

EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of the High School of Graphic Communication Arts (02M625) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out the High School of Graphic Communication Arts (02M625, “Graphics”), an existing high school located in school building M625 (“M625”), beginning in the 2013-2014 school year. M625 is located at 439 West 49th Street, New York, NY 10019 within the geographical confines of Community School District 2 (“District 2”). Graphics currently serves students in grades nine through twelve. The DOE is proposing to phase out the school based on its poor performance and the DOE’s assessment that it lacks the capacity to improve quickly to better support student needs. Two separate Educational Impact Statements (“EISs”) also posted on January 18, 2013, describe additional proposals for building M625. In one, the DOE is proposing to co-locate a new district high school (02M135, “New School”) in M625. In the other, the DOE is proposing to co-locate Success Academy Charter School Manhattan Middle School (“SA – Manhattan MS”) in M625.¹ Those proposals can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If this phase-out proposal is approved, Graphics will no longer admit new ninth-grade students after the conclusion of the 2012-2013 school year. The school will continue to phase out one grade level at a time until it closes at the conclusion of the 2015-2016 school year. Current students at Graphics will be supported as they progress towards graduation while remaining enrolled at the school. In cases where students do not complete graduation requirements by June 2016, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after Graphics completes phasing out.

In the current 2012-2013 school year, Graphics is co-located with two district high schools: Business of Sports School (02M393, “BOSS”), an existing high school that serves students in grades nine through twelve; and Urban Assembly Gateway School for Technology (02M507, “Gateway”), an existing high school that currently serves students in grades nine and ten.² Gateway is in the process of phasing in, gradually growing to full scale as it adds a new grade of students each year. Gateway will serve students in grades nine through twelve when it reaches full scale in 2014-2015.

On December 20, 2012 the Panel for Educational Policy (“PEP”) approved the co-location of SA – Manhattan 2 in M625, which will open in 2013 with kindergarten and first grade. Beginning in the 2016-2017 school year, SA – Manhattan 2 will serve students in kindergarten through fourth grade.

Graphics, BOSS and Gateway are Career and Technical Education (“CTE”) schools.³ Each of these schools admits students in ninth grade through the Citywide High School Admissions process. Additional information about CTE programming and the High School Admissions Process can be found in Section III.A of this proposal.

M625 also houses two community-based organizations (“CBOs”), SPARK Drug Prevention and the

¹ SA – Manhattan MS will serve fifth through eighth grade students from Success Academy Charter School – Manhattan 1 (84MTBD, “SA – Manhattan 1”), Success Academy Charter School – Manhattan 2 (84MTBD, “SA – Manhattan 2”) and Success Academy Charter School – Upper West (84M523, “SA – Upper West”).

² 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.

³ Career and Technical Education (“CTE”) programs integrate academic study with workforce skills in specific careers. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce.

Association of Progressive Dominicans, as well as an Alternative Learning Center (“ALC”), which provides an educational setting for students in grades nine through twelve who are on a Superintendent’s suspension for up to 90 days. This proposal is not expected to impact the continued siting of the CBOs. In the 2013-2014 school year, the ALC will re-locate to building M859 (“M859”), located at 512 West 182nd St, New York, NY 10033 within the geographical confines of Community School District 6.

If this phase-out proposal is approved, Graphics will continue serving students currently enrolled in the school but will begin phasing out one grade at a time beginning in September 2013. The school will complete its phase-out at the conclusion of the 2015-2016 school year. In another EIS, the DOE is proposing to open a new high school, 02M135, in building M625 in September 2013. The proposal can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm> 02M135 will grow to full-scale as Graphics phases out. The new school will open with ninth grade, adding one grade annually and reaching full-scale in the 2016-2017 school year with a grade span of nine through twelve. Additionally, the DOE is proposing to co-locate SA - Manhattan MS in M625 beginning in the 2015-2016 school year and serving its full grade span beginning in the 2018-2019 school year⁴. Meanwhile, Gateway and SA – Manhattan 2 will continue to phase in as planned and BOSS will continue to serve students in grades nine through twelve. That proposal can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Background on the DOE’s Decision-Making Process

Schools are identified for possible phase-out for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as a Priority School, defined by SED as one of the bottom 5% of schools in the state.⁵ In August 2012, SED identified Priority schools across the State, including 122 in New York City. High schools are identified as Priority based their graduation rates. Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out. Progress Reports are released by the DOE each fall and evaluate schools on a scale of A through F based on Student Progress, Student Performance, School Environment, and, new to the Progress Report in 2011-2012, College and Career Readiness. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

Graphics received an overall F grade on its Progress Report in 2011-2012, after having received an F in 2010-2011 and a D in 2009-2010. The school also received F grades on each of four subcategories on its 2011-2012 Progress Report. Graphics was rated “Underdeveloped” on its most recent Quality Review in 2010-2011. The school was also designated a Priority school by SED for the 2012-2013 school year.

As a result, the DOE initiated a comprehensive review of Graphics, with the goal of determining what intensive supports and interventions would best benefit its students and the Graphics community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. As noted above, Graphics has struggled, and the school’s performance during the 2011-2012 school year further demonstrates that the school lacks capacity to improve quickly to better support student needs.

⁴ Although SA - Manhattan MS will reach its full grade span by the 2018-2019 school year, it is not expected to reach its stabilized enrollment until the 2021-2022 school year.

⁵ In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City.

The DOE initiated and completed a similar comprehensive review of Graphics during the fall of 2010, after the school earned an overall D grade on its 2009-2010 Progress Report and had been named by SED as a Persistently Low Achieving (“PLA”) school for the first time in January 2010.⁶ Upon completion of the review in the fall of 2010, the DOE believed that, at the time, phase-out was not the appropriate intervention for the school. The DOE decided to reduce the number of CTE pathways that Graphics would offer beginning in September 2012, thereby reducing overall enrollment at the school. The enrollment reduction was intended to provide an opportunity for Graphics to improve by narrowing its focus to fewer academic programs and a smaller number of students.

In light of the fact that performance at Graphics has continued to decline, the DOE no longer believes that the enrollment reduction will be an adequate intervention to assist the school in improving quickly to support student learning. Given the school’s declining performance, the DOE now believes that only the most serious intervention – the gradual phase-out and eventual closure of Graphics – will address the school’s declining performance and longstanding struggles and allow for new school options to develop in building M625 that will better serve future students and the broader community.

Performance and School Environment at Graphics

- Graduation rates have remained below 56% for the last ten years. The school’s four-year graduation rate (including August graduates) was 54%—well below the most recent Citywide average of 65.5%. (Citywide average is based on the 2011 New York State reported graduation results for NYCDOE students.)
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2011-2012, only 70% of first-year students at Graphics earned at least 10 credits with at least 6 of those credits earned across 3 of the 4 core subject areas. This rate of credit accumulation puts Graphics in the lowest 22% of schools Citywide.
- Graphics was identified by the New York State Education Department (NYSED) as a Priority school, defined by NYSED as one of the bottom 5% of schools in the state.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. Graphics earned an F grade on its 2011-2012 annual Progress Report, including F grades for Student Progress, Student Performance, School Environment, and College and Career Readiness. Graphics has a history of low performance, including an overall F grade on the 2010-2011 Progress Report and an overall D grade on the 2009-2010 Progress Report.
- The school’s attendance rate remains below most other high schools. The 2011-2012 attendance rate was 77.7% compared to the Citywide high school average of 85.4%, putting Graphics in the bottom 9% of all high schools Citywide in terms of attendance.

The chart below summarizes key performance data for Graphics over the past three years:

High School of Graphic Communication Arts	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			

⁶ In prior years, SED designated schools as PLA based on their graduation rates (for high schools) or performance on state ELA and math tests (for elementary and middle schools). SED no longer designates schools as PLA. Instead, as described above, it designates schools as Priority.

Overall Progress Report Grade	D	F	F
Progress Report Progress Grade	C	D	F
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	D	F	F
Progress Report College/Career Readiness Grade	N/A	N/A	F
Quality Review Score ⁷	UPF ⁸	UD	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ⁹	82%	68%	70%
4 Year Graduation Rate	49%	56%	54%
6 Year Graduation Rate	48%	50%	56%
% Graduating with a Regents Diploma	27%	46%	50%
Attendance Rate	75%	77%	78%

2012-2013 State Accountability Status	Priority School ¹⁰
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Overview of Past Strategic Improvement Efforts at Graphics

Graphics has struggled for years. Based on the school’s performance, the DOE initiated and completed a similar comprehensive review of Graphics during the fall of 2010 after Graphics earned an overall D on its 2009-2010 Progress Report. Upon completion of the review in fall 2010, the DOE believed that, at the time, phase-out was not the appropriate intervention model for the school, as described above.

Additionally, based on evidence that the school was not equipped to significantly improve student performance, in April 2012 the Panel for Educational Policy voted to implement the closure and replacement of Graphics. A lawsuit prevented the DOE from following through with those plans. However, the school’s performance during the 2011-2012 school year only confirms the DOE’s earlier assessment that the school lacks the capacity to turn around quickly to better support student needs.

The DOE acknowledges that Graphics staff members have worked hard to improve the school, but even with support, the school has not produced adequate outcomes for students. To help the school’s efforts to improve performance, the DOE has offered numerous supports including:

Leadership Support:

- Assisting school leadership in the development of instructional plans and goals for the school year, in support of the school’s Comprehensive Education Plan.
- Supporting school leadership in aligning curriculum to citywide instructional expectations to raise standards for teacher practice and student learning.

⁷ For more information on Quality Reviews, please visit the DOE Web Site at <http://schools.nyc.gov/Accountability/tools/review>. Not all schools receive a Quality Review every year.

⁸ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

⁹ The 2010-2011 the Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.

¹⁰ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

- Working with the principal to plan professional development for staff in order to foster school-wide improvement.

Instructional Support:

- Providing professional development for teachers focused on analyzing student performance data to identify learning trends, set goals and differentiate instruction to increase student achievement.
- Coaching the principal and teachers on aligning curriculum to citywide instructional expectations to raise standards for teacher practice and student learning.

Operational Support:

- Advising school staff on budgeting, human resources, staff recruitment and building management.
- Supporting school staff in meeting compliance requirements for students with disabilities in order to ensure that students receive mandated services.
- Advising the school on grant implementation and working with the principal to align the budget with the school-wide instructional goals.

Student Support:

- Assisting the school in the development of a school safety plan and discipline code, and coaching school staff in best practices for reducing the number of safety incidents and suspensions.
- Supporting the school in monitoring student attendance and developing strategies to increase attendance rates.
- Supporting the school in the development of an advisory program to help students stay on track to graduation.

Graphics has received centralized services that the DOE provides to all schools as well as individualized support plans—yet despite this extensive assistance, the school has failed to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Graphics community about strategies to better support students and improve outcomes at the school. Manhattan High School Superintendent Marisol Bradbury held meetings on November 29, 2012 – with parents at the school, with teachers, and with the School Leadership Team – to discuss what is and is not working at Graphics and how joint efforts could serve students better.

Approximately 16 teachers attended the teacher meeting. They shared some positive feedback, particularly around the improvements Graphics has made in attendance and safety, the benefits of new small learning communities (“SLCs”) and the ROTC program. They also shared some concerns about student and staff morale and the difficulty of recruiting new students as a result of the reputation the school received from being designated as a “Turnaround” school in the spring of 2012.

Approximately six people attended the school leadership team (“SLT”) meeting and three people, all of whom were also SLT members, attended the parent meeting. This group had some positive feedback about the school, noting improvements in communications, the success of a Saturday Regents preparation program, and the upgraded CTE programs. The SLT members also expressed concerns that the early engagement process was impacting students and teachers in a negative way.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/manhattan/feedback?id=338>

While some members of the Graphics community object to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback in other ways as it continues to support current Graphics students working toward graduation and as it develops plans to replace Graphics with a new school that better meets student and community needs.

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

II. Proposed or Potential Use of Building

M625 has the target capacity to serve 2,247 students.¹¹ (The concept of "target capacity" is described below.) In 2012-2013, the building is serving 1,963 total students,¹² yielding a utilization rate of 87%.¹³ This means that the building is "underutilized" and has extra space to accommodate students.¹⁴

If this proposal is approved, Graphics will begin phasing out one grade at a time, beginning in the 2013-2014 school year, and complete its phase-out at the conclusion of the 2015-2016 school year. Gateway and SA – Manhattan 2 will each continue to phase in, adding one grade per year, with Gateway reaching full scale during the 2014-2015 school year and SA – Manhattan 2 reaching full scale in the 2016-2017 school year. As part of the replacement strategy for Graphics, the DOE is also proposing to co-locate a new district high school, 02M135, in building M625, beginning in the 2013-2014 school year. If the co-location and phase-out proposals are both approved, the new school will phase in one grade at a time and complete phase-in during the 2016-2017 school year. The proposal to co-locate 02M135 is detailed in a separate EIS, also posted on January 18, 2013. That proposal can be found at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

In another EIS, also posted on January 18, 2012, the DOE is proposing to co-locate the fifth through eighth grades of SA - Manhattan MS in M625. If that proposal is approved, SA - Manhattan MS will phase in one grade per year and complete its phase-in during the 2018-2019 school year.¹⁵ That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Over a period of ten years, the proposed grade spans for each of the existing and proposed schools in the building are as follows:¹⁶

¹¹ 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").

¹² Based on the 2012-2013 Unaudited Register as of October 26, 2012.

¹³ 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.

¹⁴ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf

¹⁵ Although SA – Manhattan MS will have reached its full grade span in 2018-2019, enrollment projections do not stabilize until 2021-2022 as a result of changing section counts. Therefore, tables in this EIS show data until 2021-2022.

¹⁶ As Graphics phases out, some students may technically be classified in grades "no longer served" at the school. This would occur in situations where current students were "held over" because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2012-2013 school year would technically still be considered a ninth-grade student in 2013-2014. In those cases, students would still be served in Graphics and would have access to appropriate courses to support their continued progress toward graduation.

Grade Spans

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
02M625	Graphics	9-12	10-12	11-12	12	-	-	-	-	-	-
02M393	BOSS	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
02M507	Gateway	9-10	9-11	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
88M992 ¹⁷	ALC	9-12	-	-	-	-	-	-	-	-	-
84MTBD	SA – Manhattan 2	-	K-1	K-2	K-3	K-4	K-4	K-4	K-4	K-4	K-4
84MTBD	SA – Manhattan MS	-	-	-	5	5-6	5-7	5-8	5-8	5-8	5-8
02M135	New High School	-	9	9-10	9-11	9-12	9-12	9-12	9-12	9-12	9-12

Once Graphics has completed its phase-out and Gateway, SA – Manhattan 2 and SA - Manhattan MS have completed their respective expansions, there will be approximately 2,108 - 2,426 students served in building M625 in 2021-2022, yielding an estimated utilization rate of 94% - 108%.

Despite the possibility of a utilization rate over 100%, building M625 has sufficient space to provide all schools with at least their baseline room allocations. 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. In addition, charter school enrollment plans are frequently based on larger class sizes that target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public schools. Therefore, the M625 building has the capacity to accommodate all the existing and proposed schools at full scale.

As described in more detail in the attached Building Utilization Plan (“BUP”), the building has adequate capacity to accommodate the full expansions of Gateway, SA – Manhattan 2, 02M135 and the middle school grades of SA - Manhattan MS during and after the phase-out of Graphics.

Over a period of ten years, the current and projected enrollments for each existing and proposed school and projected building utilization rates are shown 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	2019-2020 Projected Enrollment	2020-2021 Projected Enrollment	2021-2022 Projected Enrollment
02M625	High School of Graphic Communication Arts	1,246	790 - 830	385 - 425	180 - 220	-	-	-	-	-	-
02M393	Business of Sports School	389	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460

¹⁷ The ALC will move out of M625 prior to the 2013-2014 school year.

02M507	Urban Assembly Gateway School for Technology	248	350 - 380	455 - 495	440 - 480	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460
88M992 ¹⁸	Alternative Learning Center	80	-	-	-	-	-	-	-	-	-
84MTBD ¹⁹	Success Academy Charter School - Manhattan 2	-	164 - 210	195 - 250	280 - 360	348 - 446	348 - 446	348 - 446	348 - 446	348 - 446	348 - 446
84MTBD	Success Academy Charter School - Manhattan Middle School	-	-	-	75 - 90	175 - 210	275 - 330	400 - 480	450 - 540	475 - 570	500 - 600
02M135	New High School	-	105 - 115	210 - 230	315 - 345	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460
Total Building Enrollment		1,963	1,829 - 1,995	1,665 - 1,860	1,710 - 1,955	1,783 - 2,036	1,883 - 2,156	2,008 - 2,306	2,058 - 2,366	2,083 - 2,396	2,108 - 2,426
Utilization²⁰		87%	81% - 89%	74% - 83%	76% - 87%	79% - 91%	84% - 96%	89% - 103%	92% - 105%	93% - 107%	94% - 108%

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 goals 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 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 would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum

¹⁸ While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated at 80

¹⁹ On December 20, 2012 the Panel for Education Policy approved the co-location of SA-Manhattan 2 in building M625 to begin in the 2013-2014 school year. That EIS can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Dec2012Proposals.htm>.

²⁰ 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.

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

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

A. Students

Enrollment Options for Current Graphics Students

If this proposal is approved, Graphics will be gradually phased out over the next several years and will no longer admit new ninth-grade students after the end of this school year. Current Graphics students will have the opportunity to graduate from that school, assuming that they continue to earn credits on schedule and pass the required Regents exams.

All students currently attending Title 1 schools that are designated as “Priority” or “Focus” schools under SED’s state accountability system are eligible to apply for a transfer to another school through the DOE’s Public School Choice (“PSC”) Process. More information about this process can be found at the DOE’s website at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

This year, pending approval from SED, the DOE will prioritize students in eligible current and proposed phase-outs, including Graphics, to get first priority within the PSC process. This would mean that students at Graphics would be considered for a public school transfer first before other eligible applicants in non-phase out schools. By doing this, the DOE is seeking to maximize the availability of a transfer for students from phase-outs who are interested in completing their educational program elsewhere.²¹

Current Ninth Grade Students at Graphics

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 10, 2012. Students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Graphics who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 10, 2012. If this proposal is approved in March 2013, there would be another opportunity for current first-time ninth-grade students at Graphics, and students at other schools who have applied to Graphics, to submit a new list of 12 school programs in Round Two of the High School Admissions Process. Those interested in applying to attend a different school program as a tenth grade student in September 2013 should meet with a guidance counselor.

In April 2013, students will be able to participate in Round Two of the High School Admissions process. Students would submit a Round Two application and would be able to rank schools that have available seats for tenth grade. Students may receive a match as part of Round Two in May 2013. If a student submitted an application as part of Round One of the High School Admissions process, a match received in Round Two will nullify the Round One match.

²¹ Based on data from the past two years, less than 1% of eligible students Citywide historically transfer out of their school through the PSC process. This revised PSC prioritization structure could increase the percentage of students transferring out of eligible phase-out schools. However, the DOE cannot predict with certainty whether or to what extent the impact of this policy change will impact projected enrollment at Graphics. As a result, the enrollment projections in this EIS assume historical transfer rates.

Current repeat ninth grade students would complete high school at Graphics if they earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule will receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a Transfer High School.²²

Current Tenth, Eleventh, and Twelfth Grade Students at Graphics

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate will complete high school at Graphics if they continue to earn credits on schedule and pass the required Regents exams. As the school becomes smaller, students will receive more individualized attention until they graduate to ensure they are receiving the support they need to succeed. Students should meet with their guidance counselor to discuss all of their options.

Current tenth-, eleventh-, and twelfth-grade students who are not on track to graduate should also meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served at a transfer high school or a Young Adult Borough Center. Transfer schools and Young Adult Borough Centers have strong track records for helping over-age, under-credited students get back on track towards graduation.²³ In general, however, it is expected that most current Graphics students would remain enrolled at the school as they work towards graduation.

The DOE would arrange a new placement for students who have not accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate before the closure date of June 2016.

Impact on Academic and Extra-Curricular Offerings at Graphics

With respect to academics, Graphics will continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school declines throughout the course of the phase-out, the school will likely need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented, as decisions would rest with school administrators and would be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE will work with Graphics to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City.

Graphics currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes, and students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled in schools in M625 who currently receive mandated special education ELL services will continue to receive such services if this proposal is approved.

²² Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE’s Web site at www.goingforme.org.

²³ A student designated as “over-age, under-credited” is considered to be two or more years behind his or her expected age and credit accumulation at the time of entry into a transfer school. Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

In addition, Graphics currently serves students classified as ELL students. It offers English as a Second Language (“ESL”) services to these students. It offers a Transitional Bilingual Education (TBE) Program in Spanish. (Please see Appendix A for a list of other Manhattan high schools which Spanish bilingual programs.) All students enrolled in Graphics will continue to receive appropriate ELL services if this proposal is approved.

Graphics offers programs in the Arts and Design interest area. See Appendix B for a list of other schools that offer programs in the Arts and Design interest area.

The DOE remains focused on helping Graphics students succeed. If this proposal is approved, Graphics would be provided targeted, customized and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

Graphics will continue offering student athletics and other extra-curricular 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 the High School Directory, Graphics currently offers the following sports:²⁴

- PSAL²⁵ Sports – Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Outdoor Track, Soccer, Volleyball
- PSAL Sports – Girls: Basketball, Outdoor Track, Softball, Volleyball

According to the High School Directory, Graphics also offers the following extra-curricular activities and clubs:

²⁴ <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

²⁵ 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	Clubs:
<ul style="list-style-type: none"> ■ Naval Junior Reserve Officers' Training Corps (NJROTC) ■ Spark ■ National Honor Society ■ College Now ■ Opening Act drama program ■ Champions Club through Sports and Arts in Schools Foundation ■ Cheerleading 	<ul style="list-style-type: none"> ■ Black and White Photography Club ■ Crochet Club ■ Student Government ■ Weight Lifting Club ■ Youth and Government and Yearbook

It is difficult to predict precisely how changes to the above offerings might be implemented, as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, M625 is already home to several school organizations in addition to Graphics, including one school that is still phasing in and another new high school that is proposed to open in the building for the 2013-2014 school year. Typically, buildings 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, we anticipate that this same opportunity will exist for students across M625, including students attending Graphics as that 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 offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current Graphics students will continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out, though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed phase-out is not expected to impact extracurricular program offerings at the other schools in M625.

Impact on CTE Programs

Graphics currently offers two CTE programs in the Arts, A/V Technology and Communication career cluster.

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. CTE programs of study are grouped into 16 career clusters identified at the federal level, each including multiple career pathways that students can pursue.²⁶ Students who successfully complete a course of study in an “approved” CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

“Approved” CTE programs of study have been reviewed and approved by the DOE and SED, which

²⁶ “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.

qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are “in development” have not yet received SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can continue to do so. As discussed above, students who are enrolled in CTE programs not yet approved by the State, as at Graphics or as at other schools Citywide, do not graduate with CTE-endorsed diplomas.

State approval of CTE programs requires the following four stages:

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

Graphics offers the following CTE programs:

Career Cluster	CTE Pathway	State Approval Status	Program Status
Arts, A/V Technology & Communication	Commercial Arts and Illustration	Approved	Existing Program
Arts, A/V Technology & Communication	Commercial Photography	Approval Pending	Existing Program

02M135 will offer a new program in emergency management. The Office of Postsecondary Readiness (“OPSR”) will support the leadership of 02M135 to gain state approval for this program. However, students will not graduate from 02M135 with a CTE endorsement if the program is not approved by the time they graduate.

The list of schools in the City that also provide CTE programs in Graphics’s pathways can be found in Appendix C. 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/HighDirectory/default.htm>.

Impact on Community Partnerships at Graphics

According to the High School Directory, Graphics currently offers the following partnerships:²⁷

Community-Based Organizations	Higher Education Institutions	Cultural/Arts Organizations	Corporate	Not-for-Profit
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²⁷ <http://schools.nyc.gov/schoolsearch/>.

<ul style="list-style-type: none"> ■ Midtown Community Court ■ Association of Progressive Dominicans ■ Navy League of the United States ■ Floating the Apple ■ Ryan/Chelsea Clinton Community Health Center 	<ul style="list-style-type: none"> ■ Manhattan Community College ■ John Jay College ■ New York City College of Technology ■ Lehman College 	<ul style="list-style-type: none"> ■ Jewish Museum ■ Lithographers Union 	<ul style="list-style-type: none"> ■ Kirkpatrick & Lockhart ■ Graphic Advisory Commission 	<ul style="list-style-type: none"> ■ Justice Resource Center
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These partnerships will continue to support current students as Graphics phases out, though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Graphics staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Graphics students in the past. The other schools currently housed on the Graphics campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. As appropriate, the DOE would work with other schools in M625 to introduce or enhance partnerships with the community organizations that currently support Graphics students.

Impact on Students Attending Other Schools in M625

This proposal is not expected to impact most academic or extracurricular program offerings or partnerships at any of the other schools in M625. Some programs in M625 are sustained by students from all three high schools in the building. The number of high school students enrolled in M625 would decline as a result of this proposal, but programs will continue based on student interests and demand, available resources, and staff support for those programs.

The proposed closure will not impact the enrollment or admissions at other schools located in the M625 building.

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 in March 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

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

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 students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

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

All schools currently in M625 admit students as part of the Citywide High School Admissions Process. Graphics admits students through the educational option admissions method. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, middle, and low reading levels. From the applicant pool, half of the students matched are selected from those ranked by the schools' administration and the other half is selected randomly. If a student scores in the top 2% on his or her previous year's English Language Arts reading exam and lists an educational option program as his or her first choice, he or she would be guaranteed a match to that program.

High school admissions applications were due on December 10, 2012. If this proposal is approved by the PEP on March 11, 2013, students who listed a Graphics program on their high school admissions application would have the program removed from the student's existing ranking before the Round One match is executed. In this scenario, any school ranked lower than the program offered at Graphics on the application would essentially move up on the application. This may or may not impact the eventual match, as the student might have been matched to a school ranked higher than Graphics on the application. However, if the student would have been matched to Graphics, he or she would instead be matched to the next-highest program listed on the applications for which he or she is considered, subject to admissions methods, priorities, and seat availability.

In addition, students will have the opportunity to submit a new admission application during Round Two. School programs with available seats as well as new high schools designated to open throughout the city for the 2013-2014 school year will also be available for these students to consider as part of Round Two. If a student already received a match in Round One, submitting a Round Two application will nullify the Round One match if the student receives a Round Two match.

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographic make-up of students it will need to serve as a result of a phase-out decision. As of the October 26, 2012 Unaudited Register, Graphics has a total of 255 new ninth grade admits. New ninth grade admits are made up of students who enter the school through one of two methods:

- The High School Admissions process; or

- “Over-the-counter” (“OTC”) placement.

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a 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;
- Left the New York City school system and have returned;²⁸
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

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

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.

The proposal to phase out Graphics is not expected to impact the placement of OTC students at schools in the M625 building. Graphics may continue to receive OTC students in the grades it serves depending on the needs of the community, preference of parents, and availability of seats. As detailed in a separate EIS regarding the co-locations of the new school proposed for M625, 02M135 is expected to accept OTC students, should seats be available.²⁹

Screened programs (those that have academic criteria) which have a two year track record of not filling 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.³⁰ 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 that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 122 in 2007-2008 to 144 in 2012-2013

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2012-2013 school year to approximate future needs.

²⁸ As detailed in Chancellor’s Regulation A-101, students have the “right to return” to their prior school within one calendar year following 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. Chancellor’s Regulation A-101 can be accessed at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

²⁹ The proposal to co-locate 02M135 in M625 can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

³⁰ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over age and under-credited”).

The chart below provides an overview of how many ninth-grade students arrived at Graphics through each admissions method in the 2012-2013 school year.

	High School Admissions Process	OTC
9th Grade	243	12

Additionally, Graphics admitted a total of 22 OTC students in grades ten, eleven, and twelve.

It is critical that the needs of all students—whether they arrive through the high school admissions process or the over-the-counter process—are met. Of the 243 ninth grade students who were admitted through the High School Admissions process, 16% are students with disabilities and 9% are ELLs.

Schools with Programs Similar to Graphics’s Program Offerings³¹

Eighth-grade students will continue to have access to a broad range of high school options through the Citywide High School Admissions Process. These include many other Manhattan high schools, some of which offer academic programs and pathways similar to those currently available at Graphics. Detailed information about high schools is available at enrollment offices and online at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Attached as Appendix B is a list of schools in Manhattan with programs in the Arts and Design interest area, which is the interest area currently offered at Graphics. In addition, the percent of students with disabilities and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

Impact on Alternative Learning Center

M625 also houses an ALC, which has a maximum enrollment register of 80 students, with an average daily attendance rate of 52%, and which, at the time of this posting, enrolls approximately 44 students. ALCs provide a safe and high-quality instructional program to students who have received a superintendent’s suspension. This is a personalized and differentiated educational program that includes social and emotional development to prepare students for their return to their home schools. The DOE does not anticipate that students attending the ALC will be adversely impacted by this proposal, as the ALC will relocate to building M859 in District 6 at the conclusion of the 2012-2013 school year.

B. Schools

There will be sufficient space to accommodate Graphics, Gateway, BOSS, SA – Manhattan 2, 02M135 and SA - Manhattan MS pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Graphics phases out and Gateway, SA – Manhattan 2, 02M135 and SA - Manhattan MS phase in. Please visit the New York City Department of Education Web site to access the Instructional Footprint, which guides space allocation and use in City schools:

<http://schools.nyc.gov/community/planning/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is

³¹ Similar programs are defined as those in the same “interest area” to which students can apply through the High School Admissions Process.

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 would 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.

As described in more detail in the attached building utilization plan ("BUP") that accompanies this EIS, there will be sufficient instructional space in M625 for Gateway, SA - Manhattan 2, 02M135 and SA - Manhattan MS to grow to scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on factors such as student enrollment and the physical location of space within the building.

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. The performance at Graphics for the past three years indicates there is a need to create better options for future students in the Graphics community. Under this proposal, the M625 building will remain open, continuing to serve students enrolled in Gateway, BOSS, and SA – Manhattan 2. In addition, the building would house two new schools, 02M135, a district CTE high school, and SA – Manhattan MS, the openings and co-locations of which, as described in the corresponding EISs, are intended to better serve the community by creating more high-quality educational options.

Impact on Borough-Wide High School Seat Capacity

The proposed phase-out of Graphics is one of several previously and concurrently proposed changes to high school seats in Manhattan. These proposed changes include: the phase-out of schools, co-locations of new schools to replace phase-outs, new schools sited in under-utilized space, and grade expansions of existing schools.

The DOE plans for high school capacity on a borough-wide basis and measures high school seat capacity based on ninth-grade seats. The chart below details each of the proposed changes and provides a summary of the overall impact on ninth-grade seat capacity in Manhattan.

DBN	School Name	Building	PEP Vote	Impact on 9th Grade Seat Capacity	Admissions Method for Seats Added/Removed	Offers CTE Programming
Proposed High School Phase-Outs for 2013-2014						
02M625	High School of Graphic Communication Arts	M625	Pending March 11, 2013 PEP Vote	-255	Educational Option	Yes
05M685	Bread and Roses Integrated Arts High School	M136	Pending March 11, 2013 PEP Vote	-107	Educational Option	No
05M469	Choir Academy of Harlem	M501	Pending March 11, 2013 PEP Vote	-77	Educational Option	No
Proposed New High Schools for 2013-2014³²						
02M135*	New District High School	M625	Pending March 11, 2013 PEP Vote	108	Limited Unscreened	Yes
02M139*	New District High School	M520	Pending March 11, 2013 PEP Vote	108	Limited Unscreened	Yes
05M157	New District High School	M501	Pending March 11, 2013 PEP Vote	81	Limited Unscreened	Yes
Proposed Grade Expansions to Serve High School Grades for 2013-2014						
84M481	Democracy Prep Harlem High School	M501	Pending March 11, 2013 PEP Vote	100	Lottery	No
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				-42		
Planned/Approved Grade Expansions to Serve High School Grades for 2013-2014 Implementation						
03M859	Special Music School	M490	Approved February 9, 2012	50	Screened	No
Total Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation				50		
Total Anticipated Change in 9th Grade Seat Capacity for 2013-2014				8		

The proposed and approved new schools and grade expansions would add 447 available ninth-grade seats in new high schools and expanded middle schools. The phase-outs of Graphics, Bread and Roses Integrated Arts High School and Choir Academy of Harlem would result in the loss of 439 ninth-grade seats. Therefore, the DOE anticipates a net capacity increase in 2013-2014 of approximately 8 ninth-grade seats in Manhattan. Thus, the proposals described above project to have a minimal impact on high school seat capacity in Manhattan.

For the 2012-2013 school year, there are a total of 16,238 ninth-grade seats available in Manhattan.³³ A total of 16,223 new ninth-grade students enrolled in Manhattan high schools in 2012-2013, leaving 15 excess seats.

If all of these proposals are approved, there would be eight new seats (for a total of 16,246 ninth-grade seats in Manhattan for the 2013-2014 school year), leaving a projected excess of 23 seats in the 2013-2014

³² An asterisk (*) signifies a new high school that has yet to be given a school name.

³³ Current ninth grade seat capacity is based on 2012-2013 ninth-grade seat targets for all district high schools (excludes District 75 and District 79 programs that offer CTE); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

school year.³⁴ Thus, the proposals described above project to have a minimal impact on high school seat availability in Manhattan.

The changes above represent an increase in limited unscreened seats, which are available to all students, regardless of past academic history. This means that a wider set of options would be available to a greater number of students.

In addition to what is reflected in the chart, the DOE is planning to reduce the enrollment at Murry Bergtraum High School for Business Careers beginning in 2014-2015. The DOE estimates that this will result in the loss of up to 108 new ninth grade seats. As part of the replacement plan for the proposed phase-out of Bread and Roses Integrated Arts High School, the DOE has also proposed to open one new secondary school in building M136. This new school will serve sixth grade students in 2013-2014 and will add approximately 81 new ninth grade seats when it begins to serve high school grades in 2016-2017. These seats are not included above, as they do not impact first time ninth graders next year.

Information regarding the new high schools proposed to open in September 2013 would be provided in the winter for students who may be interested in applying to these schools as part of Round Two of the High Schools Admissions Process. Detailed information about all City high schools and the High School Admissions Process is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Impact on CTE Borough-Wide Seat Capacity

This proposal has a direct impact on CTE seats in Manhattan,

There are three new schools proposed for opening in 2013-2014 in Manhattan which would be CTE schools or offer CTE programming. 02M135 is considering offering programming in the Emergency Management career cluster. 02M139 will offer programming in the following career pathways: Carpentry, Masonry, Landscaping, and Decorative Finishing.

05M157 will offer programming in the following career cluster: Global Commerce. These pathways were selected in response to overall demand from students applying to CTE programs, demand from industry partners interested in hiring graduates with CTE endorsed diplomas, as well as labor trends and analysis of workforce needs.

The proposed new schools would add 297 ninth-grade available seats in new high schools that are either CTE schools or offer CTE programs.³⁵ The phase out of Graphics would result in the loss of 255 ninth-grade seats in CTE schools. Therefore, the DOE anticipates there would be a net capacity gain of 42 ninth-grade seats in Manhattan in total, including new CTE schools and new schools where CTE is offered.

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

³⁴ The projected excess of 23 seats assumes the same number of new ninth grade admits in 2013-2014 as there were in 2012-2013. The actual number of new ninth grade admits in 2013-2014 is subject to change based on various factors including, but not limited to demographics, changes in ninth grade seat targets, and new school seat capacity.

³⁵ However, it should be noted that not all students in the proposed new schools offering CTE programming are expected to be enrolled in such programs.

IV. Enrollment, Admissions, and School Performance Information

The impacted schools for this proposal are Graphics, Gateway, BOSS, the ALC, SA – Manhattan 2, 02M135 and SA - Manhattan MS.

Graphics

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Educational Option
Admissions after Phase-out Proposal in 2013-2014	N/A

Enrollment Data³⁶

	Total Enrollment
2012-2013 (unaudited)	1,246
2013-2014 (projections)	790-830
2014-2015 (projections)	385-425
2015-2016 (projections)	180-220
2016-2017 (projections)	-
2017-2018 (projections)	-
2018-2019 (projections)	-
2019-2020 (projections)	-
2020-2021 (projections)	-
2021-2022 (projections)	-

Demographic Data³⁷

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	19%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	56%

³⁶ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

³⁷ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

High School of Graphic Communication Arts	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	F	F
Quality Review Score	UPF ³⁸	UD	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	82%	68%	70%
4 Year Graduation Rate	49%	56%	54%
6 Year Graduation Rate ¹	48%	50%	56%
% Graduating with a Regents Diploma	27%	46%	50%
Attendance Rate	75%	77%	78%

2012-2013 State Accountability Status	Priority School ³⁹
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Gateway

Admissions Data

Current Admissions	Grades 9-10: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2013-2014	Grades 9-11: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data⁴⁰

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-2013 (unaudited)	132	116	-	-	248

³⁸ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

³⁹ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

⁴⁰ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012). The enrollment projections for a school that is not completely phased in are based on the planned number of sections for the entry grade. The ninth grade seat target for Gateway is 108 students.

2013-2014 (projections)	105-115	125-135	120-130	-	350-380
2014-2015 (projections)	105-115	105-115	125-135	120-130	455-495
2015-2016 (projections)	105-115	105-115	105-115	125-135	440-480
2016-2017 (projections)	105-115	105-115	105-115	105-115	420-460
2017-2018 (projections)	105-115	105-115	105-115	105-115	420-460
2018-2019 (projections)	105-115	105-115	105-115	105-115	420-460
2019-2020 (projections)	105-115	105-115	105-115	105-115	420-460
2020-2021 (projections)	105-115	105-115	105-115	105-115	420-460
2021-2022 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data⁴¹

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	44%

School Performance Data⁴²

Urban Assembly Gateway School for Technology	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	N/A	81%
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate ¹	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	N/A	93%

2012-2013 State Accountability Status	No State Status
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⁴¹ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

⁴² There is limited performance data available since Gateway is still phasing in.

BOSS

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2013-2014	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data⁴³

	Total Enrollment
2012-2013 (unaudited)	389
2013-2014 (projections)	420-460
2014-2015 (projections)	420-460
2015-2016 (projections)	420-460
2016-2017 (projections)	420-460
2017-2018 (projections)	420-460
2018-2019 (projections)	420-460
2019-2020 (projections)	420-460
2020-2021 (projections)	420-460
2021-2022 (projections)	420-460

Demographic Data⁴⁴

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	54%

⁴³ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

⁴⁴ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

Business of Sports School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	83%	77%	81%
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate ¹	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	88%	85%	86%

2012-2013 State Accountability Status	In Good Standing
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ALC

Admissions Data

ALCs enroll students who are serving a Superintendent's Suspension of up to 90 days. As such, there is no admissions process for ALCs.

Enrollment Data⁴⁵

	Total Enrollment
2012-13 (unaudited)	80
2013-14 (projections)	-
2014-15 (projections)	-
2015-16 (projections)	-
2016-17 (projections)	-
2017-2018 (projections)	-
2018-2019 (projections)	-
2019-2020 (projections)	-

⁴⁵ While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. The ALC will move out of the building in 2013-2014.

2020-2021 (projections)	-
2021-2022 (projections)	-

Demographic Data

As the enrolled population at the ALC is not constant, there are no school demographic data available for the ALC.

School Performance Data

As the enrolled population at the ALC is not constant, there are no school performance data available for the ALC.

SA – Manhattan 2

Admissions Data

Current Admissions	N/A
Admissions after Phase-out Proposal in 2012-2013	Grades K-1: Charter Lottery Application (students admitted K-3)

Enrollment Data⁴⁶

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-	-
2013-2014 (projections)	94-120	70-90	-	-	-	164-210
2014-2015 (projections)	55-70	70-90	70-90	-	-	195-250
2015-2016 (projections)	70-90	70-90	70-90	70-90	-	280-360
2016-2017 (projections)	70-90	70-90	70-90	70-90	68-86	348-446
2017-2018 (projections)	70-90	70-90	70-90	70-90	68-86	348-446
2018-2019 (projections)	70-90	70-90	70-90	70-90	68-86	348-446
2019-2020 (projections)	70-90	70-90	70-90	70-90	68-86	348-446
2020-2021 (projections)	70-90	70-90	70-90	70-90	68-86	348-446
2021-2022 (projections)	70-90	70-90	70-90	70-90	68-86	348-446

⁴⁶ Enrollment projections are based on the school's charter application.

Demographic Data

There is no demographic data available for the school because SA – Manhattan 2 has not yet opened.

School Performance Data

There is no performance data available for the school because SA – Manhattan 2 has not yet opened.

New High School (02M135)

Admissions Data

Current Admissions	N/A
Admissions after Phase-out Proposal in 2013-2014	Grade 9: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data⁴⁷

	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
2017-2018 (projections)	105-115	105-115	105-115	105-115	420-460
2018-2019 (projections)	105-115	105-115	105-115	105-115	420-460
2019-2020 (projections)	105-115	105-115	105-115	105-115	420-460
2020-2021 (projections)	105-115	105-115	105-115	105-115	420-460
2021-2022 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data

There is no demographic data available for the school because 02M135 has not yet opened.

School Performance Data

There is no performance data available for the school because 02M135 has not yet opened.

⁴⁷ The enrollment projections for a new school are based on the planned number of sections for the entry grade.

SA – Manhattan MS

Admissions Data

Current Admissions	N/A
Admissions after Phase-out Proposal in 2015-2016⁴⁸	Grades 5-8: Charter lottery application (students admitted K-3)

Enrollment Data⁴⁹

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-
2013-2014 (projections)	-	-	-	-	-
2014-2015 (projections)	-	-	-	-	-
2015-2016 (projections)	75-90	-	-	-	75-90
2016-2017 (projections)	100-120	75-90			175-210
2017-2018 (projections)	100-120	100-120	75-90		275-330
2018-2019 (projections)	125-150	100-120	100-120	75-90	400-480
2019-2020 (projections)	125-150	125-150	100-120	100-120	450-540
2020-2021 (projections)	125-150	125-150	125-150	100-120	475-570
2021-2022 (projections)	125-150	125-150	125-150	125-150	500-600

Demographic Data

There is no demographic data available for the school because SA – Manhattan MS has not yet opened.

School Performance Data

There is no performance data available for the school because SA – Manhattan MS has not yet opened.

V. Initial Costs and Savings

If this proposal is approved, once the phase-out of Graphics is fully implemented, the DOE will cease to allocate funds to Graphics, and repurpose all remaining funds previously allocated to the school. Most

⁴⁸ SA - Manhattan MS will not enroll students in M625 until the 2015-2016 school year.

⁴⁹ The enrollment projections are based on the charter application and the planned number of sections for the entry grade.

funding in schools' budgets is allocated on a per-pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels, which are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at Graphics will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

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 at Graphics. 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 Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html

As a school identified by the State as a Priority School, Graphics must implement a school intervention model. Under this proposal in which Graphics is phased out and replaced by a new school serving the same grade levels, Graphics is eligible to apply for funding for School Improvement Grant (SIG) funds from the New York State Education Department to support this type of whole school reform school improvement activities related to this intervention model.

If this proposal is approved, the DOE, in collaboration with the school, will submit an application to the New York State Education Department for Graphics to implement the Federal Turnaround model under SIG. The Federal Turnaround model allows for a school to be phased out and replaced by a new school over time.

If the application is approved, this SIG funding will support both Graphics and 02M135. Funding will be available to both the school phasing out to ensure that it continues to provide students with support towards graduation, and funding will also be available for the new school(s) to support student achievement.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act ("VTEA"). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2014, only SED approved programs will be eligible for this funding. As VTEA funds are allocated on a per-pupil basis, Graphics would lose some of its additional funding to support the CTE program development as its enrollment declines during the course of the school's phase-out.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of new school 02M135 with the existing schools in M625. For a detailed explanation on the initial costs and savings as a result of the co-location proposal, please see

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Graphics will be excessed over the course of the phase-out.⁵⁰ This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

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

Students who would otherwise have enrolled in Graphics may now enroll in 02M135, which the DOE has proposed to phase into M625, or in other new schools opening borough-wide, and those schools might need to hire additional staff. That replacement school would follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT, and hire no less than 50% of their staff from the most senior qualified staff from the Graphics, if sufficient number of staff apply, until the impacted school has completed its phase-out.

New staff positions will also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

If approved, this proposal will not impact the personnel needs of Gateway or BOSS.

B. Cost of Instruction

Please refer to the FSF Guide⁵¹ and FY13 School Allocation Memoranda⁵² for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Graphics. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

This proposal is not expected to impact initial costs or allocations at Gateway or BOSS in M625.

C. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to Graphics would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

⁵⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

⁵¹ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf .

⁵² http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html .

If approved, this proposal will not impact the administration of Gateway or BOSS.

D. Transportation

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

E. Other Support Services

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

VII. Building Information

Building	M625	
Type of Building	HS	
Year Built	1957	
Overall BCAS rating	2.57	
2011-2012 Target Building Utilization	83%	
2011-2012 Target Building Capacity	2247	
FY 2012 Maintenance Costs	Labor	\$28,065
	Materials	\$8,988
	Maintenance and repair contracts	\$32,834
	Service contracts	\$90,460
	Custodial operations costs— Materials	\$20,876
	Custodial operations costs— Custodial Allocation	\$479,632
FY 2012 Energy Costs	Electric	\$251,774
	Gas	\$2,195
	Oil	\$149,878
Projects completed during the current or prior school year	Library Upgrade, Classroom Connectivity	
Projects proposed in the capital plan	Walk-in Freezer Replacement	
Accessibility of the building	Building is not Functionally Programmatically Accessible	
Building attributes	Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab	

**The Proposed Phase-out of the High School of Graphic Communication Arts
(02M625) Beginning in 2013-2014
Release Date: January 18, 2013**

Appendices

Appendix A: Spanish Bilingual Programs

DBN⁵³	School Name	Bilingual Program	Address	School Admissions Method(s)
01M515	Lower East Side Preparatory High School	Spanish	145 Stanton Street	Transfer School
02M303	Facing History School, The	Spanish	525 West 50 th Street	Limited Unscreened
02M427	Manhatan Academy for Arts & Language	Spanish	111 East 33 Street	Screened: Language
02M520	Murry Bergtraum High School for Business Careers	Spanish	411 Pearl Street	Educational Option
02M542**	Manhattan Bridges High School	Spanish	525 West 50 th Street	Screened
02M550	Liberty High School Academy for Newcomers	Spanish	250 West 18 Street	Transfer School
02M620	Norman Thomas High School	Spanish	111 East 33 Street	Phase Out
02M625	High School of Graphic Communication Arts	Spanish	439 West 49 th Street	Educational Option
03M403	The Global Learning Collaborative	Spanish	145 West 84 Street	Limited Unscreened
06M346	Community Health Academy of the Heights	Spanish	512 W 182 nd St	Limited Unscreened
06M462**	The College Academy	Spanish	549 Audubon Avenue	Educational Option
06M467	High School for Law and Public Service	Spanish	549 Audubon Avenue	Educational Option
06M468**	High School for Health Careers and Sciences	Spanish	549 Audubon Avenue	Educational Option
06M552	Gregorio Luperon High School for Science and Mathematics	Spanish	501 West 165 th	Screened

⁵³ A double asterisk (**) signifies a school that offers bilingual special education classes.

Appendix B: Art & Design Interest Area

DBN	Boro	School Name	Address	2012-13 Enrollment	2011-12 Org Capacity	2012-13 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M374	Manhattan	Gramercy Arts High School	40 Irving Place	518	534	97%	C	13%	2%	Fine & Visual Arts	Audition
02M543	Manhattan	New Design High School	350 Grand Street	438	485	90%	A	13%	6%	New Design High School	Ed. Opt.
02M600	Manhattan	The High School of Fashion Industries	225 West 24 Street	1,677	1,879	89%	A	7%	3%	Fashion Design, Related Arts & Business Fields	Audition
02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue Of The Americas	431	779	55%	B	11%	4%	SoHo Communication Arts Academy	Ed. Opt.
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1,405	1,436	98%	B	7%	2%	Commercial Art and Design	Audition
03M415	Manhattan	Wadleigh Secondary School for the Performing & Visual Arts	215 West 114 Street	549	804	68%	C	11%	7%	Visual Arts	Audition
03M485	Manhattan	Fiorello H. Laguardia High School of Music & Art and Performing Arts	100 Amsterdam Avenue	2,694	2,099	128%	A	0%	0%	Fine Art	Audition
03M494	Manhattan	High School of Arts and Technology	122 Amsterdam Avenue	612	683	90%	C	11%	11%	Arts & Technology	Ed. Opt.
04M680	Manhattan	The Heritage School	1680 Lexington Avenue	337	249	135%	C	19%	9%	The Heritage School	Ed. Opt.
05M469 ⁵⁴	Manhattan	Choir Academy of Harlem	2005 Madison Avenue	359	823	44%	F	13%	4%	Visual Art and Design	Audition

Sources:	
2012-13 Enrollment	2012-2013 Unaudited Register (as of October 26, 2012).
2011-12 Organization Capacity (Org Capacity)	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").

⁵⁴ In a separate EIS, the DOE is proposing to phase-out Choir Academy of Harlem. The Panel for Education Policy will vote on phase-out proposals in March 2013.

2012-13 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2011-2012 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 26, 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.

Appendix C: CTE – Arts, A/V Technology & Communication

DBN ⁵⁵	Borough	School Name	Address	2012-13 Enrollment	2011-12 Org Capacity	2012-13 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method ⁵⁶	CTE State Approval Status
01M515	Manhattan	Lower East Side Preparatory High School	145 Stanton Street	529	549	96%	A	0%	64%	Technical Theatre	Transfer School	Non-Approved
02M422	Manhattan	Quest to Learn	351 West 18 Street	341	204	167%	-	9%	1%	Visual Communications	Limited Unscreened	Non-Approved
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 West 49Th Street	248	163	152%	-	8%	5%	Digital Design and Animation	Limited Unscreened	Non-Approved
02M519	Manhattan	Talent Unlimited High School	317 East 67 Street	521	618	84%	A	0%	0%	Dance	Audition	Non-Approved
02M519	Manhattan	Talent Unlimited High School	317 East 67 Street	521	618	84%	A	0%	0%	Drama	Audition	Approved
02M600	Manhattan	The High School of Fashion Industries	225 West 24 Street	1,677	1,879	89%	A	7%	3%	Fashion Design	Audition	Approved
02M600	Manhattan	The High School of Fashion Industries	225 West 24 Street	1,677	1,879	89%	A	7%	3%	Commercial Arts and Illustration	Audition	Approved
02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue Of The Americas	431	779	55%	B	11%	4%	Graphic Design	Screened	Approval Pending
02M620	Manhattan	Norman Thomas High School	111 East 33 Street	730	1,156	63%	-	16%	21%	Cartoon and Animation, Interactive Tech	Phase Out	Phase Out
02M620	Manhattan	Norman Thomas High School	111 East 33 Street	730	1,156	63%	-	16%	21%	Film/Video Production	Phase Out	Phase Out
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1,405	1,436	98%	B	7%	2%	Apparel Design	Audition	Non-Approved
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1,405	1,436	98%	B	7%	2%	Commercial Photography	Audition	Non-Approved
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1,405	1,436	98%	B	7%	2%	Film /Video Production	Audition	Non-Approved

⁵⁵ An asterisk (*) signifies that the DOE has proposed to phase out the school. The Panel for Education Policy will vote on phase-out proposals in March 2013.

⁵⁶ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1,405	1,436	98%	B	7%	2%	Cartoon and Animation, Interactive Tech	Audition	Expired
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1,405	1,436	98%	B	7%	2%	Graphic Design and Illustration	Audition	Approved
03M479	Manhattan	Beacon High School	227-243 West 61st Street	1,265	809	156%	A	2%	0%	Digital Media	Screened	Non-Approved
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 Amsterdam Avenue	2,694	2,099	128%	A	0%	0%	Dance	Audition	Non-Approved
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 Amsterdam Avenue	2,694	2,099	128%	A	0%	0%	Drama	Audition	Non-Approved
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 Amsterdam Avenue	2,694	2,099	128%	A	0%	0%	Technical Theatre	Audition	Non-Approved
05M367 ⁵⁷	Manhattan	Academy for Social Action: A College Board School	509 West 129 Street	408	405	101%	F	16%	14%	Digital Filmmaking/Film/Video Production	Limited Unscreened	Non-Approved
06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1,354	1,437	94%	D	6%	3%	Drama	Ed. Opt.	Non-Approved
06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1,354	1,437	94%	D	6%	3%	Technical Theater	Ed. Opt.	Non-Approved
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	428	1,368	31%	-	21%	16%	Electronic and Computer Audio Technology	Phase Out	Phase Out
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	428	1,368	31%	-	21%	16%	Desktop Publishing	Phase Out	Phase Out
08X405*	Bronx	Herbert H. Lehman High School.	3000 East Tremont Avenue	3,042	2,990	102%	D	19%	9%	Media Production	Ed. Opt.	Non-Approved
10X437	Bronx	Fordham High School for the Arts	500 East Fordham Road	387	344	113%	A	20%	7%	Drama	Audition	Non-Approved
10X475	Bronx	John F. Kennedy High School	99 Terrace View Avenue	422	942	45%	-	14%	25%	Audio Engineering	Phase Out	Non-Approved

⁵⁷ Academy for Social Action: A College Board School currently serves sixth through twelfth grades. In a separate EIS the DOE has proposed to truncate its middle school grades beginning in the 2013-2014 school year. The Panel for Education Policy will vote on this proposal in March 2013.

10X475	Bronx	John F. Kennedy High School	99 Terrace View Avenue	422	942	45%	-	14%	25%	Graphic Design	Phase Out	Non-Approved
10X475	Bronx	John F. Kennedy High School	99 Terrace View Avenue	422	942	45%	-	14%	25%	Film/Video Production	Phase Out	Non-Approved
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	749	1,262	59%	-	18%	22%	Desktop Publishing	Phase Out	Phase Out
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	749	1,262	59%	-	18%	22%	Communicaton Media	Phase Out	Non-Approved
11X418	Bronx	Bronx High School for the Visual Arts	2040 Antin Pl	492	486	101%	C	15%	5%	Graphic Design	Limited Unscreened	Non-Approved
11X455	Bronx	Harry S Truman High School	750 Baychester Avenue	1,867	2,894	65%	A	13%	8%	Media Academy/Media Production	Ed. Opt.	Non-Approved
13K430	Brooklyn	Brooklyn Technical High School	29 Ft Greene Place	5,459	4,291	127%	B	0%	0%	Media	Test	Approved
14K454	Brooklyn	Green School: An Academy for Environmental Careers	223 Graham Avenue	349	555	63%	B	16%	12%	Technical Theatre	Limited Unscreened	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	1,248	3,389	37%	F	14%	3%	Film/Video Production	Screened	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	1,248	3,389	37%	F	14%	3%	Graphic Arts	Screened	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	1,248	3,389	37%	F	14%	3%	Graphic Design	Screened	Non-Approved
17K600	Brooklyn	Clara Barton High School	901 Classon Avenue	1,618	1,614	100%	C	11%	10%	Dance	Ed. Opt.	Non-Approved
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 Flatlands Avenue	383	609	63%	C	16%	6%	Technical Theatre	Limited Unscreened	Non-Approved
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 Flatlands Avenue	383	609	63%	C	16%	6%	Drama	Limited Unscreened	Non-Approved
18K617	Brooklyn	High School for Innovation in Advertising and Media	1600 Rockaway Parkway	330	731	45%	C	14%	8%	Digital Media	Limited Unscreened	Approved
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 Pennsylvania Avenue	474	1041	46%	B	29%	7%	Apparel Design	Ed. Opt.	Non-Approved

19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 Pennsylvania Avenue	474	1041	46%	B	29%	7%	Communicaton Media	Ed. Opt.	Non-Approved
21K559	Brooklyn	Life Academy High School for Film and Music	2630 Benson Avenue	258	375	69%	B	18%	5%	Film/Video Production	Limited Unscreened	Non-Approved
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 Brighton 4Th Road	796	1450	55%	B	20%	4%	Audio Visual	Ed. Opt.	Non-Approved
21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21St Avenue	886	848	104%	B	14%	9%	Digital Media	Ed. Opt.	Expired
22K405	Brooklyn	Midwood High School	2839 Bedford Avenue	3,907	2,428	161%	B	5%	4%	Media Production	Unscreened	Non-Approved
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1,962	2,208	89%	B	9%	20%	Academy of Arts & Humanities Music	Ed. Opt.	Non-Approved
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1,962	2,208	89%	B	9%	20%	Academy of Arts and Humanities Design	Ed. Opt.	Non-Approved
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1,962	2,208	89%	B	9%	20%	Academy of Arts and Humanities Theatre & Dramatics	Ed. Opt.	Non-Approved
24Q550	Queens	High School for Arts and Business	105-25 Horace Harding Expy N	862	569	151%	A	9%	13%	Graphic Design	Ed. Opt.	Non-Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1,476	1,231	120%	B	10%	5%	Computer Graphics	Screened	Non-Approved
25Q285	Queens	World Journalism Preparatory: A College Board School	34-65 192 Street	610	626	97%	A	12%	1%	Media Journalism	Limited Unscreened	Non-Approved
25Q525	Queens	Townsend Harris High School	149-11 Melbourne Avenue	1,116	906	123%	A	0%	0%	Media Journalism	Screened	Non-Approved
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3,308	2,235	148%	A	7%	5%	Audio Engineer/Music Production	Audition	Non-Approved
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3,308	2,235	148%	A	7%	5%	Digital Art/Digital Communicaton	Audition	Non-Approved
27Q400	Queens	August Martin High School	156-10 Baisley Boulevard	1,031	1,769	58%	D	21%	5%	Communications Arts Academy/Media Production	Ed. Opt.	Non-Approved
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3,154	2,676	118%	B	7%	14%	Film/Video Production	Ed. Opt.	Non-Approved

28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2,233	1,768	126%	A	9%	1%	Commercial Arts and Illustration	Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2,233	1,768	126%	A	9%	1%	Graphic Arts	Screened	Approved
30Q301	Queens	Academy for Careers in Television and Film	36-41 28 Street	439	537	82%	A	10%	3%	Film/Video Production	Limited Unscreened	Approved
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35Th Avenue	786	746	105%	A	0%	0%	Dance	Audition	Non-Approved
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35Th Avenue	786	746	105%	A	0%	0%	Drama	Audition	Non-Approved
30Q502	Queens	Information Technology High School	21-16 44Th Road	933	748	125%	C	12%	10%	Film/Video Production	Ed. Opt.	Non-Approved
31R440	Staten Island	New Dorp High School	465 New Dorp Lane	2,692	3,345	80%	B	8%	5%	Digital Communicaton	Ed. Opt.	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2,498	1,697	147%	B	11%	6%	Audio Engineer	Unscreened	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2,498	1,697	147%	B	11%	6%	Film/Video Production	Unscreened	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2,498	1,697	147%	B	11%	6%	Graphic Design	Unscreened	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2,498	1,697	147%	B	11%	6%	Dance	Unscreened	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2,498	1,697	147%	B	11%	6%	Media Studies	Unscreened	Non-Approved
31R455	Staten Island	Tottenville High School	100 Luten Avenue	3,876	3,531	110%	B	11%	1%	Advertising	Ed. Opt.	Non-Approved
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 St Marks Place	654	1046	63%	B	16%	4%	Graphic Design	Screened	Approved

Note about CTE Programs and Pathways: A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Career Pathways is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.