

EDUCATIONAL IMPACT STATEMENT:

The Proposed Re-siting and Co-location of Stephen T. Mather Building Arts & Craftsmanship High School (02M139) in Building M625 with Existing Schools High School of Graphic Communication Arts (02M625), Business of Sports School (02M393), Urban Assembly Gateway School for Technology (02M507) and Success Academy Charter School – Hell’s Kitchen (84M170), and New School Success Academy Charter School – Manhattan Middle School (84MTBD) Beginning in the 2014-2015 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site Stephen T. Mather Building Arts & Craftsmanship High School (02M139, “Mather”) to school building M625 (“M625”) beginning in the 2014-2015 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”). Currently, Mather is housed in building M520 (“M520”), located at 411 Pearl Street, Manhattan, New York 10038, also within the geographical confines of District 2. A “re-siting” means students will attend classes in a different building than the one they attended the previous year. If this proposal is approved, beginning in the 2014-2015 school year, Mather students will no longer attend classes in M520. Instead, they will attend classes in M625, where Mather will be co-located with five other schools: High School of Graphic Communication Arts (02M625, “Graphics”), an existing high school that currently serves students in grades ten through twelve; Business of Sports School (02M393, “BOSS”) an existing high school that serves students in grades nine through twelve; Urban Assembly Gateway School for Technology (02M507, “Gateway”), an existing high school that serves students in grades nine through eleven and is phasing in to serve students in grades nine through twelve; and Success Academy Charter School – Hell’s Kitchen (84M170, “SA – Hell’s Kitchen”), an existing elementary charter school which is in the process of phasing in to serve students in grades kindergarten through four and which will serve students in kindergarten and first grade in the 2013-2014 school year.¹ Graphics is in the process of phasing out and will close at the end of the 2015-2016 school year. In addition, Success Academy Charter School – Manhattan Middle School (“SA - Manhattan MS”) will open in building M625 beginning in the 2015-2016 school year and will phase in to serve students in grades five through eight.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, libraries, and cafeterias.

¹ The Panel for Educational Policy (“PEP”) approved proposals to phase out Graphics in M625 beginning in the 2013-2014 school year, to open and co-locate Mather in M520 beginning in the 2013-2014 school year, and to open and co-locate SA – Manhattan MS in M625 beginning in the 2015-2016 school year. Those proposals can all be found on the DOE’s Web site: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

² SA – Manhattan MS will serve fifth through eighth grade students from Success Academy Charter School – Union Square (84M174, “SA – Union Square”), Success Academy Charter School – Hell’s Kitchen (84M170, “SA – Hell’s Kitchen”) and Success Academy Charter School – Upper West (84M523, “SA – Upper West”). The proposal siting SA – Manhattan MS in M625 can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

On March 11, 2013, the Panel for Educational Policy (“PEP”) approved a proposal to site and co-locate Mather in M520 with Murry Bergrau High School for Business Careers (02M520, “Bergrau”) beginning in the 2013-2014 school year.³ On March 11, 2013, the PEP also approved a proposal to site and co-locate The Urban Assembly School for Emergency Management (02M135, “UA-EM”) in M625 beginning in the 2013-2014 school year.⁴ As a result of facilities assessments that occurred after the PEP approved Mather’s siting in M520, the United States National Park Service (“NPS”), Mather’s industry partner, and the DOE determined that M520 is an inappropriate site for Mather because the building cannot accommodate the lab space that Mather’s specialized curriculum requires. Building M625, on the other hand, is able to offer Mather the required lab space. This determination came too late in the year to propose the re-siting of Mather for the 2013-2014 school year. The DOE is therefore proposing to re-site Mather to M625 and UA-EM to M520 for the 2014-2015 school year.⁵ UA – EM will receive its required standard lab space in M520. Re-siting UA-EM to M520 and re-siting Mather to M625 will ensure that both schools are located in facilities that can support their respective instructional needs.

If both this proposal and the related proposal to re-site UA – EM are approved, in the 2014-2015 school year, Mather and UA – EM will effectively swap spaces in their respective buildings. NPS has worked with Mather to modify the school’s curriculum for the 2013-2014 school year in M520 to place more emphasis on coursework that does not require lab space.

Mather is a district high school currently sited in building M520. The school will offer a rigorous academic program with a Career and Technical Education (“CTE”) component that will prepare students for post-secondary education. CTE programs integrate rigorous academic study with workforce skills in specific career clusters. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce. Mather admits students through the Citywide High School Admissions Process.

If this proposal is approved, Mather will move to M625 prior to the beginning of the 2014-2015 school year, when it will serve approximately 210-230 students in the ninth and tenth grades. Mather will gradually phase in by adding one grade per year. The school is expected to reach full scale in 2016-2017, when it will serve approximately 420-460 students in grades nine through twelve. If approved, this proposed re-siting will require students enrolled at Mather in the 2013-2014 school year to travel a potentially farther distance to a different school building in the 2014-2015 school year as M520 and M625 are located 4.3 miles apart. However, the DOE believes that the re-siting will not create significant travel hardships, since both buildings are located close to central public transportation hubs.

UA-EM is a district high school currently sited in building M625. UA-EM will serve ninth grade students beginning in September 2013 and will also offer CTE programming. UA-EM admits students through the Citywide High School Admissions Process and will serve students in grade nine during the 2013-2014 school year in M625. If the related proposal to re-site UA-EM is approved, UA-EM will be re-sited to M520 prior to the start of the 2014-2015 school year and will continue to add one grade level per year until it reaches full scale and serves students in grades nine through twelve in the 2016-2017 school year.

If the proposal to re-site UA – EM to M520 is not approved, the DOE will propose an alternate site for UA-EM, and will implement the re-siting of Mather from M520 to M625 subject to approval by the PEP.

M625 also houses two community-based organizations (“CBOs”), SPARK Drug Prevention and the Association of Progressive Dominicans. This proposal is not expected to impact the continued siting of the CBOs.

³ That proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

⁴ That proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

⁵ That proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct15SchoolProposals>

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), M625 has a target capacity to serve 2,247 students. During the 2013-2014 school year the building is expected to serve approximately 1,774 students,⁶ yielding a building utilization rate of 79%.⁷ This means that the building is “under-utilized” and has space to accommodate additional students.⁸

In 2021-2022, once Graphics has completed its phase-out and Mather, Gateway, SA – Hell’s Kitchen and SA - Manhattan MS have reached full scale and stable enrollment, it is projected that there will be approximately 2,108 - 2,426 students served in M625, yielding an estimated utilization rate of 94% - 108%.⁹

As described below and in the attached BUP, M625 has adequate capacity to accommodate Graphics, BOSS, Gateway, SA – Hell’s Kitchen, SA – Manhattan MS and Mather.

Background on the DOE’s Decision-Making Process

Re-siting Mather to M625 and re-siting UA-EM to M520 will ensure that both schools are located in facilities that can support their respective instructional needs. The re-siting of Mather from M520 to M625 will allow the DOE to maintain new high-potential CTE high schools in Manhattan such as Mather and UA-EM. This proposal and the related proposal to re-site UA-EM from M625 to M520 will better align DOE-operated spaces in Manhattan to schools’ instructional needs. If this proposal and the related proposal to re-site UA-EM from M625 to M520 are not approved, Mather will not be able to offer CTE programming and the number of CTE seats in Manhattan will decrease.

II. Proposed or Potential Use of Building

M625 has a target capacity of 2,247 students.¹⁰ (The concept of “target capacity” is explained below.) During the 2013-2014 school year the building is expected to serve only 1,774 students, yielding a building utilization rate of 79%.

If this proposal is approved, Mather will move to M625 in September 2014 and will serve approximately 210-230 students in ninth and tenth grade.¹¹ At full scale, Mather will serve approximately 420-460 students in grades nine through twelve.

In 2021-2022, after Graphics has fully phased out and Mather, Gateway, SA – Hell’s Kitchen and SA-Manhattan MS have reached full-scale and stable enrollment, the DOE projects that building M625 will have a utilization rate of 94% - 108%.

⁶ All figures are from the 2013-2014 Budget Register Projections or charter projections as of June 28, 2013.

⁷ 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 charter projections as of June 2013 or the 2013-2014 Budget Register Projections. Enrollment projections for new charter schools opening in 2015-2016 are based on enrollment in the charter application. 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.

⁸ 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. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

⁹ SA-Manhattan MS will reach its full grade span in 2018-2019, serving students in fifth through eighth grade. However, enrollment at SA-Manhattan MS is not expected to stabilize until 2021-2022, when all grade levels will serve the same number of sections. As such, this proposal details building enrollment and utilization through the 2021-2022 school year.

¹⁰ 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”)

¹¹ Enrollment projections are based on a standard phase-in plan of four sections per entry grade. Actual enrollment in 2014-2015, however, would depend on applicant demand.

If this proposal and the related proposal to re-site UA – EM into M520 beginning in the 2014-2015 school year are approved, the grade spans for all existing and proposed school organizations in M625 over a nine year period will be as follows:

Grade Spans ¹²										
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
02M139	Mather	-	9-10	9-11	9-12	9-12	9-12	9-12	9-12	9-12
02M135	UA-EM	9	-	-	-	-	-	-	-	-
02M393	BOSS	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
02M507	Gateway	9-11	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
02M625	Graphics	10-12	11-12	12	-	-	-	-	-	-
84M170	SA – Hell's Kitchen	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

The total projected student enrollment for all existing and proposed school organizations in M625 over a nine year period, as well as the building utilization rates, is described in the table below:

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
		Current Enrollment	Projected Enrollment							
02M139	Mather	-	210 - 230	315 - 345	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460
02M135	UA-EM	108	-	-	-	-	-	-	-	-
02M393	BOSS	432	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460
02M507	Gateway	353	445 - 485	465 - 505	435 - 475	420 - 460	420 - 460	420 - 460	420 - 460	420 - 460
02M625	Graphics	713	335 - 375	160 - 200	-	-	-	-	-	-
84M170	SA – Hell's Kitchen	168	195 - 250	280 - 360	348 - 446	348 - 446	348 - 446	348 - 446	348 - 446	348 - 446

¹² In a separate Educational Impact Statement (“EIS”), the DOE has proposed to re-site The Urban Assembly School for Emergency Management to building M520 located at 411 Pearl Street, Manhattan, NY 10038. If that proposal is approved, The Urban Assembly School for Emergency Management will move out of building M625 at the conclusion of the 2013-2014 school year.

84MTBD	SA - Manhattan MS	-	-	75 - 90	175 - 210	275 - 330	400 - 480	450 - 540	475 - 570	500 - 600
Total Building Enrollment		1,774	1,605 - 1,800	1,715 - 1,960	1,798 - 2,051	1,883 - 2,156	2,008 - 2,306	2,058 - 2,366	2,083 - 2,396	2,108 - 2,426
Utilization		79%	71% - 80%	76% - 87%	80% - 91%	84% - 96%	89% - 103%	92% - 105%	93% - 107%	94% - 108%

Despite the possibility of a utilization rate over 100%, the building 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 than target capacity, contributing to building utilization rates above 100% while not impacting the utilization of the space allocated to the traditional public school. As demonstrated in the attached Building Utilization Plan (“BUP”), all schools will receive at least their baseline allocations. More details about space allocations can be found in Section III.B and in the BUP.

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 United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this Educational Impact Statement (“EIS”), the DOE’s projected utilization rates for the 2013-2014 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 2013-2014 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 high school 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 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 Students, Schools, and the Community

A. Students

Impact on Current and Future Students at Mather

The proposed re-siting and co-location of Mather is not expected to impact current or future student enrollment at Mather. Instructional programming at Mather will be improved by this proposed re-siting, since M625 is able to house the lab spaces needed to support Mather's specialized CTE instruction. These labs and, therefore, Mather's CTE curriculum, would not be possible at Mather's current location, M520. If this proposal is not approved, Mather will not be able to offer its specialized instruction. NPS and Mather have modified the school's curriculum for the 2013-2014 school year in M520 to place more emphasis on coursework that does not require lab space. Mather offers a program in the architecture interest area that admits students through a limited unscreened admissions method. Limited Unscrened programs give priority to students who demonstrate interest in the school by attending a school's information session(s), open house event(s), or by visiting the school's table at any one of the High School Fairs.

Again, if approved, this proposed re-siting will require students enrolled at Mather in the 2013-2014 school year to travel a potentially farther distance to a different school building in the 2014-2015 school year. M520 and M625 are 4.3 miles apart. However, the DOE believes that the re-siting will not create significant travel hardships, since both buildings are located close to central public transportation hubs.

Impact on Students Currently Attending Schools in the M625 Building

The proposed re-siting and co-location of Mather in M625 is not expected to impact the admissions, enrollment, or educational options of students currently attending Graphics, BOSS, Gateway, or SA – Hell's Kitchen.

Graphics serves students in two programs; the Academy of Visual Arts and the Academy of Photography. Graphics continues to serve students in those programs, but no longer admits new students because it is in the process of phasing out one grade each year.

BOSS offers a program in the Business interest area, Gateway offers a program in the Computer Science & Technology interest area, and UA-EM offers a program in the Law and Government interest area. Each of these schools uses a limited unscreened admissions method to admit students through the High School Admissions Process, which is described below.

If approved, the related proposal to re-site UA-EM will require students enrolled at UA-EM in the 2013-2014 school year to travel a potentially farther distance to a different school building in the 2014-2015 school year. The two buildings, M520 and M625, are 4.3 miles apart. However, the DOE believes that the re-siting will not create significant travel hardships, since both buildings are located close to central public transportation hubs.

The high schools located in M625 currently serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained ("SC") special education classes, as well as 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 the schools in the M625 building will continue to receive their mandated special education services if this proposal is approved. In addition, students classified as English Language Learners ("ELLs") are enrolled and receiving English as a Second Languages ("ESL") services. All students enrolled in the schools in building M625 will continue to receive appropriate ELL services if this proposal is approved.

Impact on Career and Technical Education ("CTE") Programs

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.

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses with a career and technical education component integrated with workforce skills aligned to business and industry standards.

“Approved” CTE programs of study have been reviewed and approved by the DOE and New York State Education Department (“SED”), which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are “in development” 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 may continue to do so.

The CTE programs offered by a particular school are selected in response to overall demand from students applying to CTE programs, demand from industry partners interested in hiring graduates with CTE endorsed diplomas, labor trends, and an analysis of workforce needs.

Mather, BOSS, Gateway, UA-EM, and Graphics all currently offer CTE programs. However, as noted above, Graphics no longer admits new students through the High School Admissions Process because it is phasing out.

Mather offers CTE programs in carpentry, masonry, stewardship and conservation. BOSS offers CTE programs in entrepreneurship and business management. Gateway offers CTE programs in digital animation and design, A+ computer repair, and software engineering pilot. UA-EM, which will move out of M625 prior to the beginning of the 2014-2015 school year, offers CTE programs in emergency management, emergency response and recovery, and emergency technology and communications.

Overall CTE capacity in Manhattan is not expected to change due to this proposal and the related proposal to re-site UA-EM from M625 into M520 in the 2014-2015 school year. If this proposal is not approved, Mather will not be able to offer CTE programming and Manhattan CTE capacity would decrease. This re-siting proposal and the related proposal to re-site UA-EM will allow both Mather and UA-EM to offer CTE instruction at appropriate sites.

Impact on Academic Programs, Extra-curricular Activities and Community Partnerships

According to the High School Directory for the 2012-2013 school year,¹³ the last year of Graphics’ inclusion in the directory, Graphics offered the following sports:¹⁴

- **Boys:** Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Outdoor Track, Soccer, Volleyball
- **Girls:** Basketball, Outdoor Track, Softball, Volleyball

According to the 2012-2013 High School Directory, Graphics offered the following extra-curricular activities and clubs:¹⁵

¹³ Athletic and extra-curricular offerings reflect those listed for Graphics in the 2012-2013 Directory of High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

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

¹⁵ Athletic and extra-curricular offerings reflect those listed for Graphics in the 2012-2013 Directory of High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> ● Naval Junior Reserve Officers Training Corp (NJROTC) ● SPARK ● National Honor Society ● College Now ● PM School ● Opening Act Drama Program ● Champions Club through SASF ● Cheerleading 	<ul style="list-style-type: none"> ● Black and White Photography Club ● Crochet Club ● Student Government ● Weight Lifting Club ● Youth and Government ● Yearbook

Graphics will continue offering student athletics and other extra-curricular programs 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 2013-2014 High School Directory, BOSS currently offers the following sports:¹⁶

- **Boys:** Baseball & JV Baseball, Basketball & JV Basketball
- **Girls:** Basketball, Softball
- **Co-ed:** Bowling, Handball, Outdoor Track

According to the 2013-2014 High School Directory, BOSS currently offers the following extra-curricular activities and clubs:

Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> ● Student Government ● College Guidance ● Navy JROTC ● SAT Prep ● Photography ● Visual Arts ● Music (Afro Latin Jazz Academy) ● Dance 	<ul style="list-style-type: none"> ● Future Business Leaders of America (FBLA) ● Computer Tech ● School Store ● Journalism ● Internships ● Student Government

¹⁶ The NYCDOE 2013-2014 High School directory is available at: http://schools.nyc.gov/NR/ronlyres/71EE8502-DBDF-4D62-94EE-DB9421EB07CE/0/ManhattanSchools_2013.pdf

According to the 2013-2014 High School Directory, Gateway currently offers the following sports:

- **Boys:** Baseball, Basketball, Bowling, Handball, Outdoor Track
- **Girls:** Basketball, Bowling, Handball, Outdoor Track, Softball, Volleyball
- **School Sports:** Skateboarding, Running, Yoga, Weight Training, Flag Football

According to the 2013-2014 High School Directory, Gateway currently offers the following extra-curricular activities:

Extra-Curricular Activities	Partnerships
<ul style="list-style-type: none"> ● Information Technology & Individualized Peer and Teacher Tutoring ● 3-D Modeling ● Big Brothers Big Sisters ● CoderDojo ● Cooking Club ● Drama ● Film Production ● Gamer Haven ● Homework Help ● Martial Arts ● M.M.O. 3.0 (Massive Multiplayer Online Games) Club ● Math Club ● Media Crew ● Men of Strength ● Moth StorySlam ● MOUSE Squad ● Regents Preparation ● Robotics ● JROTC ● Skateboarding with STOKED ● Student Government ● Technovation Challenge (App Design for Girls) ● Yearbook 	<ul style="list-style-type: none"> ● Borough of Manhattan Community College ● Baruch College ● Hunter College ● National Honors Society ● Channel Thirteen ● Polytechnic Institute of New York University ● Hospital for Special Surgery ● Iridescent Learning ● Educational Video Center

Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, the DOE anticipates that this same opportunity would exist for students at M625, including students attending Mather, BOSS and Gateway, as well as students attending Graphics as the school phases

out. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Multiple schools sharing a campus may collaborate to offer joint extra-curricular programs as appropriate. Since the DOE has proposed to re-site UA-EM out of M625 and into M520 in the 2014-2015 school year, this proposal is not expected to impact UA-EM's programs and partnerships.

Similarly, all school organizations in the building will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. Again, multiple schools may collaborate to offer joint extra-curricular programs across the campus as appropriate. The proposed re-siting of Mather is not expected to impact extra-curricular program offerings in the M625 building.

According to the 2013-2014 High School Directory, Mather currently offers the following special programs, extra-curricular activities, and partnerships:¹⁷

Extra-Curricular Activities	Partnerships
<ul style="list-style-type: none"> ● Student government ● Sports clubs ● Community service ● Yearbook ● Art & drama clubs ● Academic clubs ● Academic intramurals ● National Honor Society ● Industry clubs ● Gay/Straight Alliance 	<ul style="list-style-type: none"> ● U.S. National Park Service

SA - Hell's Kitchen has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day.

The DOE does not anticipate that this proposal will affect the academic programs, extra-curricular activities, and community partnerships currently offered in M625. These schools will continue to offer programming based on student interests, available resources, and staff support for those programs. The proposed re-siting and co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

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

Graphics no longer admits new ninth grade students. Gateway, BOSS, UA-EM, and Mather all admit students through the Citywide High School Admissions Process, with a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. This proposal is not expected to impact the admissions policies of any of the current and planned schools in M625.

¹⁷ From the 2013-2014 High School Directory, located at: http://schools.nyc.gov/NR/rdonlyres/71EE8502-DBDF-4D62-94EE-DB9421EB07CE/0/ManhattanSchools_2013.pdf

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High School Admissions Test (“SHSAT”), as well as up to 6 studios at LaGuardia High School.

For high school admissions for the 2014-2015 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.

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 in May.

For more information about the High School Admissions Process, please visit:

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

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

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

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

In addition to the High School Admissions Process, some students may receive a placement at the high schools in M625 through the over-the-counter (“OTC”) process. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;¹⁸ or
- 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.

¹⁸ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

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

Screened programs (those that have academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹⁹ international schools, and alternative programs are offered through referral.²⁰ 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, 597 schools Citywide 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 increased from 122 to 144.

Enrollment Impact for Future Elementary School Students in District 2

This proposal is not anticipated to impact the admissions, enrollment, or space of SA – Hell’s Kitchen in M625. All age- and grade-appropriate students residing in District 2 have the opportunity to enter the charter application lottery process to enroll in SA – Hell’s Kitchen. For the 2014-2015 school year, SA – Hell’s Kitchen anticipates providing a lottery preference to siblings of current or accepted students and to applicants who reside within District 2.²¹

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE’s Web site here:

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

Enrollment Impact on Future Middle School Students – Middle School Choice Process

This proposal is not anticipated to impact the admissions, enrollment, or space of SA – Manhattan MS in M625. SA – Manhattan MS will enroll articulating students from Success Academy Charter School – Upper West (84M523, “SA – Upper West”), Success Academy Charter School – Union Square (84M174, “SA – Union Square”) and SA – Hell’s Kitchen, subject to seat availability, into its middle school program. In the current 2013-2014 school year SA – Upper West serves students in kindergarten through third grade and SA – Union Square and SA – Hell’s Kitchen serve students in kindergarten and first grade; all three schools admit students through the charter application lottery process.

Success Academy Charter Schools (“SACS”) is a charter management organization (“CMO”) that currently operates 18 public elementary charter schools in New York City, including six new public elementary schools serving students for the first time in 2013-2014. The four SACS elementary schools that received a Progress Report for the 2011-2012 school year all received an overall grade of A.

SACS plans to seek approval from the State University of New York Charter Schools Institute (“SUNY CSI”) to expand SA – Union Square, SA – Hell’s Kitchen and SA – Upper West to serve students in kindergarten through eighth grades. If SUNY CSI approves the schools’ expansions, students attending

¹⁹ 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 Web site at: www.goingforme.org.

²⁰ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

²¹ Under its current charter, SA – Hell’s Kitchen provides admission preference to (1) siblings of current or accepted students, (2) ELL students, and (3) applicants who reside within District 2. As directed by the United States Department of Education, SA – Hell’s Kitchen is currently seeking a revision of its charter to change its admissions policy, including the lottery preferences. The proposed new preferences are: (1) siblings of current or accepted students and (2) applicants who reside within the district.

those schools will have the option to continue on to SA – Manhattan MS, subject to availability of seats.

Future middle school students will continue to have access to a broad range of middle school options through district, borough-wide, and Citywide middle school options. Information regarding special programs and courses offered by those schools is available in the Middle School Choice Directory, which is updated yearly.²²

B. Schools

If this proposal is approved, M625 will house BOSS, Graphics, Gateway, SA – Hell’s Kitchen and Mather beginning in 2014-2015. In 2015-2016, SA – Manhattan MS will open in M625. The M625 building has sufficient capacity to accommodate BOSS, Mather, Gateway, SA – Hell’s Kitchen, SA – Manhattan MS, and Graphics as it phases out. Collectively, all schools serving students in M625 are projected to enroll approximately 2,108 - 2,426 students in 2021-2022, when Graphics has completed its phase-out and all other schools have reached full scale enrollment. The building utilization rate for M625 in 2021-2022 will be 94%-108%.

As described below and in the attached BUP, despite the possibility of a utilization rate over 100%, the building 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.

If this proposal is approved, there will be sufficient space to accommodate all the schools pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period during which Graphics phases out and Gateway, SA – Hell’s Kitchen, SA - Manhattan MS and Mather phase in. Please visit the New York City DOE Web site to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are Self-Contained. Therefore, the Footprint allocates one full-size classroom for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

²² The Middle School Directory is available at <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

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 described in more detail in the attached BUP that accompanies this EIS, there will be sufficient instructional space in M625 to co-locate Mather in M625 with Gateway, BOSS, Graphics, SA – Hell’s Kitchen, and SA – Manhattan MS. 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. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding the BUP and the scheduling of shared spaces.

C. Community

The DOE supports schools by striving to provide them with instructionally appropriate spaces. The re-siting of Mather to M625 will allow the school to deliver CTE instruction to its students in appropriate instructional spaces. If approved, this proposed re-siting would require students enrolled at Mather in the 2013-2014 school year to travel to a different and potentially further school site in the 2014-2015 school year. M520 and M625 are 4.3 miles apart. The DOE believes that the re-siting will not create significant travel hardships, since both buildings are located close to central public transportation hubs.

The re-siting of Mather from M520 to M625 will allow the DOE to maintain the number of new high-potential CTE high schools in Manhattan. This proposal and the related proposal to re-site UA-EM from M625 to M520 will better align DOE-operated spaces in Manhattan to schools’ instructional needs. If this proposal is not approved, Mather will not be able to offer CTE programming and the number of anticipated CTE seats in Manhattan will decrease.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M625. This proposal is also not expected to impact the accessibility of M625, which is not functionally fully programmatically accessible.

Aside from the related proposal to re-site UA-EM to M520, there are no other proposals for significant changes in utilization for M625 at this time.

IV. Enrollment, Admissions and School Performance Information

Mather

Admissions Data

Current Admissions	Grade 9: High School Admissions Process Admissions Method: Limited Unscreened
Admissions After the Re-siting	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data²³

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2013-2014 (projections)	-	-	-	-	-
2014-2015 (projections)	105-115	105-115	-	-	210-230
2015-2016 (projections)	105-115	105-115	105-115	-	315-345
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 Data

Mather is opening in September 2013, and therefore, there is no demographic data for the school.²⁴

School Performance Data

Mather is opening in September 2013, and therefore, there is no performance data for the school.

²³ All figures are from the 2013-2014 Budget Register Projections. The projections reflect only enrollment in the M625 building.

²⁴ Demographic data for new schools opening in 2013-2014 will not be available until unaudited register data is released in early November.

Graphics

Admissions Data

Current Admissions	N/A
Admissions After the Re-siting	N/A

Enrollment Data²⁵

	Total Enrollment
2013-2014 (projections)	713
2014-2015 (projections)	335-375
2015-2016 (projections)	160-200
2016-2017 (projections)	-

Demographic Data²⁶

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	18%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	59%

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 ²⁷	UPF ²⁸	UD	N/A ²⁹
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	82%	68%	70%
4 Year Graduation Rate	49%	56%	54%

²⁵ All figures are from the 2013-2014 Budget Register Projections.

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

²⁷ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

²⁸ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

²⁹ Not all schools receive a Quality Review every year.

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 ³⁰
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Gateway

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions After the Re-siting	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data³¹

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2013-2014 (projections)	125	139	89	-	353
2014-2015 (projections)	105-115	120-130	135-145	85-95	445-485
2015-2016 (projections)	105-115	105-115	120-130	135-145	465-505
2016-2017 (projections)	105-115	105-115	105-115	120-130	435-475
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

³⁰ 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>.

³¹ All figures are from the 2013-2014 Budget Register Projections.

Demographic Data³²

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	47%

School Performance Data³³

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	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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BOSS

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions After the Re-siting	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened

³² All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

³³ Gateway opened in September 2011 and has limited performance data.

Enrollment Data³⁴

	Total Enrollment
2013-2014 (projections)	432
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 Data³⁵

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	55%

School Performance Data³⁶

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	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	88%	85%	86%

³⁴ All figures are from the 2013-2014 Budget Register Projections.

³⁵ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

³⁶ BOSS opened in September 2009 and has limited performance data.

2012-2013 State Accountability Status	In Good Standing
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UA-EM

Admissions Data

Current Admissions	Grade 9: High School Admissions Process Admissions Method: Limited Unscreened
Admissions After the Re-siting ³⁷	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data³⁸

	Grade 9	Total Enrollment
2013-2014 (projections)	108	108

Demographic Data

UA-EM is opening in September 2013, and therefore, there is no demographic data for the school.³⁹

School Performance Data

UA-EM is opening in September 2013, and therefore, there is no performance data for the school.

SA – Hell’s Kitchen

Admissions Data

Current Admissions	Grades K-4: Charter Lottery Application (students admitted K-1)
Admissions After the Re-siting	Grades K-4: Charter Lottery Application (students admitted K-3)

³⁷ In a separate EIS, the DOE has proposed to re-site UA – EM to building M520. If that proposal is approved, UA – EM will move out of building M625 at the conclusion of the 2013-2014 school year.

³⁸ All figures are from the 2013-2014 Budget Register Projections. The projections reflect only enrollment in the M625 building.

³⁹ Demographic data for new schools opening in 2013-2014 will not be available until unaudited register data is released in early November.

Enrollment Data⁴⁰

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2013-2014 (projections)	112	56	-	-	-	168
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

Demographic Data

SA – Hell’s Kitchen is opening in September 2013, and therefore, there is no demographic data for the school.⁴¹

School Performance Data

SA – Hell’s Kitchen is opening in September 2013, and therefore, there is no performance data for the school.

SA – Manhattan MS

Admissions Data

Current Admissions	N/A
Admissions After the Re-siting	Grades 5-8: Charter lottery application (students admitted K-3)

⁴⁰ All figures represent charter projections as of June 28, 2013.

⁴¹ Demographic data for new schools opening in 2013-2014 will not be available until unaudited register data is released in early November.

Enrollment Data⁴²

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
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) ⁴³	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 Impact on Budget and Cost of Instruction

The estimated cost to relocate Mather to M625 is \$21,092.40. This cost will include moving all existing materials and furniture from the current site.⁴⁴

This proposal should not otherwise impact the operating budget or costs of instruction at Mather. Most funding in schools' budgets is allocated on a per pupil basis, based on current by the Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide⁴⁵ and FY14 School Allocation Memoranda⁴⁶ 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 Mather. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. This allocation is subject to approval by the Office of Space Planning.

⁴² Enrollment projections are based on the school's charter application.

⁴³ SA-Manhattan MS will reach full-scale grade span in 2018-2019, but will not reach full-scale enrollment until 2021-2022.

⁴⁴ Based on average per pupil re-siting costs provided by the Office of Space Planning.

⁴⁵ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

⁴⁶ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

This proposal is not expected to impact initial costs or allocations at BOSS, Gateway, Graphics, SA – Hell’s Kitchen or SA – Manhattan MS.

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. At time of posting, the only CTE program in the schools in M625 with SED approval is BOSS’ Entrepreneurship and Business Management program.

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

A. Personnel Needs

Mather will need to hire additional teachers during each year of the school’s phase-in as the total number of students enrolled in the school increases throughout its phase-in. The precise number of positions needed for the 2014-2015 school year will be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in ninth through twelfth grade will be determined based on annual enrollment projections available as the school grows to serve those grades.

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

New administrative staff and non-pedagogical positions will be created at Mather over the course of the school’s phase-in. Mather is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

There is no anticipated impact on the personnel needs of the other existing organizations in the building due to this proposal.

B. Administration

Mather will hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school’s phase-in.

There is no anticipated impact on the administration of the other organizations in the building as a result of this proposal.

C. Transportation

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

This proposal is not expected to impact the transportation schedules of the other schools located in the M625 building.

D. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy.

VII. Building Information⁴⁷

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 2013 Maintenance Costs	Labor	\$47,148
	Materials	\$12,902
	Maintenance and repair contracts	\$67,420
	Service contracts	\$0
	Custodial operations costs—Materials	\$0
	Custodial operations costs—Custodial Allocation	\$623,859
FY 2013 Energy Costs	Electric	\$253,384
	Gas	\$1,842
	Steam	\$0
	Oil	\$102,986
Projects completed during the current or prior school year		Library Upgrade, Plaza Deck, CTF-Room Conversion
Projects proposed in the capital plan		Walk-in Freezer Replacement
Accessibility of the building		Building is not Functionally Fully Programmatically Accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

⁴⁷ The Division of Space and Facilities has noted that custodial services are provided by a private contractor; hence minor maintenance, materials and service contracts are included in Base Custodial cost amount.