



Department of  
Education

Dennis M. Walcott, Chancellor

## Educational Impact Statement

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

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# EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New Public Elementary Charter School, Success Academy Charter School – New York 1 (84MTBD), with Existing Schools The Urban Assembly School for Emergency Management (02M135) and Murry Bergtraum High School for Business Careers (02M520) 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 co-locate the kindergarten through fourth grades of Success Academy Charter School – New York 1 (84MTBD, “SA – New York 1”), a new public elementary charter school, in building M520 (“M520”) with district high schools The Urban Assembly School for Emergency Management (02M135, “UA-EM”) and Murry Bergtraum High School for Business Careers (02M520, “Bergtraum”) beginning in the 2014-2015 school year.<sup>1</sup>

On March 11, 2013, the Panel for Educational Policy (“PEP”) approved a proposal to site Stephen T. Mather Building Arts & Craftsmanship High School (02M139, “Mather”) at M520 beginning in the 2013-2014 school year.<sup>2</sup> On March 11, 2013, the PEP also approved a proposal to site UA-EM in building M625 (“M625”) beginning in the 2013-2014 school year.<sup>3</sup> 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 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 beginning with the 2014-2015 school year.<sup>4</sup> 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.

For the purposes of this proposal, it is assumed that these re-siting proposals will be approved. If they are not approved, the DOE will amend this co-location proposal as appropriate.

M520 is located at 411 Pearl Street, New York, NY 10038, within the geographical confines of Community School District 2 (“District 2”). If this proposal is approved, 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 in M520, serving students in kindergarten through fourth grade in the 2017-2018 school

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

<sup>2</sup> That proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

<sup>3</sup> That proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

<sup>4</sup> That proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct15SchoolProposals>

year. SA – New York 1 is projected to serve 450-600 students in kindergarten through fourth grade when it reaches stable enrollment in the 2018-2019 school year.

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.

If this proposal is approved, SA – New York 1 will be co-located in M520 with UA-EM and Bergtraum. UA-EM is an existing district high school that will, in the 2013-2014 school year, operate in M625, located at 439 West 49<sup>th</sup> Street, Manhattan, NY 10019. It will offer a rigorous academic program with a career and technical education component that prepares students for post-secondary education and work. UA-EM will move from M625 prior to the beginning of its second year of operation, the 2014-2015 school year, into M520 and will continue to add one grade per year until it reaches full scale in M520 and serves students in grades nine through twelve in the 2016-2017 school year.

SA – New York 1 has submitted a preliminary application for charter authorization from the State University of New York Trustees (“SUNY”) to serve students in kindergarten through fifth grades. This proposal deals only with the kindergarten through fourth grades of SA – New York 1. Any future proposal to co-locate any other grade levels of SA – New York 1 would be addressed in a separate Education Impact Statement (“EIS”) subject to another vote by the PEP. The proposal to co-locate SA – New York 1 in M520 described in this EIS is contingent upon SUNY’s approval of SA – New York 1’s application for charter authorization. Only SUNY has the authority to approve or deny SA – New York 1’s application for charter authorization. If SUNY does not approve SA – New York 1’s charter application, this proposal will not be implemented. Should SUNY deny SA – New York 1’s application, the DOE may propose an alternate use of space in M520 that involves a significant change in school utilization, which would be the subject of a future EIS in accordance with Chancellor’s Regulation A-190. For the purposes of this proposal, it is assumed that SUNY will approve SA – New York 1’s application.

If this proposal is approved, SA – New York 1 will open in August 2014 and will serve approximately 150-210 students in kindergarten and first grade, and the school will add one grade each year until it reaches full scale in 2018-2019. At that time, SA – New York 1 will serve approximately 450-600 students in kindergarten through fourth grade. The school would admit students via the charter lottery application process as described below in more detail.<sup>5</sup>

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,<sup>6</sup> yielding a building utilization rate of 76%.<sup>7</sup> This means that the building is “under-utilized” and has space to accommodate additional students.<sup>8</sup>

<sup>5</sup> For more information about the charter lottery application process, please consult the DOE’s directory of NYC Charter Schools, which can be accessed on the DOE’s website: <http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>

<sup>6</sup> All figures are from the 2013-2014 Budget Register Projections or charter projections as of June, 2013.

<sup>7</sup> 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.

<sup>8</sup> The revised Under-Utilized Space Memorandum was updated on November 20, 2012, and can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/Under->

In addition to the schools, 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, which is a self-contained program offered in consultation with District 75, serving students who are deaf or hard of hearing.<sup>9</sup> 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 School Construction Authority (“SCA”) are creating 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. The ultimate construction, creation and siting of the SBHC are dependent on the SCA’s assessment of facilities and funding only.

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, including SA - New York 1, have reached full scale and stable enrollment in M520. As discussed in Section III.B and in the attached Building Utilization Plan (“BUP”), while the utilization rate may be in excess of 100 percent, all schools will receive space that meets their instructional needs and the building has space to accommodate Bergtraum, UA-EM, and SA – New York 1.

### *Background on the DOE’s Decision-Making Process*

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The opening and co-location of SA – New York 1 in building M520 is intended to provide an additional option to students and families in District 2.

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. In 2011-2012, for the fourth consecutive year, Bergtraum received an overall D grade on its Progress Report. 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 over the past six years with a 51% decrease in 9<sup>th</sup> 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.

At this time, the DOE believes that further reducing the enrollment of Bergtraum beginning in September 2014 and providing a new option for elementary students in the M520 building will benefit current and future students and the District 2 community.

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[utilizedSpaceMemorandum112012\\_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](http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf).

<sup>9</sup> District 75 (“D75”) provides Citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. D75 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 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about D75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

## II. Proposed or Potential Use of Building

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

M520 has a target capacity of 2,134 students.<sup>10</sup> (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, SA – New York 1 will open in September 2014 serving approximately 150-210 students in kindergarten and first grade.<sup>11</sup> At full scale in M520, SA – New York 1 will serve 450-600 students in kindergarten through fourth grade.

In the 2018-2019 school year, when SA – New York 1 has completed its phase-in and reached full scale and stable enrollment in M520, UA-EM has completed its phase-in and reached full-scale, 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%.

If this proposal is approved, the grade spans for all existing and proposed school organizations in M520 over a six-year period will be:

<b>Grade Spans<sup>12</sup></b>							
<b>DBN</b>	<b>School Name</b>	<b>2013-2014</b>	<b>2014-2015<sup>13</sup></b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
84MTBD	SA - New York 1	-	K-1	K-2	K-3	K-4	K-4
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

<sup>10</sup> 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”)

<sup>11</sup> Based on authorized enrollment pursuant to the preliminary charter application.

<sup>12</sup> The grade spans reflect only those grades served in the M520 building.

<sup>13</sup> In separate proposals, the DOE is proposing to re-site The Urban Assembly School for Emergency Management into building M520 and to re-site Stephen T. Mather Building Arts & Craftsmanship High School out of building M520 beginning in the 2014-2015 school year. The PEP will vote on these proposals in October 2013.

The total current and projected student enrollment 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
84MTBD	SA - New York 1	-	150 - 210	190 - 250	330 - 450	420 - 570	450 - 600
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
<b>Total Building Enrollment</b>		1,614	1,740 - 1,860	1,775 - 1,905	1,910 - 2,110	1,895 - 2,125	1,925 - 2,155
<b>Utilization<sup>14</sup></b>		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](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

<sup>14</sup> 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.

room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s 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.

Although a utilization rate in excess of 100 percent 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 percent.

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 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 SA – New York 1 is not expected to impact the admissions or educational options of students currently attending Bergtraum. However, as noted above, the planned enrollment reduction at Bergtraum will affect the school’s enrollment in future years. The enrollment reduction is intended to provide an opportunity for Bergtraum to improve by narrowing its focus on a smaller number of students.

The school’s admissions process 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 (“SC”) special education 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 of the deaf and hard of hearing 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, and 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, and future HES students whose IEPs allow for general education curriculum instruction will also have the same opportunity.

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 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 into HES continues throughout all high school grades.<sup>15</sup>

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

### *Impact on Current and Future Students at UA-EM*

The proposed co-location of SA – New York 1 is not expected to impact the admissions or educational options of students currently attending UA-EM.

UA-EM offers a program in Law and Government, which admits students through a limited unscreened 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. The school also offers Career and Technical Education (“CTE”) courses in three Emergency Management Career Pathways: Emergency Management, Response and Recovery, and Emergency Technology and Communications.

UA-EM currently serves general education students and students requiring special education services, including students currently enrolled in ICT classes, as well as students receiving SETSS. The school could

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<sup>15</sup> More information about HES is available at: <http://schools.nyc.gov/Offices/District75/Departments/RelatedServices/Hearing/default.htm>.

also serve students in SC classes in the future. Students with disabilities will receive services in accordance with their 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 UA-EM will continue to receive their mandated special education services if this proposal is approved. In addition, students classified as ELLs who are or will be enrolled will continue to receive appropriate ESL services if this proposal is approved.

### *Impact on Current and Future Students at Mather*

This proposal is not expected to affect the admissions, enrollment, or instructional programming of Mather. The DOE has, in a separate proposal, proposed to re-site Mather out of M520 and into M625 in the 2014-2015 school year. Therefore, there is no impact expected on Mather's current or future students due to this proposal.

### *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 CTE programs in stewardship and conservation, masonry and carpentry. UA-EM offers Career Pathways in Emergency Management, Response and Recovery, and Emergency Technology and Communications. These pathways 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.

Bergtraum is also a CTE school which offers CTE programs in accounting, robotics, biomedical technology, law enforcement/legal studies, and marketing.

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

Irrespective of whether this proposal is approved, beginning in September 2014, Bergtraum will offer a reduced number of ninth grade seats as part of an enrollment reduction. As total enrollment at Bergtraum declines gradually 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. As with all schools Citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. Bergtraum currently offers five CTE programs which are in development. The enrollment reduction could result in decreased enrollment in one or more of these CTE pathways, but the DOE is unable to predict with accuracy which of the pathways will be impacted.

### *Impact on Academic Programs, Extra-curricular Activities and Community Partnerships*

The DOE does not anticipate that this proposal will affect the academic programs, extra-curricular 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 extra-curricular 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 programs 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”):<sup>16</sup>

- **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 High School Directory, Bergtraum currently offers the following extra-curricular activities and partnerships:<sup>17</sup>

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<sup>16</sup> 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.

<sup>17</sup> From the 2013-2014 High School Directory, located at: [http://schools.nyc.gov/NR/rdonlyres/71EE8502-DBDF-4D62-94EE-DB9421EB07CE/0/ManhattanSchools\\_2013.pdf](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"> <li>● Alumni Mentoring Program</li> <li>● Conflict Resolution</li> <li>● Explorers Post 521</li> <li>● Fresh Start Mentoring for 9th graders</li> <li>● Honor Society for Young Men of Color</li> <li>● Lincoln-Douglas Debate Team</li> <li>● Math Team</li> <li>● Mock Trial Moot Court Competition</li> <li>● National Honor Society</li> <li>● Principal's Council</li> <li>● Senior Council</li> <li>● Student Government</li> <li>● Virtual Enterprise Competition</li> </ul>	<ul style="list-style-type: none"> <li>● Young Men's Christian Association (YMCA)</li> <li>● Junior Achievement</li> <li>● The Explorers Club</li> <li>● Murry Bergtraum High School Alumni Association</li> <li>● Syracuse University</li> <li>● Baruch College</li> <li>● Borough of Manhattan Community College</li> <li>● Pace University</li> <li>● Fashion Institute of Technology</li> <li>● St. John's University</li> <li>● John Jay College of Criminal Justice</li> <li>● Manhattan Theatre Club</li> <li>● Roundabout Theatre Company</li> <li>● Lincoln Center Theater</li> <li>● Hispanic Federation of New York</li> <li>● Futures and Options</li> <li>● Network for Teaching Entrepreneurship</li> <li>● Big Brothers Big Sisters</li> <li>● Asian Professional Extension</li> <li>● Anti-Defamation League</li> </ul>	<ul style="list-style-type: none"> <li>● YWCA After-School Program</li> <li>● The Estee Lauder Companies</li> <li>● ACE Risk Management</li> <li>● Deloitte and Touche</li> <li>● The Financial Women's Association</li> <li>● Alliance for Downtown New York</li> <li>● Guardian Life Insurance Company</li> <li>● The Ritz Carlton Hotel</li> <li>● Leibowitz Marketing Services</li> <li>● Skody</li> <li>● Scot and Company</li> <li>● Urban Land Institute</li> <li>● Colgate Palmolive Company</li> <li>● Davis and Gilbert LLP</li> <li>● Manhattan District Attorney's Office</li> <li>● Office of Small Learning Communities</li> <li>● High Schools That Work</li> <li>● Financial Women's Association</li> </ul>

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. This 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. Students will continue to have the opportunity to participate in a variety of extra-curricular 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. 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"> <li>● Peer Mediation</li> <li>● Peer Tutoring</li> <li>● Student Council</li> <li>● National Honors Society</li> <li>● Yearbook</li> <li>● PSAT and SAT Preparation</li> <li>● Step</li> <li>● Dance</li> <li>● Drama</li> <li>● Art and Photography</li> <li>● Chess</li> </ul>	<ul style="list-style-type: none"> <li>● Federal Emergency Management Agency</li> <li>● American Red Cross</li> <li>● Department of Homeland Security</li> </ul>

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

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.

In addition, M520 houses four community-based organizations (“CBOs”): YWCA NYC, APEX Inc., SPARK Drug Prevention and Baruch/BMCC College, as well as UFT offices. This proposal is not expected to impact the continued siting of the CBOs or of the UFT space, or the services provided by these organizations.

This proposal is also not expected to impact the future construction of the school-based health clinic.

### *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’s Ninth Grade Academy program has had low demand compared to other Citywide high school programs, and total enrollment at Bergtraum has fallen continuously since the 2008-2009 school year. The enrollment reduction at Bergtraum will decrease the number of ninth grade seats available at the school

beginning in the 2014-2015 school year. Some of the reduction in enrollment may occur naturally given historically low and declining demand for Bergtraum. However, the enrollment reduction will limit future enrollment regardless of demand.

Bergtraum admits students into its Ninth Grade Academy program through an educational option admissions method. This admissions 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 admits students to its Syracuse University Project Advance Academy ("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.

Only the Ninth Grade Academy will be impacted by Bergtraum's enrollment reduction in that it will become smaller. The enrollment reduction will not decrease the number of seats available in the HES or SUPA programs, nor is it expected to reduce the number of programs offered at the school.

UA-EM admits students through the High School Admissions Process with a limited unscreened admissions method, prioritizing 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.

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

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

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

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

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students.<sup>18</sup> 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.

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

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

This proposal is not expected to impact the admissions methods of Bergtraum and UA-EM.

### *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 through the over-the-counter ("OTC") process. Bergtraum has traditionally accepted OTC students and will continue to accept OTC students.

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

- New to the New York City school system; or
- Left the New York City school system and have returned;<sup>19</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

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

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<sup>18</sup> 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>.

<sup>19</sup> 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.

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

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

Screened programs (those that have academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,<sup>20</sup> international schools, and alternative programs are offered through referral.<sup>21</sup> 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*

The DOE is proposing to co-locate SA - New York 1 in M520 in response to the growing need for new elementary school seats in District 2 and to create a long-term siting plan for what the DOE believes is a high-quality elementary school option that would give preference to District 2 students. SA - New York 1 is expected to provide an extended school day with sports, arts, chess, science and many other activities available to its students.

If this proposal 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.

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>.

## **B. Schools**

In the 2018-2019 school year, when SA – New York 1 has completed its phase-in and reached full-scale and stable enrollment in M520, UA-EM has completed its phase-in and reached full-scale, and Bergrbaum 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%.

<sup>20</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: [www.goingforme.org](http://www.goingforme.org).

<sup>21</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

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

Although the utilization rate in the 2018-2019 school year may exceed 100%, 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 SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation 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 SA – New York 1, Bergtraum and UA-EM. 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.

If this proposal is 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 School (a K-8 school), four high schools, and part of a District 75 special education program; the Adlai Stevenson Campus, which houses seven high schools, a secondary school, an Alternate 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. The shared use of cafeterias, gymnasiums, libraries, and auditoriums by elementary and high school students is standard across these

campuses and at K-12 schools Citywide.

If this proposal is approved, the DOE expects the school leadership of Bergtraum, UA-EM and SA – New York 1 to, as the M520 campus' Building Council, collectively determine how to increase student safety at M520. Building Councils have historically designated separate, dedicated entrances and exits, dedicated instructional spaces in the building and separate, dedicated staircases.

### **C. Community**

The DOE supports parent choice and strives to ensure that families have access to high-quality schools that meet the needs of all children. The state Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain ELLs, students with disabilities, and students eligible for free or reduced lunch at rates comparable to those of the Community School District as determined by SED. The DOE believes that the proposed co-location of SA – New York 1 will increase parent choice by creating access to additional elementary school option for students in District 2.

District 2 is comprised of several zoned elementary schools that are in high demand. During the 2012-2013 and 2013-2014 school years, several District 2 elementary schools maintained kindergarten waitlists. Others are anticipated to have waitlists in the future if current enrollment trends continue. Under this proposal, SA – New York 1 will provide additional elementary capacity as a new, high-quality educational option for District 2 residents.

If approved by SUNY, SA – New York 1 will be managed by Success Academy Charter Schools. 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.

Furthermore, on the 2012-2013 New York State exams, SACS demonstrated strong results in English Language Arts (“ELA”), math, and science. The seven Success Academy schools with testing grades performed in the top 2% on the state math examination and in the top 7% on the state ELA examination. Additionally, 100% of Success Academy students who took the state science test passed the exam.

The DOE believes in SACS' record of success and supports the permanent placement of SACS charter school in District 2 in order to provide educational opportunities for students and families.

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

## IV. Enrollment, Admissions and School Performance Information

### *Success Academy Charter School - New York 1 (84MTBD)*

#### Admissions Data

<b>Current Admissions</b>	<b>N/A</b>
<b>Admissions If Proposed Co-location of SA – New York 1 Is Approved</b>	<b>Grades K-4:</b> Charter Lottery Application (students admitted K-3), priority to District 2 residents

#### Enrollment Data<sup>22</sup>

	<b>Grade KG</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Total Enrollment</b>
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.

<sup>22</sup> Projections are based on the charter schools authorized enrollment pursuant to the preliminary charter application.

## *The Urban Assembly School for Emergency Management (02M135)*

### Admissions Data<sup>23</sup>

<b>Current Admissions</b>	<b>Grade 9:</b> High School Admissions Process <b>Admissions Method:</b> Limited Unscreened
<b>Future Admissions</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Limited Unscreened

### Enrollment Data<sup>24</sup>

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2013-2014 (projections)	-	-	-	-	-
2014-2015 (projections)	105-115	105-115	-	-	210-230
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.<sup>25</sup>

### School Performance Data

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

<sup>23</sup> The table reflects admissions regardless of the building location.

<sup>24</sup> All figures are from the 2013-2014 Budget Register Projections. The table reflects only enrollment within the M520 building.

<sup>25</sup> Demographic data for new schools opening in 2013-2014 will not be available until unaudited register data is released in early November.

## *Stephen T. Mather Building Arts & Craftsmanship High School (02M139)*

### Admissions Data<sup>26</sup>

<b>Current Admissions</b>	<b>Grades 9:</b> High School Admissions Process <b>Admissions Method:</b> Limited Unscreened
<b>Future Admissions</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Limited Unscreened

### Enrollment Data<sup>27</sup>

	<b>Grade 9</b>	<b>Total Enrollment</b>
2013-2014 (projections)	108	108

### Demographic Data

Mather is opening in September 2013, and therefore, there is no demographic data for the school.<sup>28</sup>

### School Performance Data

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

## *Murry Bergtraum High School for Business Careers (02M520)*

### Admissions Data

<b>Current Admissions</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Educational Option, Screened
<b>Future Admissions</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Educational Option, Screened

<sup>26</sup> The table reflects admissions regardless of the building location.

<sup>27</sup> All figures are from the 2013-2014 Budget Register Projections. The table reflects only enrollment within the M520 building.

<sup>28</sup> Demographic data for new schools opening in 2013-2014 will not be available until unaudited register data is released in early November.

### Enrollment Data<sup>29</sup>

	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 Data<sup>30</sup>

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
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	D	D
Quality Review Score <sup>31</sup>	P	D	D
<b>Key Components of Performance and Progress</b>			
% 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%

<sup>29</sup> All figures are from the 2013-2014 Budget Register Projections. Bergtraum will undergo a planned enrollment reduction beginning in the 2014-2015 school year.

<sup>30</sup> All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

<sup>31</sup> 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>.

<b>2012-2013 State Accountability Status</b> <sup>32</sup>	Focus School
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## V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact the operating budget or costs of instruction at UA-EM or Bergtraum. As a result of the enrollment reduction, the total number of students enrolled at Bergtraum would decline each year, meaning that the school’s budget would decrease each year, and the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. 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 increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (“VTEA”). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2014, only SED approved programs will be eligible for this funding. As VTEA funds are funded on a per pupil basis, if Bergtraum receives state approval for one or more of its CTE programs, the school will lose some of its additional funding to support the CTE program development as the enrollment declines.

Please refer to the FSF Guide<sup>33</sup> and FY14 School Allocation Memoranda<sup>34</sup> for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Bergtraum. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

For SA – New York 1, the General Education Charter School per-pupil rate is determined by the SED and is based on a formula used for all traditional public school districts. The formula divides the district’s Approved Operating Expenditures by Total Allowable Pupil Units. Special Education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. If SACS seeks permission for capital improvements or facilities upgrades, those improvements or upgrades would be subject to the New York State Charter School Act of 1998 (as amended May 2010).

<sup>32</sup> For more information about State Accountability, please visit <http://www.p12.nysed.gov/irs/accountability/>

<sup>33</sup> [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam01\\_1c.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf)

<sup>34</sup> [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam21.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf)

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

### A. Personnel Needs

SA – New York 1 may 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. New administrative staff and non-pedagogical positions may be created at SA – New York 1 over the course of the school’s phase-in. SA – New York 1 may hire additional administrative and non-pedagogical staff as each new grade is added.

The proposed co-location of SA – New York 1 is not anticipated to impact the personnel needs of UA-EM. A description of the potential impact that the re-siting and phase-in of UA-EM 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> New administrative staff and non-pedagogical positions will be created at UA-EM over the course of the school’s phase-in at M520. UA-EM is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

As student enrollment at Bergtraum declines, the school’s staffing needs may be reduced. All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area. Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve (“ATR”) pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers’ seniority.

This proposal is not expected to impact personnel at UA-EM.

### B. Administration

No change in school supervisory or administrator positions at UA-EM are expected as a result of this proposal. SA – New York 1 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school’s phase-in. Some school supervisor and/or administrator positions at Bergtraum may be excessed as student enrollment declines. Again, all excessing would take place in accordance with existing labor contracts.

### C. Transportation

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

This proposal is not expected to impact the 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 will continue to be provided consistent with Citywide policy.

## VII. Building Information

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

Appendix A: High Schools with Programs in the Humanities Interest Area<sup>35</sup>

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

<sup>35</sup> 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

<b>Sources:</b>	
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 <sup>36</sup>	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 Careers	900 Tinton Avenue	308	1241	25%	N/A	15%	9%	Entrepreneurship/Virtual Enterprise	Phasing out	Phase-out

<sup>36</sup> 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.

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/Finacial 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, Entrepreneurship High School	207- 01 116th Avenue	191	509	38%	D	13%	9%	Entrepreneurship/Virtual Enterprise	Phasing out	Phase-out

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 Lutén 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 <sup>37</sup>	2013-2014 Projected Organization Utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method <sup>38</sup>	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 Assebmly 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

<sup>37</sup> The Organization Capacity and Organization Utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.

<sup>38</sup> 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

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## 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 Org Capacity <sup>39</sup>	2013-2014 Projected Organization Utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method <sup>40</sup>	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

<sup>39</sup> The Organization Capacity and Organization Utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.

<sup>40</sup> 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

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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 <sup>41</sup>	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

<sup>41</sup> 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.

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
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,	Non-Approved

											Zoned	
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 Luten 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

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## 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 <sup>42</sup>	2013-2014 Projected Organization Utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method <sup>43</sup>	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	321 East 96th Street	N/A	N/A	N/A	N/A	N/A	N/A	Cosmetology	GED Application	Expired

<sup>42</sup> The Organization Capacity and Organization Utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.

<sup>43</sup> 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.

		Education										
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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