2010-2011 Enrollment	200
Grades Served after Phase-Out Proposal in 2011-2012	9-10
Projected 2011-2012 Enrollment	200-225
Grades Served after Phase-Out Proposal in 2012-2013	9-11
Projected 2012-2013 Enrollment	280-305
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	340-385
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	300-325

Demographic Data

Murray Hill opened in September 2010. As a result there is no demographic data available at this time.

School Performance Data

Murray Hill opened in September 2010. As a result there is no school performance data available at this time.

Manhattan Academy for Arts & Language

Admissions Data

Current Admissions	9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data

Current Grades Served	9
Projected 2010-2011 Enrollment	108
Grades Served after Phase-Out Proposal in 2011-2012	9-10
Projected 2011-2012 Enrollment	200-250
Grades Served after Phase-Out Proposal in 2012-2013	9-11
Projected 2012-2013 Enrollment	300-350
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	400-450
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	400-450

Demographic Data

Manhattan Academy of Arts and Languages opened in September 2010. As a result there is no demographic data available at this time.

School Performance Data

Manhattan Academy of Arts and Languages opened in September 2010. As a result there is no school performance data available at this time.

V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Norman Thomas High School roster as the phase-out is implemented, the school is expected to receive approximately \$4,181 less in base per-pupil funding annually. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase out, the total number of students enrolled at Norman Thomas High School would decline each year, meaning that the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget would increase accordingly. In either case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is in line with 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 or 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.

All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at Norman Thomas would be excessed over the course of the phase-out.³⁶ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

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

It is also important to understand that the students who would otherwise have enrolled in Norman Thomas will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff

³⁶ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

positions would also be created due to the phase-in of new or replacement schools citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools that have an impact on a school that is closing or phasing out are required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

B. Cost of Instruction

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language Learner they enrolled. In high schools, these supplemental funds are awarded to support English Language Learners, students with disabilities, and students who are performing below grade level upon enrollment. If students fall into more than one of those categories, the school receives supplemental funds in accordance with all of those students' needs. It is difficult to project the impact of this proposal on the total supplemental funding that Norman Thomas High School will receive because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools citywide, Norman Thomas High School 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. Norman Thomas High School is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans (IEPs). Even as Norman Thomas High School is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

C. Administration

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

D. Transportation

Transportation will be provided according to Chancellor's regulation A-801:

<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at Norman Thomas High School as a result of this proposal.

E. Other Support Services

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

VII. Building Information

Type of Building	High School
Year Built	1975
Overall BCAS rating	2.73
2009-2010 Target Utilization	98%
2009-2010 Target Capacity	2,172
FY 2009 Maintenance Costs	Labor: \$26,836.30 Materials: \$23,621.79 Maintenance and Repair Contracts: \$62,391.17 Custodial Operations Costs—Materials: \$21,707.37 Custodial Operations Costs—Custodial Allocation: \$643,947.17
FY 2009 Energy Costs	Electric: \$498,098.00 Gas: \$261.00 Oil: \$452,829.00
Projects completed during the current or prior school year	Exterior Masonry, roofs/Flood elimination. CIP/CEC request - PA & Bell system
Projects proposed in the capital plan	Building Upgrade- Flood Elimination, System replacements-roofs & exterior masonry
Accessibility of the building	Building is not functionally programmatic accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer room (CR's), Gymnasium, Library, & Science Lab (CR's)

APPENDIX A
Interest Area: Business

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Seat Target	2010 Applicants	Program Name	Interest Area	Admissions Method
Manhattan	Washington Irving High School	02M460	40 IRVING PLACE NEW YORK NY	1261	2117	70%	10%	20%	C	68	224	Union Square Business Academy	Business	Educational Option
Manhattan	Murry Bergtraum High School for Business Careers	02M520	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	N/A	N/A	Institute of Finance & Accounting	Business	Educational Option
Manhattan	Murry Bergtraum High School for Business Careers	02M520	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	N/A	N/A	Institute of Global Marketing for Tourism and Hospitality	Business	Educational Option
Manhattan	The High School of Fashion Industries	02M600	225 WEST 24 STREET MANHATTAN NY	1641	1901	88%	6%	3%	A	136	683	Marketing, Fashion Marketing, Advertising and Visual Marketing	Business	Audition
Manhattan	High School of Economics and Finance	02M489	100 TRINITY PLACE MANHATTAN NY	811	716	115%	7%	6%	C	200	2434	Economics and Finance	Business	Educational Option
Manhattan	Urban Assembly School of Business for Young Women, the	02M316	26 BROADWAY NEW YORK NY	376	492	71%	8%	6%	B	108	456	The Urban Assembly School of Business for Young Women	Business	Limited Unscreened
Manhattan	MANHATTAN BUSINESS ACADEMY	02M392	351 WEST 18 STREET MANHATTAN NY	214	148	82%	15%	7%		108	1000	Manhattan Business Academy	Business	Limited Unscreened
Manhattan	BUSINESS OF SPORTS SCHOOL	02M393	439 WEST 49TH STREET MANHATTAN NY	212	80	129%	16%	9%		118	1487	The Business of Sports School	Business	Limited Unscreened

APPENDIX A

Interest Area: Computer Science & Technology

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Seat Target	2010 Applicants	Program Name	Interest Area	Admissions Method
Manhattan	Washington Irving High School	02M460	40 IRVING PLACE NEW YORK NY	1261	2117	70%	10%	20%	C	68	224	Information Technology & NAF (National Academy Foundation)	Computer Science & Technology	Educational Option
Manhattan	Murry Bergtraum High School for Business Careers	02M520	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	N/A	N/A	Institute of Technology	Computer Science & Technology	Educational Option
Manhattan	Chelsea Career and Technical Education High School	02M615	131 AVENUE OF THE AMERICAS MANHATTAN NY	509	900	68%	8%	5%	C	35	413	Chelsea Technical Academy/Cisco	Computer Science & Technology	Screened
Manhattan	Manhattan Bridges High School	02M542	525 WEST 50TH STREET MANHATTAN NY	542	573	89%	0%	80%	A	60	525	Bilingual Spanish Information Technology and Computer Science	Computer Science & Technology	Screened

APPENDIX A
Interest Area: Humanities & Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Seat Target	2010 Applicants	Program Name	Interest Area	Admissions Method
Manhattan	Henry Street School for International Studies	01M292	220 HENRY STREET MANHATTAN NY	452	699	73%	11%	16%	D	98	305	International Studies	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	University Neighborhood High School	01M448	200 MONROE STREET MANHATTAN NY	490	812	66%	13%	5%	C	125	450	University Neighborhood High School	Humanities & Interdisciplinary	Educational Option
Manhattan	East Side Community School	01M450	420-1 EAST 11 STREET MANHATTAN NY	599	717	78%	20%	7%	A	95	1530	East Side Community	Humanities & Interdisciplinary	Screened
Manhattan	Bard High School Early College	01M696	525 EAST HOUSTON STREET MANHATTAN NY	591	841	69%	0%	0%	B	155	2389	Early College	Humanities & Interdisciplinary	Screened
Manhattan	47 The American Sign Language and English Secondary School	02M047	223 EAST 23 STREET MANHATTAN NY	158	235	67%	24%	2%	A	69	185	English/American Sign Language Dual Language Environment	Humanities & Interdisciplinary	Screened
Manhattan	Essex Street Academy	02M294	350 GRAND STREET MANHATTAN NY	335	454	80%	12%	7%	A	81	1449	Essex Street Academy	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	Pace High School	02M298	100 HESTER STREET MANHATTAN NY	413	513	81%	11%	1%	A	108	4486	PACE High School	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	Facing History School, The	02M303	525 WEST 50TH STREET MANHATTAN NY	418	451	89%	20%	15%	B	108	620	The Facing History School	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	NYC iSchool	02M376	131 AVENUE OF THE AMERICAS MANHATTAN NY	319	107	187%	2%	0%		108	1491	NYCiSCHOOL	Humanities & Interdisciplinary	Screened
Manhattan	THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY	02M399	40 IRVING PLACE NEW YORK NY	159	149	67%	10%	37%		108	403	High School for Language and Diplomacy	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	High School for Environmental Studies	02M400	448 WEST 56 STREET NEW YORK NY	1438	1043	136%	7%	6%	B	30	1887	Environmental Studies	Humanities & Interdisciplinary	Educational Option
Manhattan	Institute for Collaborative Education	02M407	345 EAST 15TH STREET MANHATTAN NY	498	357	136%	0%	1%	B	10	918	Institute for Collaborative Education for New Students	Humanities & Interdisciplinary	Educational Option
Manhattan	Institute for Collaborative Education	02M407	345 EAST 15TH STREET MANHATTAN NY	498	357	136%	0%	1%	B	10	918	Institute for Collaborative Education for Current Students	Humanities & Interdisciplinary	For Continuing 8th Graders

APPENDIX A

Interest Area: Humanities & Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Seat Target	2010 Applicants	Program Name	Interest Area	Admissions Method
Manhattan	Baruch College Campus High School	02M411	55 EAST 25 STREET MANHATTAN NY	438	465	95%	0%	0%	A	109	4664	Baruch College	Humanities & Interdisciplinary	Screened
Manhattan	N.Y.C. Lab School for Collaborative Studies	02M412	333 WEST 17 STREET MANHATTAN NY	527	552	94%	13%	1%	A	136	2630	College Prep	Humanities & Interdisciplinary	Screened
Manhattan	School of the Future High School	02M413	127 EAST 22 STREET MANHATTAN NY	681	799	86%	0%	1%	A	108	1807	School of the Future	Humanities & Interdisciplinary	Screened
Manhattan	N.Y.C. Museum School	02M414	333 WEST 17 STREET MANHATTAN NY	440	488	96%	7%	1%	A	124	2064	NYC Museum School	Humanities & Interdisciplinary	Screened
Manhattan	Eleanor Roosevelt High School	02M416	411 EAST 76 STREET MANHATTAN NY	499	620	80%	0%	1%	A	125	5101	Eleanor Roosevelt High School	Humanities & Interdisciplinary	Screened
Manhattan	Millennium High School	02M418	75 BROAD STREET MANHATTAN NY	639	513	121%	3%	0%	A	150	4210	Millennium High School	Humanities & Interdisciplinary	Screened
Manhattan	Landmark High School	02M419	351 WEST 18 STREET MANHATTAN NY	452	462	98%	14%	13%	C	116	1178	Landmark High School	Humanities & Interdisciplinary	Educational Option
Manhattan	Leadership and Public Service High School	02M425	90 TRINITY PLACE MANHATTAN NY	654	731	88%	8%	4%	B	198	793	Leadership and Public Service	Humanities & Interdisciplinary	Educational Option
Manhattan	MANHATTAN ACADEMY FOR ARTS & LANGUAGE*	02M427	52 BROADWAY	0	N/A	N/A	N/A	N/A		108	N/A	Manhattan Academy for Arts & Language	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	Legacy School for Integrated Studies	02M429	34 WEST 14 STREET MANHATTAN NY	373	556	71%	15%	7%	C	166	447	The Legacy School	Humanities & Interdisciplinary	Educational Option
Manhattan	MURRAY HILL ACADEMY*	02M432	111 EAST 33 STREET	0	N/A	N/A	N/A	N/A		100	N/A	Murray Hill Academy	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	HUDSON HIGH SCHOOL OF LEARNING TECHNOLOGIES*	02M437	351 WEST 18 STREET	0	N/A	N/A	N/A	N/A		108	N/A	Hudson High School of Learning Technologies	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	INTERNATIONAL HIGH SCHOOL AT UNION SQUARE*	02M438	40 IRVING PLACE NEW YORK NY	0	N/A	N/A	N/A	N/A		108	N/A	International High School at Union Square	Humanities & Interdisciplinary	Screened
Manhattan	Manhattan Village Academy	02M439	43 WEST 22 STREET MANHATTAN NY	432	499	90%	4%	4%	A	100	2883	Manhattan Village Academy	Humanities & Interdisciplinary	Screened

*Some data is not yet available for these schools, which opened in 2010.

APPENDIX A

Interest Area: Humanities & Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Seat Target	2010 Applicants	Program Name	Interest Area	Admissions Method
Manhattan	Vanguard High School	02M449	317 EAST 67 STREET MANHATTAN NY	431	556	78%	12%	7%	C	110	2301	College Preparatory	Humanities & Interdisciplinary	Educational Option
Manhattan	Manhattan International High School	02M459	317 EAST 67 STREET MANHATTAN NY	320	431	72%	0%	68%	A	85	545	Humanities and Interdisciplinary	Humanities & Interdisciplinary	Screened
Manhattan	Washington Irving High School	02M460	40 IRVING PLACE NEW YORK NY	1261	2117	70%	10%	20%	C	68	224	International Baccalaureate Diploma Program	Humanities & Interdisciplinary	Screened
Manhattan	Unity Center for Urban Technologies	02M500	121 SIXTH AVENUE MANHATTAN NY	225	165	140%	26%	17%	A	91	325	Unity Center for Urban Technologies	Humanities & Interdisciplinary	Educational Option
Manhattan	Jacqueline Kennedy Onassis High School	02M529	120 WEST 46 STREET MANHATTAN NY	712	565	125%	8%	8%	B	154	1630	International Marketing, Computer Applications, Foreign Trade and Virtual Enterprise	Humanities & Interdisciplinary	Educational Option
Manhattan	High School for Dual Language and Asian Studies	02M545	350 GRAND STREET MANHATTAN NY	338	458	71%	0%	54%	A	108	550	High School for Dual Language and Asian Studies	Humanities & Interdisciplinary	Screened
Manhattan	Richard R. Green High School of Teaching*	02M580	421 EAST 88 STREET MANHATTAN NY	613	625	98%	12%	6%	C	N/A	N/A	Liberal Arts Academy	Humanities & Interdisciplinary	Educational Option
Manhattan	Humanities Preparatory Academy	02M605	351 WEST 18 STREET MANHATTAN NY	196	229	81%	3%	0%		40	1300	Humanities Preparatory Academy	Humanities & Interdisciplinary	Screened
Manhattan	High School for Arts, Imagination and Inquiry	03M299	122 AMSTERDAM AVENUE MANHATTAN NY	403	350	121%	11%	16%	B	108	852	High School for Arts, Imagination and Inquiry	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	THE GLOBAL LEARNING COLLABORATIVE	03M403	145 WEST 84 STREET MANHATTAN NY	212	110	95%	17%	26%		108	546	The Global Learning Collaborative	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	FRANK McCOURT HIGH SCHOOL*	03M417	145 WEST 84 STREET	0	N/A	N/A	N/A	N/A		108	N/A	Frank McCourt High School	Humanities & Interdisciplinary	Screened
Manhattan	Beacon High School	03M479	227-243 WEST 61ST STREET MANHATTAN NY	1166	809	141%	1%	0%	A	290	4970	The Beacon School	Humanities & Interdisciplinary	Screened
Manhattan	Frederick Douglass Academy II Secondary School	03M860	215 WEST 114 STREET MANHATTAN NY	413	521	85%	10%	4%	C	55	737	Frederick Douglass Academy II for New Students	Humanities & Interdisciplinary	Educational Option
Manhattan	Frederick Douglass Academy II Secondary School	03M860	215 WEST 114 STREET MANHATTAN NY	413	521	85%	10%	4%	C	55	737	Frederick Douglass Academy II for Continuing Students	Humanities & Interdisciplinary	For Continuing 8th Graders

*Some data is not yet available for these schools, which opened in 2010.

APPENDIX A

Interest Area: Humanities & Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Seat Target	2010 Applicants	Program Name	Interest Area	Admissions Method
Manhattan	Coalition School for Social Change	04M409	2351 1ST AVENUE MANHATTAN NY	401	461	84%	9%	10%	C	120	414	Coalition School for Social Change	Humanities & Interdisciplinary	Educational Option
Manhattan	Park East High School	04M495	230-34 EAST 105 STREET MANHATTAN NY	362	338	109%	13%	8%	A	110	793	Park East High School	Humanities & Interdisciplinary	Screened
Manhattan	Central Park East High School	04M555	1573 MADISON AVENUE MANHATTAN NY	408	442	75%	9%	6%	A	100	2652	Central Park East	Humanities & Interdisciplinary	Screened
Manhattan	Young Women's Leadership School	04M610	105 EAST 106 STREET MANHATTAN NY	452	532	82%	0%	2%	A	81	1028	Young Women's Leadership School	Humanities & Interdisciplinary	Screened
Manhattan	Academy for Social Action: A College Board School	05M367	509 WEST 129 STREET MANHATTAN NY	425	299	133%	13%	9%		81	441	Academy for Social Action: A College Board School	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	Frederick Douglass Academy	05M499	2581 7TH AVENUE MANHATTAN NY	1557	1711	93%	6%	1%	D	320	1493	Frederick Douglass Academy	Humanities & Interdisciplinary	Screened
Manhattan	Thurgood Marshall Academy for Learning and Social Change	05M670	200-214 WEST 135TH STREET NEW YORK NY	584	682	84%	6%	2%	B	108	871	International Baccalaureate Middle Years Program	Humanities & Interdisciplinary	Screened
Manhattan	Bread & Roses Integrated Arts High School	05M685	6 EDGECOMBE AVENUE MANHATTAN NY	532	589	87%	7%	15%	D	140	1062	Bread & Roses Integrated Arts	Humanities & Interdisciplinary	Educational Option
Manhattan	City College Academy of the Arts	06M293	4600 BROADWAY MANHATTAN NY	514	440	94%	12%	11%		81	1302	City College Academy of the Arts	Humanities & Interdisciplinary	Screened
Manhattan	Community Health Academy of the Heights	06M346	512 W 182ND ST MANHATTAN NY	465	291	99%	9%	30%		81	678	Community Health Academy of the Heights	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	Washington Heights Expeditionary Learning School	06M348	511 WEST 182ND STREET MANHATTAN NY	525	507	84%	12%	24%		81	525	Washington Heights Expeditionary Learning School	Humanities & Interdisciplinary	Limited Unscreened
Manhattan	High School for International Business and Finance	06M462	549 AUDUBON AVENUE MANHATTAN NY	650	590	113%	7%	36%	A	108	1356	International Business	Humanities & Interdisciplinary	Educational Option
Manhattan	A. Philip Randolph Campus High School	06M540	443 WEST 135 STREET MANHATTAN NY	1503	1403	105%	4%	2%	C	165	1069	Academic Professions	Humanities & Interdisciplinary	Educational Option
Manhattan	A. Philip Randolph Campus High School	06M540	443 WEST 135 STREET MANHATTAN NY	1503	1403	105%	4%	2%	C	165	1069	Humanities Program	Humanities & Interdisciplinary	Screened

APPENDIX A

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

Please note that new schools or schools that are still expanding to their full scale will not have a Progress Report grade for 2009-2010.

APPENDIX B

Alternative CTE Programs: Audio and Visual Technology and Film

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Audio and Visual Technology and Film	Digital Video Production and Cinematography	In Development	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
08X405	Bronx	Herbert H Lehman High School	HERBERT H. LEHMAN HS	Audio and Visual Technology and Film	Multimedia Production	In Development	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	Educational Option, Zoned
10X475	Bronx	John F. Kennedy High School*	JOHN F. KENNEDY HS	Audio and Visual Technology and Film	Audio Engineering	In Development	99 TERRACE VIEW AVENUE BRONX NY	1164	1770	73%	15%	22%	D	Limited Unscreened
10X475	Bronx	John F. Kennedy High School*	JOHN F. KENNEDY HS	Audio and Visual Technology and Film	Digital Video Production	In Development	99 TERRACE VIEW AVENUE BRONX NY	1164	1770	73%	15%	22%	D	Limited Unscreened
21K559	Brooklyn	Life Academy HS for Film & Music	LAFAYETTE HS	Audio and Visual Technology and Film	Film and Video	In Development	2630 BENSON AVENUE BROOKLYN NY	219	322	48%	15%	3%		Limited Unscreened
22K405	Brooklyn	Midwood High School	MIDWOOD HS	Audio and Visual Technology and Film	Media Production	In Development	2839 BEDFORD AVENUE BROOKLYN NY	4009	2409	147%	5%	3%	B	Screened
30Q301	Queens	Academy for Career in Tel. & Film	I.S. 204	Audio and Visual Technology and Film	Video Production & Communication	In Development	36-41 28 STREET QUEENS NY	313	285	77%	11%	2%		Limited Unscreened
30Q502	Queens	Information Technology High School	HS FOR INFORMATION TECH	Audio and Visual Technology and Film	Web Design	In Development	21-16 44TH ROAD QUEENS NY	955	765	128%	11%	10%	A	Educational Option
30Q502	Queens	Information Technology High School	HS FOR INFORMATION TECH	Audio and Visual Technology and Film	Video Design	In Development	21-16 44TH ROAD QUEENS NY	955	765	128%	11%	10%	A	Educational Option

* Please note that a proposal to phase out John F. Kennedy High School after the 2010-2011 school year will be considered by the Panel for Educational Policy in February 2011.

APPENDIX B

Alternative CTE Programs: Business Financial Management/Accounting
Business Information Admin/Support

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M520	Manhattan	Murry Bergtraum High School for Business Careers	MURRY BERGTRAUM HS (ECF) - M	Business Financial Mgmt/Accounting	Accounting	Under review	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	Educational Option
24Q600	Queens	Queens Vocational & Technical High School	QUEENS VOC HS - Q	Business Financial Mgmt/Accounting	Accounting	Approved	37-02 47 AVENUE QUEENS NY	1320	1146	112%	11%	6%	A	Educational Option, Screened

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M615	Manhattan	Chelsea Career and Technical Education High School	CHELSEA VOC HS	Business Information Admin/Support	Business Information Technology	Approved	131 AVENUE OF THE AMERICAS MANHATTAN NY	509	900	68%	8%	5%	C	Educational Option, Screened

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Alternative CTE Programs: Management

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

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DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
10X433	Bronx	High School for Teaching and the Profession	WALTON HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	2780 RESERVOIR AVENUE BRONX NY	465	634	76%	9%	17%	A	Limited Unscreened
10X440	Bronx	DeWitt Clinton High School	DEWITT CLINTON HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	100 WEST MOSHOLU PARKWAY SOUTH BRONX NY	4421	3450	129%	10%	21%	C	Educational Option, Screened
10X475	Bronx	John F. Kennedy High School*	JOHN F. KENNEDY HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	99 TERRACE VIEW AVENUE BRONX NY	1164	1770	73%	15%	22%	D	Limited Unscreened
10X660	Bronx	Grace Dodge Career and Technical Education High School	GRACE H. DODGE VOC HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	Educational Option, Screened
11X270	Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	I.S./H.S. 362	Management	Entrepreneurship/ Virtual Enterprise	In Development	921 EAST 228TH STREET BRONX NY	608	612	102%	10%	4%	C	Limited Unscreened
13K336	Brooklyn	Academy of Business and Community Development	I.S. 258	Management	Virtual Enterprise	In Development	141 MACON STREET BROOKLYN NY	230	592	35%	11%	2%		Limited Unscreened
13K499	Brooklyn	Acorn Community School	ACORN COMMUNITY HS	Management	Business and New Media	In Development	561 GRAND AVENUE BROOKLYN NY	752	673	103%	12%	4%	A	Educational Option
14K610	Brooklyn	Automotive High School	AUTOMOTIVE TRADES VOC HS	Management	Auto Business	In Development	50 BEDFORD AVENUE BROOKLYN NY	900	993	99%	12%	6%	C	Educational Option
16K455	Brooklyn	Boys and Girls High School	BOYS & GIRLS HS	Management	Virtual Enterprise	In Development	1700 FULTON STREET BROOKLYN NY	1999	3619	63%	15%	2%	C	Screened, Zoned
20K490	Brooklyn	Fort Hamilton High School	FORT HAMILTON HS	Management	Entrepreneurship/ Virtual Enterprise	Under review	8301 SHORE ROAD BROOKLYN NY	4380	2752	130%	9%	21%	B	Audition, Screened, Zoned
21K348	Brooklyn	High School of Sports Management	LAFAYETTE HS	Management	Virtual Enterprise	In Development	2630 BENSON AVENUE BROOKLYN NY	346	508	69%	13%	3%	B	Limited Unscreened

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Alternative CTE Programs: Management

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
21K410	Brooklyn	Abraham Lincoln High School	ABRAHAM LINCOLN HS	Management	Entrepreneurship/Virtual Enterprise	In Development	2800 OCEAN PARKWAY BROOKLYN NY	2653	2048	124%	9%	17%	C	Educational Option, Audition, Screened, Zoned
21K410	Brooklyn	Abraham Lincoln High School	ABRAHAM LINCOLN HS	Management	Pre-Veterinary	In Development	2800 OCEAN PARKWAY BROOKLYN NY	2653	2048	124%	9%	17%	C	Educational Option, Audition, Screened, Zoned
21K525	Brooklyn	Edward R. Murrow High School	EDWARD R. MURROW HS	Management	Entrepreneurship/Virtual Enterprise	In Development	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	A	Educational Option, Audition
22K495	Brooklyn	Sheepshead Bay High School	SHEEPSHEAD BAY HS	Management	Virtual Enterprise	In Development	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	Educational Option, Zoned
24Q264	Queens	Academy of Finance & Enterprise	QUEENS HIGH SCHOOL COMPLEX	Management	Entrepreneurship/Virtual Enterprise	In Development	30-20 THOMSON AVENUE QUEENS NY	426	377	105%	5%	8%	A	Limited Unscreened
24Q550	Queens	High School for Arts and Business	HS FOR ARTS AND BUS.	Management	Entrepreneurship/Virtual Enterprise	Approved	105-25 HORACE HARDING EXPY N QUEENS NY	794	574	133%	6%	14%	A	Educational Option
25Q460	Queens	Flushing High School	FLUSHING HS	Management	Virtual Enterprise	In Development	35-01 UNION STREET QUEENS NY	3077	2124	129%	7%	24%	C	Educational Option, Zoned
27Q480	Queens	John Adams High School	JOHN ADAMS HS	Management	Entrepreneurship/Virtual Enterprise	In Development	101-01 ROCKAWAY BOULEVARD QUEENS NY	3351	2932	111%	9%	14%	B	Educational Option, Zoned
28Q440	Queens	Forest Hills High School	FOREST HILLS HS	Management	Entrepreneurship/Virtual Enterprise	In Development	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	Educational Option, Audition, Screened, Zoned
28Q505	Queens	Hillcrest High School	HILLCREST HS	Management	Virtual Enterprise	In Development	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	Educational Option, Audition, Screened, Zoned
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Management	Microsoft Office Specialist	In Development	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened
29Q496	Queens	Business, Computer Applications, Entrepreneurship Magnet	CAMPUS MAGNET HS (JACKSON)	Management	Entrepreneurship/Virtual Enterprise	In Development	207- 01 116TH AVENUE QUEENS NY	365	520	92%	7%	3%	D	Educational Option
30Q445	Queens	William Cullen Bryant High School	WILLIAM CULLEN BRYANT HIGH SCHOOL	Management	Entrepreneurship/Virtual Enterprise	Approved	48-10 31 AVENUE QUEENS NY	3056	2845	109%	8%	20%	C	Screened, Zoned

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DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
30Q555	Queens	Newcomers High School	NEWCOMERS HIGH SCHOOL	Management	E-Commerce/ Virtual Enterprise	Under review	28-01 41 AVENUE QUEENS NY	1054	894	102%	0%	91%	A	Screened
31R440	Staten Island	New Dorp High School	NEW DORP HS	Management	Entrepreneurship/ Virtual Enterprise	Approved	465 NEW DORP LANE STATEN ISLAND NY	2492	3374	68%	8%	5%	A	Educational Option, Screened, Zoned
31R445	Staten Island	Port Richmond High School	PORT RICHMOND HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	85 ST JOSEPHS AVENUE STATEN ISLAND NY	2291	2197	101%	10%	5%	B	Educational Option, Screened, Zoned
31R455	Staten Island	Tottenville High School	TOTTENVILLE HS	Management	E-Commerce/ Virtual Enterprise	In Development	100 LUTEN AVENUE STATEN ISLAND NY	3841	3491	111%	7%	2%	B	Educational Option, Limited Unscreened, Screened, Zoned

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DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M600	Manhattan	High School of Fashion Industries	FASHION INDUSTRIES VOC HS	Merchandising	Fashion Marketing	In Development	225 WEST 24 STREET MANHATTAN NY	1641	1901	88%	6%	3%	A	Audition
02M600	Manhattan	High School of Fashion Industries	FASHION INDUSTRIES VOC HS	Merchandising	Visual Merchandising	Approved	225 WEST 24 STREET MANHATTAN NY	1641	1901	88%	6%	3%	A	Audition

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M520	Manhattan	Murry Bergtraum High School for Business Careers	MURRY BERGTRAUM HS (ECF)	Travel & Tourism	Academy of Hospitality and Tourism	In Development	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	Educational Option
02M529	Manhattan	Jacqueline Kennedy Onassis High School	J. K. ONASSIS HS FOR INT CAREERS	Travel & Tourism	Academy of Hospitality and Tourism	In Development	120 WEST 46 STREET MANHATTAN NY	712	565	125%	8%	8%	B	Educational Option
14K478	Brooklyn	Enterprise, Business and Technology High School	GRAND STREET CAMPUS	Travel & Tourism	Academy of Hospitality and Tourism	Approved	850 GRAND STREET BROOKLYN NY	953	820	108%	9%	11%	A	Educational Option, Screened
17K408	Brooklyn	Academy of Hospitality and Tourism	ERASMUS HALL CAMPUS	Travel & Tourism	Academy of Hospitality and Tourism	Under review	911 FLATBUSH AVENUE BROOKLYN NY	317	358	88%	3%	6%	D	Limited Unscreened
20K445	Brooklyn	New Utrecht High School	NEW UTRECHT HS	Travel & Tourism	Academy of Hospitality and Tourism	In Development	1601 80 STREET BROOKLYN NY	3240	2225	132%	11%	23%	B	Educational Option, Zoned
27Q475	Queens	Richmond Hill High School	RICHMOND HILL HS	Travel & Tourism	Academy of Hospitality and Tourism	In Development	89-30 114 STREET QUEENS NY	2953	2211	144%	7%	16%	C	Educational Option, Zoned
31R445	Staten Island	Port Richmond High School	PORT RICHMOND HS	Travel & Tourism	Academy of Hospitality and Tourism	In Development	85 ST JOSEPHS AVENUE STATEN ISLAND NY	2291	2197	101%	10%	5%	B	Educational Option, Screened, Zoned
31R460	Staten Island	Susan Wagner High School	SUSAN E. WAGNER HS	Travel & Tourism	Academy of Hospitality and Tourism	In Development	1200 MANOR ROAD STATEN ISLAND NY	3173	2697	123%	11%	4%	A	Educational Option, Audition, Screened, Zoned

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Alternative CTE Programs

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

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

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