



Dennis M. Walcott, Chancellor

## EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New High School (10X264) with Existing Schools Grace Dodge Career and Technical Education High School (10X660), Crotona International High School (10X524) and High School for Energy and Technology (X565) in Building X660 Beginning in 2013-2014

### I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate 10X264, a new district Career and Technical Education (“CTE”) high school, on the Grace Dodge Educational Campus in school building X660 (“X660”) located at 2474 Crotona Avenue, Bronx, NY 10458, within the geographical confines of Community School District 10 (“District 10”). The proposed new high school, 10X264, will offer rigorous CTE programming, described in more detail below, which is designed to prepare students for post-secondary college and careers. If this proposal is approved, 10X264 will be co-located in building X660 with Grace Dodge Career and Technical Education High School (10X660, “Grace Dodge”), an existing high school that is in the process of phasing-out and which will close at the conclusion of the 2014-2015 school year;<sup>1</sup> Crotona International High School (10X524, “Crotona International”), an existing high school which is in the process of phasing in, currently serves the ninth and tenth grades, and will reach its full grade span of ninth through twelfth grade in 2014-2015; and High School for Energy and Technology (10X565, “Energy and Tech”), an existing high school which is also in the process of phasing-in, currently serves students in ninth grade, and will reach its full grade span of ninth through twelfth grade in 2015-2016. In addition, X660 houses a Young Adult Borough Center (10X667, “YABC”),<sup>2</sup> and one community-based organization (“CBO”), the Committee for Hispanic Children and Families (“CHCF”).<sup>3</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

The proposed co-location of 10X264 in building X660 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 replace the seats vacated by Grace Dodge as it phases out. 10X264 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 in the importance of CTE education and supports the opening of a new high school in the X660 building which will offer CTE programming. As

<sup>1</sup> The proposal to phase out Grace Dodge 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 <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>

<sup>2</sup> Young Adult Borough Centers (“YABCs”) 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. The YABC program in X660 is an evening program, but it also uses space in the building during the day. This is detailed below in Section III.B. Impact on Schools.

<sup>3</sup> More information about CHCF can be found here <http://www.chcfinc.org/>

described in last year's proposal to phase out Grace Dodge, the DOE has been eager to bring new CTE opportunities to X660 to serve families in the Bronx; the co-location of 10X264 will help meet this goal.

According to the 2011-2012 Enrollment Capacity Utilization Report ("Blue Book"), X660 has the capacity to serve a total of 1,395 students. In 2012-2013, the building is serving approximately 1,003 students,<sup>4</sup> yielding a building utilization rate of 72%.<sup>5</sup> This means that the building is "underutilized"<sup>6</sup> and has space to accommodate additional students.

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. 10X264 will gradually phase in by adding one grade per year. The school is expected to reach full scale in 2016-2017, at which time it will serve approximately 420 - 460 students in grades nine through twelve.

In 2016-2017, once Grace Dodge has completed its phase-out and Crotona International, Energy and Tech, and 10X264 have reached full scale, there will be approximately 1,140 - 1,260 students served in the building, which will yield a target building utilization rate of approximately 82% - 90%.

## II. Proposed or Potential Use of Building

X660 has a target capacity of 1,395 students. (The concept of "target capacity" is explained below.) In 2012-2013, the building is serving 1,003 total students, yielding a target utilization rate of 72%. Grace Dodge is currently serving students in tenth through twelfth grades; Crotona International is currently serving students in ninth and tenth grades; and Energy and Tech is currently serving students in ninth grade. If this proposal is approved, 10X264 will open in September 2013 and will serve approximately 105-115 students in the ninth grade.<sup>7</sup> At scale, 10X264 will serve approximately 420-460 students in grades nine through twelve.

In 2016-2017, after Grace Dodge completes its phase-out and Crotona International, Energy and Tech, and 10X264 complete their phase-ins and reach full scale, the DOE projects the building will serve approximately 1,140 - 1,260 students, yielding a projected target utilization rate of approximately 82% - 90%.

If this proposal is approved, the grade spans for all existing and proposed school organizations in X660 over a five year period are described in the table below:

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<sup>4</sup> Based on the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>5</sup> All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 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.

<sup>6</sup> 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/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012\\_vFINALforprint.pdf](http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf)

<sup>7</sup> Enrollment projections are based on a standard phase-in plan of four sections per entry grade in the first year. Actual enrollment in 2013-2014, however, will depend on applicant demand.

<b>Grade Spans</b>						
<b>DBN</b>	<b>School Name</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
10X524	Crotona International High School	9-10	9-11	9-12	9-12	9-12
10X565	High School for Energy and Technology	9	9-10	9-11	9-12	9-12
10X660	Grace Dodge Career and Technical Education High School	10-12	11-12	12	-	-
10X264	New High School <sup>8</sup>	-	9	9-10	9-11	9-12

The total current and projected student enrollment for all existing and proposed school organizations in X660 over a five year period, as well as projected building utilization rates for X660, are described in the table below:

<b>DBN</b>	<b>School Name</b>	<b>2012-2013 Enrollment</b>	<b>2013-2014 Projected Enrollment</b>	<b>2014-2015 Projected Enrollment</b>	<b>2015-2016 Projected Enrollment</b>	<b>2016-2017 Projected Enrollment</b>
10X524	Crotona International High School	148	210 - 240	285 - 325	280 - 320	300 - 340
10X565	High School for Energy and Technology	106	205 - 225	310 - 340	415 - 455	420 - 460
10X660	Grace Dodge Career and Technical Education High School	749	355 - 395	165 - 205	-	-
10X264	New High School	-	105 - 115	220 - 230	315 - 345	420 - 460
<b>Total Building Enrollment</b>		1,003	875 - 975	980 - 1,100	1,010 - 1,120	1,140 - 1,260
<b>Utilization<sup>9</sup></b>		72%	63% - 70%	70% - 79%	72% - 80%	82% - 90%

In 2016-2017, once Grace Dodge has phased out, and Crotona International, Energy and Tech, and 10X264 are all at full scale, there will be approximately 1,140 – 1,260 total students served in the building. The

<sup>8</sup> The school name for 10X264 will be determined at a later date.

<sup>9</sup> All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 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.

projected utilization for X660 at that point is approximately 82% - 90%. This means that X660 has adequate capacity to accommodate the new high school.

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](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 goal 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 Educational Impact Statement (“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, goal 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 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 goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

The DOE anticipates that building X660 will continue to have excess space once Grace Dodge has completed its phase-out and Crotona International, Energy and Tech, and 10X264 have completed their phase-ins. This is discussed in greater detail below in Section III.B.

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

#### A. Students

If this proposal is approved, beginning in September 2013, 10X264 will be located in building X660. Prospective ninth-grade students may apply to the school through the Citywide High School Admissions Process. Admissions to 10X264 will be open to any New York City student. The school is proposed to 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 X660 Building*

The proposed co-location of 10X264 is not expected to impact the educational options of students currently attending Grace Dodge, Crotona International, or Energy and Tech.

Grace Dodge, Crotona International, and Energy and Tech 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. In addition, Grace Dodge, Crotona International, and Energy and Tech all serve students classified as English Language Learners (“ELLs”). Grace Dodge offers English as a Second Language (“ESL”) services and a Spanish bilingual program. Crotona International is an ELL-focused school that only admits students who have lived in the United States for four years or fewer and are of limited English proficiency. The school offers ESL services for all students as needed. Energy and Tech also offers ESL services. All students enrolled in schools on the Grace Dodge Educational Campus will continue to receive their mandated special education and/or ELL services if this proposal is approved.

Grace Dodge was selected to participate in the iLearnNYC grant for the 2012-2013 school year. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students’ achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student.

Grace Dodge has been using iLearnNYC to support foreign language instruction and two Advanced Placement classes. The iZone is currently accepting applications from schools interested in participating in iLearnNYC for the 2013-2014 school year. All current iLearnNYC schools must reapply to be a part of the iZone during the 2013-2014 school year and are given priority in the selection process. In addition, schools that are in the process of phasing out are given special consideration in the admission and selection process.

In addition, Grace Dodge is organized into one small learning community (“SLC”)<sup>10</sup>. As described in the phase out EIS that was approved in February of 2012, Grace Dodge will be able to maintain the small learning community structure as it phases out.

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

### *Impact on Extra-Curricular Programming and Partnerships*

The DOE does not anticipate that this proposal will affect the extra-curricular programs or partnerships currently offered at Grace Dodge, Crotona International or Energy and Tech.

These schools will continue to offer extra-curricular 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 extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

As noted in the EIS describing the phase-out of Grace Dodge, that school will continue to offer student athletics and other extra-curricular program options until it closes in June 2015, but the number and range

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<sup>10</sup> In New York City, there are over 15 large secondary schools that have been restructured into SLCs. Each SLC in a school typically has between 250-450 students that work closely with a core group of teachers and other adults. Together, they develop a personalized learning environment focused on the adults knowing the needs, interests, and aspirations of each student well, closely monitoring his or her progress, and providing the academic and other support he or she needs to succeed. SLC teachers plan together and the curriculum in each SLC is structured around a theme or unifying principle to add relevance to academic subjects. Students with special needs and ELLs are part of the SLCs. There is one Principal for the school, with each SLC led by an Assistant Principal. SLC schools are supported by the Office of School Redesign under the Division of Teaching & Learning.

of programs offered may gradually diminish due to declining student enrollment as the school phases out.

According to school reported data, Grace Dodge currently offers the following sports:

- PSAL Sports<sup>11</sup> – Boys: Baseball, Basketball,
- PSAL Sports – Girls: Softball, Volleyball
- PSAL Sports – Co-ed: N/A
- School Sports – Cheerleading

According to school-reported data Grace Dodge also offers the following extra-curricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> <li>■ After-school Beauty Salon</li> <li>■ Drama</li> <li>■ Step Team</li> </ul>	<ul style="list-style-type: none"> <li>■ TechStudent Council</li> <li>■ Student Advisory Council</li> </ul>

According to school-reported data, Grace Dodge currently partners with Beth Abraham Nursing Home, Jacobi Medical Center, Jewish Home and Hospital, Morningside Nursing Home, Bronx Community College, Monroe College, College Board, and Pearson Foundation. Grace Dodge also works with two CBOs, Good Shepherd Services and Committee for Hispanic Children.

According to school-reported data, Crotona International currently offers the following sports:

- PSAL Sports – Boys: Soccer

According to school-reported data, Crotona International also offers the following extra-curricular activities:

Extra-Curricular Activities
<ul style="list-style-type: none"> <li>■ Student Council</li> <li>■ Peer Mediation</li> <li>■ Restorative Justice/Conflict Resolution</li> <li>■ Music</li> <li>■ Photography</li> <li>■ Theatre</li> <li>■ Creative Writing</li> <li>■ Chess</li> </ul>

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

According to school-reported data Crotona International currently partners with the International Network for Public Schools.

According to school-reported data, Energy and Tech currently offers the following sports:

- School Sports – Boys: Baseball, Basketball, Bowling
- School Sports – Girls: Basketball, Bowling, Softball, Volleyball

According to school reported data, Energy and Tech also offers the following extra-curricular activities:

<b>Extra-Curricular Activities</b>
<ul style="list-style-type: none"> <li>■ Student Senate</li> <li>■ Peer Mediation/Conflict Resolution</li> <li>■ After-school Tutoring</li> <li>■ Regents Prep</li> <li>■ Environmental Club</li> <li>■ Photography Club</li> <li>■ Theatre Program</li> <li>■ Skills USA Program</li> </ul>

According to school reported data Energy and Tech currently partners with Solar 1, NYC Division of School Facilities, Institute for Student Achievement, Green Schools at the U.S. Green Building Counsel and The Committee for Hispanic Children and Families.

Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, the DOE anticipates that this same opportunity will exist for students at X660, including students attending 10X264, Energy and Tech, and Crotona International, as well as students attending Grace Dodge as the school phases out. 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 extra-curricular programs based on student interests, available resources, and staff support for those programs. Again, multiple schools may collaborate to offer joint extra-curricular programs across the campus as appropriate. The proposed opening and co-location of 10X264 is not expected to impact extra-curricular program offerings at Grace Dodge, Crotona International or Energy and Tech.

### *Impact on CTE Programs*

Like Grace Dodge, Energy and Tech and Crotona International, 10X264 will offer 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.<sup>12</sup> 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.<sup>13</sup> 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

School	Career Cluster	CTE Pathway	State Approval Status
Crotona International	Information Technology	Computer Software and Media Applications, Other	In Development
Energy and Tech	Architecture and Construction	Facilities Management	In Development
Grace Dodge	Health Science	Emergency Medical Technician	In Development
Grace Dodge	Health Science	Medical Billing and Coding	In Development
Grace Dodge	Health Science	Vision Technology	In Development
Grace Dodge	Arts, A/V Technology & Communication	Communication Media	In Development
Grace Dodge	Information Technology	Computer Installation and Repair Technology	In Development

The table above shows the CTE offerings on the Grace Dodge campus. The proposed co-location is not expected to affect the CTE programming in Grace Dodge, Energy and Tech, or Crotona International, which are all CTE schools. Grace Dodge 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, Grace Dodge is no longer an option for new students interested in CTE programming. 10X264 will offer CTE programming, however the career cluster is yet to be determined.

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*

<sup>12</sup> “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.

<sup>13</sup> 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.

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. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include 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 D75 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 10X264 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.

All students in District 10 will continue to have the opportunity to participate in the 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 Web site:

<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 10X264 through the over-the-counter ("OTC") process. Grace Dodge, Crotona International and Energy

and Tech also accept students via the OTC process. 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);<sup>14</sup> or
- Students who did not participate in the High School Admissions Process for some other reason.

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

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

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

### *Impact on YABC*

As indicated previously, the YABC program will continue to operate in the X660 building as 10X264, Crotona International, and Energy and Tech phase in and Grace Dodge phase out. The YABC program is expected to remain in the building and continue providing services as long as there is a need and demand for the program. This proposal is not expected to impact programming at the YABC program.

YABCs are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or have 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 YABCs

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<sup>14</sup> 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.

Citywide, please visit the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

## **B. Schools**

X660 has sufficient capacity to accommodate 10X264, Crotona International, and Energy and Tech as they phase in and Grace Dodge as it phases out. By 2016-2017, Grace Dodge will be fully phased out and Crotona International, Energy and Tech, and 10X264 will have completed their phase-ins. At that point, the total projected enrollment for the three schools is 1,140-1,260 and the projected building utilization rate is 82%-90%. The estimated enrollment for the organizations that will be located in X660 can be found in section IV below.

If this co-location proposal is approved, there will be sufficient space to accommodate Grace Dodge, Crotona International, Energy and Tech, and 10X264 pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Grace Dodge phases out and Crotona International, Energy and Tech, and 10X264 phase in. There will also be sufficient space to continue to house the YABC program. 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/DOEFOOTPRINTSConsolidatedVersion2011\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_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.

According to a desk survey completed by the Bronx Director of Space Planning on November 1, 2012, building X660 has a total of 64 full-size rooms (including two science labs and six science demonstration rooms), 21 half-size rooms and the equivalent of 3.5 full-size rooms of designed administrative/office space. The building also has the following rooms, which are currently shared amongst the co-located schools: one science lab, one science demonstration room, a cafeteria, an auditorium, a library, and a gymnasium. The below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- School-Based Support Team ("SBST") occupies 1 full-size room of designed administrative/office space.

- The Nurse's office occupies one half-size room.
- The custodian's office occupies one half-size room.
- School Safety occupies one half-size room.
- School-Based Health Center occupies one full-size room.
- The Committee for Hispanic Children and Families, a CBO, occupies one half-sized space.
- The Records room occupies one full-size room.
- The YABC occupies one full-size room and one half-size room during the day.
- One science lab occupies a full size room
- One science demonstration room occupies one full size room

Thus, there will be 59 full-size rooms (including one full-size science lab and five full-size science demonstration rooms), 16 half-size rooms, and the equivalent of 2.5 full-size rooms of designed administrative/office space to be allocated to the co-located schools in X660. Given the limited number of designed administrative spaces, regular full and half size rooms may be allocated to schools for administrative purposes. Since all four schools will provide CTE instruction, the DOE will work with the schools to align the available facilities with the needs of the CTE courses.

According to the Footprint, Grace Dodge's current baseline allocation is 28 full-size rooms, one half-size room, and the equivalent of 4.5 full-size rooms for administrative use, which totals 33 FSE rooms. Currently, the school is allocated 44 full-size rooms, 10 half-size rooms, and 4.5 FSE of administrative space, which includes two FSE rooms of designed administrative space, one full-size space, and three half-size spaces. This means that Grace Dodge is currently over Footprint. Grace Dodge's Footprint will decrease each year as the school phases out one grade at a time.

According to the Footprint, Crotona International's current baseline allocation is 6 full-size rooms, 1 one half-size room, and the equivalent of 2.0 full-size rooms for administrative use. Due to a lack of half-size rooms in the vicinity of its location in X660, Crotona International's baseline Footprint has been adjusted to include one additional full-size room in place of one half-size room. Currently, the school is allocated seven full-size rooms and two FSE rooms for administrative use, which includes one full-size and two half-size rooms. This means that Crotona International is currently over footprint. In each of the next two years, up through the 2014-2015, Crotona International will be allocated additional rooms to accommodate its increased enrollment and grade span. In 2014-2015 and beyond, when the school has reached full scale, it will have a baseline footprint allocation of 12 full-size instructional rooms, one half-size room, and three FSE rooms for administrative use.

According to the Footprint, Energy and Tech's current baseline allocation is four full-size rooms, one half-size room, and the equivalent of 1.5 full-size rooms for administrative use. Currently, the school is allocated five full-size rooms, one half-size room, and 1.5 FSE rooms for administrative use, which includes one full-size room and .5 FSE rooms of designed administrative space. This means that Energy and Tech is currently over its Footprint. In each of the next three years, up through the 2015-2016, Energy and Tech will be allocated additional rooms to accommodate its increased enrollment and grade span. In 2015-2016 and beyond, when the school has reached full scale, it will have a baseline allocation of 16 full-size instructional rooms, one half-size room, and 3.5 FSE rooms for administrative use.

The DOE is proposing to open 10X264 on the Grace Dodge Educational Campus to replace a portion of the high school seats lost due to the phase-out of Grace Dodge.

In 2016-2017 and beyond, when the new school has reached full scale, it will have a baseline footprint allocation of 16 full-size instructional rooms, one half-size room, and 3.5 FSE rooms of administrative space. There is sufficient space in building X660 to accommodate all four schools as Grace Dodge phases

out and Crotona International, Energy and Tech, and 10X264 phase in, as well as the YABC.<sup>15</sup> After each school has received its baseline footprint allocation, there will be excess full-size rooms remaining in the building, as detailed by year in the chart below. Each school will continue to receive at least its baseline footprint allocation, and any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The table below shows a summary of the baseline footprint allocation of full-size instructional rooms for each school throughout the proposed phase-in of 10X264, the continued phase-ins of Crotona International and Energy and Tech, and the continued phase-out of Grace Dodge:

<b>Baseline Footprint Allocation for Full-Size Classrooms</b>						
<b>DBN</b>	<b>School Name</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
10X524	Crotona International High School	6	9	12	12	12
10X565	High School for Energy and Technology	4	8	12	16	16
10X660	Grace Dodge Career and Technical Education High School	28	15	8	-	-
10X264	New High School	-	4	8	12	16
<b>TOTAL</b>		<b>38</b>	<b>36</b>	<b>40</b>	<b>40</b>	<b>44</b>

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

### **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 X660 building which will offer CTE programming. As described in last year's proposal to phase out Grace Dodge, the DOE has striven to bring new CTE opportunities to families in the Bronx; the co-location of 10X264 will help meet this goal.

<sup>15</sup> Designed administrative space needs have been satisfied through the allocation of half-size rooms and full-size rooms. All schools in the building will receive their total allotment of administrative space.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X660.

## IV. Enrollment, Admissions and School Performance Information

### *Grace Dodge High School*

#### Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions in 2013-2014 and Beyond</b>	N/A

#### Enrollment Data<sup>16</sup>

	<b>Total Enrollment</b>
2012-13 (unaudited)	749
2013-14 (projections)	355-395
2014-15 (projections)	165-205
2015-16 (projections)	-
2016-17 (projections)	-

#### Demographic Data<sup>17</sup>

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with Individualized Education Programs	27%
Percentage of English Language Learner Students	22%
Percentage of Students Eligible for Free or Reduced Lunch	64%

#### Performance Data

<sup>16</sup> All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>17</sup> All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

<b>X660 Grace Dodge Career and Technical Education High School</b>	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	F	
Quality Review Score	P	D	
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	69%	57%	54%
4 Year Graduation Rate	46%	35%	36%
6 Year Graduation Rate	45%	55%	52%
% Graduating with a Regents Diploma	29%	25%	34%
Attendance Rate	79%	77%	75%
<b>2012-2013 State Accountability Status</b>			
Priority School			

### *Crotona International High School 10X524*

#### Admissions Data

<b>Current Admissions</b>	High School Admissions Process; Admissions Method: Screened <sup>18</sup>
<b>Admissions In 2013-2014 and Beyond</b>	High School Admissions Process; Admissions Method: Screened <sup>19</sup>

#### Enrollment Data<sup>20</sup>

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2012-13 (unaudited)	62	86	-	-	148

<sup>18</sup> Crotona is only open to New York City residents who have lived in the United States for four years or fewer and are of limited English proficiency.

<sup>19</sup> Crotona is only open to New York City residents who have lived in the United States for four years or fewer and are of limited English proficiency.

<sup>20</sup> All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

2013-14 (projections)	75-85	55-65	80-90	-	210-240
2014-15 (projections)	75-85	75-85	55-65	80-90	285-325
2015-16 (projections)	75-85	75-85	75-85	55-65	280-320
2016-17 (projections)	75-85	75-85	75-85	75-85	300-340

### Demographic Data<sup>21</sup>

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	1%
Percentage of English Language Learner Students	68%
Percentage of Students Eligible for Free or Reduced Lunch	47%

### School Performance Data

Crotona International opened in September 2011 with ninth grade and currently serves the ninth and tenth grades. Therefore, there is no performance data for the school.

### *Energy and Technology High School 10X565*

#### Admissions Data

<b>Current Admissions</b>	High School Admissions Process; Admissions Method: Limited Unscreened, priority to students residing in the Bronx
<b>Admissions in 2013-2014 and Beyond</b>	High School Admissions Process; Admissions Method: Limited Unscreened, priority to students residing in the Bronx

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

Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
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<sup>21</sup> All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

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

2012-13 (unaudited)	106	-	-	-	106
2013-14 (projections)	105-115	100-110	-	-	205-225
2014-15 (projections)	105-115	105-115	100-110	-	310-340
2015-16 (projections)	105-115	105-115	105-115	100-110	415-455
2016-17 (projections)	105-115	105-115	105-115	105-115	420-460

### Demographic Data<sup>23</sup>

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	13%
Percentage of Students Eligible for Free or Reduced Lunch	91%

### School Performance Data

Energy and Tech opened in September 2012 with ninth grade. Therefore, there is no performance data for the school.

### *New CTE High School 10X264*

### Admissions Data

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

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

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

<sup>24</sup> The enrollment projections for a new school are based on the planned number of sections for the entry grade.

	Grade 9	Grade 10	Grade 11	Grade 12	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

### Demographic Data

10X264 does not yet have enrollment. Therefore, there is no demographic data available for the school.

### School Performance Data

10X264 does not yet have enrollment. Therefore, there is no performance data available 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. Based on current one-time allocations for new schools, 10X264 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, 10X264’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 Memoranda 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](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf).

The FY13 School Allocation Memoranda is available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy12\\_13/FY13\\_PDF/sam21.pdf](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 or cost of instruction of any of the schools located in building X660.

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

### A. Personnel Needs

10X264 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 four 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 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 X660 building.

### **B. Administration**

10X264 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 X660 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 X660 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 10X264 phases in.

## **VII. Building Information**

<b>Building</b>	X660
<b>Type of Building</b>	HS
<b>Year Built</b>	1925
<b>Overall BCAS rating</b>	2.46

<b>2011-2012 Target Building Utilization</b>		89%
<b>2011-2012 Target Building Capacity</b>		1395
<b>FY 2012 Maintenance Costs</b>	<b>Labor</b>	\$50,642
	<b>Materials</b>	\$39,003
	<b>Maintenance and repair contracts</b>	\$55,958
	<b>Service contracts</b>	\$4,354
	<b>Custodial operations costs—Materials</b>	\$11,560
	<b>Custodial operations costs—Custodial Allocation</b>	\$341,675
<b>FY 2012 Energy Costs</b>	<b>Electric</b>	\$110,285
	<b>Gas</b>	\$7,691
	<b>Oil</b>	\$187,782
<b>Projects completed during the current or prior school year</b>		Low Voltage Systems, CTF School Based Health Clinic, CTF-Room Conversion, IEH PO18-Room 506/Cafeteria
<b>Projects proposed in the capital plan</b>		Classroom Connectivity, New/Retrofit Telephone/Intercom Systems
<b>Accessibility of the building</b>		Building is not functionally programmatically accessible
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab