



EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of New District High School 01M203 with Existing School University Neighborhood High School (01M448) in Building M446 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate 01M203, a new district Career and Technical Education (“CTE”)/early college high school, in school building M446 (“M446”) located at 200 Monroe Street, Manhattan, NY 10002, within the geographical confines of Community School District 1 (“District 1”).¹ CTE programs integrate academic study with workforce skills in specific career clusters.² 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. The early college program is designed to give students the opportunity to earn an associate’s degree free of charge, and to put them on a postsecondary pathway potentially leading to career-track employment within the advertising industry. The proposed new high school, 01M203, will offer CTE programming in advertising with a focus on business and media, as described in more detail below, as well as early college programming. If this proposal is approved, 01M203 will be co-located in building M446 with University Neighborhood High School (01M448, “UNHS”), an existing district high school serving students in grades nine through twelve. M446 also houses a community-based organization (“CBO”), Grand Street Settlement.³ The proposed co-location of 01M203 is not expected to impact the current or future student enrollment, admissions policies or instructional programming at UNHS.

If this proposal to open and co-locate 01M203 in M446 is approved, students will have access to a new educational option in Manhattan. Through a six year program, students will have the opportunity to earn a CTE-endorsed Regents diploma, associate’s degree, and industry-recognized credentials.⁴ Students will also engage in a progressive sequence of work-based learning experiences informed by industry partners. More information about CTE endorsed diplomas can be found in Section III of this Educational Impact Statement (“EIS”). Students at CTE/early college programs can graduate high school in four years or less, or can choose to remain enrolled at the school for grades thirteen and fourteen in order to earn an associate’s degree.

CTE/early college programs provide students with a career-focused educational experience that prepares them for career-track employment within their field of study. Each CTE/early college high school program is developed and administered in close collaboration with the college that awards the associate’s degree and a high-profile employer that can offer first-in-line hiring consideration for qualified students who complete the early college program.

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² A career cluster indicates a grouping of occupations and industries based on the knowledge and skills they require and the field of employment graduates are qualified to exit into.

³ More information about the Grand Street Settlement program is available at: <http://www.grandsettlement.org/programs/youth-services/school-based-services>

⁴ CTE programs of study that have gained official approval from the New York State Education Department (“SED”) for meeting fixed standards of high quality are entitled to affix a CTE endorsement to diplomas of graduating students who have completed the program. Programs that are “in development” have not yet earned SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate.

01M203 will be a CTE/early college school with a focus on careers in the advertising industry, partnered with the American Association of Advertising Agencies (“4A’s”), and the Borough of Manhattan Community College (“BMCC”). BMCC is one of twenty-three colleges within The City University of New York (“CUNY”), sharing CUNY’s mission to preserve academic excellence and extend higher educational opportunities to a diversified urban population. BMCC is dedicated to providing general, liberal arts, career education and continuing education programs, relevant to the needs, interests and aspirations of students of all ages. 01M203 will partner with 4A’s, a national trade association representing the advertising agency business in the United States whose members produce 80 percent of total domestic advertising volume.⁵ Studying marketing and design inside the classroom, students will have the opportunity to intern in areas such as advertising, media management, and creative technology at 4A’s member agencies outside of school.

01M203 students will have the opportunity to complete an associate’s degree at BMCC at no cost to themselves or their families. 01M203 students will also have the opportunity to begin earning college credit in ninth through twelfth grade. In addition to the 4A’s, 01M203 will build a network of strategic partnerships to offer opportunities related to its industry focus to its students. The partnerships supporting 01M203 will facilitate access to career opportunities with some of New York City’s most successful companies.

Students enrolled in grades thirteen and fourteen will primarily be completing internships and taking off-site classes. Those students will likely not be in the M446 building full-time.

The proposed co-location of 01M203 in building M446 is part of the DOE’s central goal to create new school options that will better serve future students and the community at large and to provide another option in the M446 building. UNHS is currently the only school in M446.

UNHS is a high school serving students in ninth through twelfth grades. UNHS enrolls students in two programs for the 2013-2014 school year: a bilingual Mandarin program, which admits students through a language-screened admissions method; and the University Neighborhood High School program, which admits students through an educational option admissions method. According to the High School Directory, in 2014-2015, UNHS is expected to enroll students in a new program, the University Neighborhood Early College program, which will admit students through a screened admissions method. The University Neighborhood Early College program is a new program that is not expected to increase the future total enrollment of UNHS, because available seats for the early college program will be offset by an equal reduction in the available seats for the University Neighborhood High School program. Neither program is expected to be impacted by this proposal, and total enrollment of UNHS is not expected to change due to this proposal. More information on the high school admissions process and UNHS’ programming is provided in Section III.A below.

If this proposal is approved, 01M203 will open in September 2014 in building M446, where it will be co-located with UNHS. 01M203 will be open to students through the Citywide High School Admissions Process and will have a limited unscreened admissions method, with priority for students residing in Manhattan. In 2014-2015, 01M203 will enroll approximately 75-85 students in the ninth grade. 01M203 will gradually phase in by adding one grade per year. The school is expected to reach full scale in 2019-2020, when it will serve approximately 450-510 students in grades nine through fourteen. Again, this enrollment figure is likely overstated. The DOE anticipates that students working to earn their associate’s degree during the early college program will also be able to earn additional industry-recognized certifications.

M446 has been identified as an under-utilized building.⁶ M446 has a target capacity to serve 694 students.⁷

⁵ More information about 4A’s can be found at:

http://www.aaaa.org/about/association/Pages/default.aspx?utm_source=Homepage&utm_medium=GreyBar&utm_campaign=AboutUs

⁶ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1->

During the 2013-2014 school year the building serves a total of approximately 275 students,⁸ yielding a building utilization rate of approximately 40%.⁹ If this proposal is approved, there will be sufficient space to accommodate UNHS and 01M203.

In 2019-2020, once 01M203 has fully phased in, there will be approximately 705-805 students served in the building, yielding a building utilization rate of approximately 102%-116% using the DOE's standard calculations. However, this standard rate is likely overstated because it includes 150-170 students in grades thirteen and fourteen. As noted above, these students will primarily complete their studies at off-site locations and will only occasionally be in the M446 building. Regardless, because the use of the building by students in grades thirteen and fourteen cannot be fully estimated at this time, the utilization rates in this EIS conservatively treat those students like all other students in the school. This utilization estimate also overestimates enrollment and utilization in that it presumes that all incoming ninth-grade students will exercise their option to enroll in grades thirteen and fourteen. Therefore, the DOE expects that utilization in the fifth and sixth years of this proposal will be on the lower end of all projected ranges.

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. CTE programs empower students to complete high school and advance to higher education and career-track employment. The DOE strongly believes in the importance of CTE education and supports the opening of a new high school in the M446 building which will offer CTE programming in advertising. The DOE has been eager to bring new CTE opportunities to M446 to serve the City's families and connect students with an early college educational option that will give students the opportunity to earn an associate's degree free of charge; the co-location of 01M203 will help meet this goal.

II. Proposed or Potential Use of Building

M446 has a target capacity to serve 694 students. (The concept of "target capacity" is explained below.) In 2013-2014, the building serves approximately 275 students, yielding a utilization rate of approximately 40%.

In 2019-2020, once 01M203 completes its phase-in and reaches stable enrollment, the DOE projects the building will serve approximately 705-805 students, yielding a projected utilization rate of approximately 102%-116%. This standard rate is likely overstated because it includes 150-170 students in grades thirteen and fourteen.

This projected utilization rate is based on the standard projections for the new CTE high school that would serve 450-510 students, including students in thirteenth and fourteenth grades, at full scale and on the projected enrollment at UNHS.

[66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf](http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf). The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

⁷ 2011-2012 Enrollment Capacity Utilization Report ("Blue Book").

⁸ All figures are from the 2013-2014 Budget Register Projections.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2013-2014 Budget Register Projections. 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.

If this proposal is approved, the grade spans for all existing and proposed school organizations in M446 over a seven-year period will be:

Grade Spans ¹⁰								
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
01M203	New CTE High School	-	9	9-10	9-11	9-12	9-13	9-14
01M448	University Neighborhood High School	9-12	9-12	9-12	9-12	9-12	9-12	9-12

The total current and projected student enrollment for all existing and proposed school organizations in M446 over a seven-year period, as well as the projected utilization rates for M446, are described in the table below:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
01M203	New High School	-	75 - 85	150 - 170	225 - 255	300 - 340	375 - 425	450 - 510
01M448	University Neighborhood High School ¹¹	275	255 - 295	255 - 295	255 - 295	255 - 295	255 - 295	255 - 295
Total Building Enrollment		275	330 - 380	405 - 465	480 - 550	555 - 635	630 - 720	705 - 805
Utilization		40%	48% - 55%	58% - 67%	69% - 79%	80% - 91%	91% - 104% ¹²	102% - 116%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE’s projected utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus,

¹⁰ CTE/Early College schools serve students in grades 9-12. However, for the purposes of this EIS, the DOE uses the terms “grades 13 and 14” to denote students who remain on register at the school after completing requirements for high school graduation, while working towards an associate’s degree.

¹¹ Enrollment projections include UNHS’ new early college program.

¹² This projected utilization and the projected utilization for the 2019-2020 school year is likely overstated because it includes 150-170 students in their fifth and sixth year of 01M203’s participating in 01M203’s early college program in grades thirteen and fourteen.

projected utilization rates for 2013-2014 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

In addition, as discussed above, the students at 01M203 enrolled in grades thirteen and fourteen will spend the majority of their time outside of the building. The DOE cannot accurately predict the number of students who will continue into the early college program and the DOE recognizes that not all 01M203 students will choose to enroll in the program. However, because the exact rate at which students will enroll in the early college program will depend on student interest, the DOE is adopting a conservative assumption that all of the students enrolled in 01M203 will qualify and choose to participate in the school's early college program. Therefore, the building utilization figures for 2018-2019 and 2019-2020 are likely overstated.

If this proposal is approved, UNHS and 01M203 will receive their baseline allocations pursuant to the Citywide Instructional Footprint. More details about space are available in Section III.B of this EIS. Therefore, building M446 has the capacity to accommodate UNHS and 01M203 at full scale. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The DOE does not have currently have other plans for the use of M446 at this time.

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

A. Students

If this proposal is approved, beginning in September 2014, 01M203 will be located in the M446 building and will be open to prospective ninth-grade students through the Citywide High School Admissions Process. Admission to 01M203 will be open to any New York City student. The school will have a limited unscreened admissions method, with priority given to students residing in Manhattan. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the High School Fairs. Additional information about the High School Admissions Process is detailed below.

Impact on Students Currently Attending UNHS

The proposed co-location of 01M203 is not expected to impact the current or future student enrollment, admissions policies or instructional programming at UNHS.

UNHS offers two programs in the 2013-2014 school year. According to the 2013-2014 High School Directory, the University Neighborhood High School Program is an interdisciplinary, project-based program with advisories, art and music electives, community service requirements, and learning centers. In UNHS' bilingual Mandarin program, students with limited English proficiency are taught by bilingual

Mandarin-speaking teachers in all core subjects and get extra support during Academic Intervention Services. UNHS is expected to open the University Neighborhood Early College (“UNEC”) beginning in the 2014-2015 school year. According to the 2013-2014 High School Directory, the UNEC program will be designed for students interested in pursuing a career in business and will provide a rigorous curriculum with individualized academic supports, enabling students to earn a High School diploma and up to 24 college credits through City University of New York (“CUNY”) Baruch College within 4 years.

UNHS currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). The school could also serve students in Self-Contained (“SC”) special education classes in the future. Students with disabilities will receive services in accordance with their Individualized Educational Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, UNHS serves students classified as English Language Learners (“ELLs”). UNHS offers English as a Second Language (“ESL”) services and a dual language program for Mandarin Chinese speaking students. All students enrolled at UNHS will continue to receive their mandated special education and/or ELL services if this proposal is approved, and the dual language program will not be impacted.

Impact on Extra-curricular Programming and Partnerships

The DOE does not anticipate that this proposal will affect the extracurricular programs or partnerships currently offered at UNHS.

UNHS will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

According to the High School Directory, UNHS currently offers the following extra-curricular activities and sports:¹³

Extra-curricular Activities:

- Badminton
- Handball
- Dance
- Fitness Club
- Ping-Pong
- Step team
- After-school tutoring
- Peer Tutoring
- Lunchtime Saturday SAT Prep
- Regents Prep
- National Honor Society
- Council for Unity

¹³ Partnerships and athletic and extra-curricular offerings reflect those listed for UNHS in the 2013-2014 Directory of High Schools: http://schools.nyc.gov/NR/rdonlyres/71EE8502-DBDF-4D62-94EE-DB9421EB07CE/0/ManhattanSchools_2013.pdf.

- Young Women's Empowerment
- Student Assistance Services
- Aviation Club
- Board Games
- Book Club
- Chess
- Robotics
- Computer Club
- Spanish Club
- Student Government
- Art Club
- Audio Club
- Music Club
- Chorus
- Digital Art Studio
- Guitar and Piano
- Literary Magazine
- Murals and School Beautification
- Video Club

Boys Sports:

- Basketball
- Bowling
- Cross Country
- Handball

Girls Sports:

- Basketball
- Bowling
- Cross Country
- Softball
- Tennis

School Sports

- Interscholastic Athletics
- Fitness Center

Impact on Future High School Students in UNHS

This proposal is not expected to impact the admissions process at UNHS. This proposal is not expected to impact UNHS' future enrollment or admissions. UNHS is a high school serving students in ninth through twelfth grades. It admits students to two programs through the Citywide High School Admissions Process.

The University Neighborhood High School Program admits students through the educational option method. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, middle, and low reading levels. From the applicant pool, half of the students matched are selected from those ranked by the schools' administration and the other half is selected randomly. If a student scores in the top 2% on his or her

previous year's English Language Arts reading exam and lists an educational option program as his or her first choice, he or she would be guaranteed a match to that program.

UNHS' bilingual Mandarin program admits students through a screened method, and is only open to students whose home language is Mandarin Chinese. Screened admissions mean that prospective students are ranked by a school based on the student's final seventh grade report card grades and reading and math standardized scores. Attendance and punctuality are also considered. There may also be other items that schools require to screen applicants such as an interview, essay or additional diagnostic test score. For a language screen, the home language of the student is the screening criterion.

According to the 2013-2014 High School Directory, UNHS' University Neighborhood Early College is expected to begin at UNHS in the 2014-2015 school year, and will admit students through a screened admissions method. The selection criteria are based on standardized test scores, grades, and a review of attendance and punctuality.

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

If this proposal is approved, future high school students will have access to a new high school option that will afford them the opportunity to earn CTE certification and an associate's degree, free of charge. In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High School Admissions Test ("SHSAT"), as well as up to 6 studios at LaGuardia High School.

For high school admissions for the 2014-2015 school year, there are two rounds in the High School Admissions Process:

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

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results in May.

For more information about the High School Admissions Process, please visit:

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

High school students with IEPs, with the exception of those students recommended for a District 75 placement,¹⁴ are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

¹⁴ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

01M203 will admit prospective ninth grade students through a limited unscreened admissions method, with a priority for Manhattan residents. Limited unscreened programs give priority to students who demonstrate interest in the school by attending the school's Information Session or Open House events or visiting the school's exhibit at any one of the High School Fairs.

High school applications are due on December 2, 2013. However, if this proposal is approved by the Panel for Educational Policy ("PEP"), students who are interested in applying to 01M203 will have the opportunity to submit an admission application with new school rankings in March for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2014-2015 school year will also be available for students to consider.

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Office or on the DOE Web site: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Enrollment Impact for Future High School Students—Over-the-Counter Placements

In addition to the High School Admissions Process, some students may receive a placement at 01M203 through the over-the-counter ("OTC") process. UNHS has traditionally accepted OTC students and will continue to accept OTC students.

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

- New to the New York City school system; or
- Left the New York City school system and have returned;¹⁵ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

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

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

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.

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

Screened programs (those that have academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹⁶ international schools, and alternative programs are offered through referral.¹⁷ 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 2012-2013 school year, 597 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in the Manhattan, the number of schools that admit students during this period increased from 122 to 144.

Impact on Early College Programs

Qualified students at 01M203 will have the opportunity to complete an associate’s degree from BMCC at no cost to themselves or their families. In addition to the partnerships with 4A’s, 01M203 is expected to build a network of strategic partnerships to offer opportunities related to its industry focus to all students.

Each program at 01M203 is developed and administered in close collaboration with BMCC and 4A’s. Under standard practice for schools with this model, it is understood the 4A’s will facilitate connection to employment opportunities with its member agencies.

All courses offered for college credit at 01M203 must be developed and approved by BMCC faculty, approved through BMCC governance, and listed in the BMCC course catalogue. All instructors of college level courses must meet BMCC’s academic requirements and are subject to the approval of the relevant BMCC department chairperson in consultation with 01M203’s principal. In some instances, high school teachers may meet the requirements for college level instruction.

Impact on CTE Programs

01M203 will be a CTE/early college school that offers programming in advertising with a focus on business and media.

Implemented at the high school level, a CTE program offers students a cohesive articulated sequence of rigorous academic courses with a career and technical education component integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training, and/or entry into the workforce.

Schools with CTE programs that have gained official approval from the New York State Education Department (“SED”) for meeting fixed standards of high quality are entitled to affix a CTE endorsement to diplomas of graduating students who have completed the program. Programs that are “in development” have not yet earned SED approval. Students in these programs receive instruction in CTE content, but

¹⁶ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/default.htm>.

¹⁷ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. Regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can continue to do so.

State approval of CTE programs requires the following four stages:

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

A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Impact on Other Organizations in Building M446

Grand Street Settlement currently uses space in building M446. This proposal is not expected to impact the continued siting of, or services offered by, this organization in M446. Grand Street Settlement operates three programs at UNHS: the Advantage After School Program, the College and Career Discovery Program, and Graduate, Prepare and Succeed ("GPS"). More information about the services Grand Street Settlement provides for UNHS can be found at: <http://www.grandsettlement.org/programs/youth-services/school-based-services>.

B. Schools

If this proposal is approved, 01M203 will be co-located with UNHS. The DOE does not anticipate that the admissions, enrollment, or educational options of UNHS will be impacted by this proposal. The estimated enrollments for the organizations that will be located in M446 through the 2019-2020 school year can be found in Section II above and Section IV below.

By 2019-2020, 01M203 will have completed its phase-in and reached stable enrollment. At that point, the total projected enrollment for the two schools is approximately 705-805 and the projected building utilization rate for M446 at that point, according to the DOE's most conservative and likely overstated estimates, would be approximately 102%-116%. The building utilization figures for 2018-2019 and 2019-2020 are likely overstated because students in the thirteenth and fourteenth grades at 01M203 will spend the majority of their time outside of the building. As discussed below, despite the possibility of a utilization rate in excess of 100%, both UNHS and 01M203 will receive sufficient space to meet their needs pursuant to the Citywide Instructional Footprint (the "Footprint").

If this co-location proposal is approved, there will be sufficient space to accommodate UNHS and 01M203 pursuant to the Footprint. Please visit the DOE Web site to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf.

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

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

According to the building walkthrough completed by a representative from the Office of Space Planning on August 9, 2013, building M446 has a total of 36 full-size rooms including 1 science lab and 2 science demonstration rooms, 1 half-size room, 10 quarter-size rooms, and the equivalent of 3.5 full-size equivalent ("FSE") rooms of designed administrative/office space. In total, building M446 has 42.5 FSE rooms for instructional and administrative use. The building also has a cafeteria and a library.

The below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- The nurse's office occupies 0.25 FSE room of designed administrative/office space.
- Grand Street Settlement occupies 2 full-size spaces.
- The custodian's office occupies 1 full-size space.
- The School Based Support Team is housed in 2 quarter-size spaces.
- The weight room is housed in 1 full-size space.
- The dance room occupies 1 full-size space.
- School safety is housed in 1 quarter-size space.
- The science lab is not currently a shared space, but will be designated a shared space if this proposal to co-locate 01M203 in M446 is approved by the PEP.

Excluding the shared spaces outlined above, M446 has a total of 30 full-size rooms, 1 half-size room, 7 quarter-size spaces, and 3.25 FSE rooms of designed administrative office/space remaining, which totals 35.5 FSE rooms, that can be allocated to the co-located schools in M446 per the Footprint during the proposed opening and co-location of 01M203.

According to the Footprint, UNHS's baseline allocation is 12 full-size rooms, 1 half-size room, and the equivalent of 3.0 FSE rooms for administrative use. UNHS's current space use is 31 full-size rooms, 1 half-size room, 7 quarter-size spaces, and the equivalent of 3.25 FSE rooms for administrative use, which totals 36.5 FSE rooms.¹⁸ UNHS's current space use is 19 full-size rooms, 7 quarter-size spaces, and 0.25 FSE of designed administrative space above the school's adjusted baseline footprint allocation. This space use includes the science lab as a non-shared space. Again, if this proposal is approved, the science lab will become a shared space.

In all years of this proposal, the lack of half-size rooms in M446 will result in an adjusted baseline of one additional full-size room in lieu of a half-size room to satisfy 01M203's resource room allocation.

Per the Footprint, in 2014-2015, during the first year of this proposal, 01M203 would receive a baseline of 3 full-size rooms, 1 half-size room, and the equivalent of 1.5 FSE rooms for administrative use. However,

¹⁸ The full-size total for UNHS' current use includes 1 full-size science lab.

as above, due to the lack of half-size rooms in M446, 01M203 will be allocated 1 additional full-size room in lieu of the half-size room, for a total of 4 full-size rooms and the equivalent of 1.5 FSE rooms for administrative use, for a grand total of 5.5 FSE rooms.

In total, both organizations' combined adjusted baseline allocations equal 27 full-size rooms, 1 half-size room, 7 quarter-size rooms, and 3.25 FSE rooms for administrative use by the year 2019-2020. Again, because of the lack of designed administrative spaces, full-size spaces are allocated to 01M203 in lieu of administrative space.

The baseline or adjusted baseline allocation of full-size instructional rooms over the six years of 01M203's phase in are detailed in the chart below:

Baseline Footprint Allocation And Adjustments for Full-Size Classrooms								
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
01M448	UNHS Baseline	12	12	12	12	12	12	12
01M203	New High School Adjusted Baseline	-	4	7	10	13	14	15
TOTAL TO BE ALLOCATED		30	30	30	30	30	30	30
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		18	14	11	8	5	4	3

During the course of 01M203's phase-in, the number of excess rooms would decrease as 01M203's baseline Footprint allocation increases to reflect its larger population. Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms will be allocated for administrative purposes. The Building Council and the DOE's Office of Space Planning will determine the equitable distribution of excess rooms among existing schools in the building as described below. There will be sufficient instructional space in M446 for UNHS and 01M203, as 01M203 phases in.

If this proposal is approved, the Office of Space Planning would work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning 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. In addition, the Office of Space Planning would work with the schools in building M446 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

Building Safety and Security

If this proposal is approved, 01M203 would develop a safety and security plan for M446 prior to the first day of school in September 2014.

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

- Providing "Best Practices Standards for Creating and Sustaining a Safe and Supportive School," as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;

- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. CTE programs empower students to complete high school and advance to higher education and career-track employment. Therefore, the DOE strongly believes in the importance of CTE education and supports the opening of a new high school in the M446 building which will offer CTE programming. The DOE has continued to make efforts to bring new CTE opportunities to serve families in Manhattan; the co-location of 01M203 will help meet this goal. The DOE also supports increasing the number of early college options for high school students City-wide. The opportunity available to students at 01M203 to earn an associate’s degree, free of charge, is intended to create an option for Lower Manhattan students in their high school years who wish to put themselves on a postsecondary pathway potentially leading to career-track employment within the advertising industry.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M446. This proposal is also not expected to impact the accessibility of M446, which is functionally partially programmatically accessible.

IV. Enrollment, Admissions and School Performance Information

01M203

Admissions Data

Current Admissions	N/A
Admissions In 2014-2015 and Beyond If this Co-location Proposal Is Approved	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened, priority to students residing in Manhattan

Enrollment Data¹⁹

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Grade 14	Total Enrollment
2013-2014 (projections)	-	-	-	-	-	-	-
2014-2015 (projections)	75-85	-	-	-	-	-	75-85
2015-2016 (projections)	75-85	75-85	-	-	-	-	150-170
2016-2017 (projections)	75-85	75-85	75-85	-	-	-	225-255
2017-2018 (projections)	75-85	75-85	75-85	75-85	-	-	300-340
2018-2019 (projections)	75-85	75-85	75-85	75-85	75-85	-	375-425
2019-2020 (projections)	75-85	75-85	75-85	75-85	75-85	75-85	450-510

Demographic Data

01M203 has not yet opened. Therefore, there is no demographic data for the school.

School Performance Data

01M203 has not yet opened. Therefore, there is no performance data for the school.

University Neighborhood High School (01M448)

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Methods: Educational Option, Screened: Language
Admissions in 2014-2015 and Beyond	Grades 9-12: High School Admissions Process Admissions Methods: Educational Option, Screened: Language, Screened

¹⁹ Projections are based on a standard phase-in plan of three sections in the entry grade.

Enrollment Data²⁰

	Total Enrollment
2013-2014 (projections)	275
2014-2015 (projections)	255-295
2015-2016 (projections)	255-295
2016-2017 (projections)	255-295
2017-2018 (projections)	255-295
2018-2019 (projections)	255-295
2019-2020 (projections)	255-295

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with Individualized Education Programs	27%
Percentage of English Language Learner Students	23%
Percentage of Students Eligible for Free or Reduced Lunch	87%

Performance Data

UNHS	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	B
Quality Review Score ²²	UPF ²³	D	N/A ²⁴
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	80%	79%	92%
4 Year Graduation Rate	48%	71%	74%
6 Year Graduation Rate	78%	70%	68%
% Graduating with a Regents Diploma	34%	53%	68%
Attendance Rate	83%	85%	84%

²⁰ All figures are from the 2013-2014 Budget Register Projections.

²¹ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

²² For more information about Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²³ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

²⁴ Quality Reviews are not completed every year.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up other than personal services (“OTPS”) costs. Based on current one-time allocations for new schools, 01M203 will receive a fixed allocation of \$80,000 and approximately \$35,625 - \$40,375 in new school OTPS start-up per-pupil allocations during its first year.²⁶

In addition, 01M203’s basic operating budget will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Most funding in schools’ budgets is allocated on a per pupil basis, based on current by the FSF per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide²⁷ and FY14 School Allocation Memoranda²⁸ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at UNHS and 01M203. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (“VTEA”). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2014, only SED approved programs will be eligible for this funding. As SED approval is necessary for VTEA funding eligibility, 01M203 will have to receive SED approval for its CTE programs in order to apply for and receive VTEA funding.

This proposal is not expected to impact initial costs or allocations at UNHS.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to UNHS, nor is it expected to significantly alter the duties of current staff at UNHS.

New administrative staff and non-pedagogical positions will be created at 01M203 over the course of the school’s phase-in. 01M203 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve

²⁵ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

²⁶ FY14 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools

²⁷ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

²⁸ The FY14 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

students in the new grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades. New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. All instructors of college level courses must meet BMCC academic requirements, and are subject to the approval of the relevant BMCC department chairperson in consultation with the school principal. In some instances, high school teachers may meet the requirements for college level instruction.

B. Administration

No changes in school supervisory or administrative positions at UNHS are expected as a result of this proposal.

01M203 is expected to hire school supervisors and/or administrative personnel as needed throughout the course of the school's phase-in.

C. Transportation

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

This proposal is not expected to impact the existing transportation practices at UNHS.

D. Other Support Services

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

VII. Building Information

Building	M446	
Type of Building	HS	
Year Built	1904	
Overall BCAS rating	2.88	
2011-2012 Target Building Utilization	57%	
2011-2012 Target Building Capacity	694	
FY 2012 Maintenance Costs	Labor	\$12,169
	Materials	\$5,284
	Maintenance and repair contracts	\$21,371
	Service contracts	\$3,500
	Custodial operations costs—Materials	\$4,658
	Custodial operations costs—Custodial Allocation	\$196,102
FY 2012 Energy Costs	Electric	\$45,513
	Gas	\$22,133
	Steam	\$0
	Oil	\$0

Projects completed during the current or prior school year	City Council Electrical Upgrade, Ext Masonry/Flood Elimination/Parapets/Roofs, Staircase Delaminating from wall, FY13 Reso A Technology
Projects proposed in the capital plan	Electrical systems, Floors, Classroom Connectivity, IP Surveillance Camera Installation
Accessibility of the building	Building is Functionally Partially Programmatically Accessible
Building attributes	Art Rooms, Cafeteria, Computer Rooms, Library, Multi-purpose Room, Nurse's Office, Science Lab