

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Phase-out of Paul Robeson High School (17K625)**

### **I. Summary of Proposal**

Paul Robeson High School (17K625, “Robeson”) is an existing high school located at 150 Albany Avenue, Brooklyn, NY 11213, within the geographical confines of Community School District 17. It currently serves students in grades nine through twelve. The New York City Department of Education (DOE) is proposing to phase out Robeson based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

If this proposal were approved, Robeson would no longer admit new ninth-grade students after the conclusion of the 2010-2011 school year. Current students would be supported as they progress towards graduation while remaining enrolled in Robeson. In cases where students do not complete graduation requirements by June 2014, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their high school education after Robeson completes phasing out.

Robeson is located in Building K625, which also houses the Living for the Young Family through Education program (“LYFE”). In 2009-2010, Building K625 had a target capacity of 1,112 students, and the building enrolled 868 students, yielding a target utilization rate for 2009-2010 of 91% of total capacity.<sup>1</sup> The school currently serves 651 students.<sup>2</sup> In 2010-2011, the estimated target utilization rate for the building was 58%. This means that the building is “underutilized” and has extra space to accommodate additional students. The DOE anticipates proposing the co-location of two high schools in the building beginning in 2011-2012. These proposals will be described in Educational Impact Statements that the DOE will be releasing in the coming weeks. The DOE anticipates that a proposed new high school, 17K122, would begin phasing into the K625 campus with a ninth-grade class entering in September 2011. This new school would continue to expand as Robeson phases out and would reach full scale during the 2014-2015 school year, at which point it would serve students in grades 9-12. Additionally, the DOE will propose to re-site an existing school, Academy for Health Careers (13K751), to the building in 2011-2012. The details of this proposal will be addressed in an Educational Impact Statement to be released in January 2011. During Robeson’s phase-out and the new school’s gradual phase-in, the three schools would be co-located in K625. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

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<sup>1</sup> Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) includes students categorized as “Long Term Absences” (“LTAs”), whereas these building enrollment numbers do not. LTAs are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

<sup>2</sup> Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

### *Background on the DOE Decision-Making Process*

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating below Proficient on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out. Progress Reports are released by the DOE each fall, and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes safety, attendance, and survey feedback from parents, teachers, and 6<sup>th</sup>-12<sup>th</sup> grade students, where applicable. During Quality Reviews, which are also released by the DOE, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with “Under-developed” as the lowest-possible rating and “Well Developed” as the highest.

In addition, all schools identified by SED as PLA are likewise considered for more intensive support or intervention, including the possibility of phase-out. In December 2010, SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 ELA and math test scores and graduation rates for high schools.

Robeson received an overall C grade on its 2009-2010 Progress Report, with a C grade on the Student Performance sub-section, a B grade on Student Progress, and a D grade for School Environment. For each of the past four years, Robeson has received an overall grade of C on its Progress Report. In January 2010, the State identified Robeson as a PLA school.

Based on the facts that Robeson has consistently received low scores on its Progress Report and that Robeson was identified as a PLA school, the DOE initiated a comprehensive review of the school with the goal of determining which supports and interventions would best benefit its students and the Robeson community. During that review, the DOE looked at the school’s recent and historical performance as well as school enrollment and demand data. The DOE also consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Paul Robeson High School—will address the school’s longstanding performance struggles and allow K625 to house new school options that will better serve future students and the broader community.

### *Performance and School Environment at Paul Robeson High School*

Paul Robeson High School has struggled for years. Last winter, the Panel for Educational Policy voted to gradually phase out Robeson based on evidence that the school was not equipped to significantly improve student performance. A lawsuit prevented the DOE from following through with those plans. Robeson’s performance during the 2010-2011 school year has continued to decline, confirming the DOE’s earlier assessment that the school lacks the capacity to turnaround quickly to better support student needs.

- The school’s graduation rate has been below 60% each year for the past decade, and was 50% in 2009-2010.
  - Robeson’s most recent 4-year graduation rate of 50% is well below the citywide 63% average for the class of 2009.<sup>3</sup> Robeson’s four year graduation rate did increase from 40% to 50% between 2008-

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<sup>3</sup> The 2010 graduation rate cited for Paul Robeson High School represents the City’s calculation of the four-year graduation rate on the 2009-2010 Progress Reports. The most recent available citywide four-year graduation rate (including August graduates) was 63% for the Class of 2009. State graduation rates for the Class of 2010 are not yet available. The City’s progress report calculation is generally very close to the State calculation.

2009 and 2009-2010, however the most recent graduation rate still places Robeson in the bottom 10% of all high schools citywide and in Brooklyn.

- If Regents diplomas alone counted toward graduation – as will be the case in just one year – the four-year graduation rate at Robeson would drop to just 24%, well below the citywide Regents’ graduation rate of 46%.<sup>4</sup>
- In 2009-2010, only 66% of first-year students at Robeson earned at least 10 credits. Furthermore, Robeson students tend to fall further behind as they advance in grade level, as only 57% of second-year and third-year students earned at least 10 credits in 2009-2010. Credit accumulation is a key predictor of future student success because students who fall behind often have trouble getting back on track to graduation.
- Robeson High earned an overall C grade on its 2009-2010 Progress Report, with a C grade on the Student Performance sub-section and a D grade for the School Environment sub-section of the Report. This represents a continuing pattern of low performance for the school, which has earned an overall C grade on its Progress Report for the past four years.
- Attendance at Robeson High is well below the citywide average of 86% for high schools. The 2009-2010 attendance rate at Robeson was 76%, 10 percent lower than the city average. In fact, this attendance rate puts Robeson in the bottom 5% of all City high schools, and in the lowest 7% of high schools in Brooklyn.
- Robeson High was rated “Proficient” (P) on its most recent Quality Review in 2008-2009. While Proficient schools possess strengths and weaknesses, Robeson’s 2009 Quality Review cited a number of serious concerns, including low levels of student engagement and a lack of planning and differentiated instruction to accommodate their varied needs and performance levels. Also noted were the school’s very low attendance rates, and the need to improve the consistency of communication with parents and students, particularly in building trust and respect in relationships. These concerns suggested that the school is ill-equipped to turn around quickly to better support students.
- Safety has been a moderate concern at Robeson High. In 2008, 36% of Robeson students reported that they felt unsafe in the hallways, stairwells, and locker rooms at school; by 2010, that number had dropped to 22%. While safety conditions improved from the perspective of students, teacher ratings on order and discipline were declining. In 2008, 26% of teachers reported feeling that order and discipline are not maintained at the school; in 2010 that number increased to 42%.
- On the 2009-2010 survey, Robeson ranked in the bottom 10% of schools citywide in terms of parent satisfaction, and in the bottom 25% in terms of teacher satisfaction.
- Demand for the school is low and falling.<sup>5</sup> Robeson has four programs to which students can apply in

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<sup>4</sup> The school Regents graduation rate cited for Robeson represents the City’s calculation of the four-year Regents diploma rate based on the 2009-2010 Progress Report cohort. The Citywide average Regents diploma rate is based on the State calculation for 2008-2009. The State’s 2010 calculation is not yet available. Currently, New York State awards three types of high school diplomas for General Education students (Local, Regents and Advanced Regents), as well as IEP diplomas for Special Education and CTE diplomas for Career and Technical Education students. However, for all General Education students who entered 9th grade in 2008 or later, local diplomas will no longer be an option, instead, these students will be required to pass all required Regents exams with a score of 65 or higher.

<sup>5</sup> Audited enrollment data are not yet available for the current school year. Enrollment data are from the 2009-2010 school year, audited as of October 31, 2009. Demand data reflect high school admissions applications submitted in December 2008 for students beginning high school in September 2009. The DOE’s proposed phase-out of Robeson last year was not announced until

the High School Admissions Process. The table below, which displays the ratio of applicants to available places for the academies, reveals a pattern of declining interest from prospective students over the past three years. As a point of comparison, the average demand citywide per available 9<sup>th</sup> grade seat is 8.1.<sup>6</sup>

Academies within Paul Robeson High School	Number of applicants per available seat		
	Sept 2008	Sept 2009	Sept 2010 <sup>7</sup>
Academy of Finance	4.2	4.9	3.2
Academy of Information Technology	3.9	2.6	1.9
Entrepreneurship	4.3	4.2	2.5
New Media Technology	3.7	3.4	2.5

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

Paul Robeson High School <sup>8</sup>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	C
Performance Grade	B	D	C
Progress Grade	C	C	B
Environment Grade	F	F	D
Quality Review Score	WD	P	
<b>Graduation Data</b>			
Four-Year Graduation Rate	57%	40%	50%
Four-Year Regents Diploma Rate	20%	11%	24%
Six-Year Graduation Rate	59%	69%	69%
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	51%	58%	66%
Attendance Rate	72%	69%	76%
<b>2010-2011 State Accountability Status</b>	Restructuring (year 2) - Comprehensive		

December 2009. As a result, these enrollment and demand figures do not reflect the impact of that announcement.

<sup>6</sup> The citywide demand average is based on program demand at individual schools.

<sup>7</sup> These figures reflect demand for places prior to the DOE announcement of the proposed phase-out of Robeson.

<sup>8</sup> All data from the 2009-2010 Progress Report. Robeson did not have a Quality Review in 2009-2010.

[1] Source: Progress Report Data

### *Overview of Past Strategic Improvement Efforts at Paul Robeson High School*

Robeson staff members and families have worked hard to improve the school. Over the previous years, the DOE has offered extensive supports to Robeson, including:

#### **Leadership Support:**

- Helping the principal develop Robeson’s Comprehensive Education Plan and set school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at Robeson.

#### **Instructional Support:**

- Training for assistant principals on conducting observations, reviewing student work, and accountability tools.
- Training for school leadership on implementing instructional rounds and learning walks to help teachers learn from each other.
- Working with the school to align curriculum across grade levels and subject areas.
- Helping the school implement Virtual Enterprise CTE programs.
- Helping the school to use data to improve instruction for English language learners, students with disabilities, and students performing below grade level.

#### **Operational Support:**

- Coaching staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.
- Helping the school secure and implement public and private grants, which were used for mentoring, credit recovery, student attendance, and peer mediation.

#### **Student Support:**

- Training guidance counselors on how to use scholarship reports and graduation tracking systems.
- Working with Robeson to improve student attendance and reduce suspensions through creating partnerships with Global Kids and Crown Heights Mediation.
- Guidance on managing relationships with the other schools on campus to allow for efficient and coordinated use of facilities and shared space.

Despite these efforts, student outcomes have not significantly improved, suggesting that the school lacks the capacity to quickly turn around to better serve students.

The DOE makes available the following supports to schools around safety and security:

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

Given Paul Robeson High School's lack of success despite the above supports – whether as part of a centralized effort to support all schools or individualized plans for Paul Robeson – it is apparent that the school has failed to develop the proper infrastructure to meet the needs of its students and families.

### *Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the Robeson High School community about strategies to better support students and improve outcomes at the school. The Robeson High School community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed phase-out.

Additionally, this fall, on November 9, 2010, Brooklyn High School Superintendent Karen Watts held a School Leadership Team meeting and parent meeting at the school to discuss what is and is not working at Robeson, and how we can work together to serve students better. While those in attendance had positive feedback about the staff and the school's longstanding role in the community, they also expressed a number of concerns. Parents said:

- The school fails to communicate with parents effectively.
- The school suffers from a great deal of teacher turnover.
- The school does not challenge students or hold them to high standards.
- The school does not provide students with enough extracurricular activities.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/brooklyn/PaulRobeson>. While many members of the Robeson High School community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles, the very low demand for seats at the school, and the lack of evidence demonstrating that the school can quickly turn around to better support students.

We plan to incorporate community feedback in other ways as we continue to support current Robeson High School students working toward graduation and as we develop plans to replace Robeson High School with other schools that better meet student and community needs.

We will continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

## **II. Proposed or Potential Use of Building**

In 2009-2010, the building in which Robeson is located, K625 has the capacity to serve 1,112 students. Based on the 2009 register, building K625 had a 2009-2010 target utilization rate of 91% percent of target capacity.<sup>9</sup> Currently, Robeson is projected to enroll 651 students, which would yield a 2010-2011 utilization rate of 58%.<sup>10</sup> As part of a replacement strategy for Robeson, in a forthcoming EIS, the DOE

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<sup>9</sup> Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book") includes students categorized as "Long Term Absences" ("LTAs"), whereas these building enrollment numbers do not. These are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

<sup>10</sup> Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

will propose to co-locate a new high school, 17K122, in K625. The proposed new high school to be co-located at the K625 campus, 17K122, would admit its first cohort of 9<sup>th</sup> graders in September 2011, and would gradually phase in, adding one new grade per year until it reaches its complete grade span in the 2014-2015 school year.

Additionally, the DOE will also propose to re-site an existing school, Academy for Health Careers, and co-locate it in the K625 building beginning in the 2011-2012 school year. That proposal will be outlined in a separate Educational Impact Statement that will be released by the DOE in the coming weeks.

Over the next four years, the proposed grade spans for schools on the K625 campus are below<sup>11</sup>. Additional details about the phase-in plan for Academy of Health Careers and 17K122 will be proposed in a separate EIS.

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Paul Robeson High School	9-12	10, 11, 12	11, 12	12	N/A
17K122	n/a	9	9,10	9, 10, 11	9-12
Academy of Health Careers <sup>12</sup>	9	9,10	9,10,11	9-12	9-12

The new high school, 17K122 is expected to serve 400 to 450 students when it reaches full scale. Likewise, Academy for Health Careers is also expected to serve 400-450 students when it reaches full scale. If the proposals to phase-out Robeson and to co-locate 17K122 and Academy for Health Careers are approved, in 2014-2015 when Robeson High School completes phasing out and 17K122 is serving its entire intended grade spans, there would be 800-900 students in the building, yielding a projected utilization in 2014 would be 81%.<sup>13</sup> The LYFE program will remain in K625.

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

#### A. Students

##### *Enrollment Options for Current Robeson Students*

Under this proposal, all current Robeson students would have the opportunity to graduate from the school assuming they continue to earn credits on schedule.

##### *Current Ninth Graders in Paul Robeson High School*

In New York City, the High School Admissions Process is a citywide choice process. The High School Admissions Process permits applicants to list up to twelve high school programs in order of preference on

<sup>11</sup> As Robeson phases out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Robeson High School and would have access to appropriate courses to support their continued progress toward graduation.

<sup>12</sup> Academy of Health Careers currently serves students in grade 9 in a different building.

<sup>13</sup> Based on a high end estimate of enrollment at scale compared to 2009-2010 target building utilization.

their applications. High School admissions applications were due December 3, 2010. Current ninth grade students at Robeson may have already taken part in this process. If this proposal is approved in February 2011, there would be another opportunity for current ninth grade students to participate in the High School Admissions Process. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade.

Students currently in 9<sup>th</sup> grade for the first time have the opportunity to apply to attend a different school as a 10<sup>th</sup> grader in September 2011. Interested 9<sup>th</sup> graders should meet with a guidance counselor to discuss their options. In early February, a new high school application called the New High Schools Choice Form will be available. These students should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. Students may receive a match as part of the Main Round of the Admissions process.

Current repeat ninth grade students would complete high school at Robeson if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention to ensure they are receiving the support they need to succeed. Repeat ninth grade students would also be encouraged to meet with their guidance counselor to review their progress toward graduation and to consider other options, such as applying to attend one of the City's Transfer Schools.

### *Current Tenth, Eleventh and Twelfth Graders at Paul Robeson High School*

Current tenth, eleventh and twelfth grade students who are on track to graduate would complete high school at Robeson if they continue to earn credits on schedule. As the school becomes smaller, students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to discuss all of their options.

Current tenth, eleventh and twelfth grade students who are not on track to graduate should meet with their guidance counselor to discuss options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the City's Transfer Schools or Young Adult Borough Centers,<sup>14</sup> which have strong track records for helping over-age, under-credited students get back on track toward graduation. In general, however, it is expected that most current Robeson students would remain enrolled at the school as they work toward graduation.

Robeson currently offers Collaborative Team Teaching ("CTT"), Self Contained ("SC") classes and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language program. English Language Learners at Robeson will continue to receive mandated services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans.

The DOE will arrange a new placement for students who haven't accumulated enough credits and those who have not passed the minimum number of Regents exams by June 2014.

### *Impact on Students who Participate in the LYFE Program*

The Living for the Young Family through Education (LYFE) program supports pregnant and parenting

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<sup>14</sup> Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

students enrolled in a NYC Department of Education school by providing childcare and referral services. Social workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of Robeson. The LYFE program serves students enrolled at Robeson, as well as students in other schools in the surrounding community as well.

Prior to the 2009-2010 school year, the principal of Robeson managed and rated the LYFE staff, although the program still fell under the District 79 purview. Starting in the 2009-2010 school year, the central LYFE program in District 79 has managed the individual sites both fiscally and programmatically. All LYFE staff are supervised by the program's director and assistant principals. The LYFE program leaders are the rating officers for the field staff.

The LYFE program would continue to operate in the K625 building as Robeson phases out, and the DOE does not anticipate that this program will lose any space or reduce its services. Once Robeson's phase-out is complete, the LYFE program is expected to remain in the K625 building and would continue to provide these services as long as there is a need and demand for the program.

### *Impact on Academic and Extracurricular Offerings at Paul Robeson High School*

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Paul Robeson High School. That said, the availability of certain offerings at the school will inevitably be affected as the school serves fewer students each year until eventually it closes.

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

During the proposed phase-out, the DOE will build on our past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teacher practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students.
- Facilitating partnerships with community-based organizations to support youth development initiatives at the school.

Robeson High School offers four academic programs open to students through the High School Admissions Process: Academy of Finance, Academy of Information Technology, Virtual Enterprise/Entrepreneurship and New Media Technology. Students who are already enrolled in Robeson through those four programs would continue to have access to the academic classes they need to complete their program requirements.

Robeson is also in the third year of a 5 year Federal Small Learning Community grant. If this proposal is approved, Robeson will continue to be eligible for federal funding to support its Small Learning

Communities<sup>15</sup> for the remaining two years of the grant.

Robeson also offers four Career and Technical Education (CTE) Programs in career pathways that align with the four programs offered by Robeson thorough the High School Admissions process. Any student at a school that offers a CTE program may elect to participate in the course sequence by discussing his or her interest with a guidance a counselor. CTE programs that are approved by the state integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce. The four CTE programs at Robeson are as follows:

CTE program	Career Pathway
Academy of Finance	Business Finance
Academy of Information Technology	Information Support Services
New Media	Visual Arts
Entrepreneurship/Virtual Enterprise	Management

The Academy of Finance and Entrepreneurship/Virtual Enterprise programs have been approved by the City and State of New York to endorse the diplomas of students who complete these programs with a CTE certification. The Academy of Information Technology and New Media programs are still in development, meaning that students may be exposed to CTE content in classes, but the school has not yet gained approval to endorse diplomas with a CTE certification.<sup>16</sup>

Students currently participating in a CTE program would continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. There are 9 other CTE programs in the Business Finance pathway citywide, including 4 in Brooklyn. There are 9 other CTE programs in the Information Support Services pathway citywide, including 3 in Brooklyn. There are 22 other CTE programs in the Visual Arts pathway, including 5 in Brooklyn. Finally, there are 38 other CTE programs in the Management pathway citywide, including 10 in Brooklyn. The list of schools in the City that provide the same CTE pathways as Robeson can be found in Appendix B. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices and on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>

Robeson currently offers Collaborative Team Teaching, Self Contained and Special Education Teacher Support Services. It also has English as a Second Language program. English Language Learners at Robeson will continue to receive mandated services even as the school phases out. Students with disabilities will likewise to continue to receive mandated services in accordance with their Individualized Education Plans.

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

<sup>16</sup> If a program is “approved,” the CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification.

As a school identified as PLA, Robeson High School is eligible for School Improvement funds to support the Turnaround model. In most cases schools undergoing a Turnaround model must replace the principal and at least 50% of the staff. In New York State, the Turnaround model also allows for a school to be phased out and replaced by a new school over time.

If the DOE's proposal to phase-out Robeson and its proposal to co-locate 17K122 in K625 are approved, and if Robeson were selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between Robeson and 17K122, and will be available to support programs at both schools that will actively advance students towards graduation. (e.g. on-line credit recovery programs, additional youth development and guidance support to struggling students).

Robeson would continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Paul Robeson High School currently offers the following sports<sup>17</sup>:

PSAL Sports – Boys: Baseball, Basketball & JV Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, and Tennis.

PSAL Sports – Girls: Basketball, Bowling, Cross Country, Indoor Track, and Outdoor Track.

PSAL Sports – Co-ed: N/A

School Sports: Cheerleading and Step Team.

According to the High School Directory, Paul Robeson High School also offers the following extracurricular activities: Peer Mediation and Conflict Resolution, Youth Justice Center, Project Peace, School Work Program, Student Government, Debate Team, Ujima National Honor Society, Robotics Team, Peer Tutoring, Shakespeare Competition, Technology Squad, Choir, Jazz Band, Improvisational Theater, Spoken Word, Chess Club, Science Club, African Dance Art Club, and Photography Club.

It is again difficult to predict precisely how changes to these offerings might be implemented as decisions would rest with school administrators and would be made based on student interests and available resources. Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools located on the campus eligible to participate. If the proposals to phase out Robeson and co-locate 17K122 and the proposed re-siting of Academy for Health Careers are approved, we anticipate that sports and extracurricular opportunities would exist for current students at Robeson and the co-located schools on the Robeson campus.

Similarly, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. As the school phases out, current Robeson High School students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

The K625 building is functionally accessible, which means that a student who uses a wheelchair can, without difficulty, enter the building and access all relevant school programs and services including bathrooms, class-related laboratories, library, lunchroom, auditorium and gymnasium.

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<sup>17</sup> Sport offerings reflect the 2010-2011 Directory of High Schools. PSAL is the Public School Athletic League.

### *Impact on Community Partnerships at Paul Robeson High School*

Robeson currently has developed partnerships with several community organizations including Chase Bank, Al Vann, the NYC Police Department, the Intergeneration Council, the Advisory Board, and local businesses. These organizations provide opportunities for student internships, community service, and service learning. In addition, Paul Robeson High School works with the following community-based organizations: Citi Bank, Baileys Café, Crown Heights Mediation, New York Technical College, Brooklyn College, Global Kids, and Baruch College. Students participate in programs sponsored by these community-based organizations.

Those partnerships will continue to support current students as Robeson phases out, though it is possible that the nature and scope of those partnerships will change based on shifting need and resource availability as the school moves toward closure. The DOE will work with school staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period.

In the future, any new schools located on the K625 campus may establish relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. At the same time, some of those schools may work with community partners that currently support Robeson students. As appropriate, the DOE will work with any new schools on the K625 campus to introduce or enhance partnerships with the community organizations that currently support Robeson students.

### *Admissions Impact for Future High School Students*

In New York City, high school admissions are based on a citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. As noted earlier, Robeson students are enrolled in one of four academies. Robeson employs two different admissions policies to select students for its academies. The Academy of Finance and the Academy of Information Technology admit students via the “Screened” admissions process meaning that applicants are evaluated based on their academic grades, standardized test scores, attendance and punctuality. The Entrepreneurship and New Media Technology academies admit students via the “Educational Option” admissions process, which is designed to attract a wide range of academic performers. Each Educational Option program reserves certain proportion of seats for students who have high reading level scores, middle reading level scores, and low reading level scores. In Educational Option programs, half of the students are chosen from the applicant pool by the school administration and half are selected randomly from the applicant pool.

Both 17K122 and Academy for Health Careers have Limited Unscreened selection methods.

In New York City, the High School Admissions Process is a citywide choice process. Students who are in the eighth grade must participate and students who are first time ninth-graders have the option of participating to apply for a tenth grade seat in another school. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application.<sup>18</sup>

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<sup>18</sup> Each school that participates in the High School Admissions Process may have multiple programs that students to which students can apply. There are different selection criteria associated with each program. Details on the criteria for each selection method may be found in the High School Directory at a Borough Enrollment Center or on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

There are three rounds to the High School Admissions Process:

- **Specialized High School Round:** Students who took the Specialized High School Admissions Test and are eligible based on their score will receive their specialized high school offer and a regular high school match.
- **Main Round:** All eighth grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth grade students who want to apply to any of the new schools have the opportunity to complete a new high school application which supersedes the application that was submitted in December.
- **Supplementary Round:** Any student who is not matched in the Main Round has to complete a new high school application. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

High school admissions applications were due on December 3, 2010. Eighth graders from across the city could have listed any or all of the four other programs offered at Robeson among their twelve preferred choices on their admissions application. If this proposal is approved by the PEP, students who listed any of the program offerings at Robeson on their high school admissions applications would have the opportunity in February to submit a new application (New School Choice Form) with revised school rankings. This application would replace the previously submitted application and would be included as the student's application for the main round of the High School Admissions Process. New high schools designated to open throughout the city for the 2011-2012 school year will be available for these students to consider as well.

If this proposal is approved, and a student does not submit a new application, Robeson's programs would be removed from the student's existing list application before the Main Round match is executed. In this scenario, any school's programs ranked lower than those in programs at Robeson would essentially move up on the application. This may or may not impact the eventual match as the student might have been matched to a school ranked higher than Robeson on the application. However, if the student would have been matched to Robeson, he or she will instead be matched to the next-highest program listed on the application.

### *Admissions Impact for Future High School Students*

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographic of students it will need to serve as a result of a phase-out decision. As of the November 1<sup>st</sup> register, Robeson had a total of 43 new 9<sup>th</sup> grade admits. New 9<sup>th</sup> grade admits are made up of students who enter the school through two methods:

- High School Admissions Process
- "Over-the-counter" ("OTC") placement

Over-the-counter placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of three categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101).<sup>19</sup>

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

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

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

Screened programs (those that have academic criteria) which have a two year track record of not filling their enrollment projections through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered through referral<sup>20</sup>. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago.

Moreover, in Brooklyn, the number of schools that admit students during this period has increased from 125 to 142.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over the counter, the following analysis uses the data from the 2010-2011 school year to approximate future needs. At Robeson, the below provides an overview of how many students arrived through either the High School Admissions process vs. ‘over-the-counter’:

	High School Admissions Process	‘Over-the-Counter’
9th Grade	16	27

Additionally, Robeson admitted 45 OTC students in grades 10-12 as well<sup>21</sup>:

	‘Over-the-Counter’
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<sup>19</sup> Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

<sup>20</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over age and under-credited”).

<sup>21</sup> Some of the 10th grade new admits may have been through the High School Admissions Process for 10th grade students.

10th Grade	24
11th Grade	14
12th Grade	7

It is critical that the needs of all students – whether they arrive through the admissions process or over-the-counter – are met. Of the 16 9<sup>th</sup> grade students who were admitted through the High School Admissions process, 31% are students with disabilities and 6% are ELL. And of the 72 students who arrived ‘over-the-counter,’ 17% are students with disabilities and 7% are ELL.<sup>22</sup>

Robeson currently offers Collaborative Team Teaching, Self Contained classes and Special Education Teacher Support Services. It also has English as a Second Language program. English Language Learners at Robeson will continue to receive mandated services even as the school phases out. Students with disabilities will likewise to continue to receive mandated services in accordance with their Individualized Education Plans.

High school students with Individual Education Plans (IEPs) are placed in the school they would attend if they were not disabled. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

As indicated previously, the LYFE program in Building K625 would continue to operate in the building as Robeson phases out. Once Robeson’s phase-out is complete, the LYFE program is expected to remain in the building and will continue to provide services to pregnant and parenting students as long as there is a need and demand for the program. The chart below offers a list of other schools/campuses in Brooklyn that also house LYFE programs<sup>23</sup>:

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<sup>22</sup> Students with disabilities as percentage of total students from the 2010 Unaudited Register on November 1, 2010. This count does not include SETSS or students receiving speech or language services. English Language Learner students as percentage of total students from the 2010 Unaudited Register on November 1, 2010.

<sup>23</sup> Schools without a selection method currently do not accept 9<sup>th</sup> graders for one of several reasons: some of the schools are phasing out, some schools serve students through 8<sup>th</sup> grade only and do not serve high school students, and some schools contain only GED or adult education programs.

Building ID	Building Name	Building Address	LYFE Hours of Operation	School Organizations in the Building	DBN	Selection Method <sup>1</sup>
K480	Bushwick Educational Campus	400 Irving Ave. Brooklyn, NY 11237	8:00 am- 3:00 pm	Academy for Environmental Leadership	32K403	Limited Unscreened
				Bushwick School for Social Justice	32K549	Limited Unscreened
				Academy of Urban Planning	32K552	Limited Unscreened
K871	COMM SCHL COMP ED	67-69 Shermerhorn St. Brooklyn, NY 11201	7:50 am- 3:50 pm	Downtown Brooklyn Access GED	79K926	N/A
K458	BOYS HS (OLD)	832 Marcy Avenue Brooklyn, NY 11225	8:00 am- 3:00 pm	Brooklyn Academy HS	13K553	Transfer School
				Bedford Stuyvesant Preparatory HS	13K575	Transfer School
K440	Prospect Heights HS Campus	883 Classon Avenue Brooklyn, NY 11225	8:00 am- 3:30 pm	International HS at Prospect Heights	17K524	Screened
				HS for Global Citizenship	17K528	Limited Unscreened
				Brooklyn Academy of Science and the Environment	17K547	Limited Unscreened
				Brooklyn School for Music and Theatre	17K548	Audition
K894	EBC/ENY High School for Public Safety and Law	1495 Herkimer Street Brooklyn, NY 11233	8:10 am- 3:08 pm	Aspirations HS	23K646	Transfer School
				EBC/ENY High School for Public Safety and Law	23K645	Educational Option
K450	Grand Street Campus	850 Grand Street Brooklyn, NY 11211	8:00 am- 2:50 pm	Progress HS for Professional Careers	14K474	Educational Option
				The School for Legal Studies	14K477	Educational Option
				The HS for Enterprise, Business and Technology	14K478	Educational Option, Screened
K420	Franklin K. Lane Educational Campus	999 Jamaica Avenue Brooklyn, NY 11208	7:30 am- 4:30 pm	Multicultural HS	19K583	Screened
				Academy of Innovative Technology	19K618	Limited Unscreened
				Brooklyn Lab School	19K639	Limited Unscreened
				Cypress Hills Collegiate Preparatory HS	19K659	Limited Unscreened
K485	High School of Telecommunication, Arts & Technology	350 67 <sup>th</sup> Street Brooklyn, NY 11220	8:05 am- 2:25 pm	HS of Telecommunications, Arts & Technology	20K485	Educational Option
K625	Paul Robeson HS	150 Albany Avenue Brooklyn, NY 11213	8:00 am- 3:40 pm	Paul Robeson HS for Business & Technology	17K625	Educational Option, Screened

Attached, as Appendix A, there is a list of schools Brooklyn with programs in the same “Interest Area” as the four programs (Academy of Finance, Academy of Information Technology, Virtual Enterprise/Entrepreneurship, New Media Technology) currently offered at Robeson High School through the High School Admissions Process. In addition, the percent of special education students and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

A full list of City high schools is available in the New York City High School Directory, which is available in print on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

**B. Schools**

In 2010-2011, Paul Robeson High School is projected to enroll 651<sup>24</sup> students. If this proposal is approved, Robeson would phase out gradually, but many of the seats lost as a result of that phase-out would be replaced through the creation of a new high school, 17K122 on the K625 campus, as well as new high schools elsewhere in Brooklyn and throughout the city.

The overall proposal for the K625 building includes the phase-out of Robeson, the co-location of a new high school, 17K122, and the re-siting and co-location of Academy for Health Careers. When the proposed co-located schools complete their respective expansions, they would serve students in grades 9-12. 17K122 would phase in gradually, adding one grade annually, beginning with grade 9 in 2011-2012 until it reaches full scale serving approximately 400-450 students during the 2014-2015 school year. At that point, Robeson would have completed its phase-out. The re-locating school, Academy for Health Careers, would move and would serve 400-450 students at scale. In 2014-2015, once the proposed phase-out of Robeson is complete and the two new schools have completed phasing in, the projected utilization of the building would be 81%<sup>25</sup>, which would represent a total building enrollment range of 800-900. This means that K625 has adequate capacity to accommodate the students at Robeson as it phases out, as well as the full expansion of the new schools separately proposed to phase into the facility.

The table below outlines the projected enrollment ranges for the schools in K625 as Robeson phases out and the other schools phase in.<sup>26</sup>

School Name	Enrollment				High School Admissions Process Selection Criteria
	2011-12	2012-13	2013-14	2014-15	
<b>17K122</b>	100-125	200-225	300-325	400-450	Limited Unscreened
<b>Paul Robeson High School</b>	400-500	275-325	100-150	N/A	Educational Option; Screened
<b>Academy for Health</b>	150-200	300-325	400-450	400-450	Limited Unscreened

<sup>24</sup> 2010-2011 Enrollment Projection.

<sup>25</sup> Based on enrollment at scale compared to 2009-2010 target building utilization.

<sup>26</sup> As all of the schools in K625 besides Jamaica are currently phasing in, the ranges reflect their expected enrollment. For 28Q310, the school is currently underenrolled, so while it will reach full scale in 2012-2013, we expect that it may take until 2014-2015 for the school to serve the expected number of students per grade.

<b>Careers</b>					
<b>Total</b>	650-825	775-875	800-825	800-900	

Under this scenario, K625 would enroll approximately 800-900 students 9-12 in 2014-2015.

If this proposal is approved, there would be sufficient space to accommodate students at Robeson, 17K122 and Academy for Health Careers pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period in which Robeson phases out. Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. 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.

All schools receive a baseline of the approximate equivalent of 2 full size classrooms for student support services and resource rooms.<sup>27</sup> Additionally, all schools receive a baseline of the approximate equivalent of 1 full size classroom and 1 half size classroom for administrative services.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE in November 2010, there are 52 full-size instructional spaces, 2 science labs and 5 science demonstration rooms which equal 59 full-size spaces. There are also 9 half-sized rooms in K625, all of which are allocated to Paul Robeson High School, except for 1 room, which is allocated to the LYFE program. Based on current enrollment, the baseline footprint

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<sup>27</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 half size classrooms, etc.

allocation for Robeson is for 29 full-size instructional spaces. Thus, Robeson currently is using 30 additional rooms over footprint. As Robeson phases out, additional space will be become available for the two schools the DOE proposes to co-locate on the K625 campus. 17K122 and Academy of Health Careers will both be allocated a baseline of 16 full-size classrooms when operating at full scale. They would also be allocated resource rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

If this phase-out proposal and the co-location proposals are approved, in the first year of the implementation of this plan, Robeson would be allocated a baseline of 20 full-size rooms based on its projected enrollment of 400-500 students. 17K122 will be allocated a baseline of 4 full-size instructional classrooms in 2011-2012. Academy for Health Careers would be allocated a baseline of 8 rooms in 2011-2012. This represents 32 rooms, and thus there is adequate space in K625 for all schools in 2011-2012 and throughout the phase-out period for Robeson.

The table below outlines the baseline number of full-size rooms that each school should be allocated based on the enrollment through the course of the phase-out of Robeson and phase-in of other schools.

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Paul Robeson High School	29	20	12	6	N/A
17K122	N/A	4	8	12	16
Academy for Health Careers	N/A	8	12	16	16
Total	29	32	32	34	32

There are no capital improvements planned for the building at this time.

### C. Community

This proposal addresses the educational needs of the Paul Robeson High School community:

- Robeson has struggled for years to provide a high quality education to its students. The DOE has offered considerable support to the school, but despite these efforts, Kennedy’s performance continues to be low. As a result, there is a great need to provide better options for students and their families. Under this proposal, Robeson will eventually close, but students in the community will continue to be served by new educational options that better support their learning needs.
- In 2009-2010, the building in which Robeson is located, K625 has the capacity to serve 1,112 students. Based on the 2009 register, building K625 had a 2009-2010 target utilization rate of 91% percent of target capacity.<sup>28</sup> Currently, Robeson is projected to enroll 651 students, which would yield a 2010-2011 utilization rate of 58%,<sup>29</sup> which means that the building is under-utilized. The underutilization of

<sup>28</sup> Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) includes students categorized as “Long Term Absences” (“LTAs”), whereas these building enrollment numbers do not. These are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

<sup>29</sup> Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to

Building K625 is related to low student demand for places at Robeson. Enrollment at Robeson has declined sharply in recent years, dropping from 1,049 students in 2008-2009 to just 651 students in 2010-2011. This represents a decline of 38% in the number of students served in just a two-year period.

Phasing out Robeson allows the DOE to create better options for students and their families. Local students would be able to consider other new high schools, including those that are being planned for the K625 campus that will better serve their educational needs. As noted elsewhere in this document, taken collectively with ongoing utilization changes in Building K625, the proposal to phase out Robeson is not expected to yield a net loss of seats.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a District or individual building basis. In Brooklyn, there are 91,483 high school seats and 80,070 students enrolled in high schools. Thus, the borough has the capacity to serve more students in its schools than are currently attending high school in Brooklyn.

This year, in addition to Robeson, the DOE is proposing to phase out another high school in Brooklyn, Metropolitan Corporate Academy (MCA). Based on the November 1st, 2010 enrollment register, MCA and Paul Robeson High School are serving a combined total of 67 new 9th grade students. The DOE intends to utilize the space in these two buildings as MCA and Paul Robeson High School begin to phase out to create new options that will better serve those communities.

In K806, where MCA is currently located, the DOE will either phase in a new school or re-site an existing school for the 2012-2013 school year. The DOE will not propose to phase in or re-site any school in K806 for the 2011-2012 school year. Any future proposal to co-locate a new school in an existing building in Brooklyn would be described in an Educational Impact Statement and would require approval by the PEP prior to implementation.

As discussed above, in K625, where Paul Robeson High School is currently located, the DOE is proposing to co-locate and phase in one new school. If this co-location proposal (which will be the subject of a separate, forthcoming EIS) is approved, the new school, 17K122, will open with a 9<sup>th</sup> grade cohort of approximately 100-125 students. These new seats alone will offset the combined number of lost seats from the proposed phase-outs of MCA and Robeson. 17K122 will have a Limited Unscreened admission selection method.

Additionally, the DOE will also propose to re-site an existing school, Academy for Health Careers, and co-locate it in the K625 building beginning in the 2011-2012 school year. The Academy of Health Careers is a high school that currently serves 83 9<sup>th</sup> grade students with a Limited Unscreened selection method. That proposal will be outlined in a separate Educational Impact Statement that will be released by the DOE in the coming weeks.

Attached, as Appendix A, there is a list of schools in Brooklyn with programs in the same “Interest Area” as the four programs at Robeson. Robeson’s Academy of Finance and Virtual Enterprise/Entrepreneurship programs fall within the Business Interest Area. The Academy of Information Technology and New Media Technology Programs fall within the Communications Interest Area. There are 9 high school programs elsewhere in Brooklyn that also fall within the Business Interest Area and 6 programs that fall within the Communications Interest Area. Students may apply to any of these programs through the High School Admissions Process. The list of these schools in Appendix A includes the percentage of the total school population that is comprised of special education students and English Language Learners. This information is intended to allow families better understand the demographics at other schools offering comparable academic programs. Families can use this information to help determine the appropriateness of other options.

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assess the amount of available space in the building.

In addition, detailed information about all City high schools is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at Building K625.

#### IV. Enrollment, Admissions and School Performance Information

The school affected by this proposal is Paul Robeson High School, located in the K625 building, in Brooklyn, NY.

##### *Paul Robeson High School*

###### Admissions Data

<b>Current Admissions</b>	High School Admissions Process Selection Method: Screened, Educational Option
<b>Admissions after Phase-out Proposal in 2011-2012</b>	N/A

###### Enrollment Data

<b>Current Grades Served</b>	9
<b>Projected 2010-2011 Enrollment</b>	651
<b>Grades Served in 2011-2012</b>	9-10
<b>Projected 2011-2012 Enrollment</b>	400-500
<b>Grades Served in 2012-2013</b>	9-11
<b>Projected 2012-2013 Enrollment</b>	375-325
<b>Grades Served in 2013-2014</b>	9-12
<b>Projected 2013-2014 Enrollment</b>	100-150
<b>Grades Served in 2014-2015</b>	N/A
<b>Projected 2014-2015 Enrollment</b>	N/A

###### Demographic Data

<b>Percentage Students with Individual Education Plan<sup>30</sup></b>	19%
<b>Percentage Students Receiving CTT or SC services<sup>31</sup></b>	11%
<b>Percentage English Language Learner Students<sup>32</sup></b>	3%

<sup>30</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>31</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>32</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

Percentage of Students Eligible for Free or Reduced Lunch <sup>33</sup>	91%
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School Performance Data

Paul Robeson High School <sup>34</sup>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	C
Quality Review Score	WD	P	
<b>Graduation Data</b>			
Four-Year Graduation Rate	57%	40%	50%
Four-Year Regents Diploma Rate	20%	11%	24%
Six-Year Graduation Rate	59%	69%	69%
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	51%	58%	66%
Attendance Rate	72%	69%	76%
<b>2010-2011 State Accountability Status</b>			
Restructuring (year 2) - Comprehensive			

17K122

Admissions Data

Current Admissions	N/A
Admissions after Phase-in Proposal in 2011-2012	High School Admissions Process Selection Method: Screened, Educational Option

Enrollment Data

Current Grades Served	N/A
Projected 2010-2011 Enrollment	N/A
Grades Served in 2011-2012	9
Projected 2011-2012 Enrollment	100-125
Grades Served in 2012-2013	9-10
Projected 2012-2013 Enrollment	200-225

<sup>33</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

<sup>34</sup> All data from 2009-2010 Progress Report

<b>Grades Served in 2013-2014</b>	9-11
<b>Projected 2013-2014 Enrollment</b>	300-325
<b>Grades Served in 2014-2015</b>	9-12
<b>Projected 2014-2015 Enrollment</b>	400-450

Demographic Data

Demographic data is unavailable for schools that have not yet begun to phase in.

School Performance Data

School performance data is unavailable for schools that have not yet begun to phase in.

*Academy of Health Careers*

Admissions Data

<b>Current Admissions</b>	High School Admissions Process Admissions Method: Screened, Educational Option
<b>Admissions after Phase-in Proposal in 2011-2012</b>	High School Admissions Process Admissions Method: Screened, Educational Option

Enrollment Data

<b>Current Grades Served</b>	9
<b>Projected 2010-2011 Enrollment</b>	N/A
<b>Grades Served in 2011-2012</b>	9-10
<b>Projected 2011-2012 Enrollment</b>	150-200
<b>Grades Served in 2012-2013</b>	9-11
<b>Projected 2012-2013 Enrollment</b>	300-325
<b>Grades Served in 2013-2014</b>	9-12
<b>Projected 2013-2014 Enrollment</b>	400-450
<b>Grades Served in 2014-2015</b>	9-12
<b>Projected 2014-2015 Enrollment</b>	400-450

Demographic Data

Demographic data is unavailable for schools that have not yet begun to phase in.

School Performance Data

Demographic data is unavailable for schools that have not yet begun to phase in.

## V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Robeson roster as the phase-out is implemented, the school is expected to receive approximately \$4,181 less in base per pupil funding annually. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

Robeson also receives money through the Carl D. Perkins Vocational and Technical Education Act (VTEA). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high skill, high wage, and high demand careers. As VTEA funds are funded on a per pupil basis, as Robeson phases out, the school would lose some of their additional funding to support the CTE program development as the enrollment declines.

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

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language Learner they enrolled. In high schools, these supplemental funds are awarded to support English Language Learners, students with disabilities, and students who are performing below grade level upon enrollment. If students fall into more than one of those categories, the school receives supplemental funds in accordance with all of those students' needs. It is difficult to project the impact of this proposal on the total supplemental funding that Robeson will receive because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools citywide, Robeson may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Robeson is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans (IEPs). Even as Robeson is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher

Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available.

In addition, schools with approved CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (VTEA). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high skill, high wage, high demand careers. As VTEA funds are funded on a per pupil basis, as Robeson phases out, the school would lose some of their additional funding to support the CTE program development as the enrollment declines.

All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

Costs related to the proposal to open 17K122 will be included in a separate, new school EIS.

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

### A. Personnel Needs

All administrative staff, teachers, and non-pedagogical positions at Robeson will be excessed over the course of the phase-out.<sup>35</sup> This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

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

It is also important to understand that the students who would otherwise have enrolled in Paul Robeson will now be enrolled in other City high schools, and those schools might need to hire additional staff. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

### B. Cost of Instruction

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<sup>35</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Robeson roster as the phase out is implemented, the school is expected to receive approximately \$4,181.81 less in base per pupil funding annually. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

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

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language learner they enrolled. In high schools, these supplemental funds are awarded to support English language learners, special education students, and students who are performing below grade level upon enrollment. If students fall into more than one of those categories, the school receives supplemental funds in accordance with *all* of those students' needs. It is difficult to project the impact of this proposal on the total supplemental funding that Robeson High will receive because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools citywide, Paul Robeson High School may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Robeson is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individual Education Plans (IEP). Even as Robeson is phased out, funding will continue to be provided to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available.

All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

Costs related to the proposal to open 17K122 will be included in the separate, new school EIS. This EIS can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>

### C. Administration

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

### D. Transportation

Transportation will be provided according to Chancellor’s regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Paul Robeson High School as a result of this proposal.

### E. Other Support Services

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

## VII. Building Information

<b>Type of Building</b>	High School
<b>Year Built</b>	1904
<b>Overall BCAS rating</b>	2.38
<b>2009-2010 Target Utilization</b>	K625: 91%
<b>2009-2010 Target Capacity</b>	K625: 1,112
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$9,585.15 <b>Materials:</b> \$7,661.40 <b>Maintenance and Repair Contracts:</b> \$48,900.12 <b>Custodial Operations Costs—Materials:</b> \$12,142.82 <b>Custodial Operations Costs—Custodial Allocation:</b> \$326,576.13
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$240,245.00 <b>Gas:</b> \$95,583.00 <b>Oil:</b> N/A
<b>Projects completed during the current or prior school year</b>	N/A
<b>Projects proposed in the capital plan</b>	No projects identified
<b>Accessibility of the building</b>	Fully programmatic accessible
<b>Building attributes</b>	Art room, Computer rooms(CR's) Library, Multi-purpose room, Science labs (CR's)

APPENDIX A  
Interest Area: Business

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Target Seats	2010 Applicants	Program Name	Interest Area	Admissions Method
Brooklyn	Academy of Business and Community Development	13K336	141 MACON STREET BROOKLYN NY	230	592	35%	11%	2%	81	153		Academy of Business and Community Development (ABCD) for Young Men	Business	Limited Unscreened
Brooklyn	PROGRESS High School for Professional Careers	14K474	850 GRAND STREET BROOKLYN NY	1019	1039	94%	8%	17%	44	498	B	Business and Entrepreneurial Studies	Business	Educational Option
Brooklyn	PROGRESS High School for Professional Careers	14K474	850 GRAND STREET BROOKLYN NY	1019	1039	94%	8%	17%	44	498	B	Bilingual Spanish Business and Entrepreneurial Studies	Business	Educational Option
Brooklyn	PROGRESS High School for Professional Careers	14K474	850 GRAND STREET BROOKLYN NY	1019	1039	94%	8%	17%	44	498	B	General Business & Technology	Business	Educational Option
Brooklyn	The High School for Enterprise, Business and Technology	14K478	850 GRAND STREET BROOKLYN NY	953	820	108%	9%	11%	80	864	A	Business & Finance	Business	Educational Option
Brooklyn	The Brooklyn Academy of Global Finance	16K688	125 STUYVESANT AVENUE BROOKLYN NY	150	136	74%	11%	2%	108	324		Brooklyn Academy of Global Finance	Business	Limited Unscreened
Brooklyn	International Arts Business School	17K544	600 KINGSTON AVENUE BROOKLYN NY	464	725	66%	9%	4%	34	369	C	Business	Business	Limited Unscreened
Brooklyn	Franklin Delano Roosevelt High School	20K505	5800 20 AVENUE BROOKLYN NY	3454	2624	133%	8%	41%	150	1174	B	Business Careers/Computer Technology	Business	Educational Option
Brooklyn	Sheepshead Bay High School	22K495	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	68	144	C	Medical Billing and Coding	Business	Educational Option

APPENDIX A  
Interest Area: Communications

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Target Seats	2010 Applicants	Program Name	Interest Area	Admissions Method
Brooklyn	Benjamin Banneker Academy	13K670	71-77 CLINTON AVENUE BROOKLYN NY	833	1027	81%	2%	0%	60	961	B	Media Communication	Communications	Screened
Brooklyn	Secondary School for Journalism	15K463	237 7 AVENUE BROOKLYN NY	394	680	65%	6%	16%	125	314	B	Secondary School for Journalism	Communications	Screened
Brooklyn	W. H. Maxwell Career and Technical Education High School	19K660	145 PENNSYLVANIA AVENUE BROOKLYN NY	764	1028	94%	15%	4%	66	145	B	Communications Media/Broadcasting Journalism	Communications	Educational Option
Brooklyn	Edward R. Murrow High School	21K525	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	690	6413	A	Communication Arts	Communications	Educational Option
Brooklyn	Edward R. Murrow High School	21K525	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	690	6413	A	Bilingual Chinese Communication Arts	Communications	Educational Option
Brooklyn	Edward R. Murrow High School	21K525	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	690	6413	A	Bilingual Spanish Communication Arts	Communications	Educational Option

Sources:	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity (Org Capacity)	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization (Org Util)	School Utilization in 2009-2010 from the School Utilization Report ("Blue Book")
% Special Education (SE)	Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
Progress Report	Progress Report Grade
2010 Seat Target	Program Seat Target for September 2010
2010 Applicants	Program Applicants for September 2010
Admissions Method	Process by which students are admitted to the school

APPENDIX B  
Alternative CTE Programs: Business Finance

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Visual Arts	Illustration and Graphic Design	Approved	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
07X655	Bronx	Samuel Gompers Career and Technical Education High School	SAMUEL GOMPERS VOC HS	Visual Arts	Computer Aided Design	Expired June 2010	455 SOUTHERN BLVD BRONX NY	842	1348	81%	18%	16%	C	Educational Option, Screened
07X655	Bronx	Samuel Gompers Career and Technical Education High School	SAMUEL GOMPERS VOC HS	Visual Arts	Desktop Publishing	Approved	455 SOUTHERN BLVD BRONX NY	842	1348	81%	18%	16%	C	Educational Option, Screened
11X418	Bronx	Bronx High School for Visual Arts	BRONX HIGH SCHOOL FOR THE VISUAL ARTS	Visual Arts	Graphic Design	In development	2040 ANTIN PL BRONX NY	427	460	88%	12%	4%	B	Limited Unscreened
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	GEORGE WESTINGHOUSE VOC HS	Visual Arts	Multimedia and Internet Technology	Under review	105 JOHNSON STREET BROOKLYN NY	944	1448	67%	11%	2%	D	Screened
16K455	Brooklyn	Boys and Girls High School	BOYS & GIRLS HS	Visual Arts	Digital Print Media	In development	1700 FULTON STREET BROOKLYN NY	1999	3619	63%	15%	2%	C	Screened, Zoned
19K618	Brooklyn	Academy of Innovative Technology	FRANKLIN K. LANE HS	Visual Arts	Web Design	In development	999 JAMAICA AVENUE BROOKLYN NY	305	187	110%	11%	17%		Limited Unscreened
19K660	Brooklyn	William Maxwell Career and Technical Education High School	WILLIAM MAXWELL CTE HS	Visual Arts	Apparel Technology	In development	145 PENNSYLVANIA AVENUE BROOKLYN NY	764	1028	94%	15%	4%	B	Educational Option
21K620	Brooklyn	William E. Grady Career and Technical Education High School	WILLIAM E. GRADY VOC HS	Visual Arts	Media Arts	In development	25 BRIGHTON 4TH ROAD BROOKLYN NY	1201	1529	89%	15%	3%	D	Educational Option, Screened
24Q550	Queens	High School for Arts and Business	HS FOR ARTS AND BUS.	Visual Arts	Graphic and Commercial Arts	In development	105-25 HORACE HARDING EXPY N QUEENS NY	794	574	133%	6%	14%	A	Educational Option

APPENDIX B  
Alternative CTE Programs: Information Support Services

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
02M520	Manhattan	Murry Bergtraum High School for Business Careers	MURRY BERGTRAUM HS (ECF)	Information Support Services	Economics and Finance	In Development	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	Educational Option
08X405	Bronx	Herbert H Lehman High School	HERBERT H. LEHMAN HS	Information Support Services	Information Technology	Under review	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	Educational Option, Zoned
09X365	Bronx	Academy for Language and Technology	I.S. 232	Information Support Services	Academy of Information Technology	Under review	1700 MACOMBS ROAD BRONX NY	364	120	252%	0%	91%		Screened
10X368	Bronx	In Tech Academy	M.S./H.S. 368	Information Support Services	Information Technology/Virtual Enterprise	In development	2975 TIBBETT AVENUE BRONX NY	1120	945	114%	7%	15%	B	Screened
10X660	Bronx	Grace Dodge Career and Technical Education High School	GRACE H. DODGE VOC HS	Information Support Services	Academy of Information Technology	In development	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	Educational Option, Screened
13K674	Brooklyn	City Polytechnic High School of Engineering, Architecture and Technology	GEORGE WESTINGHOUSE VOC HS	Information Support Services	Academy of Information Technology	In development	105 JOHNSON STREET BROOKLYN NY	246	205	60%	7%	7%		Limited Unscreened
16K455	Brooklyn	Boys and Girls High School	BOYS & GIRLS HS	Information Support Services	Virtual Enterprise	In Development	1700 FULTON STREET BROOKLYN NY	1999	3619	63%	15%	2%	C	Screened, Zoned
22K425	Brooklyn	James Madison High School	JAMES MADISON HS	Information Support Services	Academy of Information Technology	In development	3787 BEDFORD AVENUE BROOKLYN NY	3173	2288	144%	8%	10%	B	Screened, Zoned
24Q485	Queens	Grover Cleveland High School	GROVER CLEVELAND HS	Information Support Services	Academy of Information Technology	In development	21-27 HIMROD STREET QUEENS NY	2465	2281	117%	6%	23%	B	Educational Option, Limited Unscreened, Zoned

APPENDIX B  
Alternative CTE Programs: Management

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M316	Manhattan	Urban Assembly School of Business for Young Women	M282	Management	Virtual Enterprise	In Development	26 BROADWAY NEW YORK NY	376	492	71%	8%	6%	B	Limited Unscreened
02M392	Manhattan	Manhattan Business Academy	BAYARD RUSTIN EDUCATIONAL COMP	Management	Entrepreneurship/ Virtual Enterprise	In Development	351 WEST 18 STREET MANHATTAN NY	214	148	82%	15%	7%		Limited Unscreened
02M393	Manhattan	Business of Sports School	HS OF GRAPHIC COMMUNICATION ARTS	Management	Entrepreneurship and Business Management	In Development	439 WEST 49TH STREET MANHATTAN NY	212	80	129%	16%	9%		Limited Unscreened
02M489	Manhattan	High School of Economics and Finance	HS FOR ECONOMICS & FINANCE - M	Management	Virtual Enterprise	In Development	100 TRINITY PLACE MANHATTAN NY	811	716	115%	7%	6%	C	Educational Option
02M520	Manhattan	Murry Bergtraum High School for Business Careers	MURRY BERGTRAUM HS (ECF) - M	Management	Economics and Finance	In Development	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	Educational Option
02M529	Manhattan	Jacqueline Kennedy Onassis High School	J. K. ONASSIS HS FOR INT CAREERS	Management	Entrepreneurship/ Virtual Enterprise	In Development	120 WEST 46 STREET MANHATTAN NY	712	565	125%	8%	8%	B	Educational Option
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS (TNDEM M059)	Management	Virtual Enterprise	In Development	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
03M299	Manhattan	High School for Arts, Imagination & Inquiry	MARTIN LUTHER KING, JR. HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	122 AMSTERDAM AVENUE MANHATTAN NY	403	350	121%	11%	16%	B	Limited Unscreened
03M494	Manhattan	High School of Arts and Technology	MARTIN LUTHER KING, JR. HS	Management	Virtual Enterprise	In Development	122 AMSTERDAM AVENUE MANHATTAN NY	608	732	81%	11%	8%	B	Educational Option
08X405	Bronx	Herbert H Lehman High School	HERBERT LEHMAN HS H.	Management	Entrepreneurship/ Virtual Enterprise	Under review	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	Educational Option, Zoned

APPENDIX B  
Alternative CTE Programs: Management

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
09X412	Bronx	Bronx High School for Business	WILLIAM H. TAFT HS	Management	Business and Administrative Services Career Area	In Development	240 EAST 172 STREET BRONX NY	440	508	87%	11%	18%	C	Educational Option
10X433	Bronx	High School for Teaching and the Profession	WALTON HS	Management	Entrepreneurship/Virtual Enterprise	In Development	2780 RESERVOIR AVENUE BRONX NY	465	634	76%	9%	17%	A	Limited Unscreened
10X440	Bronx	DeWitt Clinton High School	DEWITT CLINTON HS	Management	Entrepreneurship/Virtual Enterprise	In Development	100 WEST MOSHOLU PARKWAY SOUTH BRONX NY	4421	3450	129%	10%	21%	C	Educational Option, Screened
10X475	Bronx	John F. Kennedy High School*	JOHN F. KENNEDY HS	Management	Entrepreneurship/Virtual Enterprise	In Development	99 TERRACE VIEW AVENUE BRONX NY	1164	1770	73%	15%	22%	D	Limited Unscreened
10X660	Bronx	Grace Dodge Career and Technical Education High School	GRACE H. DODGE VOC HS	Management	Entrepreneurship/Virtual Enterprise	In Development	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	15%	16%	D	Educational Option, Screened
11X270	Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	I.S./H.S. 362	Management	Entrepreneurship/Virtual Enterprise	In Development	921 EAST 228TH STREET BRONX NY	608	612	102%	10%	4%	C	Limited Unscreened
13K336	Brooklyn	Academy of Business and Community Development	I.S. 258 - BROOKLYN	Management	Virtual Enterprise	In Development	141 MACON STREET BROOKLYN NY	230	592	35%	11%	2%		Limited Unscreened
13K499	Brooklyn	Acorn Community School	ACORN COMMUNITY HS	Management	Business and New Media	In Development	561 GRAND AVENUE BROOKLYN NY	752	673	103%	12%	4%	A	Educational Option

\* Please note that a proposal to phase out John F. Kennedy High School after the 2010-2011 school year will be considered by the Panel for Educational Policy on February 3, 2011.

APPENDIX B  
Alternative CTE Programs: Management

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
14K610	Brooklyn	Automotive High School	AUTOMOTIVE TRADES VOC HS	Management	Auto Business	In Development	50 BEDFORD AVENUE BROOKLYN NY	900	993	99%	12%	6%	C	Educational Option
16K455	Brooklyn	Boys and Girls High School	BOYS & GIRLS HS	Management	Virtual Enterprise	In Development	1700 FULTON STREET BROOKLYN NY	1999	3619	63%	15%	2%	C	Screened, Zoned
20K490	Brooklyn	Fort Hamilton High School	FORT HAMILTON HS	Management	Entrepreneurship/Virtual Enterprise	Under review	8301 SHORE ROAD BROOKLYN NY	4380	2752	130%	9%	21%	B	Audition, Screened, Zoned
21K348	Brooklyn	High School of Sports Management	LAFAYETTE HS	Management	Virtual Enterprise	In Development	2630 BENSON AVENUE BROOKLYN NY	346	508	69%	13%	3%	B	Limited Unscreened
21K410	Brooklyn	Abraham Lincoln High School	ABRAHAM LINCOLN HS	Management	Entrepreneurship/Virtual Enterprise	In Development	2800 OCEAN PARKWAY BROOKLYN NY	2653	2048	124%	9%	17%	C	Educational Option, Audition, Screened, Zoned
21K410	Brooklyn	Abraham Lincoln High School	ABRAHAM LINCOLN HS	Management	Pre-Veterinary	In Development	2800 OCEAN PARKWAY BROOKLYN NY	2653	2048	124%	9%	17%	C	Educational Option, Audition, Screened, Zoned
21K525	Brooklyn	Edward R. Murrow High School	EDWARD R. MURROW HS	Management	Entrepreneurship/Virtual Enterprise	In Development	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	A	Educational Option, Audition
22K495	Brooklyn	Sheepshead Bay High School	SHEEPSHEAD BAY HS	Management	Virtual Enterprise	In Development	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	Educational Option, Zoned
24Q264	Queens	Academy of Finance & Enterprise	QUEENS HIGH SCHOOL COMPLEX	Management	Entrepreneurship/Virtual Enterprise	In Development	30-20 THOMSON AVENUE QUEENS NY	426	377	105%	5%	8%	A	Limited Unscreened
24Q550	Queens	High School for Arts and Business	HS FOR ARTS AND BUS.	Management	Entrepreneurship/Virtual Enterprise	Approved	105-25 HORACE HARDING EXPY N QUEENS NY	794	574	133%	6%	14%	A	Educational Option
25Q460	Queens	Flushing High School	FLUSHING HS	Management	Virtual Enterprise	In Development	35-01 UNION STREET QUEENS NY	3077	2124	129%	7%	24%	C	Educational Option, Zoned

APPENDIX B  
Alternative CTE Programs: Management

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
27Q480	Queens	John Adams High School	JOHN ADAMS HS	Management	Entrepreneurship/Virtual Enterprise	In Development	101-01 ROCKAWAY BOULEVARD QUEENS NY	3351	2932	111%	9%	14%	B	Educational Option, Zoned
28Q440	Queens	Forest Hills High School	FOREST HILLS HS	Management	Entrepreneurship/Virtual Enterprise	In Development	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	Educational Option, Audition, Screened, Zoned
28Q505	Queens	Hillcrest High School	HILLCREST HS	Management	Virtual Enterprise	In Development	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	Educational Option, Audition, Screened, Zoned
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Management	Microsoft Office Specialist	In Development	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened
29Q496	Queens	Business, Computer Applications, Entrepreneurship Magnet	CAMPUS MAGNET HS	Management	Entrepreneurship/Virtual Enterprise	In Development	207- 01 116TH AVENUE QUEENS NY	365	520	92%	7%	3%	D	Educational Option
30Q445	Queens	William Cullen Bryant High School	WILLIAM CULLEN BRYANT HIGH SCHOOL	Management	Entrepreneurship/Virtual Enterprise	Approved	48-10 31 AVENUE QUEENS NY	3056	2845	109%	8%	20%	C	Screened, Zoned
30Q555	Queens	Newcomers High School	NEWCOMERS HIGH SCHOOL	Management	E-Commerce/Virtual Enterprise	Under review	28-01 41 AVENUE QUEENS NY	1054	894	102%	0%	91%	A	Screened
31R440	Staten Island	New Dorp High School	NEW DORP HS	Management	Entrepreneurship/Virtual Enterprise	Approved	465 NEW DORP LANE STATEN ISLAND NY	2492	3374	68%	8%	5%	A	Educational Option, Screened, Zoned
31R445	Staten Island	Port Richmond High School	PORT RICHMOND HS	Management	Entrepreneurship/Virtual Enterprise	In Development	85 ST JOSEPHS AVENUE STATEN ISLAND NY	2291	2197	101%	10%	5%	B	Educational Option, Screened, Zoned
31R455	Staten Island	Tottenville High School	TOTTENVILLE HS	Management	E-Commerce/Virtual Enterprise	In Development	100 LUTEN AVENUE STATEN ISLAND NY	3841	3491	111%	7%	2%	B	Educational Option, Limited Unscreened, Screened, Zoned

APPENDIX B  
Alternative CTE Programs: Visual Arts

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M460	Manhattan	Washington Irving	WASHINGTON IRVING HS	Visual Arts	Web Design	In development	40 IRVING PLACE NEW YORK NY	1261	2117	70%	10%	20%	C	Educational Option, Screened
02M600	Manhattan	High School of Fashion Industries	FASHION INDUSTRIES VOC HS	Visual Arts	Fashion Design	In development	225 WEST 24 STREET MANHATTAN NY	1641	1901	88%	6%	3%	A	Audition
02M600	Manhattan	High School of Fashion Industries	FASHION INDUSTRIES VOC HS	Visual Arts	Graphics & Illustration	Expired June 2008	225 WEST 24 STREET MANHATTAN NY	1641	1901	88%	6%	3%	A	Audition
02M615	Manhattan	Chelsea Career and Technical Education High School	CHELSEA VOC HS	Visual Arts	Commercial Art	In development	131 AVENUE OF THE AMERICAS MANHATTAN NY	509	900	68%	8%	5%	C	Educational Option, Screened
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Visual Arts	Cartoon and Animation	In Development	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Visual Arts	Commercial Photography	In Development	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Visual Arts	Fashion and Costume Design	In Development	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Visual Arts	Illustration and Graphic Design	In Development	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
07X655	Bronx	Samuel Gompers Career and Technical Education High School	SAMUEL GOMPERS VOC HS	Visual Arts	Computer Aided Design	Expired June 2010	455 SOUTHERN BLVD BRONX NY	842	1348	81%	18%	16%	C	Educational Option, Screened
07X655	Bronx	Samuel Gompers Career and Technical Education High School	SAMUEL GOMPERS VOC HS	Visual Arts	*Desktop Publishing	Approved	455 SOUTHERN BLVD BRONX NY	842	1348	81%	18%	16%	C	Educational Option, Screened

APPENDIX B  
Alternative CTE Programs: Visual Arts

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
11X418	Bronx	Bronx High School for Visual Arts	BRONX HIGH SCHOOL FOR THE VISUAL ARTS	Visual Arts	Graphic Design	In development	2040 ANTIN PL BRONX NY	427	460	88%	12%	4%	B	Limited Unscreened
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	GEORGE WESTINGHOUSE VOC HS	Visual Arts	Multimedia and Internet Technology	Under review	105 JOHNSON STREET BROOKLYN NY	944	1448	67%	11%	2%	D	Screened
16K455	Brooklyn	Boys and Girls High School	BOYS & GIRLS HS	Visual Arts	Virtual Enterprise	In Development	1700 FULTON STREET BROOKLYN NY	1999	3619	63%	15%	2%	C	Screened, Zoned
19K618	Brooklyn	Academy of Innovative Technology	FRANKLIN K. LANE HS	Visual Arts	Web Design	In development	999 JAMAICA AVENUE BROOKLYN NY	305	187	110%	11%	17%		Limited Unscreened
19K660	Brooklyn	William Maxwell Career and Technical Education High School	WILLIAM MAXWELL CTE HS	Visual Arts	Apparel Technology	In development	145 PENNSYLVANIA AVENUE BROOKLYN NY	764	1028	94%	15%	4%	B	Educational Option
21K620	Brooklyn	William E. Grady Career and Technical Education High School	WILLIAM E. GRADY VOC HS	Visual Arts	Media Arts	In development	25 BRIGHTON 4TH ROAD BROOKLYN NY	1201	1529	89%	15%	3%	D	Educational Option, Screened
19K660	Brooklyn	William Maxwell Career and Technical Education High School	WILLIAM MAXWELL CTE HS	Visual Arts	Apparel Technology	In development	145 PENNSYLVANIA AVENUE BROOKLYN NY	764	1028	94%	15%	4%	B	Educational Option
21K620	Brooklyn	William E. Grady Career and Technical Education High School	WILLIAM E. GRADY VOC HS	Visual Arts	Media Arts	In development	25 BRIGHTON 4TH ROAD BROOKLYN NY	1201	1529	89%	15%	3%	D	Educational Option, Screened

APPENDIX B  
Alternative CTE Programs: Visual Arts

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
24Q550	Queens	High School for Arts and Business	HS FOR ARTS AND BUS.	Visual Arts	Entrepreneurship/Virtual Enterprise	Approved	105-25 HORACE HARDING EXPY N QUEENS NY	794	574	133%	6%	14%	A	Educational Option
24Q600	Queens	Queens Vocational & Technical High School	QUEENS VOC HS	Visual Arts	Graphic Arts	In development	37-02 47 AVENUE QUEENS NY	1320	1146	112%	11%	6%	A	Educational Option, Screened
25Q525	Queens	Townsend Harris High School	TOWNSEND HARRIS HS	Visual Arts	New Media	In development	149-11 MELBOURNE AVENUE QUEENS NY	1098	925	120%	0%	0%	A	Screened
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Visual Arts	Commercial Art	In Development	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Visual Arts	Graphic Communications	In Development	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Visual Arts	Web Design	In Development	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened
31R440	Staten Island	New Dorp High School	NEW DORP HS	Visual Arts	Entrepreneurship/Virtual Enterprise	Approved	465 NEW DORP LANE STATEN ISLAND NY	2492	3374	68%	8%	5%	A	Educational Option, Screened, Zoned
31R600	Staten Island	Ralph McKee Career and Technical Education High School	RALPH MCKEE VOC HS	Visual Arts	Graphic Design	Approved	290 ST MARKS PLACE STATEN ISLAND NY	747	1072	70%	15%	4%	A	Educational Option, Screened

APPENDIX B  
Alternative CTE Programs

**Note about Approval Status:** If a school is “in development,” it is in the process of developing a CTE program of study but has not yet received official approval from the City or State. Students are exposed to CTE content in classes but the school has not yet been granted approval to endorse diplomas with a CTE certification. If a school is “under review,” it has submitted an application for their CTE program of study to be reviewed by the City and State. If a school is “approved,” the CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification. If a school’s CTE program has “expired,” the official City and State approval for the program has expired.

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

Sources:	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity (Org Capacity)	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization (Org Util)	School Utilization in 2009-2010 from the School Utilization Report ("Blue Book")
% Special Education (SE)	Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
Progress Report	Progress Report Grade
2010 Seat Target	Program Seat Target for September 2010
2010 Applicants	Program Applicants for September 2010
Admissions Method	Process by which students are admitted to the school