

EDUCATIONAL IMPACT STATEMENT

The Proposed Merger of The Maxine Greene High School for Imaginative Inquiry (03M299) with High School for Law, Advocacy, and Community Justice (03M492) in Building M490 in the 2024-2025 School Year

I. Summary of Proposal

The New York City Department of Education (NYCDOE) is proposing to merge The Maxine Greene High School for Imaginative Inquiry (03M299), referred to as Maxine Greene, with High School for Law, Advocacy, and Community Justice (03M492), referred to as LACJ, in building M490 (M490) in the 2024-2025 school year.

A merger means that two or more existing school organizations are combined into one school to operate and serve students more effectively.ⁱ Proposals for mergers seek to improve learning environments by combining the strengths and best practices of both schools and distributing resources to reinforce academic enrichment opportunities, interventions, and other supports.

Maxine Greene and LACJ are both existing district high schools serving students in grades 9-12 in M490, located at 122 Amsterdam Avenue, New York, NY 10023 in Community School District 3, referred to as District 3. Maxine Greene and LACJ are co-located in M490 along with The Urban Assembly School for Media Studies (03M307), referred to as UAM, High School of Arts and Technology (03M494), referred to as Arts and Tech, and Manhattan / Hunter Science High School (03M541), referred to as Hunter, which are all also district schools serving grades 9-12, and grades 9-12 of Special Music School (03M859), referred to as SMS.^{ii,iii} M490 also houses offices for two Community Based Organizations (CBOs), the Justice Resource Center and Virtual Enterprises International.^{iv,v}

If this proposal is approved, Maxine Greene will be combined with LACJ, and the students, staff, and resources of Maxine Greene will become a part of the merged school, LACJ, as of the 2024-2025 school year. If this proposal is approved, Maxine Greene will no longer exist as a distinct school option after the 2023-2024 school year.

If this proposal is approved, all current students at Maxine Greene, with the exception of those graduating high school, are expected to attend the merged LACJ in M490, which has sufficient space to accommodate all students.^{vi} If this proposal is approved, students who were matched to Maxine Greene through the high school admissions process for September 2024 admissions will instead be offered a seat at the merged LACJ. If this proposal is approved, all students who were matched to Maxine Greene and assigned to LACJ will be given the opportunity to participate in the high school waitlist process if they prefer other high school options. Waitlists will be open starting in March 2024, when main round offer letters are released, until September 2024. If families receive an offer to LACJ but do not wish to attend

that school, they can contact the Office of Student Enrollment to explore other school placement options. Additionally, current students at Maxine Greene who prefer a different high school option than the merged LACJ may seek a transfer for the 2024-2025 school year through the NYCDOE's Office of Student Enrollment by speaking first with school administrators and then visiting a Family Welcome Center (FWC), which will work to match students based on their needs and seat availability in accordance with Chancellor's Regulation A-101.^{vii}

A. Rationale

Merger decisions are made on a case-by-case basis in partnership with the Superintendent and impacted school communities. This merger was developed in collaboration with the Manhattan High Schools Superintendent based on the benefits that students at both schools will derive from combining the strengths of both school communities, specifically with regard to programming and enrollment, as described further below. If this proposal is approved, Maxine Greene will be merged with LACJ in M490 in the 2024-2025 school year to create a high-quality, sustainably enrolled District 3 high school option for families.

Maxine Greene has experienced a decline in enrollment of 73% over the last five years and the school currently serves 93 students.^{viii} By comparison, LACJ's enrollment has remained relatively stable during the same period, and the school currently serves 444 students, making LACJ a more sustainably enrolled school.

Low enrollment constrains Maxine Greene from adding programming that may attract additional applicants, as most funding in a school's budget is allocated on a per-pupil basis based on Fair Student Funding (FSF).^{ix} Merging Maxine Greene with LACJ is expected to address the low and declining enrollment at Maxine Greene while allowing LACJ, a higher performing high school, the opportunity to continue to grow. Therefore, if this proposal is approved, students attending the merged LACJ will have access to the best practices and combined resources of both school communities, resulting in increased enrollment, and a variety of academic and enrichment opportunities, interventions, and other supports.

If approved, this merger will create a single, larger school that will have the capacity and resources to serve all students in a robust learning environment. The schools will work together to combine their strengths, providing all students access to expanded programming and more educational opportunities than are currently offered at either school. For example, LACJ has a partnership with John Jay College which offers students the opportunity to attend college classes and gain college credits before entering college. LACJ also offers over ten Advanced Placement (AP) courses, including a Seminar and Research capstone. Maxine Greene students currently participate in the Summer Youth Employment Program (SYEP) Career Ready Program which provides opportunities for summer employment. Should this proposal be approved, students attending the merged LACJ will have access to these partnerships and course offerings, plus additional programming and enrichment opportunities. The merged LACJ would also work with current Maxine Greene students who enroll at the merged school to determine which additional programmatic opportunities can be made available to help meet student needs including consideration of a business or other pathways aligned to high growth and high wage careers.

B. Impact on M490

M490 has the capacity to serve a total of 3,335 students according to the 2022-2023 Enrollment, Capacity and Utilization Report, also known as the Blue Book. The Blue Book is available at:

https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202022-2023.pdf?sv=2017-04-17&sr=b&si=DNNFileManagerPolicy&sig=JOoM4WyoExDDv6d3VBItqJr4ZFhpkHIdpezohTwQGAs%3D.

In the current 2023-2024 school year, M490 has a total building enrollment of 1,871 students across Maxine Greene, LACJ, UAM, Arts and Tech, Hunter and, SMS, yielding a building utilization rate of approximately 56%.^x Therefore, M490 is under-utilized, meaning it has the capacity to accommodate additional students.^{xi} Building capacity and utilization figures in this Educational Impact Statement (EIS) are based on the standard methodology for calculating such figures, using target capacity, as described in Appendix A of this EIS.

If this proposal is approved, Maxine Greene will be merged with LACJ in M490 in the 2024-2025 school year. Because Maxine Greene and LACJ both currently operate in M490, this proposal is not expected to significantly impact building enrollment or utilization rate. M490 is projected to have a total building enrollment of approximately 1,775 – 1,975 students across the merged LACJ, UAM, Arts and Tech, Hunter, and SMS in the 2024-2025 school year. Enrollment projections for each school are as follows:

- The merged LACJ is projected to serve approximately 500-540 students;
- UAM is projected to serve approximately 300-340 students;
- Arts and Tech is projected to serve approximately 390-430 students;
- Hunter is projected to serve approximately 425-465 students; and
- SMS is projected to serve approximately 160-200 students.

Therefore, in the 2024-2025 school year, M490 will have a projected building utilization rate of approximately 53-59%.

If this proposal is approved, there will continue to be sufficient instructional and administrative space in M490 to accommodate the merged LACJ, UAM, Arts and Tech, Hunter, and SMS pursuant to the Citywide Instructional Footprint (the Footprint). The Footprint, which guides space allocation and use in City schools, can be found on the NYCDOE's website at: https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/citywide-footprint-2015.pdf?sfvrsn=f02c1d8e_4.

Additional details about space are available in Section III.B and Appendix B of this EIS.

C. Community Engagement

Engagement was conducted in the course of creating this proposal, including:

- A Maxine Greene School Leadership Team (SLT) meeting held on December 19, 2023, to discuss the potential proposal, take questions, and collect feedback. This meeting was attended by:
 - The principal and representatives of Maxine Greene’s SLT;
 - The Superintendent for Manhattan High Schools; and
 - Representatives from the NYCDOE’s Office of District Planning (ODP).
- A LACJ SLT meeting held on December 21, 2023, to discuss the potential proposal, take questions, and collect feedback. The meeting was attended by:
 - The principal and representatives of LACJ’s SLT;
 - The Superintendent for Manhattan High Schools; and
 - Representatives from ODP.
- A Maxine Greene staff meeting at M490 held on January 11, 2024, to discuss the potential proposal, take questions, and collect feedback. The meeting was attended by:
 - The Superintendent for Manhattan High Schools;
 - A Human Resources Representative from the Manhattan Borough Office; and
 - A Representative from ODP.
- A LACJ staff meeting at M490 held on January 11, 2024, to discuss the potential proposal, take questions, and collect feedback. The meeting was attended by:
 - The Superintendent for Manhattan High Schools;
 - A Human Resources Representative from the Manhattan Borough Office; and
 - A Representative from ODP.
- A Community Meeting held on January 30, 2024, to discuss the potential proposal, take questions, and collect feedback. The meeting was attended by:
 - The Superintendent for Manhattan High Schools;
 - The principal and representatives of LACJ’s SLT;
 - The principal and representatives of Maxine Greene’s SLT; and
 - Representatives from ODP.

The NYCDOE will provide additional public engagement opportunities following this posting, including:

- An optional community meeting where NYCDOE representatives would meet with the school community to discuss the proposal and take questions. This meeting would be held prior to the Joint Public Hearing at the request of the school community;
- Opportunities for ongoing dialogue with impacted communities, which could include small stakeholder meetings, working group meetings, community forums, parent meetings, and SLT

meetings;

- A Joint Public Hearing that is open to the public. Attendees are encouraged to comment on this proposal during the public comment portion of the hearing;
- A dedicated phone line and email address to accept public comment after the posting of this proposal until 6:00 pm on the day prior to the scheduled Panel for Educational Policy (PEP) meeting. Comments can be submitted in any language by calling 212-374-3466 or emailing D03proposals@schools.nyc.gov; and
- A PEP meeting that is open to the public where attendees can provide comments.

All comments received at the Joint Public Hearing or through the dedicated phone line or email address by 6 p.m. on the day before the PEP meeting will be addressed by the NYCDOE in a Public Comment Analysis. The Public Comment Analysis will be made available to the public prior to the PEP meeting. More information about the upcoming Joint Public Hearing and PEP meeting can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/about-us/leadership/panel-for-education-policy>.

II. Proposed or Potential Use of M490

As stated above, according to the Blue Book, M490 has a target capacity of 3,335 students. In the current 2023-2024 school year, 1,871 students are being served across Maxine Greene, LACJ, UAM, Arts and Tech, Hunter, and SMS, yielding a building utilization rate of approximately 56%.

If this proposal is approved, Maxine Greene will be merged with LACJ in M490 in the 2024-2025 school year. As such, since both schools are already being served in M490, the building enrollment and utilization rate are not expected to significantly change as a result of this proposed merger. M490 is projected to have a total building enrollment of approximately 1,775-1,975 students across the merged LACJ, UAM, Arts and Tech, Hunter, and SMS in the 2024-2025 school year. Enrollment projections for each school are as follows:

- The merged LACJ is projected to serve approximately 500-540 students;
- UAM is projected to serve approximately 300-340 students;
- Arts and Tech is projected to serve approximately 390-430 students;
- Hunter is projected to serve approximately 425-465 students; and
- SMS is projected to serve approximately 160-200 students.

Therefore, in the 2024-2025 school year, M490 will have a projected building utilization rate of approximately 53-59%.

Table 1 below describes the grades served in M490 over a two-year period if this proposal is approved:

TABLE 1: GRADES OFFERED IN M490 FOR SCHOOL YEARS 2023-2024 AND 2024-2025

DBN	School Name	2023-2024	2024-2025
03M299	Maxine Greene	9-12	N/A
03M492	LACJ	9-12	9-12
03M307	UAM	9-12	9-12
03M494	Arts and Tech	9-12	9-12
03M541	Hunter	9-12	9-12
03M859	SMS	9-12	9-12

Table 2 below shows the current and projected enrollment and building utilization rates in M490 over a two-year period if this proposal is approved:

TABLE 2: CURRENT AND PROJECTED ENROLLMENT AND UTILIZATION RATES IN M490 FOR SCHOOL YEARS 2023-2024 AND 2024-2025

Enrollment/Utilization	2023-2024	2024-2025 Projected
Maxine Greene Enrollment	93	N/A
LACJ Enrollment	444	500 – 540
UAM Enrollment	305	300 – 340
Arts and Tech Enrollment	412	390 – 430
Hunter Enrollment	440	425 – 465
SMS Enrollment	177	160 – 200
Total Building Enrollment	1,871	1,775 – 1,975
Total Building Utilization	56%	53 – 59%

If this proposal is approved, the merged LACJ, UAM, Arts and Tech, Hunter, and SMS, will receive their full allocations of space in M490, pursuant to the Footprint. The Footprint guides space allocation and use in City schools. For more information about the Footprint, please visit the NYCDOE website at: https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/citywide-footprint-2015.pdf?sfvrsn=f02c1d8e_4.

Additional details about space are available in Section III.B and Appendix B of this EIS.

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

A. Impact on Students

Maxine Greene and LACJ both currently serve students in grades 9-12 in M490. Merging Maxine Greene with LACJ will create a single school with larger student enrollment and increased educational programming. If this proposal is approved, Maxine Greene would be merged with LACJ in M490, and Maxine Greene will no longer exist as a distinct school option after the 2023-2024 school year.

If this proposal is approved, all current students at Maxine Greene, with the exception of those graduating high school, are expected to attend the merged LACJ in M490. Families with students who were matched to Maxine Greene through the high school admissions process for September 2024 admissions will instead be offered a seat at the merged LACJ. If this proposal is approved, all students who were matched to Maxine Greene and assigned to LACJ will be given the opportunity to participate in the high school waitlist process if they prefer other high school options. Waitlists will be open starting in March 2024, when main round offer letters are released, until September 2024. If those families receive an offer to LACJ but do not wish to attend, they can contact the Office of Student Enrollment to explore other school placement options. Additionally, students at Maxine Greene who prefer a different high school option than the merged LACJ may seek a transfer for the 2024-2025 school year through the NYCDOE's Office of Student Enrollment by speaking first with school administrators and then visiting a FWC, which will work to match students based on their needs and seat availability in accordance with Chancellor's Regulation A-101.

If this proposal is approved, in the 2024-2025 school year and beyond, the merged LACJ will be co-located with UAM, Arts and Tech, Hunter, and SMS in M490, meaning these schools will continue to share common spaces, including the auditorium, gymnasiums, library, dance studio, weight room, and cafeterias.

1. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING MAXINE GREENE AND LACJ

This proposal, if approved, is not expected to impact current enrollment, academic offerings, or extracurricular programming at either Maxine Greene or LACJ for the remainder of the 2023-2024 school year. Maxine Greene and LACJ will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year. If this proposal is approved, Maxine Greene will not enroll students after the 2023-2024 school year and will no longer exist as a distinct school option.

If approved, the merger of Maxine Greene and LACJ is expected to create a high-quality, sustainably enrolled, District 3 high school option for families in the 2024-2025 school year. This merger is expected to address the low and declining enrollment at Maxine Greene while allowing a high-performing high school the opportunity to continue to grow. If this proposal is approved, students attending the merged LACJ will have access to the best practices of both school communities and combined resources resulting in increased educational programming, and a variety of enrichment opportunities.

If approved, this merger is intended to create a single, larger school that will serve all students in a robust learning environment. The schools will work together to combine their strengths, providing all students

access to expanded programming and more educational opportunities than are currently offered at either school. For example, LACJ has a partnership with John Jay College which offers students the opportunity to attend college classes and gain college credits before entering college. LACJ also offers over ten Advanced Placement (AP) courses, including a Seminar and Research capstone. Maxine Greene students currently participate in the SYEP Career Ready Program which provides opportunities for summer employment. Should this proposal be approved, students attending the merged LACJ will have access to these partnerships and course offerings, plus additional programming and enrichment opportunities. The merged LACJ would also work with current Maxine Greene students who enroll at the merged school to determine which additional programmatic opportunities can be made available to help meet student needs including consideration of a business or other pathways aligned to high growth and high wage careers.

ACADEMIC OFFERINGS:

Maxine Greene and LACJ currently serve students with and without disabilities. Students with Individualized Education Programs (IEPs) receive special education programs and services, as recommended on their IEPs. These programs and services may be provided in general education and/or special education classrooms, as well as separate settings depending on need.

Maxine Greene currently serves students recommended for the following programs and services:

- Integrated Co-Teaching (ICT);
- Special Education Teacher Support Services (SETSS); and
- Related services.

LACJ currently serves students recommended for the following programs and services:

- ICT;
- SETSS; and
- Related services.

All current students enrolled at Maxine Greene and LACJ and future students enrolled at the merged LACJ will continue to receive all IEP recommended programs and services if this proposal is approved. Programming is based on the IEP recommendations of current students and, as such, may vary from year to year.

Additionally, Maxine Greene and LACJ provide English as a New Language (ENL) services to enrolled English Language Learner (ELL) students. If this proposal is approved, these services and programs will continue to be provided at the merged LACJ and all students will continue to receive their mandated services.

EXTRACURRICULAR ACTIVITIES AND PROGRAMS, SPORTS, AND PARTNERSHIPS:

This proposal is not expected to impact extracurricular programs, sports or partnerships currently offered at Maxine Greene or LACJ for the remainder of the 2023-2024 school year. Following the conclusion of the 2023-2024 school year, Maxine Greene will no longer offer extracurricular activities, programs, or partnerships as it will cease to exist as a distinct school option if this proposal is approved.

If this proposal is approved, the merged LACJ will continue to offer extracurricular programs, sports, and partnerships based on student interests, available resources, and staff support for those programs. Additionally, the merged LACJ is expected to offer expanded programming as a result of the combination of the two schools' individual resources. However, the specific programs offered at a given school are always subject to change. This is true for all City schools, which annually modify extracurricular offerings based on student demand and available resources.

Maxine Greene currently offers the following:^{xii}

- Extracurricular Activities and Programs:
 - CUNY College Now;
 - SYEP Career Ready Program;
 - Girls Club;
 - Boys Club;
 - Guitar Club;
 - Robotics Club;
 - National Honor Society; and
 - PM Tutoring.

- PSAL Sports:
 - PSAL Sports – Girls: Badminton, Basketball, Bowling, Cross Country, Flag Football, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Volleyball, Wrestling; and
 - PSAL Sports – Boys: Badminton, Baseball, Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, Volleyball, Wrestling.

- Partnerships:
 - Columbia University; and
 - BMCC.

LACJ currently offers the following:^{xiii}

- Academic Program:
 - Early College Preparatory Program; and
 - Dual Enrollment College Courses (hosted by John Jay-CUNY).

- Extracurricular Activities and Programs:
 - Law Club;
 - Model UN;
 - Teens for Food Justice; and
 - Brain Power Leadership Club.

- School Sports:
 - Cheerleading;
 - Dance;
 - Step;
 - Yoga; and
 - Basketball Club.

- PSAL Sports:
 - PSAL Sports – Girls: Badminton, Basketball, Bowling, Cross Country, Flag Football, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Volleyball, Wrestling; and
 - PSAL Sports – Boys: Badminton, Baseball, Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, Volleyball, Wrestling.

- Partnerships:
 - John Jay College of Criminal Justice – CUNY;
 - PENCIL; and
 - BMCC-CUNY.

ADMISSIONS: xiv

LACJ and Maxine Greene currently admit students through the high school admissions process with an Educational Option (Ed. Opt.)^{xv} admissions method that is open to all New York City residents.

If this proposal is approved, Maxine Greene will no longer be a distinct school option and will cease to admit students as of the 2024-2025 school year.

If this proposal is approved, the merged LACJ will continue to serve students in grades 9-12 and will continue to admit students through the high school admissions process with an Ed. Opt. admissions method in accordance with Chancellor’s Regulation A-101.

If this proposal is approved, all current students at Maxine Greene, with the exception of those graduating high school, are expected to attend the merged LACJ in M490, which will have sufficient space to accommodate all students. If this proposal is approved, families with students who were matched to Maxine Greene through the high school admissions process for September 2024 admissions will instead be offered a seat at the merged LACJ. If this proposal is approved, all students who were matched to Maxine Greene and assigned to LACJ will be given the opportunity to participate in the high school waitlist process if they prefer other high school options. Waitlists will be open starting in March 2024, when main round offer letters are released, until September 2024. If those families receive an offer to LACJ but do not wish to attend that school, they can contact the Office of Student Enrollment to explore other school placement options. Additionally, students at Maxine Greene who prefer a different high school option than the merged LACJ may seek a transfer for the 2024-2025 school year through the NYCDOE’s Office of Student Enrollment by speaking first with school administrators and then visiting a FWC, which will work to match students based on their needs and seat availability in accordance with Chancellor’s Regulation A-101.

More information about the high school admissions process can be found on the NYCDOE’s website at: <https://www.schools.nyc.gov/HS>. Further information about high school options can be found on the NYCDOE’s website at: <https://www.myschools.nyc/en/schools/high-school/>.

For more information on school admissions, please see Chancellor’s Regulation A-101, which can be found on the NYCDOE’s website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>.

2. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING UAM

This proposal is not expected to impact current or future enrollment, academic offerings, or extracurricular programming at UAM.

ACADEMIC OFFERINGS:

UAM currently serves students with and without disabilities. Students with IEPs receive special education programs and services, as recommended on their IEPs. These programs and services may be provided in general education and/or special education classrooms, as well as separate settings depending on need.

UAM currently serves students recommended for the following programs and services:

- ICT;
- SETSS;
- Autism Spectrum Disorder (ASD) Horizon program;
- ASD Nest Program; and
- Related services.

All current and future students enrolled at UAM will continue to receive all IEP recommended programs and services if this proposal is approved. Programming is based on the IEP recommendations of current students and, as such, may vary from year to year.

Additionally, UAM provides ENL services to currently enrolled ELL students. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

EXTRACURRICULAR ACTIVITIES AND PROGRAMS, SPORTS, AND PARTNERSHIPS:

If this proposal is approved, UAM will continue to offer extracurricular programs, sports, and partnerships based on student interests, available resources, and staff support for those programs. However, the specific programs offered at a given school are always subject to change. This is true for all City schools, which annually modify extracurricular offerings based on student demand and available resources.

UAM is a Career Readiness and Modern Youth Apprenticeship (CRMYA) pilot school, which helps support career readiness for students. UAM provides courses that help ninth and tenth graders explore their career interests and develop readiness skills. Students can apply for apprenticeships in tech, finance, and business, which allows them to earn and learn while in high school.

UAM currently offers the following:^{xvi}

- School Sports:
 - Urban Assembly Intermural – Futsal, Boys Basketball, Girls Volleyball.
- PSAL Sports:
 - Girls: Badminton, Basketball, Bowling, Cross Country, Flag Football, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Volleyball, Wrestling; and

- Boys: Badminton, Basketball, Bowling, Cross Country, Flag Football, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Volleyball, Wrestling.
- Partnerships:
 - Downtown Community Television Center (DCTV);
 - Reel Works; and
 - Lincoln Center.

ADMISSIONS:

If this proposal is approved, there will be no impact on the manner in which UAM admits students. Currently, UAM uses the Ed. Opt. admissions method and is open to New York City residents. UAM uses the ASD/ACES Program for admission to their ASD Horizon Program and ASD Nest Program.

More information about the high school admissions process can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/HS>. Further information about high school options can be found on the NYCDOE's website at: <https://www.myschools.nyc/en/schools/high-school/>.

For more information on school admissions, please see Chancellor's Regulation A-101, which can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>.

3. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING ARTS AND TECH

This proposal is not expected to impact current or future enrollment, academic offerings, or extracurricular programming at Arts and Tech.

ACADEMIC OFFERINGS:

Arts and Tech currently serves students with and without disabilities. Students with IEPs receive special education programs and services, as recommended on their IEPs. These programs and services may be provided in general education and/or special education classrooms, as well as separate settings depending on need.

Arts and Tech currently serves students recommended for the following programs and services:

- ICT;
- SETSS; and
- Related services.

All current and future students enrolled at Arts and Tech will continue to receive all IEP recommended programs and services if this proposal is approved. Programming is based on the IEP recommendations of current students and, as such, may vary from year to year.

Additionally, Arts and Tech provides ENL services to currently enrolled ELL students. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

EXTRACURRICULAR ACTIVITIES AND PROGRAMS, SPORTS, AND PARTNERSHIPS:

If this proposal is approved, Arts and Tech will continue to offer extracurricular programs and sports based on student interests, available resources, and staff support for those programs. However, the specific programs offered at a given school are always subject to change. This is true for all City schools, which annually modify extracurricular offerings based on student demand and available resources.

Arts and Tech currently offers the following:^{xvii}

- Academic Programs:
 - Future Ready NYC: Technology (Software Developer).

- Extracurricular Activities and Programs:
 - Anime Club;
 - GSA (The Gender Sexuality Alliance);
 - Debate Team;
 - Tabletop and Role Game Club;
 - Advanced Math Club;
 - French Club;
 - Creative Writing Club;
 - Cooking Club;
 - National Honor Society;
 - Chess Club;
 - College Career Club;
 - Science Club;
 - Website Design Club;
 - Fashion Club; and
 - Community Service Club.

- School Sports
 - Soccer;
 - Volleyball; and
 - Basketball.

- PSAL Sports
 - Boys: Badminton, Baseball, Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, Volleyball, Wrestling; and
 - Girls: Badminton, Basketball, Bowling, Cross Country, Flag Football, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Volleyball, Wrestling.

ADMISSIONS:

If this proposal is approved, there will be no impact on the manner in which Arts and Tech admits students. Currently, Arts and Tech uses the Ed. Opt. admissions method and is open to New York City residents.

More information about the high school admissions process can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/HS>. Further information about high school options can be found on the NYCDOE's website at: <https://www.myschools.nyc/en/schools/high-school/>.

For more information on school admissions, please see Chancellor's Regulation A-101, which can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>.

4. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING HUNTER

This proposal is not expected to impact current or future enrollment, academic offerings, or extracurricular programming at Hunter.

ACADEMIC OFFERINGS:

Hunter currently serves students with and without disabilities. Students with IEPs receive special education programs and services, as recommended on their IEPs. These programs and services may be provided in general education and/or special education classrooms, as well as separate settings depending on need.

Hunter currently serves students recommended for the following programs and services:

- ICT;
- SETSS; and
- Related services.

All current and future students enrolled at Hunter will continue to receive all IEP recommended programs and services if this proposal is approved. Programming is based on the IEP recommendations of current students and, as such, may vary from year to year.

Additionally, Hunter provides ENL services to currently enrolled ELL students. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

EXTRACURRICULAR ACTIVITIES AND PROGRAMS, SPORTS, AND PARTNERSHIPS:

If this proposal is approved, Hunter will continue to offer extracurricular programs, sports, and partnerships based on student interests, available resources, and staff support for those programs. However, the specific programs offered at a given school are always subject to change. This is true for all City schools, which annually modify extracurricular offerings based on student demand and available resources.

Hunter offers an Early College program in which students complete college coursework at Hunter College prior to graduation. Students spend 12th grade on the Hunter campus with the opportunity to earn additional college credits while in high school. Students graduate with both a high school and a college transcript.

Hunter currently offers the following:^{xviii}

- Extracurricular Activities and Programs:
 - Senior year at Hunter College;
 - Research Courses;
 - Internship Opportunities;
 - Additional Academic Supports;
 - After School Homework Center; and
 - Hunter College Spanish courses as electives.

- School Sports:
 - Badminton.

- PSAL Sports
 - Boys: Badminton, Baseball, Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, Volleyball, Wrestling; and
 - Girls: Badminton, Basketball, Bowling, Cross Country, Flag Football, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Volleyball, Wrestling.

- Partnership:
 - City University of New York (CUNY) College Now.

ADMISSIONS:

If this proposal is approved, there will be no impact on the manner in which Hunter admits students. Currently, Hunter uses a Screened with Assessment admissions method.^{xix} Additionally, Hunter has a Diversity in Admissions (DIA) Initiative which prioritizes applicants who are eligible for Free or Reduced-Price Lunch for 69% of seats.

More information about the high school admissions process can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/HS>. Further information about high school options can be found on the NYCDOE's website at: <https://www.myschools.nyc/en/schools/high-school/>.

For more information on school admissions, please see Chancellor's Regulation A-101, which can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>.

5. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING SMS

This proposal is not expected to impact current or future enrollment, academic offerings, or extracurricular programming at SMS.

ACADEMIC OFFERINGS:

SMS currently serves students with and without disabilities. Students with IEPs receive special education programs and services, as recommended on their IEPs. These programs and services may be provided in

general education and/or special education classrooms, as well as separate settings depending on need.

SMS currently serves students recommended for the following programs and services:

- ICT;
- SETSS; and
- Related services.

All current and future students enrolled at SMS will continue to receive all IEP recommended programs and services if this proposal is approved. Programming is based on the IEP recommendations of current students and, as such, may vary from year to year.

Additionally, SMS provides ENL services to currently enrolled ELL students. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

EXTRACURRICULAR ACTIVITIES AND PROGRAMS, SPORTS, AND PARTNERSHIPS:

If this proposal is approved, SMS will continue to offer extracurricular programs and sports based on student interests, available resources, and staff support for those programs. However, the specific programs offered at a given school are always subject to change. This is true for all City schools, which annually modify extracurricular offerings based on student demand and available resources.

SMS is a public school for musically gifted students. The school combines rigorous academics with intensive music study. The school is a partnership between Kaufman Music Center and the NYCDOE with a mission to develop students who have the skills, competencies, and knowledge necessary for successful 21st Century music careers.

SMS currently offers the following:^{xx}

- PSAL Sports:
 - Girls: Basketball, Bowling, Cross Country, Flag Football, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Volleyball, Wrestling; and
 - Boys: Badminton, Baseball, Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, Volleyball and Wrestling.

ADMISSIONS:

If this proposal is approved, there will be no impact on the manner in which SMS admits students. Currently, SMS admits students through an auditions method, giving priority to continuing 8th grade students and then to New York City residents.

More information about the high school admissions process can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/HS>. Further information about high school options can be found on the NYCDOE's website at: <https://www.myschools.nyc/en/schools/high-school/>.

For more information on school admissions, please see Chancellor’s Regulation A-101, which can be found on the NYCDOE’s website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>.

6. IMPACT ON FUTURE HIGH SCHOOL STUDENTS IN DISTRICT 3

If this proposal is approved, students will no longer have the opportunity to enroll in Maxine Greene for high school after the 2023-2024 school year, though they will have the opportunity to enroll in the larger, merged LACJ. If this proposal is approved, all students who were matched to Maxine Greene and assigned to LACJ will be given the opportunity to participate in the high school waitlist process if they prefer other high school options. Waitlists will be open starting in March 2024, when main round offer letters are released, until September 2024. If those families receive an offer to LACJ but do not wish to attend that school, they can contact the Office of Student Enrollment to explore other school placement options. Additionally, current students at Maxine Greene who prefer a different high school option than the merged LACJ may seek a transfer for the 2024-2025 school year through the NYCDOE’s Office of Student Enrollment by speaking first with school administrators and then visiting a FWC, which will work to match students based on their needs and seat availability in accordance with Chancellor’s Regulation A-101.

This proposal is not expected to otherwise impact the broad range of high school options available to students in District 3 or the admissions processes for any high schools in District 3, including the merged LACJ in M490.

General information about the high school admissions process can be found on the NYCDOE’s website at: <https://www.schools.nyc.gov/HS>. More information about high school options can be found on the NYCDOE’s website at: <https://www.myschools.nyc/en/schools/high-school/>.

7. IMPACT ON CBOs

M490 currently provides office space to the Justice Resource Center and Virtual Enterprises International. If approved, this proposal is not expected to impact the space allocated to the CBOs in M490. This proposal also is not expected to impact the services offered by these CBOs. These CBOs will also continue to provide services should this proposal be approved.

B. Impact on the Allocation of Space in M490

If this proposal is approved, Maxine Greene will be merged with LACJ in M490 in the 2024-2025 school year, and Maxine Greene will no longer exist as a distinct school option after the 2023-2024 school year. There will be sufficient instructional and administrative space in M490 to accommodate the merged LACJ, UAM, Arts and Tech, Hunter, and SMS pursuant to the Footprint; because Maxine Greene and LACJ are both currently served in M490, this proposal is not expected to significantly impact space allocations for any other co-located schools in M490. The Footprint can be found on the NYCDOE’s website at: https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/citywide-footprint-2015.pdf?sfvrsn=f02c1d8e_4.

According to a building walkthrough conducted on December 28, 2023, by a representative of the NYCDOE's Office of Space Planning (OSP), M490 has a total of:

- 136 full-size rooms (FS);^{xxi}
- 26 half-size room (HS);^{xxii}
- 3 quarter-size rooms (QS),^{xxiii} and
- 24.0 full-size equivalent rooms (FSE) of designed administrative space.

The spaces listed below contain building services and will not be included in the allocation of instructional or administrative space for an individual school:

- The science lab occupies 1 FS;
- The CBO Justice Resource Center occupies 1 FS;
- The CBO Virtual Enterprises International occupies 2 FS;
- The School Based Health Clinic occupies 1.0 FSE of designed administrative space;
- The School Based Support Team (SBST) occupies 4.0 FSE of designed administrative space;
- The multipurpose room occupies 1 FS;
- The custodian's office occupies 0.5 FSE of designed administrative space;
- The weight room occupies 1 FS;
- The fitness room occupies 2 FS;
- The dance room occupies 1 FS;
- The School Safety office occupies 5 FS, 3 HS and 1.5 FSE of designed administrative space; and
- The Welcome Center occupies 4 FS and 1.0 FSE of designed administrative space.

M490 also has the following common spaces, which will not be included in the allocation of instructional or administrative space for an individual school:

- Two gymnasiums;
- Two cafeterias;
- A library; and
- An auditorium.

Excluding the spaces outlined above, M490 has the following rooms available for allocation:

- 118 FS;
- 23 HS;
- 3 QS; and
- 16.0 FSE of designed administrative space.

Specific decisions regarding the use of shared spaces will be made by the Building Council, in conjunction with OSP. The Building Council consists of principals from all co-located schools.

1. Space Allocation in M490 in the 2023-2024 School Year

SPACE ALLOCATION FOR MAXINE GREENE

In the current 2023-2024 school year, Maxine Greene's baseline Footprint allocation is:

- 5 FS;

- 1 HS; and
- 2.0 FSE for administrative use.

The NYCDOE has adjusted Maxine Greene’s baseline Footprint allocation due to a lack of available HS in the building suitable for instructional purposes. As such, Maxine Greene’s adjusted baseline Footprint allocation is:

- 6 FS; and
- 2.0 FSE for administrative use.
 - Maxine Greene’s administrative space allocation of 2.0 FSE is comprised of 1 HS and 1.5 FSE of designed administrative space.

In 2023-2024, Maxine Greene is using a total of:

- 14 FS;
- 6 HS; and
- 1.5 FSE of designed administrative space.

Therefore, in the 2023-2024 school year, Maxine Greene is using the following rooms in excess of its baseline Footprint allocation:

- 8 FS; and
- 5 HS.

SPACE ALLOCATION FOR LACJ

In the current 2023-2024 school year, LACJ’s baseline Footprint allocation is:

- 18 FS;
- 2 HS; and
- 4.0 FSE for administrative use.

The NYCDOE has adjusted LACJ’s baseline Footprint allocation due to a lack of available HS in the building suitable for instructional purposes. As such, LACJ’s adjusted baseline Footprint allocation is:

- 20 FS; and
- 4.0 FSE for administrative use.
 - LACJ’s administrative space allocation of 4.0 FSE is comprised of 1 FS and 3.0 FSE of designed administrative space.

In 2023-2024, LACJ is using a total of:

- 25 FS;
- 2 QS; and
- 3.0 FSE designed administrative space.

Therefore, in the 2023-2024 school year, LACJ is using the following rooms in excess of its adjusted baseline Footprint allocation:

- 4 FS; and
- 2 QS.

SPACE ALLOCATION FOR UAM

In the current 2023-2024 school year, UAM's baseline Footprint allocation is:

- 13 FS;
- 1 HS; and
- 3.0 FSE for administrative use.
 - UAM's administrative space allocation of 3.0 FSE is comprised of 3 HS and 1.5 FSE of designed administrative space.

In 2023-2024, UAM is using a total of:

- 20 FS;
- 8 HS; and
- 1.5 FSE of designed administrative space.

Therefore, in the 2023-2024 school year, UAM is using the following rooms in excess of its adjusted baseline Footprint allocation:

- 7 FS; and
- 4 HS.

SPACE ALLOCATION FOR ARTS AND TECH

In the current 2023-2024 school year, Arts and Tech's baseline Footprint allocation is:

- 17 FS;
- 1 HS; and
- 3.5 FSE for administrative use.

In 2023-2024, Arts and Tech is using a total of:

- 23 FS;
- 3 HS; and
- 6.0 FSE of designed administrative space.

Therefore, in the 2023-2024 school year, Arts and Tech is using the following rooms in excess of its adjusted baseline Footprint allocation:

- 6 FS;
- 2 HS; and
- 2.5 FSE designed administrative space.

SPACE ALLOCATION FOR HUNTER

In the current 2023-2024 school year, Hunter's baseline Footprint allocation is:

- 17 FS;
- 1 HS; and
- 4.0 FSE for administrative use.

- Hunter’s administrative space allocation of 4.0 FSE is comprised of 2 HS and 3.0 FSE of designed administrative space.

In 2023-2024, Hunter is using a total of:

- 22 FS;
- 3 HS;
- 1 QS; and
- 3.0 FSE of designed administrative space.

Therefore, in the 2023-2024 school year, Hunter is using the following rooms in excess of its adjusted baseline Footprint allocation:

- 5 FS; and
- 1 QS.

SPACE ALLOCATION FOR SMS

In the current 2023-2024 school year, SMS’s baseline Footprint allocation is:

- 10 FS;
- 2 HS; and
- 2.5 FSE for administrative use.

The NYCDOE has adjusted SMS’s baseline Footprint allocation due to a lack of available HS in the building suitable for instructional purposes. As such SMS’s adjusted baseline Footprint allocation is:

- 12 FS; and
- 2.5 FSE for administrative use.
 - SMS’s administrative space allocation of 2.5 FSE is comprised of 3 HS and 1.0 FSE of designed administrative space.

In 2023-2024, SMS is using a total of:

- 14 FS;
- 3 HS; and
- 1.0 FSE of designed administrative space.

Therefore, in the 2023-2024 school year, SMS is using the following rooms in excess of its baseline Footprint allocation:

- 2 FS.

2. Space Allocation in M490 in the 2024-2025 School Year

If this proposal is approved, Maxine Greene will be merged with LACJ in M490, and Maxine Greene will no longer exist as a distinct school option after the 2023-2024 school year.

SPACE ALLOCATION FOR LACJ

In the 2024-2025 school year, the merged LACJ's baseline Footprint allocation will be:

- 25 FS;
- 3 HS; and
- 4.0 FSE for administrative use.

The NYCDOE will adjust LACJ's baseline Footprint allocation due to a lack of available HS in the building suitable for instructional purposes. As such, LACJ's adjusted baseline Footprint allocation will be:

- 28 FS; and
- 4.0 FSE for administrative use.
 - LACJ's administrative space allocation of 4.0 FSE will be comprised of 4.0 FSE of designed administrative space.

SPACE ALLOCATION FOR UAM

In the 2024-2025 school year, UAM's baseline Footprint allocation will be:

- 13 FS;
- 1 HS; and
- 3.0 FSE for administrative use.
 - UAM's administrative space allocation of 3.0 FSE will be comprised of 3 HS and 1.5 FSE of designed administrative space.

SPACE ALLOCATION FOR ARTS AND TECH

In the 2024-2025 school year, Arts and Tech's baseline Footprint allocation will be:

- 17 FS;
- 1 HS; and
- 3.5 FSE for administrative use.
 - Arts and Tech's administrative space allocation of 3.5 FSE will be comprised of 3.5 FSE of designed administrative space.

SPACE ALLOCATION FOR HUNTER

In the 2024-2025 school year, Hunter's baseline Footprint allocation will be:

- 17 FS;
- 1 HS; and
- 4.0 FSE for administrative use.
 - Hunter's administrative space allocation of 4.0 FSE will be comprised of 2 HS and 3.0 FSE of designed administrative space.

SPACE ALLOCATION FOR SMS

In the 2024-2025 school year, SMS’s baseline Footprint allocation will be:

- 10 FS;
- 2 HS; and
- 3.5 FSE for administrative use.

The NYCDOE has adjusted SMS’s baseline Footprint allocation due to a lack of available HS in the building suitable for instructional purposes. As such, SMS’s adjusted baseline Footprint allocation will be:

- 12 FS; and
- 2.5 FSE for administrative use.
 - SMS’s administrative space allocation of 2.5 FSE will be comprised of 3 HS and 1.0 FSE of designed administrative space.

In the 2024-2025 school year, there will be an excess of 31 FS, 12 HS, 3 QS, and 3.0 FSE of designed administrative space in M490 after all schools have received their baseline or adjusted baseline Footprint allocations.

TABLE 3: TOTAL FULL-SIZE ALLOCATIONS IN M490 FOR THE 2023-2024 AND 2024-2025 SCHOOL YEARS

Schools	2023-2024	2024-2025
Maxine Greene	6	N/A
LACJ	21	28
UAM	13	13
Arts and Tech	17	17
Hunter	17	17
SMS	12	12
Total FS according to baseline or adjusted baseline Footprints for all schools	86	87
Total FS to be allocated in M490	118	118
Total FS excess remaining	32	31

Therefore, M490 has enough space to accommodate the baseline or adjusted baseline Footprint allocations of the merged LACJ, UAM, Arts and Tech, Hunter, and SMS. If this proposal is approved, OSP will work with the Building Council to ensure an equitable allocation of the excess space in M490.

C. Building Safety and Security

If this proposal is approved, the merged LACJ, UAM, Arts and Tech, Hunter, and SMS will update a safety and security plan for M490 prior to the first day of school in the 2024-2025 school year. The NYCDOE makes the following safety and security supports available to schools:

- Providing an annual Opening Day resource guide for schools;
- Providing guidance and support to schools by conducting monthly school safety committee meetings where all stakeholders participate to discuss any safety related issues and/or updates. In addition, during these meetings, school occurrence data and crime data is reviewed and monitored in conjunction with the New York City Police Department local precinct and School Safety Division representatives;
- Technical assistance in safety and security policies and protocols via the Borough Safety Director;
- Professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

D. Impact on the Community

If this proposal is approved, Maxine Green and LACJ will merge to create a single, sustainably enrolled school that will serve all students in a robust learning environment. This proposal is expected to benefit the Maxine Greene and LACJ communities, as well as the broader District 3 community. The development of this proposal has been a collaborative process between the NYCDOE, the Manhattan High Schools Superintendent, and the impacted school communities. The NYCDOE is proposing this merger based on the benefits that students at both schools will derive from combining the strengths of both school communities, specifically with regard to robust enrollment and programming.

Maxine Greene has experienced a decline in enrollment over the last five years while LACJ is a higher performing, sustainably enrolled school. Because most funding in a school's budget is allocated on a per-pupil basis based on FSF, schools that struggle with low and declining enrollment may also subsequently struggle with funding. The low and declining enrollment at Maxine Greene has made it challenging to offer the broad range of academic and extra-curricular programs that are possible in larger schools. If this proposal is approved, the larger student enrollment at the merged LACJ will support increased educational programming for all students.

The merged LACJ will offer multiple opportunities and pathways for students, including those that focus on building inquiry, critical thinking, and advocacy skills, and will work with current Maxine Greene students who enroll at the merged school to determine which additional programmatic opportunities, similar to the ones that Maxine Greene currently offers, can be made available to help meet student needs. The merged LACJ is expected to provide students with the opportunity to engage in a broader range of academic programming and extracurricular activities than is currently offered at either school.

IV. Enrollment, Admissions, and School Performance Information

A. MAXINE GREENE

1. ADMISSIONS DATA

TABLE 4: CURRENT AND FUTURE ADMISSIONS METHOD: MAXINE GREENE

Current and Future Admissions	Admissions Methods
Current admissions	Grades 9-12: Ed. Opt.
Admissions if this proposal is approved	N/A

2. ENROLLMENT DATA

TABLE 5: MAXINE GREENE CURRENT AND PROJECTED ENROLLMENT BY GRADE FOR SCHOOL YEARS 2023-2024 AND 2024-2025

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2023-2024	26	34	16	17	93
2024-2025	N/A	N/A	N/A	N/A	N/A

3. DEMOGRAPHIC DATA^{xxiv}

TABLE 6: MAXINE GREENE DEMOGRAPHIC DATA

Demographics	Percent of Students
Economic Need Index	91%
Students with Disabilities	32%
English Language Learners	15%

4. SCHOOL PERFORMANCE DATA

Due to COVID-19 and the post-pandemic impact to schools, there are no public ratings for the 2020-2021, 2021-2022, and 2022-2023 school years, as the Quality Review went on pause and prepared for a full relaunch of the qualitative review process across all school levels.

TABLE 7: MAXINE GREENE KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS 2020-2021, 2021-2022, AND 2022-2023

Key Components of Performance and Progress ^{xxv}	2020-2021	2021-2022	2022-2023
% Earning 10+ Credits in Year 1	N<15	N<15	N/A
4 Year Graduation Rate	77%	66%	N/A
6 Year Graduation Rate	82%	77%	N/A
CCPCI	69%	55%	N/A
Attendance Rate	78%	77%	74%

The 2022-2023 State Accountability Status of Maxine Greene is: Local Support and Improvement.^{xxvi}

B. LACJ

1. ADMISSIONS DATA

TABLE 8: CURRENT AND FUTURE ADMISSIONS METHOD: LACJ

Current and Future Admissions	Admissions Methods
Current admissions	Grades 9-12: Ed. Opt.
Admissions if this proposal is approved	Grades 9-12: Ed. Opt.

2. ENROLLMENT DATA

TABLE 9: LACJ CURRENT AND PROJECTED ENROLLMENT BY GRADE FOR SCHOOL YEARS 2023-2024 AND 2024-2025

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2023-2024	135	136	84	89	444
2024-2025	130-140	145-155	140-150	85-95	500-540

3. DEMOGRAPHIC DATA

TABLE 10: LACJ DEMOGRAPHIC DATA

Demographics	Percent of Students
Economic Need Index	84%
Students with Disabilities	17%
English Language Learners	9%

4. SCHOOL PERFORMANCE DATA

TABLE 11: LACJ KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS 2020-2021, 2021-2022, AND 2022-2023

Key Components of Performance and Progress	2020-2021	2021-2022	2022-2023
% Earning 10+ Credits in Year 1	85%	84%	N/A
4 Year Graduation Rate	74%	91%	N/A
6 Year Graduation Rate	82%	91%	N/A
CCPCI	68%	87%	N/A
Attendance Rate	82%	81%	79%

The 2022-2023 State Accountability Status of LACJ is: Local Support and Improvement.

C. UAM

1. ADMISSIONS DATA

TABLE 12: CURRENT AND FUTURE ADMISSIONS METHOD: UAM

Current and Future Admissions	Admissions Methods
Current admissions	Grades 9-12: Ed. Opt. ASD Horizons Program: ASD/ ACES Program ASD Nest Program: ASD/ ACES Program
Admissions if this proposal is approved	Grades 9-12: Ed. Opt. ASD Horizons Program: ASD/ ACES Program ASD Nest Program: ASD/ ACES Program

2. ENROLLMENT DATA

TABLE 13: UAM CURRENT AND PROJECTED ENROLLMENT BY GRADE FOR SCHOOL YEARS 2023-2024 AND 2024-2025

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2023-2024	87	74	70	74	305
2024-2025	75-85	85-95	75-85	65-75	300-340

3. DEMOGRAPHIC DATA

TABLE 14: UAM DEMOGRAPHIC DATA

Demographics	Percent of Students
Economic Need Index	80%
Students with Disabilities	20%
English Language Learners	6%

4. SCHOOL PERFORMANCE DATA

TABLE 15: UAM KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS 2020-2021, 2021-2022, AND 2022-2023

Key Components of Performance and Progress	2020-2021	2021-2022	2022-2023
% Earning 10+ Credits in Year 1	99%	91%	N/A
4 Year Graduation Rate	89%	95%	N/A
6 Year Graduation Rate	89%	97%	N/A
CCPCI	94%	94%	N/A
Attendance Rate	81%	76%	78%

The 2022-2023 State Accountability Status of UAM is: Local Support and Improvement.

D. ARTS AND TECH

1. ADMISSIONS DATA

TABLE 16: CURRENT AND FUTURE ADMISSIONS METHOD: ARTS AND TECH

Current and Future Admissions	Admissions Methods
Current admissions	Grades 9-12: Ed. Opt.
Admissions if this proposal is approved	Grades 9-12: Ed. Opt.

2. ENROLLMENT DATA

TABLE 17: ARTS AND TECH CURRENT AND PROJECTED ENROLLMENT BY GRADE FOR SCHOOL YEARS 2023-2024 AND 2024-2025

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2023-2024	117	125	82	88	412
2024-2025	120-130	105-115	90-100	75-85	390-430

3. DEMOGRAPHIC DATA

TABLE 18: ARTS AND TECH DEMOGRAPHIC DATA

Demographics	Percent of Students
Economic Need Index	88%
Students with Disabilities	26%
English Language Learners	7%

4. SCHOOL PERFORMANCE DATA

TABLE 19: ARTS AND TECH KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS 2020-2021, 2021-2022, AND 2022-2023

Key Components of Performance and Progress	2020-2021	2021-2022	2022-2023
% Earning 10+ Credits in Year 1	89%	86%	N/A
4 Year Graduation Rate	83%	88%	N/A
6 Year Graduation Rate	73%	80%	N/A
CCPCI	60%	87%	N/A
Attendance Rate	84%	80%	81%

The 2022-2023 State Accountability Status of Arts and Tech is: Local Support and Improvement.

E. HUNTER

1. ADMISSIONS DATA

TABLE 20: CURRENT AND FUTURE ADMISSIONS METHOD: HUNTER

Current and Future Admissions	Admissions Methods
Current admissions	Grades 9-12: Screened with Assessment
Admissions if this proposal is approved	Grades 9-12: Screened with Assessment

2. ENROLLMENT DATA

TABLE 21: HUNTER CURRENT AND PROJECTED ENROLLMENT BY GRADE FOR SCHOOL YEARS 2023-2024 AND 2024-2025

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2023-2024	90	137	107	106	440
2024-2025	105-115	85-95	130-140	105-115	425-465

3. DEMOGRAPHIC DATA

TABLE 22: HUNTER DEMOGRAPHIC DATA

Demographics	Percent of Students
Economic Need Index	63%
Students with Disabilities	18%
English Language Learners	1%

4. SCHOOL PERFORMANCE DATA

TABLE 23: HUNTER KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS 2020-2021, 2021-2022, AND 2022-2023

Key Components of Performance and Progress	2020-2021	2021-2022	2022-2023
% Earning 10+ Credits in Year 1	97%	100%	N/A
4 Year Graduation Rate	97%	100%	N/A
6 Year Graduation Rate	100%	100%	N/A
CCPCI	96%	96%	N/A
Attendance Rate	98%	95%	95%

The 2022-2023 State Accountability Status of Hunter is: Local Support and Improvement.

F. SMS

1. ADMISSIONS DATA

TABLE 24: CURRENT AND FUTURE ADMISSIONS METHOD: SMS

Current and Future Admissions	Admissions Methods
Current admissions	Grades 9-12: Audition
Admissions if this proposal is approved	Grades 9-12: Audition

2. ENROLLMENT DATA

TABLE 25: SMS CURRENT AND PROJECTED ENROLLMENT BY GRADE FOR SCHOOL YEARS 2023-2024 AND 2024-2025

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2023-2024	35	45	50	47	177
2024-2025	35-45	40-50	45-55	40-50	160-200

3. DEMOGRAPHIC DATA

TABLE 26: SMS DEMOGRAPHIC DATA^{xxvii}

Demographics	Percent of Students
Economic Need Index	29%
Students with Disabilities	12%
English Language Learners	1%

4. SCHOOL PERFORMANCE DATA

TABLE 27: SMS KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS 2020-2021, 2021-2022, AND 2022-2023

Key Components of Performance and Progress	2020-2021	2021-2022	2022-2023
% Earning 10+ Credits in Year 1	98%	98%	N/A
4 Year Graduation Rate	100%	100%	N/A
6 Year Graduation Rate	95%	100%	N/A
CCPCI	100%	100%	N/A
Attendance Rate	98%	93%	94%

The 2022-2023 State Accountability Status of SMS is: Local Support and Improvement.

V. Initial Impact on Budget and Cost of Instruction^{xxviii}

If approved, this proposal is not expected to impact the budget or costs of instruction at Maxine Greene or LACJ during the current 2023-2024 school year. If this proposal is approved, Maxine Greene will no longer receive funding, as it will cease to exist as a distinct school option after the 2023-2024 school year.

Most funding in district schools' budgets is given on a per-pupil basis, based on Fair Student Funding (FSF). Under FSF, schools receive money based on the number of students they serve and specific student needs. Specifically:

- The number of students, by grade level;
- The number and needs of students with disabilities;
- The number, needs and programs of ELL students; and
- The number of students with other supplemental academic needs.

As shown above, the merged LACJ's enrollment is expected to increase as a result of this proposed merger. As a result, the merged LACJ's budget is expected to increase to reflect the additional students.

If this proposal is approved, it is not expected to impact initial costs or allocations at UAM, Arts and Tech, Hunter, and SMS in building M490.

For more information about the 2023-2024 costs of instruction and school funding, please refer to the FSF Guide and the 2023-2024 School Allocation Memoranda. The 2023-2024 FSF Guide and School Allocation Memoranda enumerate policies that are specific to 2023-2024 and are subject to change in 2024-2025.

The FSF Guide can be found on the NYCDOE website at:

https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy23_24/fy24_docs/FY2024_FSF_Guide.pdf.

The 2023-2024 School Allocation Memoranda can be found on the NYCDOE website at:

https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy23_24/am_fy24_pg1.htm.

VI. Other Impacts

A. Personnel Needs

This proposal is not expected to change the duties or responsibilities of staff assigned to UAM, Arts and Tech, Hunter, and SMS for the remainder of the 2023-2024 school year or in future school years. This proposal is not expected to change the duties and responsibilities of staff assigned to Maxine Greene or LACJ for the remainder of the 2023-2024 school year.

If this proposal is approved, some Maxine Greene and/or LACJ staff members may be excessed when the schools are merged.^{xxix} Where possible, the NYCDOE will seek to minimize the excessing of represented staff during any approved school merger. If excessing staff is required, staff from Maxine Greene and LACJ will be merged into one list to determine seniority by license as appropriate and in accordance with collective bargaining agreements (CBAs). All contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any staff members who do not find a permanent position will be provided with alternate funded placements in schools in accordance with the CBA and other applicable policies.

B. Administration

This proposal is not expected to change the duties or responsibilities of administrators assigned to UAM, Arts and Tech, Hunter, and SMS for the remainder of the 2023-2024 school year or in future school years. This proposal is not expected to change the duties and responsibilities of administrators assigned to Maxine Greene or LACJ for the remainder of the 2023-2024 school year.

If this proposal is approved, some administrators from Maxine Greene and/or LACJ may be excessed when the schools are merged. Where possible, the NYCDOE will seek to minimize excessing of represented staff during any merger. As stated above, any excessing would be done in accordance with existing labor agreements and policies.

C. Transportation

There will be no change to existing transportation practices at Maxine Greene, LACJ, UAM, Arts and Tech, UAM, Arts and Tech, Hunter, and SMS for the remainder of the 2023-2024 school year. If this proposal is approved, transportation will continue to be provided for students attending the merged LACJ, UAM, Arts and Tech, Hunter, and SMS in accordance with Chancellor's Regulation A-801.

The Office of Pupil Transportation will make the final determination as to the mode of transportation to be provided to each student. More information regarding Chancellor's Regulation A-801 can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/2>.

D. Other Support Services

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

VII. Building Information

Building Details	Building Data
Building	M490
Type of Building	HS
Year Built	1974
Overall BCAS rating	2.60
2022-2023 Blue Book Target Building Utilization	59%
2022-2023 Blue Book Target Building Capacity	3,335
FY 2023 Maintenance Costs- Labor	\$68,269
FY 2023 Maintenance Costs- Materials	\$31,007
FY 2023 Maintenance Costs- Maintenance, repair, and service contracts	\$338,394
FY 2023 Maintenance Costs- Custodial operations costs—Custodial Allocation	\$833,736
FY 2023 Maintenance Costs- Custodial operations costs—Materials	\$118,432
FY 2023 Energy Costs- Electric	\$1,043,637
FY 2023 Energy Costs- Gas	\$1,659
FY 2023 Energy Costs- Oil	N/A
Projects completed during the current or prior school year	N/A
Projects proposed in the capital plan	Cafeteria Upgrade AHU Replacement Exterior Stairs
Accessibility of the building	Partially Accessible
Building attributes	ART ROOM (3) AUDITORIUM COMPUTER LAB (7) DANCE ROOM GYMNASIUM (2) MULTI-PURPOSE CLASSROOM MULTI-PURPOSE NON CLASSROOM MULTI-PURPOSE ROOM OTHER SHOP ROOM SCIENCE LAB (5) SCIENCE PREP ROOM (2) THEATRE ARTS/DRAMA (2) WEIGHT ROOM

Appendix A: Target Capacity and Utilization

As described in more detail in the 2022-2023 Enrollment, Capacity and Utilization Report, also known as the Blue Book, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated target capacities of those organizations. Each school organization's target capacity is calculated based upon the following components:

- The scheduled use of individual rooms as reported by principals during an annual facilities survey; and
- The NYCDOE's goals for maximum classroom capacities, which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level.

The most recent year for which target capacity has been calculated for buildings is 2022-2023. The NYCDOE's projected utilization rates for the 2023-2024 school year and beyond are based on those figures. Thus, projected utilization rates for 2023-2024 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by a principal from year to year to better accommodate students' needs.

For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools, administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity will increase because it is anticipated that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the NYCDOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

The 2022-2023 Blue Book can be found online at:

https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202022-2023.pdf?sv=2017-04-17&sr=b&si=DNNFileManagerPolicy&sig=JOoM4WyoExDDv6d3VBItqJr4ZFhpKHIdpezohTwQGAs%3D.

Appendix B: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels it serves and number of classes per grade it offers. For existing schools, the Footprint is applied to the current number of classes and class size a school is programming. It is confirmed by a walkthrough of the building conducted by a representative from OSP and a school representative.

For elementary schools serving students in grades K-5 and for all 3-K and pre-K programs, the Footprint assumes that these classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each Special Class section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art or music instruction.

For grades 6-12, the Footprint assumes that students move from class to class, and that classrooms should be programmed at maximum efficiency. The Footprint 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.

VIII. Endnotes

ⁱ Mergers were previously known as consolidations and represent the same type of significant change in school utilization.

ⁱⁱ A co-location means that two or more school organizations are located in the same building and may share common spaces, such as auditoriums, gymnasiums, libraries, and cafeterias.

ⁱⁱⁱ SMS is a K-12 school serving high school grades in building M490. SMS serves grades K-8 in building M932, located at 129 West 67th Street, New York, NY 10023. This merger, if approved, will have no impact on grades K-8 of SMS.

^{iv} For more information about Justice Resource Center, visit its website at: <https://jrcnyc.org/site/>.

^v For more information about Virtual Enterprises International, visit its website at: <https://veinternational.org/blog/category/nyc-2/>.

^{vi} If this proposal is approved, the merged school may pursue a name change. School naming and re-naming is subject to Chancellor's Regulation A-860. For more information about this process and Chancellor's Regulation A-860, please visit the NYCDOE website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/3>.

^{vii} More information on Chancellor's Regulation A-101 is available at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>.

^{viii} Throughout this proposal, current enrollment is based on Unaudited Register as of October 31, 2023. Projected enrollment is based on current enrollment and recent trends.

^{ix} Information on FSF is available on the NYCDOE's website at: <https://infohub.nyced.org/reports-and-policies/financial-reports/financial-data-and-reports>.

^x All references to building utilization rates throughout this proposal are based on target capacity data from the 2022-2023 Blue Book and current or projected enrollment. 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/or space analysis of the building to assess the amount of space available in the building.

^{xi} The Under-Utilized Space Memorandum is available on the NYCDOE's website at: <https://www.schools.nyc.gov/docs/default-source/default-document-library/underutilized-space-memorandum>.

^{xii} School reported data as of January 26th, 2024.

^{xiii} School reported data as of January 24th, 2024.

^{xiv} Students who were not part of any admissions process and/or were not enrolled in a New York City school at the time school started can enroll in New York City schools throughout the year. Most students attend their zoned school for elementary and middle school, and can report directly to that school to register. Students requiring placement should contact a FWC where they will receive placement based on their interests, home address, and available seats. More information on FWCs is available at: <https://www.schools.nyc.gov/FWC>.

^{xv} Ed. Opt. programs are meant to serve students with a range of academic levels. Seats in these programs are reserved by performance category based on course grades (one third of offers are made to students in each of three performance categories: low, middle, and high).

^{xvi} School reported data as of January 26th, 2024.

^{xvii} School reported data as of January 30th, 2024.

^{xviii} School reported data as of January 25th, 2024.

^{xix} Screened with Assessment programs admit students based on a school-based assessment, and in some cases also their course grades.

^{xx} School reported data as of January 30th, 2024.

^{xxi} FS have an area of 500 square feet or more.

^{xxii} HS have an area of 240 square feet or more, but less than 500 square feet.

^{xxiii} QS have an area of less than 240 square feet.

^{xxiv} Throughout this proposal, the demographic data for a given school is based on the 2022-2023 Audited Register as of October 31, 2022, as reported in the 2022-2023 Demographic Snapshot, available at: <https://infohub.nyced.org/reports/students-and-schools/school-quality/information-and-data-overview>.

^{xxv} Throughout this proposal, high school performance data and attendance rates for 2020-2021 and 2021-2022 are from the School Quality Reports, available at: <https://infohub.nyced.org/reports/school-quality/school-quality-reports-and-resources>. Attendance rates for 2022-2023 are from the Attendance Report, available at <https://infohub.nyced.org/reports/students-and-schools/school-quality/information-and-data-overview/end-of-year-attendance-and-chronic-absenteeism-data>.

^{xxvi} This status is determined by the New York State Education Department (SED) under New York State's Every Student Succeeds Act (ESSA) plan. For more information, please visit <https://www.nysed.gov/accountability/school-and-district-accountability>.

^{xxvii} Demographic and performance data are not site specific and represent the school as a whole.

^{xxviii} Cost provided by OSP.

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