EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of High School of Graphic Communication Arts (02M625) and Opening and Co-Location of a New High School (02M536) with Business of Sports School (02M393) and Urban Assembly Gateway School for Technology (02M507) in Building M625 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to close High School of Graphic Communication Arts (02M625, "Graphics"), an existing district high school in building M625 ("M625" or "Graphics Campus"), located at 439 West 49th Street, New York, NY 10019, within the geographical confines of Community School District 2. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Graphics with New School (02M536, "New School"); a new district high school serving students in grades nine through twelve in building M625.

If this proposal is approved, Graphics will close at the conclusion of the 2011-2012 school year. All current students who have not graduated before the start of the 2012-2013 school year will be guaranteed seats and automatically enrolled in New School.[1]

Graphics is co-located with Business of Sports School (02M393, "BOSS"), an existing district high school that is phasing in, currently serving students in ninth through eleventh grades, and will serve students in ninth through twelfth grades at scale; and with Urban Assembly Gateway School for Technology (02M507, "Gateway"), an existing high school that is phasing in, currently serving students in ninth grade, and will serve students in ninth through twelfth grades at scale. In addition, the Graphics campus houses an Alternative Learning Center (88M882, "ALC"), where students attend school while they are suspended from their regular school, and a Work-Based Learning Center, which provides support to Career and Technical Education ("CTE") schools and their students who have internships with industry partners. Graphics admits students through the Citywide High School Admissions Process through an Educational Option method. Graphics offers two Career and Technical Education programs for incoming ninth-grade students, and is in the process of phasing out two additional CTE programs currently serving students in grades ten through twelve. [2] BOSS and Gateway both admit students through the Citywide High School Admissions Process, and each offers one CTE program. Additional information about CTE programming and the High School Admissions Process are contained in Section III of this proposal.

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. By closing Graphics and replacing it with New School, the DOE is seeking to

[1] Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Graphics who require summer school to meet promotion or graduation requirements would attend summer school in one of these sites. More information on summer school can be found on the DOE's Web site at: http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm.

[2] Students enrolled in a CTE high school 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.

expeditiously improve educational quality on the Graphics campus. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Graphics staff who applies to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE's existing contract with the United Federation of Teachers ("UFT"), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School also plans to develop new programs and school supports that are intended to improve student outcomes. Doing this important work to improve the quality of teaching and learning in the school also will maximize New School's chance of receiving up to $2,000,000 in supplemental federal funding under the federal School Improvement Grant ("SIG") program.[3] New School will build on the strongest elements of Graphics and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Graphics with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

Each year, the New York State Education Department ("SED") designates a number of schools as Persistently Lowest Achieving ("PLA") based on their low graduations rates or poor academic performance.[4] (The standards for the PLA designation are described in more detail below). Graphics was first designated as PLA during the 2009-2010 school year and then again during the 2010-2011 school year.[5]

Each year, the DOE comprehensively reviews all of its PLA schools, with the goal of determining what intensive supports and interventions would best benefit the students in these schools. During those reviews, the DOE looks at recent historical performance and demand data from the school, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

School Improvement Grants

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (known as School Improvement Grants, or SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.[6]

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization ("EPO") that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student support similar to those developed in Transformation, but also replace at least half of the school's

[3] Because this school is not currently implementing a School Improvement Grant ("SIG") model, the DOE has not yet determined the exact allocation that New School would be eligible to receive if the DOE were to apply to SED to implement at SIG model at this school. $2,000,000 represents the maximum State award for any one PLA school. Actual allocations are calculated on a per pupil basis based on a weighted Fair Student Funding ("FSF") formula. Current allocations for New York City Schools implementing a SIG model range from $800,000-$1,800,000.

[4] For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.

[5] For more information, please visit: http://www.p12.nysed.gov/pla/

[6] SIG funding is available for PLA schools for a maximum of three years from the start of the school's initial implementation of a model. Graphics has not yet been placed into a SIG model meaning that New School will be eligible for three years of funding.

staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.[7]

In addition, the Transformation and Restart models require the implementation of a comprehensive teacher evaluation system based on multiple measures. This teacher evaluation system is intended to enable schools to improve student achievement through a more robust and rigorous teacher evaluation process, which in turn would result in more targeted support for struggling teachers and greater accountability for ineffective teachers by allowing for their expedited removal when they are not serving students well.

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to improve with the supports provided for within the Transformation and Restart models were selected to begin implementation of one of those models in school year 2011-2012. Following SED's review and approval, 19 schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools which the DOE concluded were not able to quickly improve student performance were assigned to implement the phase in/phase out version of the Turnaround model, where one or more new schools replace the PLA school over a number of years, while the PLA school stops accepting students and phases out gradually. The remaining 10 schools were not assigned a SIG model. Instead, the DOE provided $300,000 in Title I funding to each of these schools in order to support them in beginning some initial improvement work and planning for more intensive intervention in subsequent years.

Graphics was one of the 10 schools the DOE did not assign to a SIG model in May 2011. The DOE made the decision not to assign Graphics to a SIG model because there were other existing efforts in place to improve performance at Graphics, including the phasing out of some existing programs and a strategic reduction in enrollment in order to improve Graphics' learning environment.

However, Graphics' most recent Progress Report, released at the end of October 2011, showed that the school had declined from an overall grade of 'D' to an overall grade of 'F'. In light of this downturn, the DOE identified Graphics as a struggling school requiring significant intervention and possible phase-out. As a result, the DOE initiated a comprehensive review of Graphics with the goal of determining what supports and interventions would best benefit its students and the Graphics community, and whether the existing efforts to improve the school were sufficient or whether a more intensive approach was needed. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback

After that review, the DOE determined that despite a number of challenges the school has faced, some data indicated that elements of Graphics are worth preserving and thus the school should not be phased out. However, the DOE continued to have serious concerns about the school's ability to rapidly improve and began to explore other aggressive interventions that could more quickly improve student achievement at the school than the existing efforts in place.

After this further consideration, the DOE concluded that a number of PLA schools, including Graphics, should be closed and replaced with new schools. The DOE's intention in proposing the closure of Graphics and replacement with New School is to rapidly create an improved instructional environment that

[7] For purposes of SIG, "School Closure" involves closing a school and enrolling the students who attended that school in other *existing* schools across the city. Because this would not result in the creation of replacement seats in the specific school community, the DOE does not use this model For more information, please visit: http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm

incorporates the best elements of Graphics with new elements in a new school, including an improved faculty that is better positioned to accelerate student learning.

By closing Graphics and opening a new school, the DOE will (1) align the DOE's intervention strategy with the school's most recent performance data and the DOE's most recent assessment of the steps which must be taken to improve performance at the school and (2) be able to immediately improve the quality of teachers serving students currently attending Graphics.

Per Article 18-D of the DOE's collective bargaining agreement with the UFT, when a new school is created to replace a school that is being phased out or closed, the principal of the new school must develop and implement school-based competencies for hiring teaching staff [8]. Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership, at minimum, consists of two representatives appointed by the UFT President, two representatives appointed by the superintendent (or the Chancellor) and the principal of the new school.

The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.

Any remaining teacher vacancies will then be filled by the Personnel Committee from applicants from the existing teacher pool, or as with all new district schools, if the school is unable to find sufficiently qualified applicants from within the existing teacher pool, the school will be provided an exception to hire up to 40% of its teaching positions from outside of the current teacher pool.

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high-quality teaching staff into the new school and not rehire staff from the closing school who do not meet the New School's qualifications. As discussed in more detail in Section V, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model. Furthermore, if this proposal is approved, New School would be eligible for SIG funding under the Transformation or Restart models in the event the DOE and UFT reach an agreement on teacher evaluation. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for New School, seeking to initiate SIG funding to support new and revamped programs in New School that can improve student achievement even further. However, the DOE intends to proceed with this proposal regardless of whether SIG funding is available, because it believes that the proposed staff, structural, and programmatic changes at New School will better serve students.

New School will guarantee a seat for all students currently attending Graphics and will admit future new ninth-grade students through the Citywide High School Admissions Process. New School will build upon the best elements of Graphics and will incorporate new elements to support student achievement. It will also fulfill the DOE's commitment to providing targeted support and greater accountability for teachers.

[8] The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed below) for addressing the problems of Persistently Lowest Achieving schools supported by federal School Improvement Grant funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

Performance and School Environment at Graphics

SED identifies high schools as PLA if their four-year graduation rate is below 60 percent for three years in a row, or if their students' performance on the English and Math Regents exams is among the lowest five percent of schools in New York State and the school's results have not improved significantly in the previous three years. Graphics was identified as a PLA school in 2009-2010 because of its consistently low four-year graduation rate.

Graphics has struggled to improve, which has led the DOE to conclude that the school requires significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking aggressive action by closing Graphics and opening New School. The new structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements at New School, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Graduation rates at Graphics have been consistently low for years. In 2010-2011, Graphics' four-year graduation rate (including August graduates) was 56% — well below the Citywide graduation rate of 65.1% and in the bottom 16% Citywide.
- Moreover, Graphics is not adequately preparing students for the rigors of college and career. Only 4% of students in the class of 2010-2011 were prepared for college after four years in high school, well below the Citywide rate of 25%[9].
- If Regents diplomas alone counted toward graduation—as will be the case for most students in the 2012-2013 school year—the four-year graduation rate at Graphics would drop to just 46%, putting the school in the bottom 28% of high schools Citywide.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Graphics earned an overall F grade on its 2010-2011 annual Progress Report, with a F grade on Student Performance, a D grade on Student Progress, and a F grade on School Environment. Additionally, Graphics earned an overall D in 2009-2010 and a C in 2008-2009, indicating a history of poor performance.
- The school's attendance rate remains below that of most high schools. The 2010-2011 attendance rate was 77%, putting Graphics in the bottom 6% of high schools Citywide in terms of attendance.
- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 69% of students reported feeling safe in the hallways, bathrooms, and locker rooms. In addition, only 69% of teachers reported that discipline and order were maintained at the school.
- Graphics was rated "Underdeveloped" (UD) on its most recent Quality Review in 2010-2011.[10] Quality Reviews evaluate how well schools are organized to support student learning. Graphics' 2010-2011 Quality Review cited a number of serious concerns, including the need to develop a rigorous and engaging curriculum, inadequate differentiation of instruction to support individual student needs, and uneven levels among staff of analysis of student work and data to allow teachers to modify teaching practice to support students' individualized needs.

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[9] According to the Progress Report College Readiness Index, which is defined as the percentage of students who met the 2012 standards for passing out of remedial coursework at CUNY.

[10] Quality Reviews rate school on the following four-point scale: "Underdeveloped" (the lowest possible rating), "Developing," "Proficient," and "Well Developed" (the highest possible rating). For more information about Quality Reviews, please visit the DOE's website at: http://schools.nyc.gov/Accountability/tools/review

- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 68% of first-year students at Graphics earned at least 10 credits. (The Progress Report defines students earning 10 or more credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subjects: Math, English, Science and/or Social Studies.) This rate of credit accumulation puts Graphics in the bottom 19% of high schools Citywide.

Despite these problems, some data indicates that elements of Graphics are worth preserving in New School.

- The graduation rate at Graphics has shown some improvement in the past few years, rising from 35% in 2008 to 56% in 2011. Additionally, the school has been able to graduate an increasing number of students in six years.[11] The DOE believes that with new programs and a push to improve teacher quality, a new school could expand this recent improvement in overall student outcomes.
- Graphics appears to be having some success in graduating students in self-contained special education classes. 44% of students in self-contained classes in the 2011 graduating cohort graduated in four years, which puts Graphics in the top 18% Citywide on this measure. The DOE will seek to preserve Graphics' efforts to support these students in the new school, while implementing new supports to assist other student populations who continue to struggle at Graphics, including over-age students. While the school's overall Quality Review score was an Underdeveloped, the Review indicated some areas of strength, such as the principal and staff working as a unified team to create a calm and respectful environment where learning can take place and students feel supported. With the new supports and restructuring described in this proposal, the DOE expects that New School will be able to effectively leverage these areas of strength while improving student outcomes for all students.

M625 High School of Graphic Communication Arts	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	D	F
Progress Report Progress Grade	B	C	D
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	C	D	F
Quality Review Score	P	UPF	UD
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	72%	82%	68%
4 Year Graduation Rate	44%	49%	56%
6 Year Graduation Rate	40%	48%	50%
% Graduating with a Regents Diploma	22%	27%	46%
Attendance Rate	75%	75%	77%
2010-2011 State Accountability Status[12]	Restructuring (advanced) Comprehensive		

[11] Graduation rate represents the City's calculation of the four-year and six year graduation rate on the Progress Reports.
[12] http://www.p12.nysed.gov/irs/accountability/

Overview of Past Strategic Improvement Efforts at Graphics

For the past several years, the DOE has sought to support Graphics in order to ensure that it was equipped to provide a quality education for its students

Leadership Support:

- Coached and trained leadership on implementing plans in support of Citywide instructional initiatives, including the Danielson Framework and Common Core Learning Standards.
- Advised leadership in developing strategies around Special Education compliance and supports and around preparing English Language Learners (ELLs) to succeed at higher learning standards.
- Supported leadership in fiscal and operational planning, including reviewing and planning budgets and planning for grants.

Instructional Support:

- Coached teachers in differentiating instruction, student goal setting, curriculum mapping, and other instructional tools to improve classroom pedagogy and advance student achievement.
- Trained teachers in tailoring instruction for Special Education students through differentiated instruction, flexible grouping (grouping created to provide a better instructional match or fit between students and their individual needs. Groupings can be created in a variety of ways including: readiness, interest, reading level, skill level, background knowledge, learning style, etc. This would allow teachers the opportunity to move away from the traditional stagnant method of organizing students by only one common element), and strategies for increasing student engagement.

Operational Support:

- Advised school staff on the hiring process, human resources issues, and teacher recruitment.
- Assisted teachers and school staff in documenting compliance with Special Education requirements.

Student Support:

- Partnered with organizations like the United Way, supported staff in analyzing and improving attendance through best practices geared at improving outreach to families and strengthening school culture.
- Offered professional development for teachers and counselors aimed at providing students with social and emotional supports, including training in counseling and in combating bullying behavior, as well as college advising.
- Facilitated the development of meaningful and rich relationships with various community organizations, including Junior Achievement, Justice Resource, K and L Law Firm, and Big Brother/Big Sister, in order to connect students with internship and mentoring opportunities to prepare them for success in college and careers.

In addition, the DOE sought to improve Graphics by no longer accepting new ninth graders into CTE programs that were struggling, including the media journalism and law enforcement programs, which have begun the process of phasing out. This also had the effect of reducing overall ninth-grade enrollment at the school. This strategic enrollment reduction was described in the proposal to co-locate Gateway, available at http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Mar232011Proposals.htm. This strategic enrollment reduction was intended to improve student outcomes through the elimination of programs that were not successful, and by allowing greater individual attention to students that would result from overall reduced student enrollment.

Even with these supports, however, the DOE has determined that Graphics does not have the capacity to quickly improve student achievement. Rather, the DOE believe that the most expeditious way to improve the educational program for the students currently attending Graphics is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all non-graduating students currently attending Graphics access to an improved faculty. New School would also continue to limit ninth-grade admissions to the new threshold in place this year at Graphics.

Prior to issuing this proposal, the DOE met with the Graphics community. On January 30, 2012, Manhattan High Schools Superintendent Tamika Matheson met with Graphics' School Leadership Team ("SLT"), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

The DOE will seek and review further community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

II. Proposed or Potential Use of Building

M625 has a target capacity of 2,139 students.[13] (The concept of "target capacity" is explained below.) In 2011-2012, the building is serving 1,839-1,859 total students,[14] yielding a utilization rate of 86-87%.[15]

If this proposal is approved, Graphics will close after the 2011-2012 school year. New School will open in its place in September 2012. Seats in the school will be guaranteed for all students currently enrolled in Graphics who do not graduate by June 2012. BOSS will continue to phase in as planned, adding one grade per year and completing phase-in during the 2012-2013 school year. Gateway will continue to phase in as planned, adding one grade per year and completing phase-in during the 2014-2015 school year.

[13] 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book")
[14] 2011-2012 Audited Register; Enrollment at the ALC varies daily.
[15] All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of the 2011 audited register. 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.

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

		Grades Spans			
DBN	**School Name**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
02M625	High School of Graphic Communication Arts	9-12	-	-	-
02M536	NEW SCHOOL	-	9-12	9-12	9-12
02M393	BUSINESS OF SPORTS SCHOOL	9-11	9-12	9-12	9-12
02M507	Urban Assembly Gateway School for Technology	9	9-10	9-11	9-12
88M992	ALC	Ungraded High School	Ungraded High School	Ungraded High School	Ungraded High School

BOSS and Gateway enrollment projections reflect larger than planned ninth grade classes in 2011-2012. Enrollment will increase above the long-term planned enrollment as these students articulate through to graduation, then return to the 420-460 level for the future.

If this proposal is approved, New School will serve approximately 1,200-1,250 students in grades nine through twelve beginning in the 2012-2013 school year. This includes guaranteed seats for the 1,099 students currently in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. This approximates the enrollment levels Graphics would have next year if it remained open, taking into account the ongoing reduction in the school's enrollment of new ninth-grade students. New School will admit the same number of ninth-grade students as Graphics would have under its current enrollment reduction plan. This will reduce New School's enrollment by approximately 400-500 students over the course of two years, until the school eventually serves 900-1,000 students in grades nine through twelve.

BOSS is projected to serve 420-460 students in grades nine through twelve when it completes its phase-in and reaches full scale in 2015-2016. Gateway is projected to serve 420-460 students in grades nine through twelve when it completes its phase in and reaches full-scale in 2015-2016.[16]

If this proposal is approved, once Graphics is closed and New School is opened, and once BOSS and Gateway have completed their phase-ins, there will be approximately 1,760-1,960 students served in the Graphics Campus in 2015-2016, yielding a projected utilization rate of 82-92%. Therefore, the building has adequate capacity to accommodate New School, the planned phase-in of Gateway, the planned phase-in of BOSS, and the ALC after the closure of Graphics.

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

Over a five-year period, the enrollments for each school and building utilization rates are as follows:

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
02M625	High School of Graphic Communication Arts	1394	-	-	-	-
02M536	NEW SCHOOL	-	1200 - 1250	1025 - 1075	900 - 1000	900 - 1000
02M393	BUSINESS OF SPORTS SCHOOL	300	390 - 430	460 - 500	455 - 495	420 - 460
02M507	Urban Assembly Gateway School for Technology	125	225 - 245	330 - 360	435 - 475	420 - 460
88M992	ALC[17]	20 – 40	20 - 40	20 - 40	20 - 40	20 - 40
Total Building Enrollment		1839 - 1859	1835 - 1965	1835 - 1975	1810 - 2010	1760 - 1960
Utilization		86% - 87%	86% - 92%	86% - 92%	85% - 94%	82% - 92%

As described in more detail in the Enrollment, Capacity, Utilization Report ("Blue Book"), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE's utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, utilization rates for 2011-2012 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding

[17] ALC enrollment projection based on 2011-2012 actual enrollment. The EIS proposing the opening of Gateway in M625 projected ALC enrollment at 80 students, which represents the maximum capacity of the ALC in M625.

enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at Graphics and New School

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at Graphics. These structural and programmatic changes will be enabled and supported by New School's hiring process which will allow the DOE to put in place a process to hire screen and hire those teachers with the specific skills and talent necessary to properly implement these changes. This will give all non-graduating students currently attending Graphics access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that New School is able to effectively serve the needs of the students currently attending Graphics, the DOE believes that the newly screened and hired staff will be among the most important changes at New School.

The DOE's intention in proposing the closure of Graphics and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Graphics with new staff and new programmatic elements in a new school.

The school currently offers federally-funded Small Learning Communities, iZone programming, and CTE programming. Details are included below about each of these programs, whether they will be implemented in New School, and if so whether any changes to these programs are anticipated.

Based on available resources and student needs new elements planned for New School include but not limited to: changes to the structure of the school day schedule, more focused CTE programming around digital media, new instructional models used in teaching, and a revamped school schedule that contains a universal advisory program created to support of New School's students.

Graphics currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations. Graphics also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer comparable extra-curricular activities and clubs. 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. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

Impact on Programs at Graphics

New School Mission

The mission of New School will be to prepare all students to become successful career professionals in the field of Digital Media design, which will be the central CTE interest area within New School.

New School students will "learn by doing" through project-based hands-on activities that replicate the typical working practices of successful Graphics design, marketing and advertising firms. In doing so, New School will accomplish two primary goals: to prepare all students for college success, and to develop the essential skills necessary for successful careers in the digital media design industry.

This represents a change from Graphics' mission in two ways: (1) its explicit alignment with careers in the digital media design industry; and (2) purposeful infusion of traditional subject areas with CTE pathways. While Graphics was a CTE school with the focus on the digital media career pathway, it did not yet adequately focus on bridging the gap between class instruction in CTE and real-world application of the content. New School will adapt its instructional model, described in further detail below, to better prepare students for careers in the school's CTE pathways.

Instructional Model and Curricula

Graphics' instructional approach separated traditional subject areas and CTE programming into distinct areas, in which teachers' teams were aligned only by subject area. This does not allow for meaningful collaboration with other subject area teachers. New School will develop a new approach that is interdisciplinary for students and collaborative across content areas for teachers.

As part of this effort, and aligned with the mission to approach CTE instruction as an extension of career preparation, New School will develop a curriculum that incorporates CTE content into subject area material and assignments. In practice, this would result in student projects that require a "client-based" approach, including developing projects based on clients' specifications, communication skills aimed at a variety of audiences, self-discipline and self-reflection skills.

CTE Programs

Graphics offers CTE programs in the following career clusters:

- Arts, A/V Technology and Communication, and
- Law and Public Safety

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into 16 career clusters identified at the federal level.[18] Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

"Approved" CTE programs of study have been reviewed and approved by the DOE and SED, which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are "in development" are in the process of developing a CTE program of study, but have not

[18] "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.

yet received official state 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.

State approval of CTE programs requires the following four stages:

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

Graphics currently offers four CTE programs to students in grades ten through twelve, and two CTE programs to students in grades nine through twelve. One of Graphics' programs is approved by the state, one program is "under review" with the state, and the two being phased out are in development and not yet approved by the State.

Career Cluster	CTE Pathway	Status
Arts, A/V Technology & Communication	Commercial Arts and Illustration	Approved
Arts, A/V Technology & Communication	Commercial Photography	Under Review
Arts, A/V Technology & Communication	Media Journalism[19]	In Development
Law and Public Safety	Law Enforcement[20]	In Development

Students enrolled in CTE programming at Graphics will have the opportunity to enroll in CTE programming at New School.

New School will continue to offer the two programs currently available to incoming ninth-graders at Graphics: the state-approved Commercial Arts and Illustration program and the Commercial Photography program currently under review. Both programs Arts, A/V Technology & Communication career cluster. The Office of Postsecondary Readiness ("OPSR") will support the leadership of New School to gain state approval for the Commercial Photography program, and maintain approval for Commercial Arts and Illustration.

Some Graphics students are currently enrolled in the Media Journalism and Law Enforcement programs, which are not state-approved. However, Graphics is not offering these programs to new ninth-grade students. New School will not offer these programs to new ninth graders, nor will it seek state approval for them.

As discussed above, in general, students who are enrolled in CTE programs which are "in development" (meaning they are not yet approved by the state) at Graphics, or at other schools Citywide, do not graduate with CTE endorsed diplomas. As such, if this proposal is approved, students enrolled in the Media Journalism and Law Enforcement programs at Graphics will be supported in New School as they progress toward graduation, but will not graduate with a CTE endorsed diploma unless they switch to either the approved Commercial Arts and Illustration program or the Commercial Photography program, and New

[19] The Media Journalism pathway began phasing out in September 2011 and is no longer offered to new students at Graphics.
[20] The Law Enforcement pathway began phasing out in September 2011 and is no longer offered to new students at Graphics.

School gains approval for that program).

The DOE has been informed by SED that for approved CTE programs in schools proposed for closure and immediate replacement, the programs would continue to be approved provided the factors underlying approval, such as CTE curriculum, partner relationships, postsecondary articulation agreements, and certain other elements contributing to program quality, are incorporated in New School.

As a result, the DOE anticipates that the Commercial Arts and Illustration program, which currently has State approval, would continue to be approved at New School, and that New School would be able to offer CTE-endorsed diplomas to its New School graduates. Similarly, the Commercial Photography program, which is currently under review for State approval, would continue to be reviewed by the State for approval at New School.

The list of schools in the City that also provide CTE programs in Graphics' pathways can be found in the Appendix. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

Small Learning Communities ("SLCs")

In the past, Graphics has been organized in Small Learning Communities ("SLCs") aligned to the four CTE programs offered by the school: Photo, Visual Art, Law, and Journalism. The Small Learning Communities are supported by a federally funded grant, which was awarded through June 2013. The DOE has been informed by the U.S. Department of Education that, if this proposal is approved, the grant will be transferred from Graphics to New School.

In New School, the SLCs would be redesigned to focus on the two continuing CTE career pathways, Commercial Photography and Commercial Visual Arts and Illustration, rather than spreading its efforts across programs in four areas of focus. The Law program never received state certification and would have required more intensive supports to be firmly established as a robust program. The Journalism program never fully gained traction as a robust program and served a disproportionate number of ELL students in a setting that was not the best-equipped for meeting the needs of those students. The Photography and Visual Arts programs will allow students to gain experience in the foundational structure of digital media which represents a rapidly expanding growth industry within the established professions of media, advertising, and design.

iZone Program

Graphics applied and was selected to participate in iLearnNYC for the 2012-2013 school year. If this proposal is approved, New School would participate in iLearnNYC in the same manner as planned for Graphics. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing the ideas, technologies, and tools that work best for their school community. As an iZone school, Graphics participates in iLearnNYC, which allows middle and high schools flexibility to meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

iLearnNYC provides access to a state-of-the-art online and blended learning platform that aggregates content from 14 vendors, allows for authoring of online content, offers the Turnitin plagiarism checker and a gradebook, and facilitates cross-school collaboration around instruction and best practices. Schools participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools, and they receive professional development based on individual school needs. iLearnNYC

schools also receive hardware, facilities, and technical support for the online and blended courses.

Graphics has been using iLearnNYC to support credit recovery programs for students in grades nine through twelve. Graphics reapplied to be part of the iZone during the 2012-2013 school year, and the school has been accepted to continue in the program.

If this proposal is approved, the program acceptance granted to Graphics would be transferred to New School.

Supports for Students with Disabilities and English Language Learners

Graphics currently serves students with disabilities primarily in Integrated Co-Teaching ("ICT") and Self-Contained ("SC") classes, as well as through Special Education Teacher Support Services ("SETSS"). While all special education students at New School would continue to receive the services mandated by their IEPs, New School would encourage the use of ICT settings where appropriate.

Currently, ELL students' needs are met mostly through one period of "free-standing ESL study" and an after-school program. New School would integrate the support of ELL students inside subject area classes. One method to achieve this is by supporting teachers in obtaining dual certification. A second, more readily available approach will be to develop lead teachers in each subject area who can facilitate subject-area interventions using the Quality Teaching for English Learners ("QTEL") "Building the Base" model of ELL intervention.

School Schedule

Based on an ongoing assessment of needs and resources, student scheduling in New School will be designed to facilitate the development of higher level skills necessary for successful completion of Common Core-aligned academic work and to provide for the extended, flexible learning opportunities necessary to complete the interdisciplinary, client-based learning described above.

Leadership at New School will work to create longer blocked schedules for traditional academic subjects. As a result, students will experience extended learning opportunities in math, science, and the humanities, which will each be based on thematic units aligned to the CTE programs described above. Leadership also aims to create an extended day model four days each week and flexible day model for the fifth day of the week.

In addition to the advantages for students, this model will also enable both vertical and horizontal common planning time for teachers. Vertical planning time would mimic the structure at Graphics, which has supported successful coordination within each content area that spans all high school grades. Horizontal planning would instead align teachers across content areas who work with the same larger group of students. This new element of teacher planning would accomplish two goals: (1) it would allow the planning necessary to implement the interdisciplinary projects between traditional subject areas and CTE programs; and (2) it would enable the creation of an Advisory Program (discussed below) to support socio-emotional growth of students.

Based on an ongoing assessment of needs and resources, New School would implement a universal advisory program. As with other large schools, Graphics currently struggles with creating an individual connection between adults and students, as evidenced by the school's low attendance rate. In New School, teachers would "loop" with students over a four-year cycle, meaning that the teacher-student pairings would be maintained each year, allowing deeper and more meaningful relationships to develop between students and teachers for the duration of high school.

As needed, New School will utilize he School-based Options (SBO) process to modify provisions in the collective bargaining agreement or NYCDOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a

one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review SBOs in March-April of each year. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all schools, including PLA schools.

Additionally, New School will also pursue opportunities in creating a School Wellness Council and explore applying for grant funding through the Wellness Grant Program to support the work of the Council.[21] The council would be comprised of parents, students, business and community leaders, and school staff to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community. These wellness opportunities would be in alignment to the overall school's mission and theme.

Human Capital

Pending availability of SIG funding, New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the NYC Teaching Residency for School Turnaround,[22] which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to The Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include Persistently Lowest Achieving schools) by providing them with tax-free grants for up to four consecutive years.

Graphics has partnered with the Teaching Matters Inc. to deliver professional development services such as executive coaching, workshops, webinars, modeling, and mentoring. Although a significant amount of time and resources have been dedicated towards implementing professional development, inputs have not translated into increased student achievement New School will work to deepen elements of professional development which have been successful and strengthen those components which have not resulted in strong student outcomes.

Based on available resources and needs assessments, New School will also pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness work into the professional development framework. As part of this effort, New School leadership will plan to seek learning opportunities such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. The New School will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the Danielson framework.

[21] http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm

[22] http://nycteachingresidency.ttrack.org/

Impact on Partnerships

In addition to the above mentioned partnerships, according to the 2011-2012 High School Directory, Graphics has partnerships with:

Community-Based Organizations	Hospital Outreach	Higher Education Institutions	Cultural/Arts Organizations	Not-for-Profit	Corporate or Financial Institutions
Forging Ahead for Community Empowerment and Support (FACES), Association of Progressive Dominicans, Navy League of the United States, Harlem Live, Big Brothers Big Sisters	Ryan/Chelsea-Clinton Community Health Center	Borough of Manhattan Community College, John Jay College, New York City College of Technology, Graphics College, The Cooper Union for the Advancement of Science and Art	The Jewish Museum, Manhattan Neighborhood Network, Lena Jang Photography, Opening Act Theatre Group, Repertorio Espanol	Work-based Learning Program, Floating the Apple, Educational Talent Search, The Jewish Board of Family and Children's Services (JBFCS)	Graphics Advisory Commission

If this proposal is approved, the DOE will work with New School to ensure the smooth transition of all the existing partnerships from Graphics to New School.

The other schools currently located on the Graphics Campus already have established relationships with several partners, including some whose work is directly connected to the missions and themes of those schools. The DOE anticipates that those partnerships will be unaffected by closure of Graphics and the opening and co-location of New School.

Impact on Extracurricular Programming and Sports[23]

According to the High School Directory, Graphics currently offers the following sports, extracurricular activities, and clubs:[24]

Student Leadership&Support	Academic	Artistic	Clubs
Naval Junior Reserve Officers' Training Corps (NJROTC), Vocational Industrial Clubs of America (VICA), SPARK, Students Who Shine	Moot Court, Mock Trial, Debate Team, National Honor Society, Desktop Publishing	Black and White Photography, Opening Act Theatre, Producers Project	Cheerleading, STEP Team, Weight Training, Yearbook, Cross Country, Football, Transition to College, Music Performance, Black and White Photography, Chicken Soup for the Teenage Soul, ESL

[23] Athletic and extracurricular offerings reflect those listed for Graphics in the 2011-2012 Directory of High Schools.
[24] http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm.

PSAL Sports - Boys	PSAL Sports - Girls	PSAL Sports - Co-ed
Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Outdoor Track, Soccer, Softball, Volleyball	Basketball, Outdoor Track, Softball, Volleyball	Handball

If this proposal is approved, New School is expected to offer the same student athletics as Graphics offers. The availability of the PSAL program for the schools in M625 is expected to remain the same after the closure of Graphics and opening of New School. Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners. Currently, according to the high school directory, Graphics, BOSS, and Gateway participate in the PSAL program. If this proposal is approved, the DOE anticipates that this same opportunity will exist for students across M625, including students attending New School.

If this proposal is approved, New School is expected to offer at least the same extra-curricular activities and clubs as are now offered at Graphics.

Impact on Students Attending Other Schools on the Graphics Campus

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools in M625. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of Graphics and proposed opening of New School will not impact the enrollment or admissions at other schools located in the M625 building.

Impact on Alternative Learning Center

The Graphics Campus also houses an Alternative Learning Center, which typically enrolls 20-40 students with an average daily attendance rate of 45%, and which, at the time of this posting, enrolls approximately 66 students. ALCs provide a safe and high-quality instructional program to students who have received a superintendent's suspension. This is a personalized and differentiated educational program that includes social and emotional development to prepare students for their return to their home schools. The DOE does not anticipate that students attending the ALC will be adversely impacted by this proposal, as there will continue to be sufficient space in the building to accommodate the program.

Enrollment Options for Current Graphics Students

Under this proposal, all current Graphics students will have a guaranteed seat in New School. This includes all ninth-, tenth-, and eleventh-grade students, as well as any twelfth-grade students who do not graduate by June 2012.

As noted above, Graphics offers four CTE programs. Two of those programs (Media Journalism and Law Enforcement) are in the process of phasing out, and did not accept new ninth-grade students this year. The school's other two CTE programs (Commercial Arts and Commercial Photography) did accept new ninth-grade students. New School will continue offering Commercial Arts and Commercial Photography CTE programs to all incoming students, including those students who transfer into New School from Graphics. Students currently enrolled in the phasing-out Media Journalism and Law Enforcement programs at

Graphics will have the opportunity to continue those programs at New School. However, New School will not admit any further students into those programs.

All incoming ninth-graders who have applied to Graphics and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

In New York City, the High School Admissions Process is a Citywide choice process. (Please see "Enrollment Impact for Future High School Students—High School Admissions Process" below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Throughout the City, students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Graphics who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2, 2011. Current first-time ninth-grade students at Graphics who have not yet taken part in this process but now wish to do so may submit an application during Round Two of the High School Admissions Process in March.

In March, such students may submit a Round Two application and rank their preferences for schools that have available seats for tenth grade. Round Two matches are made in April. If a student also received a match through Round One of the High School Admissions Process, a match received in Round Two will nullify the Round One match.

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. However, all students currently attending Title 1 schools that are in Improvement Year 2 status or worse (including PLA schools), such as Graphics, are eligible to apply for a transfer to another school through the DOE's existing No Child Left Behind ("NCLB") Public School Choice Process. More information about this process can be found at the DOE's Web site at: http://schools.nyc.gov/choicesenrollment/changingschools/default.

All incoming ninth-graders who have applied to Graphics and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

Impact on Students with Disabilities and English Language Learners

Graphics currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained special education ("SC") classes, and Special Education Teacher Support Services ("SETSS"). If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). Graphics currently offers English as a Second Language ("ESL") services; it does not offer a transitional bilingual or dual-language program. If this proposal is approved, English Language Learner ("ELL") students at New School will continue to receive mandated services.

BOSS currently offers ICT classes and SETSS. Gateway currently offers ICT classes, SC classes, and SETSS. Both schools offer ESL services. These current classes and services at these schools will not be impacted by this proposal.

Students with IEPs or who are ELLs who are currently enrolled in ninth grade for the first time may apply to a new school for tenth grade through the High School Admissions Process to the same extent as all other current ninth-graders.

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

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

> **Round One:** All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012.
>
> **Round Two:** All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open in September. Students will receive Round Two results at the end of April 2012.

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

High school students with IEPs are admitted and placed in the same manner as general education students. Schools participate in the creation of programs that meet the individual needs of all students with disabilities, while ensuring that such students have access to a general education curriculum to the greatest extent possible consistent with their needs.

In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

Graphics, BOSS, and Gateway admit students as part of the Citywide High School Admissions Process. This proposal will not affect the admissions criteria or processes for any organization in the building other than Graphics.

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

New School will admit students using the educational option method described above.

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

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on April 26, 2012, and a student was matched to Graphics, the student will instead be matched to New School.

Students who listed Graphics on their high school admissions applications also currently have the opportunity to submit a new application during Round Two. Schools with available seats as well as some new high schools designated to open throughout the City for the 2012-2013 school year will be available for these students to consider in this round. If a student already received a match in Round One (whether to Graphics or any other school), that match will be nullified if the student receives a Round Two match.

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. As of the October 31, 2011 audited register, Graphics has a total of 244 new ninth-grade students. New ninth-grade students enter the school through two methods:

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

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

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);[25] or
- Did not participate in the High School Admissions Process for some other reason.

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

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

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

Screened programs (those that have academic criteria) that have a two-year track record of not filling seats through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.[26] In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

[26] International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared with 388 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 92 to 119.

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

	High School Admissions Process	Over-the-Counter
9th Grade	228	16

Additionally, Graphics admitted 25 OTC students in grades 10-12 as well:

	Over-the-Counter
10th Grade[27]	17
11th Grade	7
12th Grade	1

Of the 228 ninth-grade students who were admitted through the High School Admissions Process, 18% are students with disabilities and 11% are ELL students. Of the 16 students who arrived over-the-counter, 11% are students with disabilities and 31% are ELL students.[28]

B. Schools

In 2015-2016, once Graphics has closed, New School has opened, and BOSS and Gateway have reached full-scale, there will be approximately 1,760-1,960 total students served in the building. The projected utilization for M625 at that point is approximately 82-92%. The estimated enrollment for all five organizations in M625 over a five-year period is shown in the tables below.

[27] In addition to admitting 17 OTC students in the tenth grade, Graphics also admitted 6 tenth-grade students through the High School Admissions Process.

[28] Students with disabilities as a percentage of total OTC ninth-grade students at Graphics from the 2011-2012 Audited Register. This count does not include students receiving SETSS or students receiving speech or language services. ELL students as a percentage of total OTC ninth-grade students at Graphics students from the 2011-2012 Audited Register.

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
02M625	High School of Graphic Communication Arts	1394	-	-	-	-
02M536	New School	-	1200 - 1250	1025 - 1075	900 - 1000	900 - 1000
02M393	BUSINESS OF SPORTS SCHOOL	300	390 - 430	460 - 500	455 - 495	420 - 460
02M507	Urban Assembly Gateway School for Technology	125	225 - 245	330 - 360	435 - 475	420 - 460
88M992	ALC Graphics	20 - 40	20 - 40	20 - 40	20 - 40	20 - 40
Total Building Enrollment		1839 - 1859	1835 - 1965	1835 - 1975	1810 - 2010	1760 - 1960
Utilization		86% - 87%	86% - 92%	86% - 92%	85% - 94%	82% - 92%

BOSS and Gateway enrollment projections reflect larger than planned ninth grade classes in 2011-2012. Enrollment will increase above the long-term planned enrollment as these students articulate through to graduation, then return to the 420-460 level for the future.

If this proposal is approved, there will be sufficient space to accommodate New School, BOSS, Gateway, and the ALC pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/community/planning/default.htm.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

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

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

The building also houses one Community Based Organization ("CBO") located in building M625 – The Association of Progressive Dominicans – a School Safety office, and the Work-Based Learning Center that

supports CTE programs. This proposal is not expected to impact the continued siting of this CBOs or CTE administrative office.

As noted above, the enrollments of BOSS and Gateway are expected to increase as those schools phase in. New School will be smaller than Graphics was, and as such will have a smaller footprint than Graphics did. The ALC is expected to remain at or close to its current enrollment level.

According to the building survey completed by the DOE on January 5, 2011, there are 90 full-size instructional spaces, 3 science labs, and 6 science demonstration rooms in M625, for a total of 99 full-size spaces. There are also 28 half-size spaces. The building also has the following rooms, which are currently shared amongst the co-located schools: a cafeteria, an auditorium, a library, and a gymnasium.

The EIS for the opening and co-location of Gateway in M625 provided the following analysis of each school's baseline classroom allocation: Consistent with the Footprint, at scale, the Business of Sports School will be allocated a baseline of 16 full-size spaces when it reaches full scale in 2012-2013, New School (replacing Graphics) will be allocated a baseline of 33-37 full-size spaces, and the ALC will continue to be allocated 3 full-size space as it has in the past. Gateway will be allocated a baseline of 16 full-size spaces when it reaches full scale in 2014-2015. This represents a total of 68-72 full-size spaces when all schools are operating at full scale. Thus, there would be sufficient instructional space in M625 for all schools to operate at organizational capacity. Schools would also be allocated resource rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

The table below outlines the baseline number of full-size instructional rooms that each school should be allocated based on the enrollment through the closure of Graphics, the opening of New School, and the phase-ins of BOSS and Gateway:

	2011-12 Baseline Footprint Allocation for full-size Classrooms	2012-13 Baseline Footprint Allocation for full-size Classrooms	2013-14 Baseline Footprint Allocation for full-size Classrooms	2014-2015 Baseline Footprint Allocation for full-size Classrooms
High School of GraphicsCommunication Arts	52-54			
New School		44-46	37-39	33-37
Business of Sports School	12	16	16	16
Gateway	4	8	12	16
ALC	3	3	3	3
Total Number of Full Size Rooms Allocated	71-73	71-73	68-70	68-72

There is sufficient space in building M625 to accommodate all proposed schools and the ALC in each year.

After each school has received its baseline footprint allocation, there will be excess full-size rooms remaining in the building which can be used to meet each school's administrative and student support needs, and also provide flexibility for academic programming. Each school will continue to receive at least its baseline footprint allocation, and any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning will also work with the schools in the Graphics Campus to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

Building Safety and Security

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

- Providing "Best Practices Standards for Creating and Sustaining a Safe and Supportive School," as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children's First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. This proposal is intended to meet this goal by allowing the students currently enrolled in Graphics to benefit from a new school with a rigorously screened staff, a new mission and new vision, and new programs.

The DOE believes that this proposal to close Graphics and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, Graphics needs more aggressive intervention in order to give its students the best chance to succeed. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

The DOE believes that these interventions will give students the environment they need in order to succeed, while also minimizing disruption to the community by preserving the current use of the building in terms of the number of schools, types of schools, and grade levels served.

Impact on High School Seat Capacity in Manhattan

Manhattan seats eliminated by Graphics' closure will be recovered by the opening of New School. As a result, the proposal to close Graphics is not expected to yield a net loss of high school seats in building M625 or in Manhattan.

Specifically, in Manhattan:

- There will be 16,422 total seats available for new ninth-grade students in Manhattan high schools in 2012-2013.[29]
- In 2011-2012, there are only 15,685 new ninth-grade students enrolled in Manhattan high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 737 seats for new ninth-grade students in Manhattan high schools.

Specifically, in the M625 building:

- Graphics is currently serving 244 new ninth-grade students.
- The proposed opening of New School in building M625 is projected to create 224-264 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by to the closure of Graphics will be recovered through the opening of New School.

In short, the proposal to close Graphics is not expected to yield a net loss of seats in Manhattan or in building M625. There will continue to be an excess of seat capacity in Manhattan high schools.

Graphics is one of two high schools in Manhattan that are proposed to be closed and immediately replaced. Each of those schools is the subject of an EIS which can be found on the DOE's Web site at: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm.

If these two proposals are approved, there will continue to be an excess in seat capacity in Manhattan high schools.

- These two schools are currently serving 403 total new ninth-grade students.
- The proposed opening of the two replacement high schools in Manhattan is projected to create 363-443 seats available to new ninth-grade students.
- This means that the seats in Manhattan high schools eliminated by the closure of these two schools will be recovered through the opening of the two corresponding replacement schools.

In short, these proposals are not expected to yield a net loss of seats in Manhattan. There will continue to be an excess of seat capacity in Manhattan high schools.

In addition, the DOE is also proposing to close and immediately replace one transfer high school in Manhattan, Harlem Renaissance High School. This school does not serve new ninth-graders, and so it has not been included in the calculations above. However, the replacement school is projected to serve 195-235

[29] The 2012-2013 ninth grade seat availability figure is based on data from the Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm). This figure also accounts for phase-outs and replacements, grade expansions or truncations, and new schools. Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the HSAP or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

students. Therefore, the closure and replacement of Harlem Renaissance High School is not expected to yield a net loss of high school seats in Manhattan or in building M625. Again, there will continue to be an excess of seat capacity in Manhattan high schools.

Impact on CTE Seat Capacity in Manhattan

This proposal has a direct impact on CTE seats in building M625 and in Manhattan. While Graphics offers CTE programs in Photo, Art, Law, and Journalism, beginning in the 2013-2014 school year, New School will only offer Commercial Photography and Commercial Visual Arts to new ninth-grader students. As described above, students who entered the Law and Journalism programs at Graphics in prior years will have the opportunity to complete the anticipated coursework in these programs at New School.

However, even though the school will offer fewer programs, all students in the school will still have the opportunity to enroll in the CTE programming offered by New School.

Furthermore, the decision to reduce the number of CTE programs offered was based on labor market trends and a desire to focus New School's efforts on developing the two remaining CTE programs, which the DOE believes have the potential to be vibrant, engaging elements of New School. The DOE believes that the remaining CTE programs will better prepare students for careers in these growth industries.

Finally, the DOE will continue to evaluate the potential to add new schools that provide high-quality CTE education in available space across Manhattan.

For descriptions of approved and pending proposals that impact CTE seats in Manhattan, please visit: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm. Also, as mentioned earlier, the list of schools in the City that also provide CTE programs in Graphics' pathways can be found in the Appendix. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

IV. Enrollment, Admissions and School Performance Information

Graphics

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Educational Option
Admissions After Proposed Closure of Graphics	N/A

Enrollment Data

Graphics	**Total Enrollment**
2011-12 (unaudited)	1394
2012-13 (proj.)	-
2013-14 (proj.)	-
2014-15 (proj.)	-
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services[30]	13%
Percentage of Students with Individualized Education Programs[31]	18%
Percentage of English Language Learner Students[32]	9%
Percentage of Students Eligible for Free or Reduced Lunch[33]	85%

School Performance Data

Graphics High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	F
Quality Review Score	P	UPF	UD
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	72%	82%	68%
4-Year Graduation Rate	44%	49%	56%
6-Year Graduation Rate	40%	48%	50%
% Graduating with a Regents Diploma	22%	27%	46%
Attendance Rate	75%	75%	77%
2010-2011 State Accountability Status[34]	Restructuring (advanced) Comprehensive		

BOSS

Admissions Data

Current Admissions	Grades 9-10: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions After Proposed Closure of Graphics	Grades 9-11 (eventually 9-12): High School Admissions Process; Admissions Method: Limited Unscreened

Enrollment Data

BOSS	**Total Enrollment**
2011-12 (unaudited)	300
2012-13 (proj.)	390 – 430
2013-14 (proj.)	460 – 500
2014-15 (proj.)	455 – 495
2015-16 (proj.)	420 – 460

[30] Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register. .
[31] Students with IEPs as percentage of total students from the 2011-2012 Audited Register. .
[32] ELL students as percentage of total students 2011-2012 Audited Register. .
[33] Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.
[34] This status is determined by SED under NCLB. For more information, please visit the SED Web site at http://www.p12.nysed.gov/irs/accountability.

Demographic Data

Percentage of Students Receiving ICT or SC services	14%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	64%

School Performance Data[35]

BOSS	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	N/A	77%
4-Year Graduation Rate	N/A	N/A	N/A
6-Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	N/A	85%
2010-2011 State Accountability Status	N/A		

This school opened in 2009 and does not yet have Progress Report data.

Gateway

Admissions Data

Current Admissions	9: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions After Proposed Closure of Graphics	9-10 (eventually 9-12): High School Admissions Process; Admissions Method: Limited Unscreened

Enrollment Data

Gateway	**Total Enrollment**
2011-12 (unaudited)	125
2012-13 (proj.)	225 – 245
2013-14 (proj.)	330 – 360
2014-15 (proj.)	435 – 475
2015-16 (proj.)	420 – 460

[35] BOSS opened in September 2009 and has limited performance data.

Demographic Data

Percentage of Students Receiving ICT or SC services	9%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	60%

School Performance Data

This school opened in 2011 and does not yet have Progress Report data.

ALC

Admissions Data

Current Admissions	9-12: Students assigned based on borough of home residence during suspension from their regular school.
Admissions After Proposed Closure of Graphics	9-12: Students assigned based on borough of home residence during suspension from their regular school.

Enrollment Data

ALC	**Total Enrollment**
2011-12 (unaudited)	20 - 40
2012-13 (proj.)	20 - 40
2013-14 (proj.)	20 - 40
2014-15 (proj.)	20 - 40
2015-16 (proj.)	20 - 40

Demographic Data

Students vary daily; no demographic data available.

School Performance Data

ALCs do not have performance data.

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Graphics	9-12: High School Admissions Process Admissions method: Educational Option

Enrollment Data

New School	Total Enrollment
2011-12 (unaudited)	-
2012-13 (proj.)	1,200-1,250
2013-14 (proj.)	1,025-1,075
2014-15 (proj.)	900-1,000
2015-16 (proj.)	900-1,000

Demographic Data[36]

Percentage of Students Receiving ICT or SC services	13%
Percentage of Students with Individualized Education Programs	18%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	85%

School Performance Data

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

V. Initial Costs and Savings

If this proposal is approved, once the closure of Graphics and the opening of New School are implemented, the DOE will cease to allocate funds to Graphics, and will allocate funds instead to New School.

New School will be provided with a fixed per-school allocation of $15,000 during its first year. All schools receive approximately $225,000 in annual fixed Fair Student Funding ("FSF") foundation allocations to fund administrative costs and an additional $50,000 in Children First supplemental funding.

Estimated FSF for New School in its first year is $5,785,271 - $5,953,570. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY12 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (known as SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.[37]

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support

[36] Demographic data include for New School is anticipated based on the current student population at Graphics, but actual demographic data may differ.

[37] SIG funding is available for PLA schools for a maximum of three years from the start of the school's initial implementation of a model. Graphics has not yet been placed into a SIG model meaning that New School will be eligible for three years of funding.

services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization ("EPO") that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student support similar to those developed in Transformation, but also replace at least half of the school's staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.

If the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding of up to $2,000,000 per year for 3 years under the federal Turnaround model. However, the DOE plans to proceed with this proposal whether or not New School becomes eligible for SIG funding.

Current Graphics teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. This will not count as a cost or savings to New School, but could increase overall ATR costs to the DOE.

This proposal is not expected to impose any costs on or affect the funding of the other schools located in the M625 building.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Graphics will be excessed at the end of the 2011-2012 school year.[38]

For teachers, new schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. All new district schools opening in campuses where an existing school is phasing out or closing must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from Graphics apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from Graphics who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary, and paraprofessional positions are also subject to Article 18-D.

Hiring decisions for New School for all teachers, whether they concern current Graphics teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. Staff will be selected by a Personnel Committee typically consisting of two Union representatives designated by the UFT president, two representatives designated by the Chancellor or superintendent, and the principal.

Current Graphics teachers who are not hired at New School will remain in excess.

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

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

If approved, this proposal will not impact the personnel needs of the other existing organizations in the building.

B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing New School to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for Graphics, BOSS, and Gateway are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is $4,207.47.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, high schools received an additional $2,043.69 per pupil for each ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

While schools receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. If this proposal is approved, funding will be provided to meet the needs of all students with disabilities at New School in accordance with their IEPs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, New School may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Graphics, BOSS, and Gateway are all currently eligible for Title I funding. Since New School's enrollment is expected to be unchanged by this proposal, the DOE anticipates that the school will receive approximately the same amount of Title I funding next year. Since New School is expected to serve the same population as Graphics, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as Graphics does, if this proposal is approved.

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 2012, only officially approved programs will be eligible for this funding. If this proposal is approved, New School will be able to apply for State approval of its CTE Pathways, and if those programs are approved,

New School will be eligible for VTEA funding. The amount of VTEA funding will vary depending on enrollment each year. Graphics currently has one approved CTE program.

As described above, Graphics is currently participating in the federal Small Learning Community ("SLC") program, through which the school receives grant funding for the implementation of SLCs and activities to improve student academic achievement in large public high schools. Graphics' funding was awarded through June 2013 but due to cuts by Congress, the performance period now ends in June 2012 with the possibility of a small amount of additional funding through June 2013. The U.S. Department of Education is no longer awarding new SLC grants. If this proposal is approved, there will be no impact on the school's existing SLC funding.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

If approved, this proposal will not impact the costs of instruction of the other existing organizations in the M625 building.

C. Administration

All school supervisor and/or administrator positions assigned to Graphics will be excessed when the school is closed, if this proposal is approved. Again, all excessing will take place in accordance with existing labor contracts.

Administrative positions at New School will be filled pursuant to the process set forth in Chancellor's Regulation C-30. That process could result in New School having a different principal or assistant principals than Graphics.

If approved, this proposal will not impact the administrations of the other organizations in the M625 building.

D. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf. There will be no change to existing transportation practices at any of the school organizations in the M625 building as a result of this proposal.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the M625 building.

VII. Building Information

Building		M625
Type of Building		High school
Year Built		1957
Overall BCAS rating		2.57
2010-2011 Target Building Utilization		89%
2010-2011 Target Building Capacity		2139
FY 2011 Maintenance Costs	**Labor**	$28,065
	Materials	$8,988
	Maintenance and repair contracts	$32,834
	Service contracts	$90,460
	Custodial operations costs—Materials	$20,876
	Custodial operations costs—Custodial Allocation	$506,130
FY 2011 Energy Costs	**Electric**	$255,189
	Gas	$2,195
	Oil	$149,878
Projects completed during the current or prior school year		Windows/Exterior Masonry/Plaza Deck, CTF-Room Conversion
Projects proposed in the capital plan		Walk in freezer replacement
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, & Science Labs

APPENDIX A
Interest Area: Visual Art & Design

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M374	Manhattan	Gramercy Arts High School	40 IRVING PLACE	492	437	113%	C	11%	3%	Fine & Visual Arts	Audition
02M543	Manhattan	New Design High School	350 GRAND STREET	414	470	88%	A	13%	6%	New Design High School	Ed Option
02M600	Manhattan	The High School of Fashion Industries	225 WEST 24 STREET	1593	1928	83%	A	7%	3%	Fashion Design, Related Arts & Business Fields	Audition
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10%	6%	SoHo Communication Arts Academy	Ed Option
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Commercial Art and Design	Audition
03M415	Manhattan	Wadleigh Secondary School for the Performing & Visual Arts	215 WEST 114 STREET	488	778	63%	D	13%	8%	Visual Arts	Audition
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2601	2099	124%	A	0%	0%	Fine Arts	Audition
03M494	Manhattan	High School of Arts and	122 AMSTERDAM	592	676	88%	C	10%	11%	Arts &	Ed Option

		Technology	AVENUE							Technology	
04M680	Manhattan	Heritage School, The	1680 LEXINGTON AVENUE	288	249	116%	B	15%	7%	The Heritage School	Ed Option

Sources:	
2011-12 Enrollment	2011-2012 Audited Register.
2010-11 Organization Capacity (Org Capacity)	School Capacity in 2010-2011 from the School Utilization Report ("Blue Book").
2011-12 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2011-2012 Audited Register. This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2011-2012 Audited register.
Progress Report	2010-2011 Progress Report Grade.
2011 Seat Target	Program Seat Target for September 2011.
2011 Applicants	Program Applicants for September 2011.
Admissions	Process by which students are admitted to the school.

APPENDIX B
CTE Career Pathway: Arts, A/V Technology, and Communication

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	561	546	103%	N/A	0%	81%	Technical Theatre	Transfer School	In Development
02M519	Manhattan	Talent Unlimited High School	317 EAST 67 STREET	486	618	79%	B	0%	0%	Drama	Audition	Approved
02M600	Manhattan	The High School of Fashion Industries	225 WEST 24 STREET	1593	1928	83%	A	7%	3%	Commercial Arts and Illustration	Audition	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10%	6%	Desktop Publishing	Educational Option, Screened	In Development
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Graphics Design and Illustration	Audition	Approved
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Cartoon and Animation, Interactive Tech	Audition	Approved
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Photography and Film Editing	Audition	In Development
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Commercial Photography	Audition	In Development
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Apparel Design	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and	100 AMSTERDAM AVENUE	2601	2099	124%	A	0%	0%	Dance	Audition	In Development

		Performing Arts										
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2601	2099	124%	A	0%	0%	Drama	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2601	2099	124%	A	0%	0%	Technical Theatre	Audition	In Development
08M625	Bronx	Herbert H. Graphics High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Media Production	Educational Option, Zoned	New (to process)
10X437	Bronx	Fordham High School for the Arts	500 EAST FORDHAM ROAD	384	422	91%	A	22%	13%	Drama	Audition	In Development
11X418	Bronx	Bronx High School for the Visual Arts	2040 ANTIN PL	473	486	97%	C	15%	5%	Graphics Design	Limited Unscreened	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Media Production	Educational Option, Screened, Zoned	In Development
14K454	Brooklyn	Green School: An Academy for Environmental Careers	223 GRAHAM AVENUE	376	573	66%	B	14%	11%	Technical Theatre	Limited Unscreened	New (to process)
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Technical Theatre	Educational Option, Screened	In Development
16K455	Brooklyn	Boys and Girls High	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Graphics Arts	Screened, Zoned	In Development

		School										
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Graphics Design	Screened, Zoned	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Film/Video Production	Screened, Zoned	New (to process)
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Dance	Educational Option, Screened	New (to process)
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	377	608	62%	A	15%	5%	Drama	Limited Unscreened	In Development
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	377	608	62%	A	15%	5%	Technical Theatre	Limited Unscreened	In Development
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Communication Media	Educational Option	In Development
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Apparel Design	Educational Option	In Development
21K559	Brooklyn	Life Academy High School for Film and Music	2630 BENSON AVENUE	246	381	65%	B	19%	5%	Film/Video Production	Limited Unscreened	In Development
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18%	3%	Audio Visual	Educational Option	In Development
22K405	Brooklyn	Maywood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Media Production	Screened, Unscreened	In Development
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Graphics Design	Educational Option	In Development

24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Graphics Design	Educational Option	In Development
25Q285	Queens	World Journalism Preparatory: A College Board School	34-65 192 STREET	589	575	102%	A	10%	1%	Media Journalism	Limited Unscreened	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Media Journalism	Screened	New (to process)
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Digital Communication	Audition, Educational Option, Limited Unscreened, Screened	In Development
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Audio Engineer	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Media Production	Educational Option, Limited Unscreened, Screened	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Film/Video Production	Audition, Educational Option, Screened, Zoned	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Graphics Arts	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Commercial Arts and Illustration	Educational Option, Screened	Approved

		Education High School										
30Q301	Queens	Academy for Careers in Television and Film	36-41 28 STREET	413	439	94%	N/A	10%	3%	Film/Video Production	Limited Unscreened	In Development
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35TH AVENUE	756	746	101%	B	0%	0%	Dance	Audition	In Development
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35TH AVENUE	756	746	101%	B	0%	0%	Drama	Audition	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Film/Video Production	Educational Option	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Digital Communication	Educational Option, Screened, Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Media Studies	Educational Option, Screened, Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Audio Engineer	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Dance	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Graphics Design	Educational Option, Screened, Unscreened	New (to process)

31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Film/Video Production	Educational Option, Screened, Unscreened	New (to process)
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	E-Commerce	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	Graphics Design	Educational Option, Screened	Approved

APPENDIX C
CTE Career Pathway: Law & Public Safety

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Law Enforcement	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Law Academy/Legal Studies	Educational Option	In Development
06M467	Manhattan	High School for Law and Public Service	549 AUDUBON AVENUE	690	527	131%	A	11%	32%	Law Academy/Legal Studies	Educational Option	In Development
08M625	Bronx	Herbert H. Graphics High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Computer Forensics	Educational Option, Zoned	In Development
08M625	Bronx	Herbert H. Graphics High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 STORY AVENUE	361	362	100%	B	14%	14%	Law Academy/Legal Studies	Limited Unscreened	In Development
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	697	552	126%	B	13%	10%	Law Academy/Legal Studies	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14%	7%	Law Academy/Legal Studies	Limited Unscreened	In Development
11X455	Bronx	Harry S Truman	750 BAYCHESTER	1675	2902	58%	B	15%	10%	Law Enforcement	Educational Option,	In Development

		High School	AVENUE								Screened, Zoned	
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Computer Forensics	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Enforcement	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Academy/Legal Studies	Educational Option	In Development
15K519	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	634	864	73%	B	15%	8%	Law Academy/Legal Studies	Educational Option	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Law Academy/Legal Studies	Screened, Zoned	New (to process)
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	399	663	60%	B	11%	5%	Law Academy/Legal Studies	Educational Option, Screened	In Development
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	414	455	91%	A	18%	9%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	295	414	71%	N/A	11%	12%	Law Program	Limited Unscreened	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Law Academy/Legal Studies	Educational Option, Limited Unscreened,	In Development

											Zoned	
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Law Academy/Legal Studies	Audition, Screened, Zoned	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Law Academy/Legal Studies	Screened, Unscreened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Law Academy/Legal Studies	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Law Enforcement	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Law Academy/Legal Studies	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Criminal Justice	Educational Option, Screened, Zoned	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened	In Development
27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2504	2211	113%	D	9%	17%	Law Academy/Legal Studies	Educational Option, Zoned	In Development

27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117%	C	9%	17%	Law Academy/Legal Studies	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107%	C	9%	18%	Law Academy/Legal Studies	Screened, Unscreened	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Computer Forensics	Educational Option, Screened, Unscreened	New (to process)
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Law Academy/Legal Studies	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Law Enforcement	Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Unscreened	In Development

Note about Approval Status: If a school is "New (to process)," the program had never engaged in the CTE program approval process. If a school is denoted "To be determined (TBD)," the school is still working out details for their proposed CTE program. If a school is “in development,” it is in the process of developing a CTE program of study but has not yet received official approval from the City or State. Students are exposed to CTE content in classes but the school has not yet been granted approval to endorse diplomas with a CTE certification. If a school is “under review,” it has submitted an application for their CTE program of study to be reviewed by the City and State. If a school is “approved,” the CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification. If a school’s CTE program has “expired,” the official City and State approval for the program has expired.

APPENDIX C
CTE Career Pathway: Law & Public Safety

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 D
Spanish Bi-lingual Programs

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
01M696	Bard High School Early College	Spanish	525 East Houston Street	Screened
02M303	Facing History School, The	Spanish	525 West 50Th Street	Limited Unscreened
02M427	MANHATTAN ACADEMY FOR ARTS & LANGUAGE	Spanish	111 East 33 Street	Screened: Language
02M520	Murry Bergtraum High School for Business Careers	Spanish	411 Pearl Street	Educational Option
02M542	Manhattan Bridges High School	Spanish	525 West 50Th Street	Screened: Language & Academics
02M550	Liberty High School Academy for Newcomers	Spanish	250 West 18 Street	Transfer School
03M403	THE GLOBAL LEARNING COLLABORATIVE	Spanish	145 West 84 Street	Limited Unscreened
06M462	The College Academy	Spanish	549 Audubon Avenue	Educational Option
06M467	High School for Law and Public Service	Spanish	549 Audubon Avenue	Educational Option
06M468	High School for Health Careers and Sciences	Spanish	549 Audubon Avenue	Educational Option
06M552	Gregorio Luperon High School for Science and Mathematics	Spanish	501 West 165Th	Screened: Language & Academics
75M721	P.S. M721 - Manhattan Occupational Training Center	Spanish	250 West Houston Street	N/A
75M751	Manhattan School for Career Development	Spanish	113 East 4th Street	N/A