

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-Location of New High School 02M507 with the High School of Graphic Communication Arts (02M625) and the Business of Sports School (02M393) in School Building M625

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new DOE high school, 02M507 (“02M507”), in school building M625 (“M625”), located at 439 West 49th Street, New York, NY 10019, within the geographical confines of District 2 (“District 2”). If this proposal is approved, 02M507 would be co-located in building M625 with two existing high schools: the High School of Graphic Communication Arts (02M625) and the Business of Sports School (02M393), a school currently serving students in grades 9 and 10, which will reach full scale in 2012-2013 serving students in grades 9-12. In addition, M625 houses an Alternative Learning Center (“ALC”, 88M992). A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In the 2009-2010 school year, building M625 had a target capacity to serve 1,939 students, and the building enrolled 1,957 students,¹ yielding a target building utilization rate of 101%.² In 2010-2011, building M625 has an enrollment of 1948³ students, yielding a utilization rate of 100% of target capacity.⁴ The slight decrease in building enrollment is attributed to the recent downsizing of the High School of Graphic Communication Arts. Over the last two years, the DOE has worked closely with the principal to reduce the number of incoming ninth-graders at that school by eliminating the printing program, which struggled to attract and enroll new students. As a result, the High School of Graphic Communication Arts enrolled 1,660 students in 2010-2011, compared to 1,774 students in 2009-2010. The DOE will continue to downsize the High School of Graphic Communication Arts over the course of 4 years by shrinking its enrollment by approximately 660-760 students, so that the school eventually serves 900-1,000 students in grades 9-12.

If this co-location proposal is approved, 02M507 would gradually phase into M625 while the High School of Graphic Communication Arts simultaneously scales back its enrollment, and the Business of Sports

¹ This enrollment number includes maximum allowable enrollment in the ALC. Although ALC enrollment may vary significantly throughout the year, the maximum enrollment is used to calculate utilization.

² The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

³ Enrollment reflects 2010-2011 audited enrollment and utilization compares this enrollment with the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) capacity. In addition, all enrollment figures within this document reflect maximum allowable enrollment in the ALC.

⁴ Unless otherwise noted, all references to currently enrollment are based on the 2010 Audited Register. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students who may actually attend the school and do not include Long Term Absences (LTAs).

School continues its phase in. The new school, 02M507, would serve students in grade 9 in 2011-2012 and would add one grade level every year until the school reaches its full grade span of 9-12 in the 2014-2015 school year, serving approximately 400-450 students. The new school would be open to students through the Citywide High School Admissions Process, and would have a Limited Unscreened admissions method. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs. In addition, the school plans to offer Career and Technical Education programs in Information Technology.

The M625 building will have adequate capacity to accommodate the new high school, the ALC, and the existing schools in the building at full operational capacity. Once 02M507 completes its phase in, the building would serve approximately 1,780-1980 students in 2014-2015, yielding an approximate utilization rate of 102%.⁵

Background on the DOE's Decision-Making Process

The High School of Graphic Communication Arts currently has four Educational Option program offerings: Academy of Visual Arts, Academy of Journalism, Academy of Photography, and Academy of Law Enforcement. Students are admitted to each program through the High School Admission Process. Educational Option programs provide opportunities for engagement with specific subject areas or themes, and 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 by the school administration and half are selected randomly. If a student scores in the top 2% on his or her previous year's English Language Arts reading exam and lists an Educational Option program as his or her first choice, he or she is guaranteed a match to that program.

Each program offered at the High School of Graphic Communication Arts is designed to take in approximately 125-130 incoming ninth grade students each year. However, there continues to be a disproportionate number of students entering the school through the Visual Arts and Photography programs. Demand for both of these programs is relatively high at 7.0 and 8.0 applications per seat, respectively. By contrast, the demand for the school's Journalism program decreased from 3.5 applications per seat for September 2008 to 2.8 applications per seat for September 2010. Similarly, demand for the Law Enforcement program dropped from 6.0 applications per seat in September 2008 to just 4.3 applications per seat for September 2010. The citywide average is 8.1 applications per seat across all programs. In an effort to better align available resources with student needs, the DOE is planning to scale down and eventually discontinue the Law Enforcement and Journalism Educational Option programs beginning in the 2011-2012 school year. Some of the seats lost as a result of downsizing the school's enrollment would be replaced by adding seats to the two existing Educational Option programs where demand has often outpaced program capacity. The proposed new school, 02M507, would also replace seats lost at the High School of Graphic Communication Arts and would begin phasing into the building with a ninth-grade cohort in 2011-2012.

The High School of Graphic Communication Arts has also struggled to meet performance targets for several years. The school received an overall D grade on the 2009-2010 Progress Report and an overall C grade between 2006 and 2009. Graduation rates have remained below 50% for more than a decade. In addition, the High School of Graphic Communication Arts has been identified by the State Education Department ("SED") as a Persistently Low Achieving School ("PLA").

⁵ The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students who may actually attend the school and do not include Long Term Absences (LTAs). Unless otherwise indicated, all projected utilization rates are calculated by using the high end of the range, and are therefore considered a conservative estimate.

In January 2010, SED issued the first list of schools identified as PLA. Then, in December 2010, the SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 ELA and math test scores and graduation rates for high schools. In January 2010, the State identified the High School of Graphic Communication Arts as a PLA school. The school continued to be classified as such in the December 2010 identification.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The co-location of 02M507 in building M625 is intended to provide an additional high-quality option to students and families in District 2 and Manhattan at large. This proposal is in line with the DOE's commitment to investing in schools that optimize student performance and ensure that every student graduates from high school equipped with the skills necessary to achieve success in college, careers, and life.

II. Proposed or Potential Use of Building

In the 2009-2010 school year, building M625 had a target capacity to serve 1,939 students, and the building enrolled 1,957 students, yielding a target building utilization rate of 101%. In 2010-11, building M625 has an enrollment of 1,948 students, yielding a utilization rate of 100% of target capacity.

If this co-location proposal is approved, 02M507 would gradually phase into M625 by adding one grade level each year until the school reaches its full grade span of 9-12. 02M507 would open in September 2011 with a ninth-grade cohort of approximately 100-125 students. 02M507 would operate at full organizational capacity in the 2014-2015 school year, serving approximately 400-450 students in grades 9-12.

The Business of Sports School will continue to phase in to M625 by adding one grade level every year until the school reaches its full grade span of 9-12 in the 2012-2013 school year, serving approximately 400-450 students. The High School for Graphic Communication Arts will continue to downsize its enrollment each year until it serves approximately 900-1,000 students in grades 9-12 over the next four years. In addition, the ALC is not expected to lose any space or reduce the services offered as a result of this proposal.

Over the next five years, the proposed grade spans for the schools in the building would be as follows:

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
High School of Graphic Communication Arts	02M625	9-12	9-12	9-12	9-12	9-12
The Business of Sports School	02M393	9, 10	9, 10, 11	9-12	9-12	9-12
02M507	02M507	N/A	9	9, 10	9-11	9-12

There will be adequate capacity in M625 to accommodate the two existing schools and the ALC in the building, as well as 02M507 as it continues to phase into the building. Once 02M507 has completed its expansion in 2014-2015, there will be approximately 1,780-1,980 students served in the building, yielding an approximate utilization rate of 102%. This proposal is not expected to impact the enrollment at the Business of Sports School or the ALC in M625. As mentioned previously, the High School of Graphic Communication Arts will downsize its enrollment in order to create additional capacity in the building to accommodate the phase-in of 02M507.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.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 standards for maximum 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 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 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 enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

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

A. Students

Impact of 02M507's Co-Location on the Existing Schools in Building M625

In September 2011, 02M507 would be housed in the M625 building and would be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process. Admissions to 02M507 would be open to any New York City student. The school is proposed to have a Limited Unscreened admissions method, giving admissions priority to students who demonstrate an interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs.

The high schools located in M625 serve general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching ("CTT") classes, Self-Contained ("SC") classes, and receiving Special Education Teacher Support Services ("SETSS"). Upon admission, the schools work with parents of students requiring special education services to develop an individualized program that reflects the resources that the schools can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners ("ELLs") enrolled in any of the three existing schools in the building receive English as a Second Language ("ESL") services. All students enrolled in one of the schools in M625 will continue to receive their mandated special education and/or ELL services if this proposal is approved.

Students participating in the Journalism and Law Enforcement Educational Option programs offered at the

High School of Graphic Communication Arts would continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. Current students who do not earn the necessary credits to graduate high school by 2014-2015 would be able to remain in the school, but may not have access to coursework in the Law Enforcement and Journalism program areas. However, students would be supported by the school in identifying another program area of interest to them and would work closely with a guidance counselor or school administrator to map out a comprehensive plan towards graduation.

The Academy for Law Enforcement falls within the Law and Government interest area. There are 45 other citywide programs in the Law and Government interest area, including 5 in Manhattan. In addition, the Academy of Journalism falls within the Communication interest area. There are 22 citywide programs in the Communications interest area, including 2 in Manhattan. The list of schools in the City that also provide programs in similar interest areas to those offered at the High School of Graphic Communication Arts can be found in Appendix A. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices and on the DOE website here:

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

Impact on Extracurricular Activities

According to the High School Directory, the High school of Graphic Communication Arts offers the following extracurricular activities: **Leadership & Support:** Naval Junior Reserve Officers' Training Corps (NJROTC), Vocational Industrial Clubs of America (VICA), SPARK, Students Who Shine. **Academic:** Moot Court, Mock Trial, Debate Team, School Newspaper, National Honor Society, Desktop Publishing. **Artistic:** Screen Printing, Black and White Photography, Heidelberg Print Club, Animation, Opening Act Theatre, and Producers Project. **Clubs:** Cheerleading, STEP Team, Weight Training, Yearbook, Cross Country, Football, Transition to College, Music Performance, Black and White Photography, Community Service, Chicken Soup for the Teenage Soul, ESL Film, Opening Act.

All school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current High School of Graphic Communication Arts students would continue to have the opportunity to participate in a variety of extracurricular programs as the school downsizes, though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Admissions Impact for Future High School Students

In New York City, high school admissions are based on a citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. All schools in the M625 building admit students as part of the High School Admissions Process through Limited Unscreened and Educational Option admissions methods. There will be no impact on the existing schools’ admissions policies as a result of this proposal. As previously noted, the High School of Graphic Communication Arts will have two fewer Educational Option programs once the DOE completes the phase-down and discontinuance of its Journalism and Law Enforcement programs; however, the scale-down and discontinuance of those programs are not linked to the approval of this proposal. 02M507 would also admit students through a limited unscreened admissions method. Students interested in applying for admission to 02M507 would participate in the High School Admissions Process outlined below. Applications are typically submitted in early December for admission to the ninth grade for the following school year.

There are three rounds to the High School Admissions Process:

Specialized High Schools Round: Students who took the Specialized High School Admissions Test and are eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts receive both a specialized high school offer and, if they received one, their Main Round offer at the same time February. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

Main Round: All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round, which occurs in late March. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

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

Students with Individualized Education Plans (“IEPs”) are admitted in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: <http://schools.nyc.gov/ChoicesEnrollment/High/Calendar/default.htm>

In addition to the High School Admissions Process, some students enroll in schools through an “over-the-counter” (“OTC”) placement. Over-the-counter placement⁶ is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of 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);⁷ or
- Did not submit a high school application.

When a student needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that would meet the student’s needs.

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

⁶ Enrollment projections for 02M507 include students who seek to enroll “over-the counter.” 02M507 and the three other existing schools at the Bushwick campus will be allocated space based on the relative enrollments of the co-located schools. Thus, the space allocated to 02M507 in K168 will accommodate the school’s projected enrollment, including “OTC” students.

⁷ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available is reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Educational Option or Unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students 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 to OTC students through referral.⁸ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 104 to 120.

The proposed co-location of 02M507 with the High School of Graphic Communication Arts, the Business of Sports School, and the ALC is not anticipated to impact current students attending any of the existing schools in building M625. As detailed above, current eighth grade students in all five boroughs would be eligible to apply to the new school through the Citywide High School Admissions Process in February 2011.

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

Admissions Impact for Current Eighth Grade Students

Students who are currently enrolled in the eighth grade and are interested in applying to 02M507 would participate in the High School Admissions Process this school year for a ninth-grade seat in September 2011. Although high school applications were due on December 3, if this proposal is approved by the PEP, students who are interested in applying to 02M507 would have the opportunity to submit a new admission application with revised school rankings in February. This application would replace the previously submitted application and would be included as the student’s application for the main round of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2011-2012 school year will also be available for these students to consider.

Impact on the ALC

The M625 building houses an Alternative Learning Center, which currently enrolls approximately 80 students. ALCs provide a safe and high quality instructional program to students who have received a superintendent’s suspension. This is a personalized educational program that encompasses social and emotional development to prepare students for their return to their home schools. The DOE does not anticipate that students attending the ALC would be adversely impacted by this proposal, as there would continue to be sufficient space in the building to accommodate the program. The ALC is not expected to lose any space in building M625 as a result of this proposal.

⁸ 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 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”).

Impact on CTE Programs

The Academy of Law Enforcement at the High School of Graphic Communication Arts falls under the Legal Services CTE career Pathway. There are 35 CTE programs in the Legal Services career pathway Citywide. In addition, the Academy of Journalism falls within the Media Communication, Journalism and Broadcasting career pathway. There are 4 CTE programs in the Media Communication, Journalism and Broadcasting career pathway Citywide. The list of schools in the City that also provide CTE programs in these career pathways can be found in Appendix B. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices or on the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Students enrolled in the CTE programs in the Legal Services or Media Communication, Journalism and Broadcasting career pathways at the High School of Graphic Communication Arts who are repeating the 9th grade would complete high school at Graphic Communication Arts if they earn credits on schedule. As the High School of Graphic Communication Arts phases down those CTE programs, students enrolled in those programs would receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students would also be encouraged to meet with their guidance counselor to review their progress toward graduation and, in appropriate cases, to consider applying to a Transfer School or enrolling in a Young Adult Borough Center ("YABC").⁹

B. Schools

The opening of 02M507 is intended to add high-quality seats at the high school level in both District 2 and Manhattan in general. The M625 building would continue to house the High School of Graphic Communication Arts, the Business of Sports School, and the ALC. As the High School of Graphic Communication Arts downsizes its enrollment, the seats lost will be replaced by the phase in of 02M507 and the continued phase in of the Business of Sports School. M625 has sufficient capacity to accommodate both existing schools and the ALC in the building, as well as 02M507 after it has completed its expansion in the 2014-2015 school year. Collectively, all three schools serving students in the M625 building in 2014-2015 are projected to enroll approximately 1,780-1,980 students. The projected utilization for M625 at that point would be 102%.

The chart below depicts projected enrollment in M625 over the course of 02M507's expansion:

⁹ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. To view a list of Young Adult Borough Centers Citywide, please visit the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

School Name	DBN	Projected Enrollment				
		2010-11	2011-12	2012-13	2013-14	2014-15
High School of Graphic Communication Arts	02M625	1,660	1,425-1,475	1,200-1,250	1,025-1,075	900-1,000
The Business of Sports School	02M393	208	300-325	400-450	400-450	400-450
ALC¹⁰		80	80	80	80	80
02M507	02M507	N/A	100-125	200-250	300-350	400-450
Total		1,948	1,905-2,005	1,880-2,030	1,805-1,955	1,780-1,980

If this proposal is approved, there will be sufficient space to serve the students at the High School of Graphic Communication Arts, the Business of Sports School, the ALC, and 02M507 pursuant to the Citywide Instructional Footprint (the “Footprint”) while 02M507 gradually phases in. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools:

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

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.¹¹ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

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

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. In determining an equitable

¹⁰ While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated at 80 students, even though enrollment may be lower at given times throughout each school year.

¹¹ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

According to the building survey completed by the DOE on 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. 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, the High School of Graphic Communication Arts 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. 02M507 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.

Currently, the High School of Graphic Communication Arts is allocated 83 full-size spaces, 19 rooms in excess of its current baseline allocation, which is determined by the school's current enrollment of 1,660 students. The Business of Sports School is currently allocated 12 full-size spaces, 3 rooms in excess of its baseline allocation.

In the first year of implementation, the High School of Graphic Communication Arts will be allocated a baseline of 52-54 full-size spaces, the Business of Arts School will be allocated a baseline of 12 full-size spaces, and the ALC will be allocated a baseline of 3 full-size spaces. If the proposal to co-locate new school 02M507 in the building is approved, the school will be allocated a baseline of 4 full-size spaces plus administrative space during the first year of its phase-in. This represents a total of 71-73 full-size spaces, and thus there is adequate space in M625 for all schools in 2011-2012¹². As mentioned above, the space in excess of the baseline allocations in the building will be distributed equitably between the 3 schools as part of a Building Council agreement and in conjunction with the Office of Space Planning.

The table below outlines the baseline number of rooms that each school should be allocated based on the enrollment through the course of the phase-in of 02M507

¹² The total building capacity calculated in the bluebook does not include rooms used for administrative space. In addition, although not yet reflected in the bluebook, additional capacity was created in the building last year by dividing large rooms into multiple classrooms, but that is not yet reflected in the bluebook. Therefore, while the M625 building is projected to have utilization rate of 102% in 2014-2015, that calculation is based on the current bluebook capacity. Based on the above and the capacity information set forth in the 2011 building survey report, there will be available full-size spaces in the building during each year of the proposed co-location.

	2010-11 Baseline Footprint Allocation for full-size Classrooms	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 Graphic Communication Arts	64	52-54	44-46	37-39	33-37
Business of Sports School	9	12	16	16	16
02M507	N/A	4	8	12	16
ALC	3	3	3	3	3
Total Number of Full Size Rooms Allocated	76	71-73	71-73	68-70	68-72

Building Safety and Security

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

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

C. Community

The DOE supports parent and student choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of 02M507 at M625 is intended to replace the seats lost by the phase down of the High School of Graphic Communication Arts, and increase the number of educational options available to high school students in District 2, Manhattan, and throughout the city.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis. During the 2009-2010 school year, the DOE opened six new high schools in Manhattan to create additional capacity throughout the borough.

Below is the list of new schools that opened in September 2010:

DBN	Bldg ID 2010-2011	SCHOOL NAME	BLDG name	Sept 2010 Selection Methods	Number of 9 th grade students
02M427	M503	MANHATTAN ACADEMY FOR ARTS & LANGUAGE	UFT Headquarters	Limited Unscreened	78

02M432	M620	MURRAY HILL ACADEMY	NORMAN THOMAS HS (ECF)	Limited Unscreened	142
02M437	M440	HUDSON HIGH SCHOOL OF LEARNING TECHNOLOGIES	BAYARD RUSTIN EDUCATIONAL COMP	Limited Unscreened	110
02M438	M460	INTERNATIONAL HIGH SCHOOL AT UNION SQUARE	WASHINGTON IRVING HS	Screened	89
03M417	M470	Frank McCourt High School	LOUIS D. BRANDEIS HS	Screened	102
84M433	M099	Renaissance Charter High School for Innovation	I.S. 99	Lottery	141

In addition to information provided on Manhattan high schools in the table above, detailed information about all City high schools is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here:

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

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at Building M625.

IV. Enrollment, Admissions and School Performance Information

High School of Graphic Communication Arts

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Educational Option
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Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	1,660
Grades Served after Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	1,425-1,475
Grades Served after Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	1,200-1,250
Grades Served after Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	1,025-1,075
Grades Served after Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	900-1,000

Projected Enrollment at Scale	900-1,000
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Demographic Data

Percentage Students Receiving CTT or SC services ¹³	10%
Percentage Students with Individual Education Plan ¹⁴	17%
Percentage English Language Learner Students ¹⁵	11%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁶	85%

¹³ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

¹⁴ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

¹⁵ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

¹⁶ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

High School of Graphic Communication Arts	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Quality Review Score ¹⁷	P	P	UPF
Graduation Data¹⁸			
Four-Year Graduation Rate	35%	44%	49%
Four-Year Regents Diploma Rate	22%	22%	27%
Six-Year Graduation Rate	42%	40%	48%
Other Key Indicators¹⁹			
Percent of First-Year Students Earning 10+ Credit	57%	72%	82%
Attendance Rate	70%	75%	75%

2010-2011 State Accountability Status	Restructuring (advanced) - Comprehensive
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Business of Sports School

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened
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¹⁷ Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.

¹⁸ Source: 2009-2010 Progress Report

¹⁹ Source: 2009-2010 Progress Report

Enrollment Data

Current Grades Served	9-10
Projected 2010-2011 Enrollment	208
Grades Served after Proposal in 2011-2012	9-11
Projected 2011-2012 Enrollment	300-325
Grades Served after Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	400-450
Grades Served after Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	400-500
Grades Served after Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	400-500
Projected Enrollment at Scale	400-500

Demographic Data

Percentage Students Receiving CTT or SC services ²⁰	12%
Percentage Students with Individual Education Plan ²¹	25%
Percentage English Language Learner Students ²²	11%
Percentage of Students Eligible for Free or Reduced Lunch ²³	84%

School Performance Data

BUSINESS OF SPORTS SCHOOL	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade			
Performance Grade			
Progress Grade			
Environment Grade			
Quality Review Score			
Graduation Data [1]			
Four-Year Graduation Rate			

²⁰ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

²¹ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²² English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²³ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

Four-Year Regents Diploma Rate			
Six-Year Graduation Rate			
Other Key Indicators [1]			
Percent of First-Year Students Earning 10+ Credit			83%
Attendance Rate			88%
2010-2011 State Accountability Status			
			Pending

02M507**Admissions Data**

Proposed Admissions	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened
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Enrollment Data

Grades Served after Proposal in 2011-2012	9
Projected 2011-2012 Enrollment	100-125
Grades Served after Proposal in 2012-2013	9-10
Projected 2012-2013 Enrollment	200-250
Grades Served after Proposal in 2013-2014	9-11
Projected 2013-2014 Enrollment	300-350
Grades Served after Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	400-450
Projected Enrollment at Scale	400-450

Demographic Data

02M507 is proposed to open in September 2011 and does not have demographic data.

School Performance Data

02M507 is proposed to open in September 2011 and does not have performance data.

V. Initial Costs and Savings

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 02M507 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$451,559.88 in per pupil allocations. Beginning in its second year of operation, 02M507 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. 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 FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

Some teachers, administrative and non-pedagogical staff at the High School of Graphic Communication Arts may be excessed over the course of the downsize, which will occur regardless of whether this proposal

is approved.²⁴ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

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

02M507 would need to hire teachers, administrative staff, and non-pedagogical (school support) staff during each year of the phase-in as the total number of students enrolled in the school increases. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created each year as each grade phases in would be determined based on annual enrollment projections available as the school grows to serve those grades. It is worth noting that teachers working in high schools typically hold secondary licenses with appropriate subject-area specialization. The school would hire appropriately licensed and credentialed teachers to work with its students as it grows.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

B. Cost of Instruction

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

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language learner they enrolled.

As with all other schools Citywide, 02M507 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. If 02M507 is a Title I school and the school continues to meet Title I criteria, the school's Title I funding award would grow as the school population grows.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans (IEP). As 3K168 expands, funding would continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

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 FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

²⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title

C. Administration

02M507 is expected to hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

D. Transportation

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

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as 02M507 phases in.

VII. Building Information

Type of Building	High School
Year Built	1957
Overall BCAS rating	2.59 out of 5
Target Utilization	99%
Target Capacity	1,939
FY 2009 Maintenance Costs	Labor: \$35,173.60 Materials: \$14,455.47 Maintenance and repair contracts: \$102,406.40 Custodial operations costs—Materials: \$16,800.34 Custodial operations costs—Custodial Allocation: \$507,022.92
FY 2009 Energy Costs	Electric: \$290,334.00 Gas: \$168,625.00 Oil: \$21,210.00
Projects completed during the current or prior school year	Walk in freezer replacement. CTF room conversion. IEH PO18-Boilers #2. Windows/exterior masonry/plaza deck
Projects proposed in the capital plan	Walk in freezer replacement.
Accessibility of the building	Not Accessible
Building attributes	Art rooms (CR's), Auditorium, Cafeteria, Computer rooms(CR's), Gymnasium, Library & Science Labs (CR's)

APPENDIX A
Interest Area: Communications

Borough	School Name	10 DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Utilization	% SE	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
M	Urban Assembly School for Media Studies, The	03M307	122 AMSTERDAM AVENUE MANHATTAN NY	356	462	80%	19%	9%	A	108	387	The Urban Assembly School for Media Studies	Communications	Limited Unscreened
M	High School for Media and Communications	06M463	549 AUDUBON AVENUE MANHATTAN NY	569	498	124%	6%	27%	B	150	1266	Media and Communications Institute	Communications	Educational Option
X	Academy for Language and Technology	09X365	1700 MACOMBS ROAD BRONX NY	364	120	252%	0%	91%		N/A	N/A	National Academy Foundation Media Communications	Communications	Limited Unscreened
X	Harry S Truman High School	11X455	750 BAYCHESTER AVENUE BRONX NY	2030	3052	70%	14%	9%	B	97	299	Television Production	Communications	Educational Option
X	Bronx Aerospace High School	11X545	800 EAST GUN HILL ROAD BRONX NY	385	441	91%	17%	21%	A	108	913	Bronx Aerospace High School	Communications	Limited Unscreened
K	Benjamin Banneker Academy	13K670	71-77 CLINTON AVENUE BROOKLYN NY	833	1027	81%	2%	0%	B	60	961	Media Communication	Communications	Screened
K	Secondary School for Journalism	15K463	237 7 AVENUE BROOKLYN NY	394	680	65%	6%	16%	B	125	314	Secondary School for Journalism	Communications	Screened
K	Paul Robeson High School	17K625	150 ALBANY AVENUE BROOKLYN NY	676	1112	91%	11%	3%	C	75	134	New Media Technology	Communications	Educational Option
K	Paul Robeson High School	17K625	150 ALBANY AVENUE BROOKLYN NY	676	1112	91%	11%	3%	C	50	72	Academy of Information Technology (AOIT)	Communications	Screened
K	W. H. Maxwell Career and Technical Education High School	19K660	145 PENNSYLVANIA AVENUE BROOKLYN NY	764	1028	94%	15%	4%	B	66	145	Communications Media/Broadcasting Journalism	Communications	Educational Option
K	Edward R. Murrow High School	21K525	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	A	690	6413	Communication Arts	Communications	Educational Option
K	Edward R. Murrow High School	21K525	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	A	28	155	Bilingual Chinese Communication Arts	Communications	Educational Option

Borough	School Name	10 DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Utilization	% SE	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
K	Edward R. Murrow High School	21K525	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	A	34	109	Bilingual Spanish Communication Arts	Communications	Educational Option
Q	World Journalism Preparatory: A College Board School	25Q285	34-65 192 STREET QUEENS NY	572	583	96%	10%	1%	A	81	545	World Journalism Preparatory	Communications	Limited Unscreened
Q	John Bowne High School	25Q425	63-25 MAIN STREET QUEENS NY	3504	N/A	N/A	7%	26%	B	100	651	Center for Writing	Communications	Educational Option
Q	Robert H. Goddard High School of Communication Arts and Technology	27Q308	138-30 LAFAYETTE STREET QUEENS NY	439	287	96%	8%	5%		140	581	Robert H. Goddard High School of Communication	Communications	Limited Unscreened
Q	August Martin High School	27Q400	156-10 BAISLEY BOULEVARD QUEENS NY	1195	1797	68%	10%	4%	C	100	221	Communication Arts Academy	Communications	Educational Option
Q	John Adams High School	27Q480	101-01 ROCKAWAY BOULEVARD QUEENS NY	3351	2932	111%	9%	14%	B	102	421	Media & Communication Arts Institute	Communications	Educational Option
Q	Preparatory Academy for Writers: A College Board School	29Q283	143-10 SPRINGFIELD BOULEVARD QUEENS NY	421	636	60%	7%	2%	B	81	278	Preparatory Academy for Writers	Communications	Limited Unscreened
R	New Dorp High School	31R440	465 NEW DORP LANE STATEN ISLAND NY	2492	3374	68%	8%	5%	A	68	322	Academy of Communication and Media Arts	Communications	Educational Option
R	Curtis High School	31R450	105 HAMILTON AVENUE STATEN ISLAND NY	2575	1698	156%	9%	6%	B	30	243	Journalism Institute	Communications	Unscreened
R	Susan E. Wagner High School	31R460	1200 MANOR ROAD STATEN ISLAND NY	3173	2697	123%	11%	4%	A	34	425	Academy of Hospitality & Tourism	Communications	Educational Option

APPENDIX A
Interest Area: Law & Government

Borough	School Name	10 DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
M	Urban Assembly Academy of Government and Law, The	02M305	350 GRAND STREET MANHATTAN NY	295	454	63%	13%	6%	B	81	776	The Urban Assembly Academy of Government and Law	Law & Government	Limited Unscreened
M	Washington Irving High School	02M460	40 IRVING PLACE NEW YORK NY	1261	2117	70%	10%	20%	C	90	365	Law and Public Service	Law & Government	Educational Option
M	Murry Bergtraum High School for Business Careers	02M520	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	N/A	N/A	Institute of Justice	Law & Government	Educational Option
M	High School for Law, Advocacy and Community Justice	03M492	122 AMSTERDAM AVENUE MANHATTAN NY	508	665	71%	8%	11%	A	140	1648	Law, Advocacy and Community Justice High School	Law & Government	Educational Option
M	High School for Law and Public Service	06M467	549 AUDUBON AVENUE MANHATTAN NY	672	526	129%	8%	25%	A	181	1918	Law and Public Service	Law & Government	Educational Option
X	Community School for Social Justice	07X427	350 GERARD AVENUE BRONX NY	333	472	73%	12%	9%	A	81	633	Social Action	Law & Government	Limited Unscreened
X	Felisa Rincon de Gautier Institute for Law and Public Policy, The	08X519	1440 STORY AVENUE BRONX NY	378	352	114%	12%	13%	C	108	383	The Felisa Rincón de Gautier Institute for Law and Public Policy	Law & Government	Limited Unscreened
X	Jane Addams High School for Academic Careers	08X650	900 TINTON AVENUE BRONX NY	1021	1307	97%	13%	11%	C	75	411	Legal Studies	Law & Government	Screened
X	Bronx School for Law, Government and Justice	09X505	244 EAST 163 STREET BRONX NY	733	597	106%	7%	5%	B	54	2038	Bronx School for Law, Government and Justice for New Students	Law & Government	Educational Option
X	Bronx School for Law, Government and Justice	09X505	244 EAST 163 STREET BRONX NY	733	597	106%	7%	5%	B	54	133	Bronx School for Law, Government and Justice for Current Students	Law & Government	For Continuing 8th Graders

Borough	School Name	10 DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
X	Bronx Leadership Academy High School	09X525	1710 WEBSTER AVENUE BRONX NY	670	552	119%	11%	9%	B	151	1705	Bronx Leadership Academy	Law & Government	Educational Option
X	Bronx School of Law and Finance	10X284	99 TERRACE VIEW AVENUE BRONX NY	411	452	95%	12%	5%	B	108	1253	Bronx School of Law and Finance	Law & Government	Limited Unscreened
X	Bronx High School for Law and Community Service	10X439	500 EAST FORDHAM ROAD BRONX NY	427	469	96%	15%	14%	D	108	1088	Bronx High School for Law and Community Service	Law & Government	Educational Option
X	DeWitt Clinton High School	10X440	100 WEST MOSHOLU PARKWAY SOUTH BRONX NY	4421	3450	129%	10%	21%	C	107	857	Public and Community Service/AFJROTC	Law & Government	Educational Option
X	Grace Dodge Career and Technical Education High School	10X660	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	59	407	Paralegal	Law & Government	Educational Option
X	Harry S Truman High School	11X455	750 BAYCHESTER AVENUE BRONX NY	2030	3052	70%	14%	9%	B	148	546	Law and Legal Studies/Law Enforcement Academy	Law & Government	Educational Option
K	Urban Assembly School for Law and Justice, The	13K483	283 ADAMS STREET BROOKLYN NY	459	375	124%	11%	1%	A	115	1560	Urban Assembly School for Law and Justice	Law & Government	Limited Unscreened
K	ACORN Community High School	13K499	561 GRAND AVENUE BROOKLYN NY	752	673	103%	12%	4%	A	108	477	Law and Communication	Law & Government	Educational Option
K	School for Legal Studies	14K477	850 GRAND STREET BROOKLYN NY	826	1062	79%	9%	5%	D	200	825	Legal Studies	Law & Government	Educational Option
K	School for Legal Studies	14K477	850 GRAND STREET BROOKLYN NY	826	1062	79%	9%	5%	D	34	561	Computer Forensics Program	Law & Government	Educational Option
K	Secondary School for Law	15K462	237 7 AVENUE BROOKLYN NY	527	742	75%	10%	5%	C	125	743	Secondary School for Law	Law & Government	Screened

Borough	School Name	10 DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
K	Cobble Hill School of American Studies	15K519	347 BALTIC STREET BROOKLYN NY	687	913	79%	16%	5%	B	108	530	Pre-Law Institute	Law & Government	Educational Option
K	ACORN High School for Social Justice	16K498	1396 BROADWAY	0	N/A	N/A	N/A	N/A		76	472	Academy for Social Justice	Law & Government	Screened
K	School for Democracy and Leadership	17K533	600 KINGSTON AVENUE BROOKLYN NY	434	711	63%	10%	3%	C	54	273	Law and Leadership	Law & Government	Limited Unscreened
K	High School for Youth and Community Development at Erasmus	17K537	911 FLATBUSH AVENUE BROOKLYN NY	404	550	76%	11%	5%	C	54	209	Justice and Mediation Center	Law & Government	Limited Unscreened
K	High School for Public Service: Heroes of Tomorrow	17K546	600 KINGSTON AVENUE BROOKLYN NY	410	590	66%	0%	1%	A	40	446	Law Academy – HSPS	Law & Government	Screened
K	High School for Civil Rights	19K504	400 PENNSYLVANIA AVENUE BROOKLYN NY	441	322	138%	12%	6%	B	108	416	High School for Civil Rights	Law & Government	Limited Unscreened
K	New Utrecht High School	20K445	1601 80 STREET BROOKLYN NY	3240	2225	132%	11%	23%	B	N/A	N/A	Legal Studies Academy	Law & Government	Limited Unscreened
K	James Madison High School	22K425	3787 BEDFORD AVENUE BROOKLYN NY	3173	2288	144%	8%	10%	B	100	2642	Law Institute	Law & Government	Screened
K	Sheepshead Bay High School	22K495	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	140	533	Law Studies Institute	Law & Government	Educational Option
Q	Flushing High School	25Q460	35-01 UNION STREET QUEENS NY	3077	2124	129%	7%	24%	C	200	1028	Thurgood Marshall Law Academy	Law & Government	Educational Option
Q	Benjamin N. Cardozo High School	26Q415	57-00 223RD STREET QUEENS NY	4078	2674	150%	5%	7%	B	100	4109	Mentor Law and Humanities Institute	Law & Government	Educational Option
Q	Francis Lewis High School	26Q430	58-20 UTOPIA PARKWAY QUEENS NY	4227	2561	174%	7%	13%	B	100	3917	Jacob K. Javits Law Institute	Law & Government	Educational Option

Borough	School Name	10 DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Utl	% SE	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
Q	August Martin High School	27Q400	156-10 BAISLEY BOULEVARD QUEENS NY	1195	1797	68%	10%	4%	C	100	330	Business and Law Scholars Academy	Law & Government	Educational Option
Q	Beach Channel High School	27Q410	100-00 BEACH CHANNEL DRIVE QUEENS NY	1089	2592	51%	13%	9%	F	100	87	Small Learning Community (SLC) for Law, Justice and Civil Rights	Law & Government	Unscreened
Q	Richmond Hill High School	27Q475	89-30 114 STREET QUEENS NY	2953	2211	144%	7%	16%	C	70	412	Law and International Studies	Law & Government	Educational Option
Q	Forest Hills High School	28Q440	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	100	4172	Law & Humanities Institute	Law & Government	Educational Option
Q	Jamaica High School	28Q470	167-01 GOTHIC DRIVE JAMAICA NY	1236	1877	79%	7%	18%	D	226	226	Law Studies Institute	Law & Government	Educational Option
Q	Hillcrest High School	28Q505	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	68	386	Academy of Public Service and Law	Law & Government	Educational Option
Q	High School for Law Enforcement and Public Safety	28Q690	116-25 GUY R BREWER BOULEVARD QUEENS NY	538	891	63%	5%	1%	B	160	752	Law Enforcement and Public Safety	Law & Government	Screened
Q	Law, Government and Community Service High School	29Q494	207- 01 116TH AVENUE QUEENS NY	436	494	102%	6%	2%	D	150	531	Law, Government and Community Service	Law & Government	Educational Option
Q	William Cullen Bryant High School	30Q445	48-10 31 AVENUE QUEENS NY	3056	2845	109%	8%	20%	C	100	817	Mentor Law and Forensic Science Institute	Law & Government	Screened
R	New Dorp High School	31R440	465 NEW DORP LANE STATEN ISLAND NY	2492	3374	68%	8%	5%	A	68	251	Law, History & Human Rights Institute sponsored by Gilder Lehrman Institute of American History	Law & Government	Screened
R	Curtis High School	31R450	105 HAMILTON AVENUE STATEN ISLAND NY	2575	1698	156%	9%	6%	B	68	397	Legal Studies & Law Enforcement	Law & Government	Unscreened
R	Susan E. Wagner High School	31R460	1200 MANOR ROAD STATEN ISLAND NY	3173	2697	123%	11%	4%	A	68	699	Law & Politics Institute	Law & Government	Screened

Note: Paul Robeson High School and Jamaica High School are both being proposed to gradually phase-out.

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