

EDUCATIONAL IMPACT STATEMENT:

The Proposed Re-siting and Co-location of The Urban Assembly School for Emergency Management (02M135) with Existing School Murry Bergtraum High School for Business Careers (02M520) and New Charter Elementary School, Success Academy Charter School – New York 1 (84MTBD) in Building M520 Beginning in the 2014-2015 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site district high school The Urban Assembly School for Emergency Management (02M135, “UA-EM”) to school building M520 (“M520”) beginning in the 2014-2015 school year. M520 is located at 411 Pearl Street, Manhattan, New York 10038, within the geographical confines of Community School District 2 (“District 2”). Currently, UA-EM is housed in building M625, located at 439 West 49th Street, New York, NY 10019, also within the geographical confines of District 2. A “re-siting” means students will attend classes in a different building than the one they attended in previous years. If this proposal is approved, beginning in the 2014-2015 school year, UA-EM students will no longer attend classes in M625. Instead, they will attend classes in M520, where UA-EM will be co-located with two other schools: Murry Bergtraum High School for Business Careers (02M520, “Bergtraum”) and the proposed Success Academy Charter School – New York 1 (84MTBD, “SA – New York 1”), a new public charter elementary school. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

In a separate proposal, the DOE has proposed to open and co-locate SA – New York 1, a new charter elementary school that will phase in to serve students in kindergarten through fourth grade in M520 beginning in the 2014-2015 school year. SA – New York 1 will open in the 2014-2015 school year serving 150-210 students in kindergarten and first grade and will add one grade each year until it reaches full scale span in the 2017-2018 school year. SA – New York 1 is projected to reach stable full scale enrollment one year later, in the 2018-2019 school year, when it is expected to serve 450-600 students in kindergarten through fourth grade. This proposal concerning UA-EM’s re-siting is related to, but not dependent on, the proposal to open and co-locate SA – New York 1 in M520 in the 2014-2015 school year. SA – New York 1 will occupy existing under-utilized space in M520, as well as space made available by Bergtraum’s enrollment reduction.

On March 11, 2013, the Panel for Educational Policy (“PEP”) approved a proposal to site and co-locate Stephen T. Mather Building Arts & Craftsmanship High School (02M139, “Mather”) in M520 with Bergtraum beginning in the 2013-2014 school year.¹ On March 11, 2013, the PEP also approved a proposal to site and co-locate UA-EM within building M625 (“M625”) beginning in the 2013-2014 school year. As a result of facilities assessments that occurred after the PEP approved Mather’s siting in M520, the United States National Park Service (“NPS”), Mather’s industry partner, and the DOE determined that

¹ That proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

M520 is an inappropriate site for Mather because the building cannot accommodate the lab space that Mather’s specialized curriculum requires. Building M625, on the other hand, is able to offer Mather the required lab space. This determination came too late in the year to propose the re-siting of Mather for the 2013-2014 school year. The DOE is therefore proposing to re-site Mather to M625 and UA-EM to M520 for the 2014-2015 school year.² UA-EM will receive its required standard lab space in M520. Re-siting UA-EM to M520 and re-siting Mather to M625 will ensure that both schools are located in facilities that can support their respective instructional needs. If both this proposal and the related proposal to re-site UA – EM are approved, in the 2014-2015 school year, Mather and UA-EM will effectively swap spaces in their respective buildings. NPS has worked with Mather to modify the school’s curriculum for the 2013-2014 school year in M520 to place more emphasis on coursework that does not require lab space.

UA-EM is a district high school currently sited in building M625, where it will serve ninth grade students in the 2013-2014 school year. UA-EM will offer a rigorous academic program with a career and technical education component that prepares students for post-secondary education and work. UA-EM admits students through the Citywide High School Admissions Process.

If this proposal is approved, UA-EM will be re-sited to M520 where it will be co-located with existing district high school Murry Bergtraum High School for Business Careers (02M520, “Bergtraum”) and the proposed Success Academy Charter School – New York 1 (84MTBD, “SA – New York 1”), a new public charter elementary school. UA-EM will continue to add one grade level per year until it reaches full scale and serves students in grades nine through twelve in the 2016-2017 school year. If approved, this proposed re-siting will require students enrolled at UA-EM in the 2013-2014 school year to travel a potentially farther distance to a different school building in the 2014-2015 school year as M625 and M520 are located 4.3 miles apart. However, the DOE believes that the re-siting will not create significant travel hardships, since both buildings are located close to central public transportation hubs.

Bergtraum is an existing district high school serving students in grades nine through twelve that admits students through the Citywide High School Admissions Process. The DOE is planning to reduce the enrollment at Bergtraum by approximately 400 - 450 students over a period of four years beginning in September 2014. By 2017-2018, enrollment at Bergtraum will decrease by approximately 400 - 450 students so that it will serve 1,055 - 1,095 students at scale in ninth through twelfth grades. Details of the year-by-year reduction are included in Section III.B below. This enrollment reduction will take place regardless of whether the proposals to re-site Mather to M625, to re-site UA-EM into M520, and to co-locate SA – New York 1 in M520 are approved. The enrollment reduction is intended to provide an opportunity for Bergtraum to improve its performance by narrowing its focus to a smaller number of students and also to allow for new school options to develop in building M520.

If both this proposal and the related Mather re-siting proposal are approved, in the 2014-2015 school year, Mather and UA – EM will effectively swap spaces in their respective buildings. For the purposes of this proposal, it is assumed that the proposal to re-site Mather to M625 will be approved by the PEP. This proposal is dependent on the approval of the Mather re-siting to M625.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), M520 has a target capacity to serve 2,134 students. However the building is expected to serve approximately 1,614 students in the 2013-2014 school year,³ yielding a building utilization rate of 76%.⁴ This means that the building is

² That proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct15SchoolProposals>

³ Based on the 2013-2014 Budget Register Projections

⁴ 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 charter projections as of June 2013 or the 2013-2014 Budget Register Projections. Enrollment projections for new charter schools opening in 2014-2015 are based on enrollment in the charter application. 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.

“under-utilized” and has space to accommodate additional students.⁵

In addition, M520 houses four community-based organizations (“CBOs”): Young Women's Christian Association (“YWCA NYC”), APEX Inc., SPARK Drug Prevention and Baruch/BMCC College, as well as offices of the United Federation of Teachers (“UFT”). This proposal is not expected to impact the continued siting of the CBOs or the UFT offices. M520 also houses hearing education services, a program that operates self-contained classes and inclusion classes at Bergtraum in consultation with District 75, serving students who are deaf or hard of hearing. This proposal is not expected to impact the hearing education services currently offered in the M520 building.

Beginning in the 2013-2014 school year, the DOE and the School Construction Authority (“SCA”) have planned construction to create a school-based health clinic (“SBHC”) in M520. This proposal is not expected to impact the construction, creation or continued siting of the SBHC in M520, although the SBHC’s ultimate construction, creation and continued siting are dependent on the SCA’s assessment of facilities and funding.

If this proposal is approved, the building will serve approximately 1,925 – 2,155 students and have a utilization rate of 90%–101% in the 2018-2019 school year, when all schools have reached full scale and stable enrollment. As discussed in Section III.B and in the attached Building Utilization Plan (“BUP”), while the utilization rate may be in excess of 100%, all schools will receive space that meets their instructional needs. Therefore, the building has space to accommodate Bergtraum, UA-EM and SA – New York 1.

Background on the DOE’s Decision-Making Process

UA-EM will receive its required standard lab space in M520. Re-siting UA-EM to M520 and re-siting Mather to M625 will ensure that both schools are located in facilities that can support their respective instructional needs. The re-siting of UA-EM from M625 to M520 will allow the DOE to maintain new high-potential CTE high schools in Manhattan such as Mather and UA-EM. This proposal and the related proposal to re-site Mather from M520 to M625 will better align DOE-operated spaces in Manhattan to schools’ instructional needs. If this proposal and the related proposal to re-site Mather from M520 to M625 are not approved, Mather will not be able to offer CTE programming and the number of CTE seats in Manhattan will decrease.

As mentioned above, the DOE is planning to gradually decrease Bergtraum’s enrollment by approximately 400-450 students over a period of four years. The enrollment reduction is intended to allow for a new school option to develop in building M520. The enrollment reduction of Bergtraum is driven by Bergtraum’s performance and by applicant demand for the school. Bergtraum received an overall D grade on its Progress Report in 2011-2012 for the fourth consecutive year. Additionally, in the Progress Report’s student progress metric, Bergtraum received a D in 2010-2011 and an F in 2011-2012. Moreover, enrollment at Bergtraum has declined for the past 6 years with a 51% decrease in ninth grade enrollment from 1,215 ninth grade students in 2007-2008 to 595 ninth grade students in 2012-2013, indicating declining demand for the school.

⁵ 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-4740-9ED1-66BCABEE8BFB/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.

II. Proposed or Potential Use of Building

There is sufficient space in M520 to accommodate the proposed re-siting and co-location of UA-EM in the building alongside SA-New York 1 and Bergtraum.

M520 has a target capacity to serve 2,134 students. (The concept of “target capacity” is explained below.) For the 2013-2014 school year, the building is expected to serve approximately 1,614 students, yielding a utilization rate of 76%.

If this proposal is approved, UA-EM will be co-located in M520 beginning in the 2014-2015 school year, at which point UA-EM is expected to serve 210 – 230 students in ninth and tenth grade. At full scale, UA-EM will serve 420 – 460 students in ninth through twelfth grade.

In the 2018-2019 school year, when UA-EM has completed its phase-in and reached full-scale, SA – New York 1 has completed its phase-in and reached stable enrollment, and Bergtraum has completed its planned enrollment reduction, the DOE projects that building M520 will serve 1,925 - 2,155 students, yielding a utilization rate of 90% - 101%. This projected utilization rate is based on the 2013-2014 Budget Register Projections, the proposed enrollment in the preliminary charter application for SA – New York 1, and standard projections for UA-EM as a new high school that will serve 105 - 115 students per grade, as well as the reduction in future enrollment at Bergtraum.

If all pending proposals related to the M520 building are approved, the grade spans for the school organizations in the building over a six-year period will be:⁶

Grade Spans ⁷							
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
02M135	UA - EM	-	9-10	9-11	9-12	9-12	9-12
02M139	Mather	9	-	-	-	-	-
02M520	Bergtraum	9-12	9-12	9-12	9-12	9-12	9-12
84MTBD	SA – New York 1	-	K-1	K-2	K-3	K-4	K-4

The total current and projected student enrollments for all existing and proposed school organizations in M520 over a six-year period, as well as the building utilization rates, 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

⁶ In separate proposals, the DOE is proposing to re-site Stephen T. Mather Building Arts & Craftsmanship High School out of building M520 and to open and co-locate a new charter school, Success Academy Charter School - New York 1, in building M520 beginning in the 2014-2015 school year. The PEP will also vote on these proposals in October 2013.

⁷ The grade spans reflect only those grades served in the M520 building.

02M135	UA - EM	-	210 - 230	315 - 345	420 - 460	420 - 460	420 - 460
02M139	Mather	108	-	-	-	-	-
02M520	Bergtraum	1,506	1,380 - 1,420	1,270 - 1,310	1,160 - 1,200	1,055 - 1,095	1,055 - 1,095
84MTBD	SA – New York 1	-	150 - 210	190 - 250	330 - 450	420 - 570 ⁸	450 - 600
Total Building Enrollment		1,614	1,740 - 1,860	1,775 - 1,930	1,910 - 2,110	1,895 - 2,125	1,925 - 2,155
Utilization⁹		76%	82% - 87%	83% - 89%	90% - 99%	89% - 100%	90% - 101%

As described in more detail in the 2011-2012 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 Educational Impact Statement (“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, goal maximum classroom capacity, etc.) remain constant. Thus, 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 would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s 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 would decrease.

⁸ SA – New York 1 will reach full grade span in the 2017-2018 school year. The school is projected to enroll a smaller first grade cohort for its first year of operation. Therefore, enrollment for SA – New York 1 is projected to stabilize one year after it reaches full grade span.

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 charter projections as of June 2013 or the 2013-2014 Budget Register Projections. Enrollment projections for new charter schools opening in 2014-2015 are based on enrollment in the charter application. 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.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans frequently contemplate larger class sizes than target capacity, as well as school models that permit greater space efficiency, contributing to building utilization rates above 100%.

The attached BUP sets forth the baseline number of rooms to be allocated to each school pursuant to the Citywide Instructional Footprint (“Footprint”), as well as the total number of rooms in building M520, to provide a more complete picture of the availability of space in the building.

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

A. Students

Impact on Current and Future Students at Bergtraum

The proposed co-location of UA-EM is not expected to impact the admissions or educational options of students currently attending Bergtraum. As noted above, the planned enrollment reduction at Bergtraum will affect the school’s enrollment in future years. As Bergtraum undergoes these enrollment reductions, students enrolled at Bergtraum will receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. The school’s admissions processes will not be affected by the enrollment reduction.

Bergtraum offers two programs: Ninth Grade Academy, which admits students through an educational option admissions method; and the Syracuse University Project Advance Academy (“SUPA”), which admits students through a screened admissions method. Please refer to the section below titled “Enrollment Impact for Future High School Students—High School Admissions Process” for more information about these programs and admissions methods.

Please refer to Appendix A for a list of high schools that offer instructional programming in the same interest area as Bergtraum.

Bergtraum currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled in Bergtraum will continue to receive their mandated special education services if this proposal is approved. In addition, students at Bergtraum classified as English Language Learners (“ELLs”) are enrolled and receiving English as a Second Language (“ESL”) services. These students will continue to receive appropriate ESL services if this proposal is approved.

Bergtraum also serves deaf and hard of hearing students through the hearing education services (“HES”) program. HES students are on the enrollment register at Bergtraum as high school-level special education students and receive instruction in classes specifically designed for their disability classification. These students are instructed in self-contained classes to the extent required by each student’s IEP. These classes

are under the direction of District 75, which supplies the staff, instructional materials and special education supervision. District 75 and Bergtraum also share administrative responsibilities, compliance requirements and professional development with respect to these students.

HES classes maintain a 15:1 student-to-teacher ratio. District 75's HES-licensed teachers provide for the academic needs of students through a variety of program modifications and specialized instruction. In addition to the teaching staff, all classes include trained sign language interpreters to ensure that students are able to access the curriculum. Students also receive related services as documented on their IEPs. Students have the opportunity to return to a less restrictive environment when appropriate. All HES students are enrolled on Bergtraum's register.

In addition, several HES students participate in Bergtraum's general education curriculum for some portion of the day. These students will continue to participate in Bergtraum's general education curriculum, as will future HES students whose IEPs allow for general education curriculum instruction.

All HES students who have IEPs that list American Sign Language (ASL) as the language of instruction are provided with a sign language interpreter, regardless of whether they are enrolled in self-contained classroom programs or designated to attend general education classes. HES students enroll at Bergtraum through the High School Admissions Process and, once accepted, are tracked through the District 75 Placement Office. Most students enter as ninth grade students, but admission continues throughout all high school grades.¹⁰

This proposal is not anticipated to impact the admissions, enrollment, or mandated services received by HES students.

If both this proposal and the SA-New York 1 proposal are approved, M520 will serve elementary school students and high school students. Currently, there are several other DOE campuses where elementary schools are co-located with high schools, including the Julia Richman Educational Complex, which houses Ella Baker (a K-8 school), four high schools, and part of a District 75 special education program; the Adlai Stevenson Campus, which houses eight high schools, an Alternative Learning Center ("ALC"), and the full-day pre-kindergarten sections of elementary school P.S. 138; and the Brandeis Campus, which serves five high schools and Success Academy Charter School – Upper West (an elementary school). The DOE, in consultation with the Building Council, will, where possible, allocate contiguous and dedicated space to the elementary students to ensure the safety of all students.

Impact on Current and Future Students at UA-EM

This proposal is not expected to affect the admissions, enrollment, or instructional programming of UA-EM students. Unlike Mather, UA-EM does not require specialized lab space; as such, M520 is able to offer UA-EM the standard lab space required to implement its curriculum. Furthermore, UA-EM is currently co-located with four schools in the M625 building, including one elementary charter school. Under this re-siting proposal, UA-EM will continue to be co-located, but with fewer schools. However, the re-siting would require students enrolled at UA-EM in the 2013-2014 school year to travel to a different and potentially farther school site beginning in the 2014-2015 school year. M520 and M625 are 4.3 miles apart. The DOE believes that the re-siting will not create significant travel hardships, since both buildings are located close to central public transportation hubs.

¹⁰ More information about HES is available at: <http://schools.nyc.gov/Offices/District75/Departments/RelatedServices/Hearing/default.htm>.

Impact on Current and Future Students at Mather

This proposal is not expected to affect the admissions, enrollment, or instructional programming of Mather. Mather will open in September 2013 in the M520 building and will be open to prospective ninth grade students through the Citywide High School Admissions Process. Admission to Mather will be open to any New York City student. Mather has a limited unscreened admissions method, with priority for students residing in Manhattan. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session or open house event, or by visiting the school's exhibit at any one of the High School Fairs. Additional information about the High School Admissions Process is detailed below under the section Enrollment Impact for Future High School Students.

If the PEP approves the related proposal to re-site Mather from M520 to M625 in the 2014-2015 school year, Mather's current and future students will not be impacted by this UA-EM re-siting proposal. This proposal is contingent upon the PEP's approval of the re-siting of Mather from M520 into M625. If that proposal is not approved, the DOE will revise this proposal and propose an alternate siting plan for UA-EM.

Impact on Career and Technical Education ("CTE") Programs

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

Implemented at the high school level, a CTE program of study 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. "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.

"Approved" CTE programs of study have been reviewed and approved by the DOE and New York State Education Department ("SED"), which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are "in development" have not yet received 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. However, regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can continue to do so.

Mather is a CTE school which offers Career Pathways in Carpentry, Masonry, and Stewardship and Conservation. UA-EM offers Career Pathways in Emergency Management, Emergency Response and Recovery, and Emergency Technology and Communications. These pathway were selected in response to overall demand from students applying to CTE programs and demand from industry partners interested in hiring graduates with CTE endorsed diplomas, as well as labor trends and analysis of workforce needs.

Please refer to Appendix B for a list of high schools that offer CTE programming in the same career clusters as Bergtraum.

The proposed re-siting and co-location of Mather in M625 and UA-EM in M520 is part of the DOE's central goal of aligning DOE-operated space to existing and new schools' instructional needs. If this proposal and the related proposal to re-site Mather are not approved, Mather will not be able to offer CTE instruction. These re-siting proposals will allow both Mather and UA-EM to offer CTE instruction at appropriate sites.

Bergtraum is also a CTE school which offers Career Pathways in Accounting, Law Academy/Legal Studies, Law Enforcement, Robotics, Bio Med Technology and Marketing.

Irrespective of whether this proposal is approved, beginning in September 2014, Bergtraum will offer a reduced number of ninth grade seats as part of a planned enrollment reduction. As total enrollment at the school declines throughout the course of the enrollment reduction, the school may need to adjust its CTE programming. It is difficult to predict what changes might be implemented, as decisions will rest with school administrators in collaboration with the DOE, and will be based on student demand as well as staff and budget conditions at the school. Bergtraum currently offers six Career Pathways which are in development. The enrollment reduction at Bergtraum may impact one or more of these programs, but the DOE is unable to predict with accuracy which of the programs may be impacted.

Impact on Programs, Extracurricular Activities and Community Partnerships

The DOE does not anticipate that this proposal will affect the academic programs, extracurricular activities and community partnerships offered at either Bergtraum or UA-EM. Bergtraum and UA-EM will continue to offer programming based on student interests, available resources, and staff support for those programs. 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 extra-curricular offerings annually based on student demand and available resources.

Bergtraum will continue offering student athletics and other extra-curricular program options, but the number and range of programs offered may gradually diminish due to the enrollment reduction.

According to the 2013-2014 High School Directory, Bergtraum currently offers the following sports through the Public School Athletic League (“PSAL”):¹¹

- **Boys:** Baseball, Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Volleyball, Wrestling
- **Girls:** Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Softball, Tennis, Volleyball & JV Volleyball

According to the 2013-2014 High School Directory, Bergtraum currently offers the following extracurricular activities and partnerships:¹²

¹¹ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

¹² From the 2013-2014 High School Directory, located at: http://schools.nyc.gov/NR/rdonlyres/71EE8502-DBDF-4D62-94EE-DB9421EB07CE/0/ManhattanSchools_2013.pdf

Extra-curricular Activities	Partnerships	
<ul style="list-style-type: none"> ● Alumni Mentoring Program ● Conflict Resolution ● Explorers Post 521 ● Fresh Start Mentoring for 9th graders ● Honor Society for Young Men of Color ● Lincoln-Douglas Debate Team ● Math Team ● Mock Trial Moot Court Competition ● National Honor Society ● Principal's Council ● Senior Council ● Student Government ● Virtual Enterprise Competition 	<ul style="list-style-type: none"> ● Young Men's Christian Association (YMCA) ● Junior Achievement ● The Explorers Club ● Murry Bergtraum High School Alumni Association ● Syracuse University ● Baruch College ● Borough of Manhattan Community College ● Pace University ● Fashion Institute of Technology ● St. John's University ● John Jay College of Criminal Justice ● Manhattan Theatre Club ● Roundabout Theatre Company ● Lincoln Center Theater ● Hispanic Federation of New York ● Futures and Options ● Network for Teaching Entrepreneurship ● Big Brothers Big Sisters ● Asian Professional Extension ● Anti-Defamation League 	<ul style="list-style-type: none"> ● YWCA After-School Program ● The Estee Lauder Companies ● ACE Risk Management ● Deloitte and Touche ● The Financial Women's Association ● Alliance for Downtown New York ● Guardian Life Insurance Company ● The Ritz Carlton Hotel ● Leibowitz Marketing Services ● Skody ● Scot and Company ● Urban Land Institute ● Colgate Palmolive Company ● Davis and Gilbert LLP ● Manhattan District Attorney's Office ● Office of Small Learning Communities ● High Schools That Work ● Financial Women's Association

If this proposal is approved, Bergtraum will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposal will not impact those opportunities, but it 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. The DOE does not anticipate that this proposal will impact Bergtraum's current partnerships.

According to the 2013-2014 High School Directory, UA-EM currently offers the following sports, extra-curricular activities and partnerships:

- **Boys:** Baseball, Basketball, Outdoor Track, Soccer
- **Girls:** Basketball, Outdoor Track, Softball, Volleyball, Soccer
- **Co-ed:** Bowling, Tennis, Weightlifting
- **School Sports:** Intramural Basketball

Extra-curricular Activities	Partnerships
<ul style="list-style-type: none"> ● Peer Mediation ● Peer Tutoring ● Student Council ● National Honors Society ● Yearbook ● PSAT and SAT Preparation ● Step ● Dance ● Drama ● Art and Photography ● Chess 	<ul style="list-style-type: none"> ● Federal Emergency Management Agency ● American Red Cross ● Department of Homeland Security

The DOE does not anticipate that this proposal would impact these current partnerships or program offerings.

SA – Hell’s Kitchen has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day.

The DOE does not anticipate that this proposal would impact SA – Hell’s Kitchen’s programs, special initiatives, and extra-curricular activities.

Multiple schools sharing a campus, like Bergtraum and UA-EM, may collaborate to offer joint extra-curricular programs as appropriate. Since the DOE has proposed to re-site Mather out of M520 and into M625 in the 2014-2015 school year, this proposal is not expected to impact Mather’s programs and partnerships.

Impact on CBOs and the UFT Offices

M520 houses four CBOs: YWCA NYC, APEX Inc., SPARK Drug Prevention and Baruch/BMCC College, and UFT offices. This proposal is not expected to impact the continued siting of the CBOs or UFT space, or the services provided by these organizations. The YWCA NYC program runs an after-school program for

Bergtraum students.¹³ APEX Inc. operates public speaking and “In the Spirit of Jazz” after-school programs at Bergtraum.¹⁴ SPARK Drug Prevention operates in multiple New York City high schools and high school campuses as a drug abuse prevention and education program for high school students. Baruch and BMCC College partner with Bergtraum through the College Now program.¹⁵

This proposal is also not expected to impact the planned future construction of a school-based health clinic (“SBHC”) in M520.

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

Bergtraum admits students through the High School Admissions Process, described in further detail below.

Bergtraum admits students to its Ninth Grade Academy through an educational option admissions method. This method is designed to attract a wide range of academic performers. Each high school with this method reserves a certain proportion of seats for students with high, middle and low reading levels, respectively. Half the students are selected from those applicants ranked by the schools’ administration, and the other half are 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 is guaranteed a match to that program. Bergtraum also offers a second program, the Syracuse University Project Advance Academy (“SUPA”). Bergtraum admits students to SUPA through a screened admissions method. Programs with screened admissions methods typically rank students based on a range of factors which may include final report card grades from the prior school year, reading and math standardized test scores, and attendance and punctuality. According to the 2013-2014 High School Directory, Bergtraum’s SUPA program ranks students based on standardized test scores, an interview, a writing sample, and a review of attendance and punctuality.

There has been low demand for Bergtraum’s high school programs as compared to other City-wide high schools, and the school’s total enrollment has decreased over the past six years. The enrollment reduction at Bergtraum will reduce the number of ninth-grade seats available for the Ninth Grade Academy program at the school beginning in the 2014-2015 school year, and serve as a cap on future enrollment in the program. However, the enrollment reduction will not decrease the number of seats available in the HES program. The enrollment reduction also will not impact the SUPA program.

UA-EM admits students through the High School Admissions Process. UA-EM admits students through a limited unscreened admissions method, with a priority for students residing in Manhattan. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session or open house event, or visiting the school’s exhibit at any one of the High School Fairs.

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. Bergtraum has traditionally accepted OTC students, although it will likely accept fewer OTC students after its enrollment reduction.

¹³ For more information about the YWCA NYC program at Bergtraum, please refer to the YWCA’s Web site at: <http://www.ywcanyc.org/highschool/murry-bergtraum/>

¹⁴ For more information about APEX Inc. at Bergtraum, please refer to APEX Inc.’s Web site at: http://www.apex-ny.org/education_programs.php

¹⁵ For more information about the College Now program, please refer to CUNY’s Web site at: <http://collegenow.cuny.edu/college-now-partnerships/>

For high school admission in September 2014, the process has two rounds:

Round One: All eighth grade and ninth grade students applying for the first time through this process, participated in this round. All students, including applicants to the Specialized High Schools, received match results in March 2014.

Round Two: All eighth grade and ninth grade students applying for the first time are eligible to apply to school programs. 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.¹⁶ Students will receive Round Two results in May 2014.

High school students with IEPs, with the exception of those students recommended for a District 75 placement,¹⁷ 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.

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.

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

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

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 UA-EM or Bergtraum through the over-the-counter (“OTC”) process.

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 City 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; or¹⁸
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the High School Admissions Process for some other reason.

¹⁶ Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

¹⁷ 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 website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

¹⁸ 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.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address, which schools have available seats and, where applicable, transfer guidelines. The student visits a DOE 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 during the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

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

Screened programs (those that have academic criteria) which have a two-year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹⁹ international schools, and alternative programs are offered through referral.²⁰ 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.

Enrollment Impact for Future Elementary School Students in District 2

If the related proposal to site SA – New York 1 in M520 is approved, elementary school age students in District 2 will have the opportunity, starting in April 2014, to enter the charter application lottery process to enroll in SA – New York 1. SA – New York 1 will provide a lottery preference to siblings of current or accepted students and to applicants who reside within District 2.

Success Academy Charter Schools (“SACS”) is a charter management organization (“CMO”) that currently operates 18 public charter schools in New York City, including six new public elementary schools serving students for the first time in 2013-2014. The four SACS elementary schools that received a Progress Report for the 2011-2012 school year all received an overall grade of A.

This proposal is not expected to impact the admissions process or enrollment at SA – New York 1.

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or at: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

¹⁹ 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 www.goingforme.org.

²⁰ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

B. Schools

In the 2018-2019 school year, when UA-EM has completed its phase-in and reached full-scale, SA – New York 1 has completed its phase-in and reached full-scale and stable enrollment, and Bergtraum has completed its enrollment reduction, the DOE projects that building M520 will serve 1,925 - 2,155 students, yielding a building utilization rate of 90% -101%

As described below and in the attached BUP, M520 has adequate capacity to accommodate Bergtraum, UA-EM, and SA - New York 1.

Although the projected utilization rate in the 2018-2019 school year could exceed 100 percent, there will be sufficient space to accommodate Bergtraum, UA-EM, and SA – New York 1 pursuant to the Citywide Instructional Footprint (“Footprint”). Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>. The Footprint can be found in the “Key Documents” section.

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 sizes a school has programmed, and is confirmed by a walk-through of the building by the DOE’s Borough Director of Space Planning and the school’s principal.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each self contained (“SC”) special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

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 described in more detail in the attached BUP that accompanies this EIS, there will be sufficient instructional space in M520 for UA-EM, Bergtraum and SA – New York 1. As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on factors such as student enrollment and the physical location of space within the building.

C. Community

The DOE supports schools by striving to provide them with instructionally appropriate spaces.

The re-siting of UA-EM from M625 to M520 will allow the DOE to maintain new high-potential CTE high schools in Manhattan such as Mather and UA-EM. This proposal and the related proposal to re-site Mather from M520 to M625 will better align DOE-operated spaces in Manhattan to schools' instructional needs. If this proposal and the related proposal to re-site Mather from M520 to M625 are not approved, Mather will not be able to offer CTE programming and the number of CTE seats in Manhattan will decrease.

If approved, this proposed re-siting will require students enrolled at UA-EM in the 2013-2014 school year to travel to a different and potentially farther school site in the 2014-2015 school year. M520 and M625 are 4.3 miles apart. The DOE believes that the re-siting will not create significant travel hardships, since both buildings are located close to central public transportation hubs.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M520. This proposal is also not expected to impact the accessibility of M625, which is partially accessible.

Aside from the related proposal to re-site Mather to M625 and the proposal to open and co-locate SA – New York 1 in M520, there are currently no other proposed significant changes in utilization for building M520.

IV. Enrollment, Admissions and School Performance Information

UA-EM

Admissions Data

Current Admissions	Grades 9 High School Admissions Process Admissions Method: Limited Unscreened
Admissions After the Re-siting	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data²¹

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2013-2014 (projections)	-	-	-	-	-
2014-2015 (projections)	105-115	105-115	-	-	210-230

²¹ All figures are from the 2013-2014 Budget Register Projections. The projections shown above reflect only enrollment in the M520 building.

2015-2016 (projections)	105-115	105-115	105-115	-	315-345
2016-2017 (projections)	105-115	105-115	105-115	105-115	420-460
2017-2018 (projections)	105-115	105-115	105-115	105-115	420-460
2018-2019 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data

UA-EM is opening in September 2013, and therefore, there is no demographic data for the school.²²

School Performance Data

UA-EM is opening in September 2013, and therefore, there is no performance data for the school.

Mather

Admissions Data

Current Admissions	Grades 9: High School Admissions Process Admissions Method: Limited Unscreened
Admissions After the Re-siting	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data²³

	Grade 9	Total Enrollment
2013-2014 (projections)	108	108

Demographic Data

Mather is opening in September 2013, and therefore, there is no demographic data for the school.²⁴

School Performance Data

Mather is opening in September 2013, and therefore, there is no performance data for the school.

²² Demographic data for new schools opening in 2013-2014 will not be available until unaudited register data is released in early November.

²³ All figures are from the 2013-2014 Budget Register Projections. The projections shown above reflect only enrollment in the M520 building.

²⁴ Demographic data for new schools opening in 2013-2014 will not be available until unaudited register data is released in early November.

SA - New York 1 (84MTBD)²⁵

Admissions Data

Current Admissions	N/A
Admissions After the Re-siting	Grades K-4: Charter Lottery Application (students admitted K-3); priority to District 2 residents

Enrollment Data²⁶

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2013-2014 (projections)	-	-	-	-	-	-
2014-2015 (projections)	90-120	60-90	-	-	-	150-210
2015-2016 (projections)	40-60	90-110	60-80	-	-	190-250
2016-2017 (projections)	90-120	90-120	90-120	60-90	-	330-450
2017-2018 (projections)	90-120	90-120	90-120	90-120	60-90	420-570
2018-2019 (projections)	90-120	90-120	90-120	90-120	90-120	450-600

Demographic Data

There is no demographic data for the school because SA – New York 1 has not yet opened.

School Performance Data

There is no performance data available for the school because SA – New York 1 has not yet opened.

²⁵ This assumes that the proposal to open and co-locate SA-New York 1 in M520 is approved by the PEP.

²⁶ Projections are based on the charter school's authorized enrollment pursuant to the preliminary charter application.

Bergtraum

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Educational Option; Screened
Admissions after the Re-siting	Grades 9-12: High School Admissions Process Admissions Method: Educational Option; Screened

Enrollment Data²⁷

	Total Enrollment
2013-2014 (projections)	1,506
2014-2015 (projections)	1,380-1,420
2015-2016 (projections)	1,270-1,310
2016-2017 (projections)	1,160-1,200
2017-2018 (projections)	1,055-1,095
2018-2019 (projections)	1,055-1,095

Demographic Data²⁸

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with IEPs	15%
Percentage of ELLs	11%
Percentage of Students Eligible for Free or Reduced Lunch	77%

School Performance Data

Murry Bergtraum High School for Business Careers	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	D	D

²⁷ All figures are from the 2013-2014 Budget Register Projections. Bergtraum will undergo a planned enrollment reduction beginning in the 2014-2015 school year.

²⁸ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

Quality Review Score ²⁹	P	D	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	60%	65%	60%
4 Year Graduation Rate	61%	66%	62%
6 Year Graduation Rate	65%	66%	68%
% Graduating with a Regents Diploma	44%	57%	60%
Attendance Rate	82%	82%	84%
2012-2013 State Accountability Status³⁰	Focus School		

V. Initial Costs and Savings

The estimated cost to relocate UA-EM to M520 is \$21,092.40. This cost will include moving all existing materials and furniture from the current site.³¹

This proposal should not otherwise impact the operating budget or costs of instruction at SA – New York 1 or Bergtraum.

Most funding in schools’ budgets is allocated on a per-pupil basis, based on current Fair Student Funding (“FSF”) per capita allocation levels, which 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 Bergtraum’s enrollment reduction, the total number of students enrolled at that school will decline each year, meaning that the school’s budget will decrease each year, and the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget would increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

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. Bergtraum and UA-EM’s CTE programs are not, as of August 2013, SED approved.

Please refer to the FSF Guide³² and FY14 School Allocation Memoranda³³ for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register

²⁹ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

³⁰ For more information about State Accountability, please visit <http://www.p12.nysed.gov/irs/accountability/>

³¹ Based on average per pupil re-siting costs provided by the Office of Space Planning.

³² http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

³³ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

changes at Bergtraum and UA-EM. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

UA-EM will need to hire additional teachers during each year of its phase-in as the total number of students enrolled in the school increases over each of the next several years. The precise number of positions needed for the 2014-2015 school year will be determined once annual enrollment projections are released in the spring of 2014.

The proposed co-location of UA-EM is not anticipated to impact the personnel needs of SA – New York 1 or Bergtraum. A description of the potential impact that the phase-in of SA – New York 1 will have on that school’s pedagogical, administrative and non-pedagogical personnel, and on Bergtraum, are outlined in a separate EIS that is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct15SchoolProposals><http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct15SchoolProposals>

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. Where a new school’s hiring has an impact on a school that is closing or phasing out, the new school shall be required to hire no less than 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. Therefore, UA-EM is and will continue to be required to hire no less than 50% of the most senior qualified staff from The High School of Graphic Communication Arts (02M625, “Graphics”), which is in the process of phasing-out, if sufficient number of staff apply, until Graphics is closed. The proposal detailing the impact of Graphics’ phase-out, as well as the impact of the opening and co-location of UA-EM in M625 as a partial replacement of the high school seats lost through Graphics’ phase-out, can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

As student enrollment at Bergtraum declines, the school’s staffing needs may be reduced. All excessing will be conducted in accordance with existing labor contracts. For example, the current UFT contract requires excessing to take place in reverse seniority order within each given teaching license area. Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve (“ATR”) pool, meaning that they will 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 will have a right of return to the school, consistent with applicable contractual provisions regarding teachers’ seniority.

B. Administration

UA-EM will hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school’s phase-in.

As discussed above, this proposal is not anticipated to impact the administrative needs of SA – New York 1 or Bergtraum. However, as a result of Bergtraum’s enrollment reduction, the school may require fewer administrative staff. Information regarding the potential impact of the phase-in of SA – New York 1 on that school’s and on Bergtraum’s administration is available in EIS available at the link above.

C. 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>

This proposal is not expected to impact the transportation schedules of the other schools located in the M520 building.

D. Other Support Services

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

VII. Building Information

Building	M520	
Type of Building	HS	
Year Built	1975	
Overall BCAS rating	2.7	
2011-2012 Target Building Utilization	97%	
2011-2012 Target Building Capacity	2134	
FY 2012 Maintenance Costs	Labor	\$49,966
	Materials	\$22,847
	Maintenance and repair contracts	\$42,874
	Service contracts	\$21,045
	Custodial operations costs—Materials	\$24,369
	Custodial operations costs—Custodial Allocation	\$464,397
FY 2012 Energy Costs	Electric	\$631,502
	Gas	\$1,344
	Steam	\$587,481
	Oil	--
Projects completed during the current or prior school year	High Efficiency Lighting System	
Projects proposed in the capital plan	Classroom Connectivity, New/Retrofit Telephone/Intercom Systems	
Accessibility of the building	Building is partially Accessible	

Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab
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Appendix A: High Schools with Programs in the Humanities Interest Area³⁴

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity	2013-2014 Projected Organization utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	Admissions Method
01M696	Manhattan	Bard High School Early College	525 East Houston Street	610	796	77%	B	0%	0%	Early College	Screened
02M416	Manhattan	Eleanor Roosevelt High School	411 East 76 Street	533	620	86%	A	0%	0%	Eleanor Roosevelt High School	Screened
03M479	Manhattan	Beacon High School	227-243 West 61st Street	1272	809	157%	A	2%	0%	The Beacon School	Screened
02M418	Manhattan	Millennium High School	75 Broad Street	635	525	121%	A	4%	0%	Millennium High School	Screened
02M376	Manhattan	NYC Ischool	131 Avenue Of The Americas	459	247	186%	B	6%	0%	NYC Ischool	Screened
02M411	Manhattan	Baruch College Campus High School	55 East 25 Street	432	502	86%	A	1%	0%	Baruch College	Screened
02M414	Manhattan	NYC Museum School	333 West 17 Street	479	480	100%	A	4%	0%	NYC Museum School	Screened
02M407	Manhattan	Institute For Collaborative Education	345 East 15th Street	458	383	120%	A	0%	1%	Institute For Collaborative Education For New Students	Screened
02M407	Manhattan	Institute For Collaborative Education	345 East 15th Street	458	383	120%	A	0%	1%	Institute For Collaborative Education For Current Students	Screened
02M413	Manhattan	School Of The Future High School	127 East 22 Street	705	803	88%	A	7%	1%	School Of The Future	Screened
05M670	Manhattan	Thurgood Marshall Academy For Learning And Social Change	200-214 West 135th Street	554	644	86%	B	11%	1%	International Baccalaureate Middle Years Program	Screened
02M422	Manhattan	Quest To Learn	351 West 18 Street	413	204	202%	N/A	14%	1%	Quest To Learn	Limited Unscreened
02M605	Manhattan	Humanities Preparatory Academy	351 West 18 Street	209	231	90%	B	7%	1%	Humanities Preparatory Academy	Screened
03M417	Manhattan	Frank Mccourt High School	145 West 84 Street	362	256	141%	N/A	6%	1%	Frank Mccourt High School	Screened
02M412	Manhattan	NYC Lab School For Collaborative Studies	333 West 17 Street	575	516	111%	A	13%	1%	College Prep	Screened

³⁴ The organization capacity and organization utilization of new schools that opened in the 2012-2013 and 2013-14 school years are denoted as N/A.

02M298	Manhattan	Pace High School	100 Hester Street	405	492	82%	A	13%	2%	Pace High School	Limited Unscreened
02M374	Manhattan	Gramercy Arts High School	40 Irving Place	523	534	98%	C	12%	2%	International Baccalaureate Program	Screened
05M499	Manhattan	Frederick Douglass Academy	2581 7Th Avenue	1375	1710	80%	C	6%	2%	Frederick Douglass Academy	Screened
04M610	Manhattan	Young Women'S Leadership School	105 East 106 Street	448	531	84%	A	0%	2%	Young Women'S Leadership School	Screened
01M450	Manhattan	East Side Community School	420 East 12 Street	631	834	76%	A	20%	3%	East Side Community	Screened
04M495	Manhattan	Park East High School	230-34 East 105 Street	401	315	127%	B	11%	3%	Park East High School	Screened
06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1361	1437	95%	D	6%	3%	Academic Professions	Educational Option
06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1361	1437	95%	D	6%	3%	Humanities Program	Screened
02M294	Manhattan	Essex Street Academy	350 Grand Street	331	479	69%	B	13%	3%	Essex Street Academy	Limited Unscreened
02M439	Manhattan	Manhattan Village Academy	43 West 22 Street	390	499	78%	A	9%	3%	Manhattan Village Academy	Screened
04M555	Manhattan	Central Park East High School	1573 Madison Avenue	483	557	87%	A	9%	4%	Central Park East	Screened
06M293	Manhattan	City College Academy Of The Arts	4600 Broadway	592	598	99%	A	12%	4%	City College Academy Of The Arts	Screened
02M534	Manhattan	Harvest Collegiate High School	34 West 14 Street	230	N/A	N/A	N/A	11%	5%	Harvest Collegiate High School	Limited Unscreened
02M425	Manhattan	Leadership And Public Service High School	90 Trinity Place	660	744	89%	C	13%	5%	Leadership And Public Service	Educational Option
02M580	Manhattan	Richard R. Green High School Of Teaching	26 Broadway	579	573	101%	B	16%	6%	Liberal Arts Academy	Educational Option
02M449	Manhattan	Vanguard High School	317 East 67 Street	416	535	78%	A	14%	7%	College Preparatory	Educational Option
03M415	Manhattan	Wadleigh Secondary School For The Performing & Visual Arts	215 West 114 Street	475	804	59%	C	10%	7%	Wadleigh Secondary	Limited Unscreened
02M432	Manhattan	Murray Hill Academy	111 East 33rd Street	349	333	105%	N/A	18%	7%	Murray Hill Academy	Limited Unscreened
03M860	Manhattan	Frederick Douglass Academy II Secondary School	215 West 114 Street	369	592	62%	A	15%	8%	Frederick Douglass Academy II For New Students	Educational Option
03M860	Manhattan	Frederick Douglass Academy II Secondary School	215 West 114 Street	369	592	62%	A	15%	8%	Frederick Douglass Academy II For Continuing Students	Screened

02M047	Manhattan	47 The American Sign Language And English Secondary School	223 East 23 Street	211	267	79%	B	23%	8%	English/American Sign Language Dual Language Environment	Screened
02M400	Manhattan	High School For Environmental Studies	444 West 56 Street	1268	1033	123%	B	10%	9%	Environmental Studies	Educational Option
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 West 46 Street	665	545	122%	B	9%	9%	International Marketing, Computer Applications, Foreign Trade And Virtual Enterprise	Educational Option
04M409	Manhattan	Coalition School For Social Change	2351 1st Avenue	323	554	58%	D	20%	10%	Coalition School For Social Change	Educational Option
01M509	Manhattan	Marta Valle High School	145 Stanton Street	389	543	72%	C	19%	10%	Marta Valle High School	Educational Option
03M299	Manhattan	High School For Arts, Imagination And Inquiry	122 Amsterdam Avenue	423	416	102%	B	15%	11%	High School For Arts, Imagination And Inquiry	Limited Unscreened
02M437	Manhattan	Hudson High School Of Learning Technologies	351 West 18 Street	447	152	294%	N/A	19%	12%	Hudson High School Of Learning Technologies	Limited Unscreened
02M500	Manhattan	Unity Center For Urban Technologies	111 East 33rd Street	240	372	65%	A	17%	13%	Unity Center For Urban Technologies	Educational Option
05M367	Manhattan	Academy For Social Action: A College Board School	509 West 129 Street	316	405	78%	F	16%	13%	Academy For Social Action: A College Board School	Limited Unscreened
03M403	Manhattan	The Global Learning Collaborative	145 West 84 Street	457	403	113%	N/A	16%	15%	The Global Learning Collaborative	Limited Unscreened
06M423	Manhattan	High School For Excellence And Innovation	650 Academy Street	203	293	69%	N/A	21%	17%	High School For Excellence And Innovation	Limited Unscreened
06M348	Manhattan	Washington Heights Expeditionary Learning School	511 West 182nd Street	628	535	117%	A	13%	17%	Washington Heights Expeditionary Learning School	Limited Unscreened
02M419	Manhattan	Landmark High School	351 West 18 Street	363	587	62%	C	21%	19%	Landmark High School	Educational Option
02M303	Manhattan	Facing History School, The	525 West 50th Street	393	479	82%	A	22%	20%	The Facing History School	Limited Unscreened
01M292	Manhattan	Henry Street School For International Studies	220 Henry Street	358	805	44%	C	17%	20%	International Studies	Limited Unscreened
02M399	Manhattan	The High School For Language And Diplomacy	40 Irving Place	346	417	83%	N/A	14%	22%	High School For Language And Diplomacy	Limited Unscreened

06M346	Manhattan	Community Health Academy Of The Heights	504 West 158th Street	561	548	102%	B	4%	31%	Community Health Academy Of The Heights	Limited Unscreened
02M545	Manhattan	High School For Dual Language And Asian Studies	350 Grand Street	414	459	90%	A	0%	35%	High School For Dual Language And Asian Studies	Screened
06M462	Manhattan	The College Academy	549 Audubon Avenue	504	567	89%	B	8%	45%	International Business	Educational Option
02M459	Manhattan	Manhattan International High School	317 East 67 Street	323	425	76%	A	0%	80%	Humanities And Interdisciplinary	Screened: Language
02M427	Manhattan	Manhattan Academy For Arts & Language	111 East 33rd Street	334	210	159%	N/A	2%	88%	Manhattan Academy For Arts & Language	Screened: Language
02M438	Manhattan	International High School At Union Square	40 Irving Place	337	442	76%	N/A	0%	92%	International High School At Union Square	Screened: Language

Sources:	
2013-2014 Projected Enrollment	All figures are from the 2013-2014 Budget Register Projections.
2011-2012 Organization Capacity	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2013-2014 Organization Utilization	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 charter projections as of June 2013 or the 2013-2014 Budget Register Projections. Enrollment projections for new charter schools opening in 2014-2015 are based on enrollment in the charter application. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012). 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 2012-2013 Audited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.

Appendix B.I.: High Schools that offer CTE programs in the Business Management and Administration Career Cluster

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity	2013-2014 Projected Organization utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method ³⁵	CTE State Approval Status
02M392	Manhattan	Manhattan Business Academy	351 West 18 Street	388	262	148%	N/A	13%	9%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
02M393	Manhattan	Business of Sports School	439 West 49th Street	432	321	135%	N/A	15%	7%	Entrepreneurship and Business Management	Limited Unscreened	Approved
02M460	Manhattan	Washington Irving High School	40 Irving Place	339	1537	22%	N/A	16%	19%	Union Square Business Academy	Phasing out	Phase-out
02M489	Bronx	High School of Economics and Finance	100 Trinity Place	738	733	101%	B	9%	8%	Entrepreneurship/Virtual Enterprise	Educational Option	Non-Approved
02M489	Manhattan	High School of Economics and Finance	100 Trinity Place	738	733	101%	B	9%	8%	Academy of Finance	Educational Option	Non-Approved
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 West 46 Street	665	545	122%	B	9%	9%	Entrepreneurship/Virtual Enterprise	Educational Option	Non-Approved
02M620	Manhattan	Norman Thomas High School	111 East 33rd Street	244	1156	21%	N/A	15%	21%	Accounting	Phasing out	Phase-out
02M620	Manhattan	Norman Thomas High School	111 East 33rd Street	244	1156	21%	N/A	15%	21%	Entrepreneurship/Virtual Enterprise	Phasing out	Phase-out
03M299	Manhattan	High School for Arts, Imagination & Inquiry	122 Amsterdam Avenue	423	416	102%	B	15%	11%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
08X405	Bronx	Herbert H Lehman High School	3000 East Tremont Avenue	2046	2990	68%	D	18%	9%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	Non-Approved
08X650	Queens	Jane Addams High School for Academic	900 Tinton Avenue	308	1241	25%	N/A	15%	9%	Entrepreneurship/Virtual Enterprise	Phasing out	Phase-out

³⁵ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

		Careers										
09X412	Brooklyn	Bronx High School for Business	240 East 172 Street	318	507	63%	C	21%	29%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
10X284	Bronx	Bronx School of Law and Finance	99 Terrace View Avenue	394	556	71%	B	17%	7%	Academy of Finance	Limited Unscreened	Non-Approved
10X368	Bronx	In Tech Academy (M.S./ High School 368)	2975 Tibbett Avenue	1065	973	109%	C	9%	13%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
10X433	Bronx	High School for Teaching and the Profession	2780 Reservoir Avenue	466	543	86%	B	11%	18%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
10X440	Bronx	DeWitt Clinton High School	100 West Mosholu Parkway South	2834	3428	83%	F	12%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	Ineligible
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	404	1262	32%	N/A	18%	21%	Academy of Finance	Phasing out	Phase-out
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	404	1262	32%	N/A	18%	21%	Entrepreneurship/Virtual Enterprise	Phasing out	Phase-out
11X270	Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	921 East 228th Street	426	613	69%	B	17%	6%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
13K430	Queens	Brooklyn Technical High School	29 Ft Greene Place	5436	4291	127%	B	0%	0%	Entrepreneurship/ Entrepreneurial Studies	Test	Non-Approved
14K610	Brooklyn	Automotive High School	50 Bedford Avenue	497	918	54%	C	20%	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Screened	Non-Approved

16K688	Brooklyn	The Brooklyn Academy for Global Finance	125 Stuyvesant Avenue	146	275	53%	N/A	8%	8%	Academy of Global Commerce	Limited Unscreened	Non-Approved
17K625	Brooklyn	Paul Robeson High School	150 Albany Avenue	69	529	13%	N/A	23%	4%	Academy of Finance	Phasing out	Phase-out
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 Tilden Avenue	311	711	44%	B	18%	5%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
20K445	Brooklyn	New Utrecht High School	1601 80 Street	3046	2225	137%	B	12%	24%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Screened, Screened: Language, Zoned	Non-Approved
20K490	Brooklyn	Fort Hamilton High School	8301 Shore Road	4290	2752	156%	B	11%	21%	Entrepreneurship/Virtual Enterprise	Audition, Screened, Zoned	Non-Approved
21K410	Brooklyn	Abraham Lincoln High School	2800 Ocean Parkway	2254	2015	112%	C	12%	15%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Zoned	Non-Approved
21K525	Brooklyn	Edward R. Murrow High School	1600 Avenue L	3907	3313	118%	B	11%	8%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened: Language	Non-Approved
21K540	Brooklyn	John Dewey High School	50 Avenue X	1630	2434	67%	B	8%	23%	Academy of Finance	Educational Option, Screened, Screened: Language	Non-Approved
22K425	Brooklyn	James Madison High School	3787 Bedford Avenue	3048	2288	133%	B	9%	12%	Academy of Finance/Financial Management	Screened, Zoned	Non-Approved
22K495	Brooklyn	Sheepshead Bay High School	3000 Avenue X	1070	2430	44%	D	13%	25%	Business Institute/Virtual Enterprise	Phasing out	Phase-out
24Q264	Queens	Academy of Finance & Enterprise	30-20 Thomson Avenue	426	376	113%	A	9%	7%	Academy of Finance	Limited Unscreened	Approved

24Q264	Queens	Academy of Finance & Enterprise	30-20 Thomson Avenue	426	376	113%	A	9%	7%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Approved
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1690	2208	77%	B	9%	22%	Academy of Finance	Educational Option, Zoned	Non-Approved
24Q550	Brooklyn	High School for Arts and Business	105-25 Horace Harding Expy N	814	569	143%	A	9%	13%	Entrepreneurship/Virtual Enterprise	Educational Option	Approved
24Q600	Manhattan	Queens Vocational & Technical High School	37-02 47 Avenue	1471	1231	119%	B	9%	5%	Virtual Enterprise/ Entrepreneurship	Audition, Educational Option, Screened	Non-Approved
25Q460	Queens	Flushing High School	35-01 Union Street	2686	2031	132%	D	10%	19%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	Non-Approved
25Q460	Queens	Flushing High School	35-01 Union Street	2686	2031	132%	D	10%	19%	Marketing	Educational Option, Zoned	Non-Approved
26Q430	Manhattan	Francis Lewis High School	58-20 Utopia Parkway	4067	2360	172%	A	10%	14%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	Non-Approved
27Q480	Manhattan	John Adams High School	101-01 Rockaway Boulevard	2920	2773	105%	C	10%	17%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	Non-Approved
28Q440	Queens	Forest Hills High School	67-01 110 Street	3711	2064	180%	A	8%	9%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Zoned	Non-Approved
28Q470	Queens	Jamaica High School	167-01 Gothic Drive	77	757	10%	N/A	12%	28%	Academy of Finance	Phasing out	Phase-out
28Q505	Bronx	Hillcrest High School	160-05 Highland Avenue	2990	2676	112%	B	6%	15%	Business Institute	Audition, Educational Option, Screened, Zoned	Non-Approved
29Q496	Queens	Business, Computer Applications,	207- 01 116th Avenue	191	509	38%	D	13%	9%	Entrepreneurship/Virtual Enterprise	Phasing out	Phase-out

		Entrepreneurship High School										
30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2660	2742	97%	C	10%	18%	Entrepreneurship/Virtual Enterprise	Screened, Zoned	Expired
30Q555	Queens	Newcomers High School	28-01 41 Avenue	926	895	103%	A	0%	92%	Entrepreneurship/Virtual Enterprise	Screened: Language	Non-Approved
31R440	Staten Island	New Dorp High School	465 New Dorp Lane	2562	3345	77%	B	2%	5%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	Expired
31R445	Queens	Port Richmond High School	85 St Josephs Avenue	1697	2145	79%	B	12%	5%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Screened, Zoned	Non-Approved
31R455	Staten Island	Tottenville High School	100 Luten Avenue	3874	3531	110%	B	11%	1%	Academy of Finance	Educational Option, Screened, Zoned	Non-Approved
31R460	Staten Island	Susan Wagner High School	1200 Manor Road	3455	2685	129%	A	14%	3%	Academy of Finance	Audition, Educational Option, Screened, Zoned	Non-Approved
31R460	Staten Island	Susan Wagner High School	1200 Manor Road	3455	2685	129%	A	14%	3%	Virtual Enterprise/Entrepreneurship	Audition, Educational Option, Screened, Zoned	Non-Approved

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

Appendix B.II.: High Schools that offer CTE programs in the Manufacturing Production Career Cluster

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity ³⁶	2013-2014 Projected Organization utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method ³⁷	CTE State Approval Status
01M515	Manhattan	Lower East Side Prep	145 Stanton Street	539	549	98%	A	0%	78%	Robotics	Transfer	Non-Approved
02M542	Staten Island	Manhattan Bridges High School	525 West 50th Street	537	659	81%	A	0%	68%	Academy of Engineering	Screened	Non-Approved
02M551	Manhattan	Urban Assebmby New York Harbor School	10 South Street, Slip 7	426	438	97%	A	12%	3%	Robotics	Limited Unscreened	Non-Approved
02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue Of The Americas	439	779	56%	B	11%	4%	Graphic Design	Educational Option, Screened	Approved
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1417	1436	99%	B	7%	2%	Architectural Design	Audition	Expired
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1417	1436	99%	B	7%	2%	Cartoon and Animation, Interactive Tech	Audition	Approved
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1417	1436	99%	B	7%	2%	Illustration and Graphic Design	Audition	Expired
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	207	1368	15%	N/A	21%	16%	Computer Aided Design (CAD)	Phasing out	Phase-out
07X655	Queens	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	207	1368	15%	N/A	21%	16%	Desktop Publishing	Phasing out	Phase-out
10X213	Bronx	Bronx Engineering and Technology Academy	99 Terrace View Avenue	379	525	72%	B	18%	14%	Technology Education Pre-Engineering -PLTW	Limited Unscreened	Non-Approved
10X475	Bronx	John F. Kennedy High School	99 Terrace View Avenue	179	942	19%	N/A	13%	26%	Graphic Design	Phasing out	Phase-out
10X660	Queens	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	404	1262	32%	N/A	18%	21%	Desktop Publishing	Phasing out	Phase-out

³⁶ The organization capacity and organization utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.

³⁷ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

11X418	Queens	Bronx High School for Visual Arts	2040 Antin Pl	477	486	98%	C	15%	4%	Graphic Design	Limited Unscreened	Non-Approved
13K419	Brooklyn	Science Skills Center High School for Science, Technology and the Creative Arts	49 Flatbush Avenue Extension	509	660	77%	B	12%	6%	Pre-Engineering/Project Lead the Way	Educational Option, Screened	Non-Approved
13K430	Brooklyn	Brooklyn Technical High School	29 Ft Greene Place	5436	4291	127%	B	0%	0%	Computer Integrated Manufacturing	Test	Approved
13K430	Manhattan	Brooklyn Technical High School	29 Ft Greene Place	5436	4291	127%	B	0%	0%	Civil Engineering, Architecture and General Technology	Test	Approved
14K558	Brooklyn	Williamsburg High School for Architecture and Design	257 North 6 Street	550	546	101%	A	18%	6%	Architectural Drafting and Architectural CAD/CADD/Preservation Arts	Limited Unscreened	Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	886	3389	26%	F	14%	3%	Robotics	Screened, Zoned	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	886	3389	26%	F	14%	3%	Graphic Design/Fabrication	Screened, Zoned	Non-Approved
19K615	Manhattan	Transit Tech Career and Technical Education High School	1 Wells Street	1162	1282	91%	C	11%	4%	Transit Industrial Electronics	Educational Option, Screened	Approved
24Q455	Manhattan	Newtown High School	48-01 90 Street	1910	2396	80%	B	10%	32%	Architecture	Audition, Educational Option, Screened, Zoned	Non-Approved
24Q550	Queens	High School for Arts and Business	105-25 Horace Harding Expy N	814	569	143%	A	9%	13%	Graphic Design	Educational Option	Non-Approved
25Q525	Queens	Townsend Harris High School	149-11 Melbourne Avenue	1143	906	126%	A	0%	0%	Robotics	Screened	Non-Approved
27Q650	Brooklyn	High School for Construction Trades, Eng. & Arch	94-06 104th Street	921	941	98%	B	5%	1%	Architecture	Screened	Approved
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	2990	2676	112%	B	6%	15%	CADD	Audition, Educational Option, Screened, Zoned	Non-Approved

28Q620	Queens	Thomas Edison Career and Technical Education High School	165-65 84 Avenue	2127	1768	120%	A	9%	1%	Mechanical Drafting	Educational Option, Screened	Approved
28Q620	Queens	Thomas Edison Career and Technical Education High School	165-65 84 Avenue	2127	1768	120%	A	9%	1%	Robotics	Educational Option, Screened	Approved
28Q620	Bronx	Thomas Edison Career and Technical Education High School	165-65 84 Avenue	2127	1768	120%	A	9%	1%	Graphic Arts	Educational Option, Screened	Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2232	1697	132%	B	10%	6%	Graphic Design	Educational Option, Screened, Unscreened, Zoned	Non-Approved
31R600	Staten Island	Ralph McKee Career and Technical Education High School	290 St Marks Place	623	1046	60%	B	16%	3%	Graphic Design	Educational Option, Screened	Expired
79M645	Manhattan	School of Cooperative Technology Education	321 East 96th Street	N/A	N/A	N/A	N/A	N/A	N/A	Welding	GED Application	Expired

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

Appendix B.III.: High Schools that offer CTE programs in the Scientific Research and Engineering Career Cluster

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity ³⁸	2013-2014 Projected Organization Utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method ³⁹	CTE State Approval Status
02M546	Manhattan	Academy for Software Engineering	40 Irving Place	231	N/A	N/A	N/A	12%	5%	Software Engineering	Limited Unscreened	Non-Approved
05M692	Manhattan	High School for Math, Science and Engineering at City College	240 Convent Ave	443	451	98%	A	0%	0%	Engineering/Project Lead the Way	Test	Non-Approved
07X522	Bronx	Bronx Design and Construction Academy	333 East 151 Street	415	253	164%	N/A	24%	14%	Pre-Engineering/Architectural Drafting	Limited Unscreened	Non-Approved
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	207	1368	15%	N/A	21%	16%	Pre-Engineering	Phasing out	Phase-out
08X405	Queens	Herbert H Lehman High School	3000 East Tremont Avenue	2046	2990	68%	D	18%	9%	Engineering & Robotics	Educational Option, Screened, Zoned	Non-Approved
11X455	Manhattan	Harry S. Truman High School	750 Baychester Avenue	1849	2894	64%	A	13%	8%	Pre-Engineering	Educational Option, Screened, Zoned	Non-Approved
13K674	Brooklyn	City Polytechnic High School of Engineering, Architecture and Technology	105 Johnson Street	499	390	128%	N/A	12%	2%	Pre-Engineering	Limited Unscreened	Approved
14K610	Staten Island	Automotive High School	50 Bedford Avenue	497	918	54%	C	20%	6%	Pre-Engineering	Educational Option, Limited Unscreened, Screened	Non-Approved
17K122	Brooklyn	Pathways in Technology Early College High School (P-Tech)	150 Albany Avenue	325	185	176%	N/A	16%	1%	Engineering	Limited Unscreened	Non-Approved

³⁸ The organization capacity and organization utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.

³⁹ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

17K543	Brooklyn	Science Technology, and Research Early College at Erasmus (STAR)	911 Flatbush Avenue	502	686	73%	A	2%	0%	Electrical Engineering	Screened	Non-Approved
17K600	Brooklyn	Clara Barton High School	901 Classon Avenue	1564	1614	97%	C	11%	10%	Bio-Med Technology/Medical Lab Assistant	Educational Option, Screened, Screened: Language	Non-Approved
22K405	Brooklyn	Midwood High School	2839 Bedford Avenue	3823	2428	157%	B	5%	4%	Pre-Engineering	Screened, Unscreened	Approved
24Q600	Queens	Queens Vocational & Technical High School	37-02 47 Avenue	1471	1231	119%	B	9%	5%	Electrical Engineering	Audition, Educational Option, Screened	Expired
25Q525	Queens	Townsend Harris High School	149-11 Melbourne Avenue	1143	906	126%	A	0%	0%	Bio Med Technology	Screened	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4067	2360	172%	A	10%	14%	Engineering/Robotics	Educational Option, Screened, Zoned	Non-Approved
26Q430	Manhattan	Francis Lewis High School	58-20 Utopia Parkway	4067	2360	172%	A	10%	14%	Bio Technology	Educational Option, Screened, Zoned	Non-Approved
27Q650	Queens	High School for Construction Trades, Eng. & Arch	94-06 104th Street	921	941	98%	B	5%	1%	Engineering	Screened	Approved
30Q258	Queens	Energy Tech High School	36-41 28 Street	108	N/A	N/A	N/A	N/A	N/A	TBD	Limited Unscreened	Non-Approved
31R445	Staten Island	Port Richmond High School	85 St Josephs Avenue	1697	2145	79%	B	12%	5%	Bio-Med Tech	Educational Option, Limited Unscreened, Screened, Zoned	Non-Approved
31R605	Staten Island	Staten Island Technical High School	485 Clawson Street	1197	1140	105%	A	0%	0%	Pre-Engineering	Test	Non-Approved

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

Appendix B.IV.: High Schools that offer CTE programs in the Law and Public Safety Career Cluster

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity	2013-2014 Projected Organization utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method ⁴⁰	CTE State Approval Status
02M460	Bronx	Washington Irving High School	40 Irving Place	339	1537	22%	N/A	16%	19%	Computer Forensics	Phasing out	Phase-out
02M460	Brooklyn	Washington Irving High School	40 Irving Place	339	1537	22%	N/A	16%	19%	Law Academy/Legal Studies	Phasing out	Phase-out
06M467	Manhattan	High School for Law and Public Service	549 Audubon Avenue	683	519	132%	B	10%	30%	Law Academy/Legal Studies	Educational Option	Non-Approved
08X405	Bronx	Herbert H Lehman High School	3000 East Tremont Avenue	2046	2990	68%	D	18%	9%	Forensic Science & Technology	Educational Option, Screened, Zoned	Non-Approved
08X405	Bronx	Herbert H Lehman High School	3000 East Tremont Avenue	2046	2990	68%	D	18%	9%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
08X519	Bronx	Felisa Rincon De Gautier Institute for Law and Public Policy	1440 Story Avenue	334	418	80%	C	18%	13%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
08X650	Bronx	Jane Addams High School for Academic Careers	900 Tinton Avenue	308	1241	25%	N/A	15%	9%	Law Academy/Legal Studies	Phasing out	Phase-out
09X525	Bronx	Bronx Leadership Academy High School	1710 Webster Avenue	661	552	120%	B	15%	10%	Law Academy/Legal Studies	Educational Option	Non-Approved
10X284	Bronx	Bronx School of Law and Finance	99 Terrace View Avenue	394	556	71%	B	17%	7%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
10X439	Bronx	Bronx High School for Law and Community Service	500 East Fordham Road	392	420	93%	C	15%	17%	Law Enforcement Academy	Educational Option	Non-Approved
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	404	1262	32%	N/A	18%	21%	Law Academy/Legal Studies	Phasing out	Phase-out

⁴⁰ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

11X455	Bronx	Harry S. Truman High School	750 Baychester Avenue	1849	2894	64%	A	13%	8%	Law Enforcement Academy	Educational Option, Screened, Zoned	Non-Approved
11X455	Staten Island	Harry S. Truman High School	750 Baychester Avenue	1849	2894	64%	A	13%	8%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
13K430	Queens	Brooklyn Technical High School	29 Ft Greene Place	5436	4291	127%	B	0%	0%	Criminal Justice	Test	Non-Approved
14K477	Staten Island	The School for Legal Studies	850 Grand Street	686	1055	65%	C	9%	9%	Law Enforcement Academy	Educational Option	Non-Approved
15K519	Brooklyn	Cobble Hill School of American Studies	347 Baltic Street	558	841	66%	B	16%	7%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
16K455	Manhattan	Boys and Girls High School	1700 Fulton Street	886	3389	26%	F	14%	3%	Law Academy/Legal Studies	Screened, Zoned	Non-Approved
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 Broadway	488	663	74%	A	11%	5%	Law Academy/Legal Studies	Educational Option, Screened	Non-Approved
18K642	Brooklyn	Urban Action Academy	1600 Rockaway Parkway	299	522	57%	C	15%	11%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
20K445	Brooklyn	New Utrecht High School	1601 80 Street	3046	2225	137%	B	12%	24%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened, Screened: Language, Zoned	Non-Approved
20K490	Brooklyn	Fort Hamilton High School	8301 Shore Road	4290	2752	156%	B	11%	21%	Law Academy/Legal Studies	Audition, Screened, Zoned	Non-Approved
22K405	Brooklyn	Midwood High School	2839 Bedford Avenue	3823	2428	157%	B	5%	4%	Law Academy/Legal Studies	Screened, Unscreened	Non-Approved
22K425	Brooklyn	James Madison High School	3787 Bedford Avenue	3048	2288	133%	B	9%	12%	Law Academy/Legal Studies	Screened, Zoned	Non-Approved
22K495	Brooklyn	Sheepshead Bay High School	3000 Avenue X	1070	2430	44%	D	13%	25%	Law Academy/Legal Studies	Phasing out	Phase-out

25Q460	Queens	Flushing High School	35-01 Union Street	2686	2031	132%	D	10%	19%	Law Enforcement Academy	Educational Option, Zoned	Non-Approved
25Q460	Queens	Flushing High School	35-01 Union Street	2686	2031	132%	D	10%	19%	Law Academy/Legal Studies	Educational Option, Zoned	Non-Approved
25Q525	Queens	Townsend Harris High School	149-11 Melbourne Avenue	1143	906	126%	A	0%	0%	Law Academy/Legal Studies	Screened	Non-Approved
26Q430	Brooklyn	Francis Lewis High School	58-20 Utopia Parkway	4067	2360	172%	A	10%	14%	Criminal Justice	Educational Option, Screened, Zoned	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4067	2360	172%	A	10%	14%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
27Q400	Queens	August Martin High School	156-10 Baisley Boulevard	859	1769	49%	D	21%	5%	Law Academy/Legal Studies	Educational Option, Limited Unscreened	Non-Approved
27Q475	Queens	Richmond Hill High School	89-30 114 Street	2184	2211	99%	C	11%	17%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	2920	2773	105%	C	10%	17%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
28Q440	Queens	Forest Hills High School	67-01 110 Street	3711	2064	180%	A	8%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	Non-Approved
28Q470	Queens	Jamaica High School	167-01 Gothic Drive	77	757	10%	N/A	12%	28%	Law Academy/Legal Studies	Phasing out	Phase-out
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	2990	2676	112%	B	6%	15%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	Non-Approved
30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2660	2742	97%	C	10%	18%	Law Academy/Legal Studies	Screened, Zoned	Non-Approved

31R440	Bronx	New Dorp High School	465 New Dorp Lane	2562	3345	77%	B	2%	5%	Computer Forensics	Educational Option, Screened, Zoned	Non-Approved
31R440	Queens	New Dorp High School	465 New Dorp Lane	2562	3345	77%	B	2%	5%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2232	1697	132%	B	10%	6%	Law Enforcement Academy	Educational Option, Screened, Unscreened, Zoned	Non-Approved
31R455	Bronx	Tottenville High School	100 Lutten Avenue	3874	3531	110%	B	11%	1%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
31R460	Staten Island	Susan Wagner High School	1200 Manor Road	3455	2685	129%	A	14%	3%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	Non-Approved

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

Appendix B.V.: High Schools that offer CTE programs in the Marketing Sales and Service Career Cluster

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity ⁴¹	2013-2014 Projected Organization Utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method ⁴²	CTE State Approval Status
02M600	Manhattan	High School of Fashion Industries	225 West 24 Street	1698	1879	90%	A	7%	3%	Fashion Design	Audition	Approved
02M600	Queens	High School of Fashion Industries	225 West 24 Street	1698	1879	90%	A	7%	3%	Fashion Merchandising/Marketing	Audition	Approved
02M600	Manhattan	High School of Fashion Industries	225 West 24 Street	1698	1879	90%	A	7%	3%	Visual and Fashion Merchandising	Audition	Approved
02M620	Manhattan	Norman Thomas High School	111 East 33rd Street	244	1156	21%	N/A	15%	21%	Visual and Fashion Merchandising	Phasing out	Phase-out
02M620	Queens	Norman Thomas High School	111 East 33rd Street	244	1156	21%	N/A	15%	21%	Sports Marketing	Phasing out	Phase-out
08X650	Bronx	Jane Addams High School for Academic Careers	900 Tinton Avenue	308	1241	25%	N/A	15%	9%	Cosmetology	Phasing out	Phase-out
19K660	Staten Island	W.H. Maxwell Career and Technical Education High School	145 Pennsylvania Avenue	364	1041	35%	B	29%	7%	Cosmetology	Educational Option	Approved
19K660	Brooklyn	W.H. Maxwell Career and Technical Education High School	145 Pennsylvania Avenue	364	1041	35%	B	29%	7%	Nail Technology	Educational Option	Approved
24Q600	Queens	Queens Vocational & Technical High School	37-02 47 Avenue	1471	1231	119%	B	9%	5%	Cosmetology	Audition, Educational Option, Screened	Approved
79M645	Manhattan	School of Cooperative Technology Education	321 East 96th Street	N/A	N/A	N/A	N/A	N/A	N/A	Cosmetology	GED Application	Expired

⁴¹ The organization capacity and organization utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.

⁴² The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

79M645	Manhattan	School of Cooperative Technology Education	321 East 96th Street	N/A	N/A	N/A	N/A	N/A	N/A	Hair Styling	GED Application	Non-Approved
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