



NEW YORK  
UNIVERSITY

THE STEINHARDT  
SCHOOL OF EDUCATION

OFFICE OF THE DEAN

Joseph and Violet Pless Hall  
82 Washington Square East  
New York, NY 10003-6680  
Telephone: 212.998.5000  
Fax: 212.995.4191

December 9, 2005

Ms. Shelia Evans-Tranum  
Associate Commissioner  
Office of School Improvement and Community Services  
55 Hanson Place, Room 400  
Brooklyn, NY 11217

Dear Commissioner. Evans-Tranum:

This is a letter to express NYU's commitment to the success of the Ross Global Academy Charter School. Ross Global Academy will be what we call a "partnership school" of NYU – one of a network of such schools on the Lower East Side and throughout the city. New York University is pleased to support an educational program that stands to have significant impact. As stated in our letter of support for the charter school application, the relationship between New York University (NYU) and Ross Global Academy will be founded on mutual self-interest. That is, both the Charter School and NYU stand to gain from the school's success. This foundation will ensure a strong and long-lasting partnership. Of course, our relationship will be founded as well on NYU's commitment to the welfare of all children in New York City.

NYU has already contributed substantially to the development of the school. Several faculty, students, and staff have advised in the preparation of the application, and Robert Durkin from the NYU/Steinhardt Metro Center for Urban Studies is one of the applicants. Of course, this does not mean that NYU wishes in any way to compromise the status of the proposed school as an independently governed and functioning public school in the City of New York. Our investment of time and energy in the school's development is a gesture of citizenship, and also a signal of our intention to stay involved with the school. This involvement is likely to include collaboration in professional development opportunities; joint research efforts; internship opportunities for our students in teaching, counseling, social work and nutrition (along with tuition awards for Ross faculty who mentor them); neighborhood-based learning experiences for our students and staff; and opportunities for Ross student participation in NYU programs for high school students.

As you know, a strong Board of Trustees that is both diverse and knowledgeable of the challenges facing educators today is essential to the success of any New York City charter school. With this in mind, NYU is prepared to do what it can to assist in the development

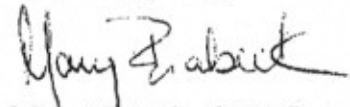
1619169

December 9, 2005

Page 2

of an excellent Ross Global Academy Charter School Board. I myself plan to serve on the Board, along with Robert Durkin, and Robert Torres, an NYU graduate student who has been involved in the planning and design of the school. We will do our part to ensure that we are joined on the Board by other diverse members elected to ensure excellent oversight of finances and the educational programs, and to provide cultural competence and representation from the community served by the school.

Very truly yours,



Mary M. Brabeck, Ph.D.,  
Dean

1620<sup>370</sup>



Joseph and Violet Pless Hall  
82 Washington Square East  
New York, NY 10003-6680  
Telephone: 212.998.5000

OFFICE OF THE DEAN

August 30, 2005

To Whom It May Concern:

The Ross Global Academy will be a key member of a network of public schools in the Lower East Side Education Park. The Park is currently under development as a collaborative project of NYU's Steinhardt School of Education, Faculty of Arts and Sciences, School of Social Work, and the New York City Department of Education. Thus New York University will play a special role in the life of the proposed school. The purpose of this letter is to explain this special role, and to signal the strong support of NYU for this application.

The Lower East Side Education Park is an experiment in community-based professional learning, one that will serve as a national demonstration project in urban professional education. It will enlist the professional expertise and milieus of schools, settlement houses, and other community organizations on the Lower East Side in an effort to redesign the education of teachers and other community-based professionals at NYU. The redesign is based on the following assumptions:

1. Professional practice that aims to benefit human communities is best learned through reflective immersion in actual communities. Thus student nutritionists at NYU need internships in schools like the Ross Global Academy that take seriously their obligation to teach students about food systems and to help them acquire a healthy relationship to food.
2. It is possible to design community-based professional learning in ways that benefit all stakeholders, whether they are affiliated with the University, or live or work in the community. The goal of such design is to satisfy "mutual self-interest." Thus NYU needs pre-student teaching placements for its students in schools like the Ross Global Academy – schools that offer a vision of teaching as student-centered, collaborative, and accountable. Meanwhile, for its part, the Ross Global Academy needs undergraduates and graduate student tutors willing and able to work one-on-one with its students, and add to its teaching power.
3. Deep content knowledge is essential to community-based professional practice, and some proportion of community-based professional learning should be co-planned and co-taught by faculty of arts and sciences, clinical faculty, and community-based professionals. Thus the Ross Charter School might host a course on Lower East Side history and immigration, co-taught by an NYU History Professor, a Steinhardt expert on immigration, and a member of the Ross

4. faculty. It might bring NYU students and Ross Global Academy students together in joint explorations of the neighborhood, and joint opportunities to learn and practice oral history skills.

With its global outlook, and its forward-thinking curriculum that attends to cultural history, the arts, and wellness as well as other important academic content and skills, the Ross Global Academy will make a crucial and unique contribution to the Lower East Side Education Park and to students and faculty at NYU. For this reason alone, NYU eagerly supports this application. However, we also believe that NYU in general, and the Steinhardt School of Education in particular, will make a correspondingly significant contribution to the Ross Global Academy and to its teachers' and students' development. As we said above, the relationships of the Education Park will be founded on "mutual self-interest," and this will ensure their longevity.

Among the benefits to the Academy of its relationship with NYU, we count the following:

- Tutors for the school to deploy in classrooms and after-school activities. While satisfying pre-student teaching placement requirements, these NYU students will serve as youthful role models for Ross students as well as tutors. They will be compensated through NYU's America Reads and America Counts programs.
- A steady stream of Steinhardt School student teachers prepared to work in teams under the co-supervision of the Ross faculty and the NYU faculty. This will not only increase the number of adults on hand, but will also provide the Ross Academy with excellent opportunities to recruit new members of its faculty as it grows – particularly in shortage areas like math, science, special education, and the teaching of English language learners.
- Opportunities to work with NYU students in areas other than teaching - such as counseling, social work, nutrition and other health fields, school administration, educational technology, and the arts. These may involve formal internships or volunteer work. The internships may be Steinhardt-based or involve other NYU schools that are collaborating in the Educational Park. The internships will require co-supervision by NYU and the Ross Academy.
- NYU tuition vouchers for Ross faculty – one for every Steinhardt student teacher or other professional intern trained at the school. Each covers three points of tuition plus registration fee for a course at NYU. These may be banked for a specified time and combined by the school to invest in the education of particular staff members from the Ross Global Academy, the Ross Institute, and the Ross School.
- Preferential opportunities for Ross Global Academy students to participate in numerous NYU programs for high school students – including college counseling

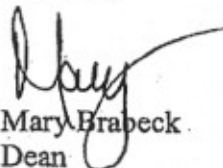
August 30, 2005  
Continued - Page 3

activities, college course-taking, summer programs, and music, art, and theater events.

- On-site access to the NYU library for members of the Ross faculty.
- Neighborhood-based learning opportunities for Ross faculty and students in the arts and sciences content areas, as well as in education, social work, nutrition and public health.
- Ongoing consultation opportunities for the school with NYU faculty - in such areas as literacy education, special education, the education of English language learners, assessment and evaluation, and school and curriculum development.
- Greater awareness among Ross Global Academy parents and students - as a result of the Academy's participation in the Education Park of numerous learning opportunities available at neighborhood settlement houses - including especially English language learning opportunities.
- Opportunities to seek consulting advice on the Ross Global Academy Wellness Program from NYU faculty in Steinhardt's health departments, and through the Steinhardt connection, from Faculty in the NYU Medical School, Dental School, and School of Social Work.
- Networking opportunities for the Ross faculty, students, and parents with other professionals, parents, and youth in the community - introducing them, for example, to community health resources.
- Opportunities for Ross faculty on a voluntary basis to participate in NYU research projects, or to collaborate with NYU in the development of research and education projects - including externally funded ones.

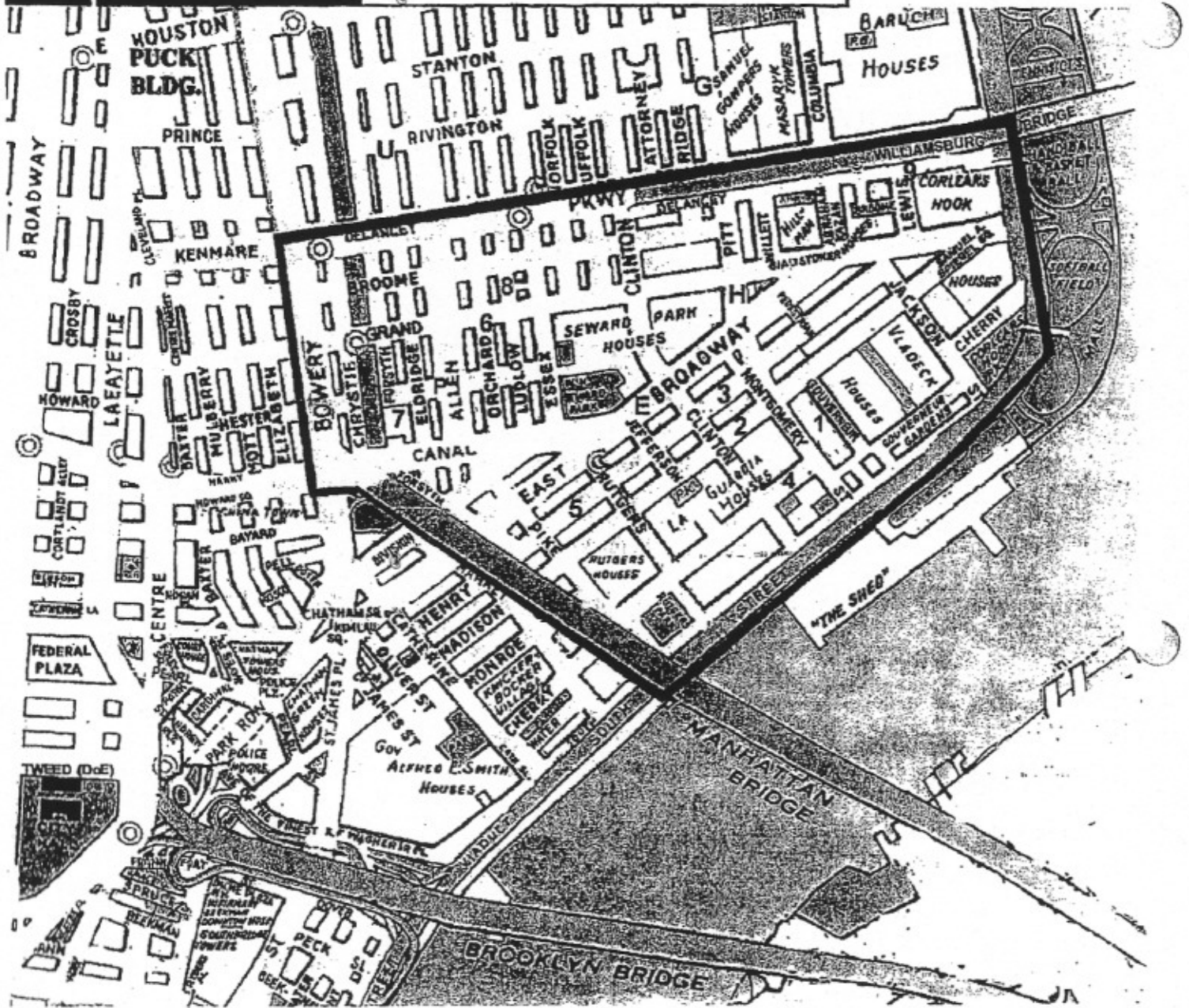
Of course, this is not an exhaustive list. We believe that the kind of relationship we have begun to build with this new school will have many unforeseen benefits for both parties.

Sincerely,

  
Mary Brabeck  
Dean

1623173





1 UNHS  
UNMS (6-8)\*\*

2 Henry Street School (6-12)  
The Castle Middle School (with PS 110) (6-8)\*\*

3 PS 134  
Shuang Wen Academy (Mandarin/English)

4 PS 137

5 PS 2

6 PS 42

7 MS 131 (6-8)

8 Seward Park HS (12 only)\*\*\*  
HS for History and Communication  
New Design HS  
HS for Dual Language & Asian Studies  
Lower Manhattan Arts Academy\*  
Urban Peace HS for Law & Justice\*  
Transitional 9 Program (8+ Program)

9 PS 110 (See 2 also)

E Education Alliance Settlement

G Grand St. Settlement

H Henry St. Settlement

I University Settlement

P Pace University HS\*\*\*\*

⊙ Subway Stop

\*Scheduled to open in Sept. 05  
\*\*Scheduled to move to Location 2 in Sept. 05  
\*\*\*Scheduled to close in June '06  
\*\*\*\*Not included in plan.

## New York University The Steinhardt School of Education

### Proposal to Create an NYU Education Park on the Lower East Side of Manhattan

This is the beginning of a discussion exploring whether, pending funding, The Steinhardt School--and, ultimately, New York University-- might focus some its activities in a defined area of the Lower East Side of Manhattan--referred to here as an "education park." Steinhardt would work collaboratively with the schools, settlement houses and other social service agencies within the park, and would seek to involve the College of Arts and Science, the Shirley Ehrenkrantz School of Social Work, and other schools and divisions of the University. In addition to assisting schools with student teachers, tutors, professional development, family outreach, social needs, etc. Steinhardt's Ruth Horowitz Center for Teacher Development might work with its University partners to advance content knowledge among the teachers in the schools in the park.

#### Geographic boundaries of the Park

One possibility for the park is the area bordered by the Manhattan Bridge (Delancey St.) on the north and the Williamsburg Bridge (Market St.) on the south; by the Bowery on the west and the East River on the east. ) The area is part of New York City School Region 9, District 1.

Within this area, beginning in September 2005, there will be 6 high schools, 4 middle schools, 5 elementary schools and two specialized programs (dual language and Transitional 9.) However, these schools are concentrated in only 8 buildings, with 5 of the high schools located in the present Seward Park HS building, and 3 of the elementary

schools in the present JHS 56 building. It is therefore a highly concentrated area, and very convenient to the Washington Square campus. The two high school buildings which could anchor the park are University Neighborhood High School in the southeast quadrant and the Seward Park HS building in the northwest quadrant. Seward Park is a roughly 20 minute walk from Washington Square; UNHS a 25 minute walk. Seward Park is 2 subway stops from the Broadway/Lafayette station; UNHS is 3 subway stops from that station.

### The Lower East Side

The Lower East Side of Manhattan has, since the 1830's, been "The Gateway to America" for succeeding waves of immigrants - Germans, Jews, Poles, Ukrainians, Puerto Ricans, Dominicans and, most recently Asians --seeking a better life. Presently, the population is an ethnically diverse mix, consisting primarily of Latinos, Asians and African-Americans.

Although each generation has been ambitious and hardworking, the community has been consistently plagued by the poverty and underemployment that results from deficits that prompted emigration from the homeland in the first place: inadequate education, inadequate job training, limited English, lack of personal capital and racial discrimination. The tenement-type housing that characterizes the neighborhood has encouraged each generation to leave for more inviting neighborhoods once it had achieved some economic success, opening the way for a new group of arrivals, but also perpetuating the cycle of poverty and its attendant social ills.

### Impediments to Educational Achievement

The average household income on the Lower East Side is \$20,736 compared to the average household income of \$32,965 in New York State. In this community, 18% of



households received public assistance, twice the 9% of households receiving public assistance in New York State. Close to 80% of the students in Community School District 1 qualify for the free lunch program. Thirty-seven percent of the population does not speak English well, and 60.8% speak a language other than English in the home. Twenty-one percent of the students in NYC Community School District 1, ages 6-19, are classified as youth at risk, i.e. living with a mother who is not a high school graduate, is single, divorced or separated, and below the 1989 poverty level. Of these at-risk youth, 82% live with a mother who speaks a language other than English at home.

According to the U.S. Department of Education, between 1980 and 1993 the gap in college enrollment between the nation's poorest students and their middle and high-income classmates increased by 12%. Fifteen percent of all families, nationwide, earn less than \$10,000 a year, but only seven percent of college students are from these families (ERIC Digest, 1993).

Race also limits post-secondary education. In the 1970s, the college enrollment rate among European Americans was approximately 5% higher than the enrollment rate of African Americans and about 3% higher than that of Latinos. The gap in college enrollment has more than doubled since then, and the enrollment rate of European Americans is now approximately 12% higher than the enrollment rate of African Americans and approximately 7% higher than the enrollment rate of Latinos.

#### A Special Problem: Low Incidence of Post-Secondary Education in the Community

According to the USDoE Digest of Education, post-secondary education is a sure escape route from the cycle of poverty. Over the span of a 40-year working life, a male with a BA will earn \$1 million more -- 75% more -- than a male with only a high school

diploma, and \$1.25 million – more than twice as much -- than one who did not complete high school. (The figures for females, are, regrettably, lower, but the ratios are similar.)

According to the 1990 Census data, 37% of the residents of the Lower East Side, age 25 and over, were high school dropouts; only 26% of those same residents possessed a Bachelor's degree or higher. By Census 2000, these figures remain largely unchanged: 35.8% did not complete high school and only 28.1% possessed a BA or higher.

Students in this district therefore receive very little exposure to higher education from their families. Families without direct experience with post-secondary education are likely to have lower expectations of educational attainment for their children, if only because of their relative lack of familiarity with it. Expectation of educational attainment is a crucial factor to educational achievement. A survey of 8<sup>th</sup> grade students conducted by the U.S. Department of Education revealed that 83% of students who expect to obtain a master's degree or higher go on to attend college, 73% of students who expect to obtain a bachelor's degree go on to attend college, but only 19% of students who expect just to graduate from high school go on to attend college.

#### Social Service Agencies

Four important social service agencies have headquarters in, or immediately outside the park, and these agencies all have a presence in the schools in the park: University Settlement, Grand St. Settlement, Henry St. Settlement and Education Alliance. NYU has a history of cooperation with all of these agencies.

#### NYU's Presence

NYU already has a substantial presence in the schools on the Lower East Side. During the 2004-05 Academic Year, in the schools operating in the park during that year,

there have been 44 NYU student teachers, 23 students doing field observation, and 127 America Reads and other tutors. The University has a good relationship with all of these schools. To deepen and extend these relationships would, therefore, be relatively easy.

Thumbnail Data  
Lower East Side Education Park Schools

School	Type	Grades	# Students	%White	%Black	%Hispanic	%Asian	% ELL	%Sp Ed	% Free Lunch	#AR Tutors	# St. Tchrs	# St. Obs.
UNHS	Secondary	9-12	358	5.8	14.2	48.9	31.3	12.85	14.80	71.5	28	7	22
Seward Park	Secondary	9-12	1215	1.6	18.4	45.1	34.9	35.97	13.09	83.4	0		
New Design	Secondary	9	95	6.3	36.8	52.8	4.2	4.21	15.79	68.4	2		
Dual Language	Secondary	9	63	0	0	1.8	98.4	84.13		81	0		
MS 131	Middle	6-8	994	0.9	3.7	11.2	84.2	33.50	13.38	87.4	7	17	1
UNMS	Middle	6-8									8	1	0
Shuang Wen	Elementary	PK-5	312	4.8	9	4.2	82.1	21.15	1.28	65.3	19		
PS 2	Elementary	PK-5	676	0.7	6.2	7.8	85.3	34.07	8.11	90	10	15	0
PS 42	Elementary	PK-5	695	1	1.7	10.1	87.2	28.06	8.49	90	14	4	0
PS 110	Elementary	PK-6	470	4.5	16.2	63.8	15.5	5.32	9.79	58.2	24		
PS 134	Elementary	PK-6	374	2.4	24.3	58.8	14.7	8.58	20.05	77.8	15		
PS 137	Elementary	PK-6	481	1	28.3	63.1	7.5	6.65	15.60	73.5	4		
			5735	2.02%	12.75%	32.15%	53.07%	25.35%	11.77%	80.41%	127	44	23

Includes only schools with NYCDoE School Report Cards for 2003-04.



**Thumbnails of Schools in the Lower East Side Education Park (as of June 2005)**  
**(includes only schools with a Report Card for 2003-04)**

**High Schools**

**University Neighborhood High School M448**

*Principal: Rosa Pietanza*

Grades: 9-12

Number of Students: 358

Male: 54.25%

Female: 45.8%

Ethnicity %:

White: 5.6

Black: 14.2

Hispanic: 48.9

Asian & Others: 31.3

Number of English Language Learners: 46

Number in Special Ed: 53

Attendance %: 90.2

% Eligible for Free Lunch: 71.5

Number Graduated 2004: 52

Number of Teachers: 22

Number of Administrators: 10

Number of Educational Paraprofessionals: 1

Number of NYU America Reads Tutors 04-05: 26

Number of NYU Student Observers: 22

Number of NYU Student Teachers: 7

**Seward Park High School M445**

*Principal: Doris Unger*

Grades: 9-12

Number of Students: 1215

Male: 50.4%

Female: 49.6%

Ethnicity %:

White: 1.6

Black: 18.4

Hispanic: 45.1

Asian & Others: 34.9

Number of English Language Learners: 437

Number in Special Ed: 159

Attendance %: 74.9

% Eligible for Free Lunch: 83.4

Number Graduated 2004: 186

Number of Teachers: 114

Number of Administrators: 26

Number of Educational Paraprofessionals: 0

Number of NYU America Reads Tutors 04-05: 0

**New Design High School HS543**

*Principal: Scott Conti*

Grades: 9

Number of Students: 95

Male: 41.1 %

Female: 58.9 %

Ethnicity %:

White: 6.3

Black: 36.8

Hispanic: 52.6

Asian & Others: 4.2

Number of English Language Learners: 4

Number in Special Ed: 15

Attendance %: 87.2

% Eligible for Free Lunch: 68.4

Number Graduated 2004: 0

Number of Teachers: 9

Number of Administrators: 4

Number of Educational Paraprofessionals: 0

Number of NYU America Reads Tutors 04-05: 2

**High School for Dual Language and Asian Studies HS 545**

*Principal: Li Yan*

Grades: 9

Number of Students: 63

Male: 60.3 %

Female: 39.7 %

Ethnicity %:

White: 0.0

Black: 0.0

Hispanic: 1.6

Asian & Others: 98.4

Number of English Language Learners: 53

Number in Special Ed: N/A

Attendance %: 97.8

% Eligible for Free Lunch: 81

Number Graduated 2004: 0

Number of Teachers: 4

Number of Administrators: 3

Number of Educational Paraprofessionals: 0

Number of NYU America Reads Tutors 04-05: 0

**Middle Schools**

**Dr. Sun Yat Sen School MS 131**

*Principal: Jane Lehrach*

*Principal: Brett Gustafson*

Grades: 6-8

1632382

Number of Students: 994

Male: 56.2 %

Female: 43.8 %

Ethnicity %:

White: 0.9

Black: 3.7

Hispanic: 11.2

Asian & Others: 84.2

Number of English Language Learners: 333

Number in Special Ed: 133

Attendance %: 97

% Eligible for Free Lunch: 87.4

Number of Teachers: 59

Number of Administrators: 25

Number of Educational Paraprofessionals: 2

Number of NYU America Reads Tutors 04-05: 7

Number of NYU Student Observers: 1

Number of NYU Student Teachers: 17

**University Neighborhood Middle School M332**

*Principal: Cyndi Kerr*

Number of NYU America Reads Tutors: 6

Number of NYU Student Observers: 0

Number of NYU Student Teachers: 1

### Elementary Schools

**Shuang Wen Academy PS 184**

*Principal: Ling Ling Chou*

Grades: PK-5

Number of Students: 312

Male: 57.7 %

Female: 42.3 %

Ethnicity %:

White: 4.8

Black: 9.0

Hispanic: 4.2

Asian & Others: 82.1

Number of English Language Learners: 66

Number in Special Ed: 4

Attendance %: 98.5

% Eligible for Free Lunch: 65.3

Number of Teachers: 14

Number of Administrators: 1

Number of Educational Paraprofessionals: 1

Number of NYU America Reads Tutors 04-05: 19

**Meyer London School PS 2**

*Principal: Brett Gustafson*

163383

Grades: PK-5

Number of Students: 678

Male: 52.7 %

Female: 47.3 %

Ethnicity %:

White: 0.7

Black: 6.2

Hispanic: 7.8

Asian & Others: 85.3

Number of English Language Learners: 231

Number in Special Ed: 55

Attendance %: 95.6

% Eligible for Free Lunch: 90

Number of Teachers: 45

Number of Administrators: 8

Number of Educational Paraprofessionals: 4

Number of NYU America Reads Tutors 04-05: 10

Number of NYU Student Observors: 0

Number of NYU Student Teachers: 15

**Benjamin Altman School PS 42**

*Principal: Rosa O'Day*

Grades: PK-5

Number of Students: 695

Male: 52.1 %

Female: 47.9 %

Ethnicity %:

White: 1.0

Black: 1.7

Hispanic: 10.1

Asian & Others: 87.2

Number of English Language Learners: 195

Number in Special Ed: 59

Attendance %: 96.3

% Eligible for Free Lunch: 90.0

Number of Teachers: 45

Number of Administrators: 10

Number of Educational Paraprofessionals: 3

Number of NYU America Reads Tutors 04-05: 14

Number of NYU Student Teachers: 4

**Florence Nightingale School PS 110**

*Principal: Irene Quvus*

Grades: PK-6

Number of Students: 470

Male: 46.4 %

Female: 53.6 %

Ethnicity %:

White: 4.5

Black: 16.2

1634384



Hispanic: 63.8  
Asian & Others: 15.5  
Number of English Language Learners: 25  
Number in Special Ed: 46  
Attendance %: 94.1  
% Eligible for Free Lunch: 58.2  
Number of Teachers: 29  
Number of Administrators: 13  
Number of Educational Paraprofessionals: 2  
Number of NYU America Reads Tutors 04-05: 24

**Henrietta Szold School PS 134**

*Principal: Loretta Caputo*

Grades: PK-6

Number of Students: 374

Male: 51.2 %

Female: 48.8 %

Ethnicity %:

White: 2.4

Black: 24.3

Hispanic: 58.6

Asian & Others: 14.7

Number of English Language Learners: 32

Number in Special Ed: 75

Attendance %: 90.9

% Eligible for Free Lunch: 77.3

Number of Teachers: 26

Number of Administrators: 10

Number of Educational Paraprofessionals: 5

Number of NYU America Reads Tutors 04-05: 15

**John Bernstein School PS 137**

*Principal: Ada Martinez*

Grades: PK-6

Number of Students: 481

Male: 50.5 %

Female: 49.5 %

Ethnicity %:

White: 1

Black: 28.3

Hispanic: 65.1

Asian & Others: 7.5

Number of English Language Learners: 32

Number in Special Ed: 76

Attendance %: 89.6

% Eligible for Free Lunch: 73.5

Number of Teachers: 31

Number of Administrators: 11

Number of Educational Paraprofessionals: 6

Number of NYU America Reads Tutors 04-05: 4

1635185



August 29, 2005

New York City Department of Education  
Office of New Schools

To Whom It May Concern:

On behalf of University Settlement Society of New York, I am pleased to express support for the creation of the Ross Global Academy on the Lower East Side.

As the "Gateway to America," the Lower East Side has been the first home community to generations of immigrants to this country. One of the main reasons people from all over the world have chosen to come to America is to seek greater educational opportunities. With this emphasis on the global curriculum, the Ross Academy promises to be an important addition to these educational opportunities.

We look forward to the opening of the Ross Global Academy in September 2006 and look forward to working closely with the School.

Yours truly,

Michael H. Zisser, Ph.D.  
Executive Director



**MARTA VALLE SECONDARY SCHOOL**

145 Stanton Street  
New York, New York 10002  
Telephone (212) 473-8152 Fax (212) 475-7588  
Jayne Godlewski, Principal

---

August 31, 2005

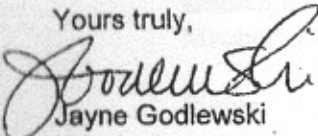
NYC Department of Education  
Office of New Schools  
52 Chambers Street  
New York, NY 10007

Dear Sir/Madam:

On behalf of Marta Valle Secondary School, I am pleased to express support for the creation of the Ross Global Academy on the Lower East Side.

The Ross Curriculum, which emphasizes health and the arts along with the traditional academic subjects, is one which will be of special interest and benefit to the residents of the Lower East Side. We welcome new schools committed to strong academic preparation. We are confident that Ross Global Academy will offer a strong secondary education to students it prepares for secondary school and we suspect that others, prepared by Ross Elementary and Middle Schools might also enrich the Secondary School population of Marta Valle Secondary School. The more good schools we have, the better for us all.

Yours truly,

  
Jayne Godlewski  
Principal

1637187

YMCA of Greater New York  
We build strong kids, strong families,  
strong communities.



333 Seventh Avenue • New York, NY 1000  
tel 212-630-9600 • fax 212-630-9604  
www.ymcanyc.org

August 31, 2005

Garth Harries  
Chief Executive  
New York City Department of Education  
Office of New Schools  
52 Chambers St.  
New York, NY 10007

Dear Garth:

The YMCA of Greater New York enthusiastically supports the charter application for the Ross Global Academy: Manhattan Charter School. We urge its placement on the Lower East Side given families' requests for more seats in middle and high schools.

The rich multicultural and global curriculum of the Ross model will provide an excellent education for children coming from diverse backgrounds. In addition, its wellness program is a perfect compliment to the philosophy of the YMCA which advocates building strong minds and strong bodies.

We look forward to working with the Ross Global Academy: Manhattan Charter High School to develop joint youth programs that help all of its graduates attend and graduate from college. We both agree that the development of student leadership is essential for academic success and the YMCA supports the application of Ross Global Academy: Manhattan Charter School.

Sincerely,

Jack Lund  
President



**EVA MOSKOWITZ**  
COUNCIL MEMBER, 4<sup>TH</sup> DISTRICT

◦ **DISTRICT OFFICE**  
420 LEXINGTON AVENUE, SUITE 1710  
NEW YORK, NY 10017  
(212) 818-0580  
FAX (212) 818-0706

◦ **CITY HALL OFFICE**  
250 BROADWAY, SUITE 1545  
NEW YORK, NY 10007  
(212) 788-7393  
FAX (212) 442-1457



**THE COUNCIL  
OF THE  
CITY OF NEW YORK**

**CHAIR**  
EDUCATION

**COMMITTEES**  
FINANCE  
GOVERNMENTAL OPERATIONS  
TRANSPORTATION

August 31, 2005.

Mr. Garth Harries  
Office of New Schools  
New York City Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Mr. Harries:

I am writing to express my support for the charter application of the Ross Global Academy: Manhattan Charter School.

I believe that the curriculum and instructional program of the Ross Model will provide the children of the Lower Eastside with a high-quality education. As you may know, the Ross Model was created over a fourteen year period with the assistance of leaders in the field of education. Students are taught in an interdisciplinary manner that enables them to take advantage of their multiple intelligences and see the connections among great ideas and events.

The relationship with New York University portends great benefits for the students and teachers of the Ross Global Academy. Ross students will benefit from student teachers, researchers, NYU faculty, tutors and mentors.

The vision of the Ross Global Academy: Manhattan Charter School is compelling. I believe the school will be a welcome addition to our city's public school system. I urge you to approve their application.

Sincerely,

A handwritten signature in black ink, appearing to read "Eva Moskowitz", with a long horizontal line extending to the right.

Eva Moskowitz  
Chair, Education Committee

1639:89

		Per Capita Amount, Percentage or Formula	Percentage Increase Over Time	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
<b>a. General Education Enrollment</b>									
1	FTE students in general education				180	320	440	495	495
<b>b. Special Education Enrollment</b>									
2	FTE students with sp. ed. services less than 20% of the day				3	5	10	15	15
3	FTE students with sp. ed. services between 20% and 60% of the day				15	27	34	34	34
4	FTE students with special sp. ed. greater than 60% of the day				-	0	0	0	0
5	FTE students with special sp. ed. greater than 60% of the day in integrated setting					0	0	0	0
<b>c. Other Enrollment Categories</b>									
6	Number of students Title I eligible				130	230	317	360	360
<b>a. Revenue from Public School District</b>									
7	General operating revenue	\$ 9,048	103%	-	1,677,499	3,071,687	4,350,277	5,040,884	5,192,110
8	Additional funding: City of New York Start-up Funding (elementary)	\$ -	100%	90,000	79,580	61,860	54,040	28,500	-
<b>Subtotal Revenue from Public School District</b>				<b>90,000</b>	<b>1,757,079</b>	<b>3,133,547</b>	<b>4,404,317</b>	<b>5,069,384</b>	<b>5,192,110</b>
<b>b. Revenue from State Sources</b>									
9	State and local revenue for students with sp. ed. services between 20% and 60% of the day	\$ 6,875	100%		103,125	185,625	233,750	233,750	233,750
10	State and local revenue for students with sp. ed. services greater than 60% of the day	\$ 12,604	100%		-	-	-	-	-
11	State and local revenue for students with sp. ed. services > 60% of the day in integrated setting	0	100%		-	-	-	-	-
12	State High Cost Aid for students with sp. ed. services greater than 60% of the day	0	100%		-	-	-	-	-
13	NYSTL, NYSSL, NYSLIBL Revenue	\$ 78	100%		14,040	24,960	34,320	38,610	38,610
14	Other state grants NYS Stimulus Grant				-	50,000	50,000	50,000	-
<b>Subtotal Revenue from State Sources</b>				<b>-</b>	<b>167,165</b>	<b>260,585</b>	<b>318,070</b>	<b>272,360</b>	<b>272,360</b>
<b>c. Revenue from Federal Sources</b>									
15	Title I Revenue (Manhattan \$789@60%; Bronx: 130 students)	\$ 473	100%	-	61,542	108,882	150,068	170,424	170,424
16	Title II, IV and V Revenue				-	-	-	-	-
17	IDEA Revenue	\$ 1,336	100%	-	24,048	42,752	58,784	65,464	65,464
18	Other federal revenue (specify) Federal PCSP				-	175,000	175,000	175,000	-
<b>Subtotal Revenue from Federal Sources</b>				<b>-</b>	<b>260,590</b>	<b>326,634</b>	<b>383,852</b>	<b>235,888</b>	<b>235,888</b>
<b>d. Revenue from Other Sources</b>									
19	Private contributions NYCCCSE Grants of 50 (1-1 match)				50,000	-	-	-	-
	Interest income/inkind donations (Ross Institute)				209,437	200,937	-	-	-
	other revenue (specify Ross and NYU direct support)				130,000	-	-	-	-
	other revenue (specify Ross Institute Loan)				245,000	200,000	187,500	-	-
<b>Subtotal Revenue from Other Sources</b>					<b>634,437</b>	<b>400,937</b>	<b>187,500</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUE</b>				<b>724,437</b>	<b>2,585,771</b>	<b>3,908,266</b>	<b>5,106,239</b>	<b>5,577,632</b>	<b>5,700,358</b>

1640390