



Dennis M. Walcott, Chancellor

Educational Impact Statement
Proposed Opening and Co-location of New High School 07X259 with Samuel Gompers Career and Technical High School (07X655), Mott Haven Community High School (07X557), and New Visions Charter High School for the Humanities II (84X208) in School Building X655
Beginning in 2013-2014
Release Date: December 18, 2012

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-location of New High School 07X259 with Existing Schools Samuel Gompers Career and Technical Education High School (07X655), Mott Haven Community High School (07X557) and New Visions Charter High School for the Humanities II (84X208) in Building X655, Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate 07X259, a new district Career and Technical Education (“CTE”) high school, on the Samuel Gompers Educational Campus in school building X655 (“X655”) located at 455 Southern Boulevard, Bronx, NY 10455, within the geographical confines of Community School District 7 (“District 7”). The proposed new high school, 07X259, will offer rigorous CTE programming in the Health Science career path, as described in more detail below, which is designed to prepare students for post-secondary college and careers. If this proposal is approved, 07X259 will be co-located in Building X655 with Samuel Gompers Career and Technical Education High School (07X655, “Samuel Gompers”), an existing high school that is in the process of phasing out and will close following the 2014-2015 school year;¹ Mott Haven Community High School (07X557, “Mott Haven Community”), a transfer school that serves students between the ages of 16 and 21 and does not organize students by grades;² and New Visions Charter High School for the Humanities II (84X208, “HUM II”), an existing public charter high school that currently serves students in ninth grade and will reach its full scale of ninth through twelfth grades in 2015-2016.³ 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.

The proposed co-location of 07X259 in building X655 is part of the DOE’s central goal to create new school options that will better serve future students and the community at large and to provide another option in the Samuel Gompers campus.. 07X259 will offer a rigorous academic program with a Career and Technical Education (“CTE”) course of study to prepare students for post-secondary work.⁴ The school will be open to students through the Citywide High School Admissions Process and will have a limited unscreened admissions method with priority for students residing in the Bronx. The DOE strongly believes

¹ The proposal to phase out Samuel Gompers was approved by the Panel for Educational Policy (“PEP”) on February 9, 2012, and the school stopped accepting new ninth-grade students in 2012-2013. That proposal is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

² Transfer schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. Transfer schools are small academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind.

³ HUM II will not reach stable enrollment until 2017-2018. HUM II opened in 2012-2013 with five sections of ninth-grade students; however, it plans to serve six sections of students across all four high school grades beginning in 2017-2018.

⁴ CTE programs integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce.

in the importance of CTE education and supports the opening of a new high school in the X655 building which will offer Health Science CTE programming. As described in last year's proposal to phase out Samuel Gompers, the DOE has been eager to bring new CTE opportunities to X655 to serve families in the Bronx; the co-location of 07X259 will help meet this goal.

07X259 will provide a six-year Early College program, meaning that it will serve students in ninth through twelfth grades, and students in the twelfth grade who have finished their high school graduation requirements will have the option of staying for a fifth and sixth year. During these two years, students will have the opportunity to intern at local health facilities and enroll in off-site classes at Hostos Community College of The City University of New York ("CUNY") and Bronx Community College of CUNY. Students will primarily complete their studies at these off-site partnerships and will only occasionally be on the Samuel Gompers campus.

According to the 2011-2012 Enrollment Capacity Utilization Report ("Blue Book"), building X655 has a target capacity of 1,368 students. However, during the current 2012-2013 school year the building serves a total of 709 students, yielding a building utilization rate of 52%. This means that the building is "underutilized" and has space to accommodate additional students.⁵

If this proposal is approved, the new school will open during the 2013-2014 school year, when it will serve approximately 105-115 students in the ninth grade. 07X259 will gradually phase in by adding one grade per year. The school is expected to reach full scale in 2018-2019 and will serve approximately 630-690 students in grades nine through twelve, including the students staying for their fifth and sixth years. Throughout this Educational Impact Statement ("EIS"), students participating in the six-year Early College program will be designated as twelfth-graders during their fifth and sixth years.

In 2018-2019, once Samuel Gompers has completed its phase-out and Mott Haven Community, HUM II, and 07X259 have reached full scale, there will be approximately 1,440-1,600 students served in the building, yielding a building utilization rate of approximately 105%-117% as is discussed in Section III.B and in the attached Building Utilization Plan ("BUP"). However, it is important to note that this range of 105-117% represents the DOE's most conservative estimate of building utilization, and is in fact an over-estimation, as it includes 210-230 students in their fifth and sixth year of 07X259's six-year Early College program, who will primarily complete their studies at off-site classes and health facilities, and will only occasionally be on the Samuel Gompers campus, but whose use of the building cannot be perfectly estimated at this time.⁶ Two additional classrooms will be allocated to 07X259 for use by fifth- and sixth-year students on an as-needed basis, but the DOE does not believe that these students will increase the day-to-day building utilization rate as significantly as the 105-117% range suggests.

II. Proposed or Potential Use of Building

X655 has a target capacity of 1,368 students.⁷ (The concept of "target capacity" is explained below.) In 2012-2013, the building serves 709 students,⁸ yielding a utilization rate of 52%.⁹

⁵ The 2011-2012 Under-Utilized Space Memorandum and List was published on the DOE's website on October 24, 2012. It can be accessed at: http://schools.nyc.gov/NR/ronlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

⁶ This estimate is also conservative in that it presumes that all incoming ninth-graders will exercise their option to complete years five and six of the program.

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

In 2018-2019, after Samuel Gompers completes its phase-out and Mott Haven Community, HUM II, and 07X259 completed their phase-ins and reach full enrollment, the DOE projects the building will serve approximately 1,440-1,600 students, yielding a projected target utilization rate of 105%-117%. If this proposal is approved, the grade spans for all existing and proposed school organizations in X655 over a seven-year period will be:

Grade Spans								
DBN	School Name	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
07X557	Mott Haven Community High School	N/A ¹⁰	N/A	N/A	N/A	N/A	N/A	N/A
07X655	Samuel Gompers Career and Technical Education High School	10-12	11-12	12	-	-	-	-
84X208	New Visions Charter HS for the Humanities II	9	9-10	9-11	9-12	9-12	9-12	9-12
07X259	New CTE High School ¹¹	-	9	9-10	9-11	9-12	9-12	9-12

The total current and projected student enrollment for all existing and proposed school organizations in X655 over a seven-year period, as well as the projected utilization rates for X655, are described in the table below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
07X557	Mott Haven Community High School	162	180 - 220	230 - 270	230 - 270	230 - 270	230 - 270	230 - 270
07X655	Samuel Gompers Career and Technical	428	195 - 235	85 - 125	-	-	-	-

⁸ According to the 2012-2013 Unaudited Register (as of October 26, 2012).

⁹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. 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 conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹⁰ As a transfer high school, Mott Haven Community serves students between the ages of 16 and 21 and does not organize students by grade.

¹¹ The new CTE High School will enroll students for a six-year program; students in their fifth and sixth years will be considered twelfth-grade continuing students.

	Education High School							
84X208	New Visions Charter HS for the Humanities II	119	240 - 260	385 - 420	530 - 580	555 - 610	580 - 640	580 - 640
07X259	New CTE High School	-	105 - 115	210 - 230	315 - 345	420 - 460	525 - 575	630 - 690
Total Building Enrollment		709	720 - 830	910 - 1,045	1,075 - 1,195	1,205 - 1,340	1,335 - 1,485	1,440 - 1,600
Utilization ¹²		52%	53% - 61%	67% - 76%	79% - 87%	88% - 98%	98% - 109%	105% - 117%

The projected utilization for X655 when 07X259 is at scale is approximately 105%-117%. However, it is important to note that this range represents the DOE's most conservative estimate of building utilization, and is in fact an over-estimation, as it includes 210-230 students in their fifth and sixth year of 07X259's six-year Early College program, who will primarily complete their studies at off-site classes and health facilities, and will only occasionally meet on the Samuel Gompers campus. Accordingly, the DOE has determined that X655 has adequate capacity to accommodate 07X259.

As described in more detail in the Enrollment, Capacity, Utilization Report ("Blue Book"), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's 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 2011-2012. As described earlier in this EIS, the DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 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 will

¹² All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. 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.

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 maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

In 2018-2019, once Samuel Gompers has phased out and Mott Haven Community, HUM II, and 07X259 are all at full scale, there will be approximately 1,440-1,600 students served in the building, resulting in a projected utilization rate of 105% - 117%. Despite the possibility of a utilization rate over 100% in the 2017-2018 and 2018-2019 school years, the building has sufficient space to provide all schools with their baseline room allocations, with adjustments made to account for years five and six of the Early College Program. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. More importantly, as previously noted, these projections are extremely conservative in light of the structure of 07X259's six-year Early College program. Accordingly, the DOE does not believe that the fifth and sixth year participants will significantly increase day to day building utilization because these students will spend their time interning at local health facilities and enrolling in off-site classes at Hostos Community College of CUNY and Bronx Community College of CUNY, and therefore will only occasionally be on the Samuel Gompers campus.

The attached BUP sets forth the baseline number of rooms to be allocated to each school pursuant to the DOE's Footprint as well as the total number of rooms in a building to provide a more complete picture of the availability of space in a building. As noted previously, building X655 is currently operating at a building utilization rate of 52%. This means that the building is "underutilized" and has space to accommodate additional students; accordingly, even once 07X259 has phased in to scale, there is sufficient space for all school to receive their baseline room allocation pursuant to the Footprint.

For more details on the Footprint and room allocations, see Section III.B below and the attached BUP. Please also visit the DOE's website to access the Footprint, which guides space allocation and use in City schools http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf.

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

A. Students

Beginning in September 2013, 07X259 will be located in the X655 building and will be open to prospective ninth-grade students through the Citywide High School Admissions Process if this proposal is approved. Admission to 07X259 will be open to any New York City student. The school will have a limited unscreened admissions method, with priority given to students residing in the Bronx. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the High School Fairs. Additional information about the High School Admissions Process is detailed below.

Impact on Students Currently Attending Schools in the X655 Building

The proposed co-location of 07X259 is not expected to impact the educational options of students currently attending Samuel Gompers, Mott Haven Community, or HUM II.

Samuel Gompers and Mott Haven Community serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive services in accordance with their Individualized Educational Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. HUM II meets the needs of all students requiring special education as pursuant to their IEPs.

In addition, Samuel Gompers, Mott Haven Community and HUM II all serve students classified as English Language Learners (“ELLs”). Samuel Gompers and Mott Haven Community offer English as a Second Language (“ESL”) services. All ELL students attending HUM II will continue to receive all mandated services.¹³ Thus all students enrolled in schools on the Samuel Gompers Educational Campus will continue to receive their mandated special education and/or ELL services if this proposal is approved.

Impact on Extracurricular Programming and Partnerships

The DOE does not anticipate that this proposal will affect the extracurricular programs or partnerships currently offered at Samuel Gompers, Mott Haven Community or HUM II.

These schools will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

As noted in the EIS describing the phase-out of Samuel Gompers, that school will continue offering student athletics and other extracurricular program options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

According to school reported data, Samuel Gompers currently offers the following sports:

- PSAL Sports¹⁴ – Boys: Baseball, Basketball Basketball, Indoor Track, Outdoor Track, Swimming, Tennis
- PSAL Sports – Girls: Basketball, Softball
- School Sports – Double Dutch Team

According to school reported data, Samuel Gompers also offers the following extracurricular activities:

¹³ All ELL students will be treated the same as other charter lottery applicants.

¹⁴ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

Extra-Curricular Activities
<ul style="list-style-type: none"> ■ 21 Century After School Programs ■ Hip Hop/Poetry ■ College Connections ■ Latin Dance ■ Digital Video ■ Opening Act/Drama Club ■ Sketchbook “Art” Club

Samuel Gompers has partnerships with several community-based organizations (“CBOs”) including: The Leadership Programs, Urban Arts Partnership, and Creative Connections.

According to school reported data, Mott Haven Community currently offers the following sports:

- School Sports – Basketball, Baseball, Softball

According to school reported data, Mott Haven Community also offers the following extracurricular activities:

Extra-Curricular Activities
<ul style="list-style-type: none"> ■ Dance ■ Music ■ Field Trips ■ Community Service ■ Photography ■ Forensics Club ■ Learning To Work Paid Internships

According to school reported data , Mott Haven Community currently partners with The East Side House CBO as part of its Learning To Work Program, which is an in-depth job readiness and career exploration program designed to enhance the academic component of transfer schools.¹⁵

HUM II is a charter school managed by New Visions for Public Schools. New Vision schools offer the following sports:

¹⁵ For more information about transfer schools, please visit the DOE website:
<http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/TransferHS/default.htm>.

- PSAL Sports–Basketball, Indoor/Outdoor Track, Swimming, Double Dutch, Tennis, Softball and Baseball

According to school reported data, HUM II currently partners with Lincoln Center Institute.

Typically, campuses that are home to multiple schools continue to support field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, the DOE anticipates that this same opportunity will exist for students at 07X259 located in the X655 building. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Similarly, all school organizations in the building will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed opening and co-location of 07X259 is not expected to impact extracurricular program offerings at Samuel Gompers, Mott Haven Community or HUM II.

Impact on CTE Programs

Like Sameul Gomper, 07X259 will be a new CTE school that offers programs in the Health Science career cluster. If this proposal is approved, beginning in September 2013, 07X259 will be an option for new students interested in CTE programming.

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 sixteen career clusters identified at the federal level.¹⁶ 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 New York State Education Department (“SED”), which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are “in development” are in the process of developing a CTE program of study, but have not yet received official 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

¹⁶ “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.

School	Career Cluster	CTE Pathway	State Approval Status
Samuel Gompers	Information Technology	A+ Computer Repair	In Development
Samuel Gompers	Information Technology	CISCO Networking Academy	In Development
Samuel Gompers	Manufacturing Production Cluster	CADD	In Development
Samuel Gompers	Scientific Research and Engineering Cluster	Pre Engineering	In Development

The table above shows the CTE offerings at Samuel Gompers. The proposed co-location is not expected to affect the CTE programming. Samuel Gompers has not applied for state approval for its CTE programs, which are currently phasing out and whose state approval status is in development. As of September 2012, Samuel Gompers is no longer an option for new students interested in CTE programming. HUM II offers a rigorous, college-preparatory program with CTE programming designed to equip students with the skills necessary to achieve success in college and careers. HUM II is planning to offer two programs in development in the following two career clusters: Business Management and Administration; and Hospitality and Tourism. 07X259 will offer CTE programming in the Health Science career cluster. 07X259 will offer CTE programming in the Health Science career cluster.

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>

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.

For high school admissions for the 2013-2014 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of March 2013.

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 the following September. Students will receive Round Two results at the end of May 2013.

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

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

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

Although high school applications were due on December 10, 2012, if this proposal is approved by the PEP, students who are interested in applying to 07X259 will have the opportunity to submit a new admission application with revised school rankings during Round Two in March 2013. This application will replace any previously submitted application and will serve as the student's application for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2013-2014 school year will also be available for these students to consider. Students will have the opportunity to express interest in new schools for 2013-2014 that have a limited unscreened admissions method.

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

Enrollment Impact for Future High School Students – Transfer Schools Students

As previously noted, one of the schools on the Gompers Campus, Mott Haven Community, is a transfer school. This proposal will not affect the admissions process for transfer school students applying to Mott Haven Community. As discussed above, transfer schools do not participate in the High School Admissions Process. Transfer schools accept students who have been enrolled in high school in New York City for at least one year and who are behind in high school or at risk of dropping out. Each transfer school determines its own admissions criteria. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain options to students.

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

Enrollment Impact for Future High School Students—Charter Admissions

HUM II is a charter school and accepts students through a lottery process. Applications for New Visions Charter High Schools will be available on the school's website to families beginning in January of 2013.

The application deadline will be after April 1, 2013. Any late applications will be automatically placed at the bottom of the waitlist in the order in which they were received. This lottery will be held in mid April.

Applicants will be admitted according to the following priorities:

1. First preference is given to students who attended the school the previous year and are returning to the school;
2. Second preference is given to applicants whose sibling is currently attending HUM II
3. Third preference is given to applicants who resides in HUM II's Community School District (District 7).
4. Fourth preference is given to applicants whose sibling is selected in the lottery.

5. If space remains, students outside HUM II's Community School district are admitted. Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn.

Each student will receive, in writing, notification of his/her seat or waitlist number. All students who are accepted for enrollment must complete all of the school's enrollment forms by the date required on the forms to secure enrollment. Students may forfeit their right to enroll if the forms are not returned by the designated date. As seats become available, students on the waitlist will be contacted in numerical order and must also complete all of the school's enrollment forms by the date required on the forms to secure enrollment.

Students are considered reenrolled for the following school year unless parents notify the school otherwise by the end of the current school year.

All students in District 7 will continue to have the opportunity to participate in charter lottery process for charter high schools. For more information about the charter lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's Website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

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

In addition to the High School Admissions Process ("HSAP"), some students may receive a placement at 07X259 through the over-the-counter ("OTC") process. Samuel Gompers and Mott Haven Community also accept OTC students.¹⁷ When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address, and which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student's needs.

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

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹⁸ or
- Students who did not participate in the High School Admissions Process for some other reason.

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

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

¹⁷ HUM II is a charter school which accepts students off of wait list until the end of the second trimester which ends at the end of March.

¹⁸ 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.

the admissions process.

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

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

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 599 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago.

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/Publications>.

B. Schools

If this proposal is approved, the X655 building will house 07X259, HUM II, and Mott Haven Community as they phase in, and Samuel Gompers as it phases out. Building X655 has the capacity to accommodate these schools. By 2018-2019, Mott Haven Community, HUM II and 07X259 will have completed their phase-ins and reached stable enrollment while Samuel Gompers will have phased out. At that point, the total projected enrollment for the three schools is 1,440 – 1,600 and the projected target building utilization rate for X655 at that point, according to the DOE’s most conservative estimates, will be 105%-117%.

The estimated enrollments for the organizations that will be located in X655 through the 2018-2019 school year can be found in Section IV below.

As described in more detail in the attached BUP that accompanies this EIS, if this co-location proposal is approved, there will be sufficient space to accommodate Samuel Gompers, Mott Haven Community, HUM II and 07X259 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size remains 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 or 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. Additional information about this process can be found in the BUP that accompanies this EIS.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. CTE programs empower students to complete high school and advance to higher education and career-track employment at family-supporting wages in high-demand industries. CTE incorporates academic rigor, real-world relevance and workplace skills, through programs informed by industry stakeholders providing guidance on curriculum and technology and offering work-based learning opportunities that students build upon for success in college and career. Therefore, the DOE strongly believes in the importance of CTE education and supports the opening of a new high school in the X655 building which will offer CTE programming. As described in last year's proposal to phase out Samuel Gompers, the DOE has continued to make efforts to bring new CTE opportunities to serve families in the Bronx; the co-location of 07X259 will help meet this goal.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X655.

IV. Enrollment, Admissions and School Performance Information

Samuel Gompers High School

Admissions Data

Current Admissions	N/A
Admissions in 2013-2014 and Beyond if this Co-location Proposal is Approved	N/A

Enrollment Data¹⁹

	Total Enrollment
2012-13 (unaudited)	428
2013-14 (projections)	195-235
2014-15 (projections)	85 -125
2015-16 (projections)	-
2016-17 (projections)	-
2017-18 (projections)	-

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	21%
Percentage of Students with Individualized Education Programs	28%
Percentage of English Language Learner Students	16%
Percentage of Students Eligible for Free or Reduced Lunch	62%

Performance Data

X655 Samuel Gompers Career and Technical Education High	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	F	N/A
Quality Review Score	UPF ²¹	UD	UD
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	61%	54%	67%
4 Year Graduation Rate	51%	41%	30%
6 Year Graduation Rate	58%	58%	55%
% Graduating with a Regents Diploma	29%	29%	29%

¹⁹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²⁰ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

²¹ Underdeveloped with Proficient Features

Attendance Rate	74%	72%	71%
2012-2013 State Accountability Status	12-13 Priority School		

Mott Haven Community High School 07X557

Admissions Data

Current Admissions	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply
Admissions In 2013-2014 and Beyond If this Co-location Proposal Is Approved	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply

Enrollment Data²²

	Total Enrollment
2012-13 (unaudited)	162
2013-14 (projections)	180-220
2014-15 (projections)	230-270
2015-16 (projections)	230-270
2016-17 (projections)	230-270
2017-18 (projections)	230-270

Demographic Data²³

Percentage of Students Receiving ICT or SC Services	22%
Percentage of Students with Individualized Education Programs	28%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	67%

²² All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²³ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

Mott Haven Community opened in September 2012. Therefore, there is no performance data for the school.

HUM II High School 84X208

Admissions Data

Current Admissions	9-12: Charter lottery; priority to District 7 students
Admissions In 2013-2014 and Beyond if Co-location Proposal Is Approved	9-12: Charter lottery; priority to District 7 students

Enrollment Data²⁴

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-13 (unaudited)	119	-	-	-	119
2013-14 (projections)	120-130	120-130	-	-	240-260
2014-15 (projections)	145-160	120-130	120-130	-	385-420
2015-16 (projections)	145-160	145-160	120-130	120-130	530-580
2016-17 (projections)	145-160	145-160	145-160	120-130	555-610
2017-18 (projections)	145-160	145-160	145-160	145-160	580-640

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with Individualized Education Programs	26%
Percentage of English Language Learner Students	17%
Percentage of Students Eligible for Free or Reduced Lunch	87%

²⁴ All figures represent total headcount as of October 1, 2012.

²⁵ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

HUM II opened in September 2012 with ninth grade. Therefore, there is no performance data for the school.

New School 07X259

Admissions Data

Current Admissions	N/A
Admissions In 2013-2014 and Beyond If this Co-location Proposal Is Approved	High School Admissions Process; Admissions Method: Limited Unscreened Method, priority to students residing in the Bronx

Enrollment Data²⁶

	Grade 9	Grade 10	Grade 11	Grade 12²⁷	Total Enrollment
2012-13 (unaudited)	-	-	-	-	-
2013-14 (projections)	105-115	-	-	-	105-115
2014-15 (projections)	105-115	105-115	-	-	210-230
2015-16 (projections)	105-115	105-115	105-115	-	315-345
2016-17 (projections)	105-115	105-115	105-115	105-115	420-460
2017-18 (projections)	105-115	105-115	105-115	210-230	525-575
2018-19 (projections)	105-115	105-115	105-115	315-345	630-690

Demographic Data²⁸ 07X259 does not yet have enrollment. Therefore, there is no demographic data for the school.

²⁶ The enrollment projections for a new school are based on the planned number of sections for the entry grade..

²⁷ As stated above, students completing years five and six of the program have been designated as twelfth-graders for purposes of this EIS.

School Performance Data

07X259 does not yet have enrollment. Therefore, there is no performance data for the school.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil other than personal services (“OTPS”) allocation of funds to cover start-up costs.²⁹ Based on current one-time allocations for new schools, 07X259 will receive a fixed allocation of \$80,000 and approximately \$49,875 - \$54,625 in new school OTPS start-up per-pupil allocations during its first year

In addition, 07X259’s basic operating budget will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student.

Please refer to the FSF Guide and FY13 School Allocation Memorandum for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes. The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memorandum is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam21.pdf

This proposal is not expected to impact initial costs or allocations at any of the schools located in building X655.

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

A. Personnel Needs

07X259 will need to hire teachers during each year of its phase-in as the total number of students enrolled in the school increases over each of the next six years. The precise number of positions needed for the 2013-2014 school year will be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve students in tenth through twelfth grade will be determined based on annual enrollment projections available as the school grows to serve those grades.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools that have an impact on a school that is closing or phasing out shall be required to hire no less than 50% of their staff from the most senior

²⁸ All figures are as a percentage of total students from the 2011 audited register.

²⁹ As of June 2012, only officially approved CTE programs are eligible for 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.

qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed

This proposal is not expected to impact personnel at any of schools located in the X655 building.

B. Administration

07X259 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

This proposal is not expected to impact the administration of the other schools located in the X655 building.

C. Transportation

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

This proposal is not expected to impact the transportation schedules of the other schools located in the X655 building.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided in consistent with Citywide policy as 07X259 phases in.

VII. Building Information

Building		X655
Type of Building		HS
Year Built		1931
Overall BCAS rating		2.33
2011-2012 Target Building Utilization		48%
2011-2012 Target Building Capacity		1368
FY 2012 Maintenance Costs	Labor	\$21,782
	Materials	\$16,754
	Maintenance and repair contracts	\$56,587
	Service contracts	\$8,098
	Custodial operations costs—Materials	\$13,640
	Custodial operations costs—Custodial Allocation	\$390,742
FY 2012 Energy Costs	Electric	\$248,568
	Gas	\$122,687

	Oil	n/a
Projects completed during the current or prior school year		FY11 Reso A Library Upgrade, CTF Room Conversion
Projects proposed in the capital plan		None
Accessibility of the building		Building is functionally fully programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab