

EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Jane Addams High School for Academic Careers (08X650) in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Jane Addams High School for Academic Careers (08X650, “Jane Addams”), an existing high school in building X650 located at 900 Tinton Avenue, Bronx, NY 10456, within the geographical confines of Community School District 8 (“District 8”). It currently serves students in grades nine through twelve. The DOE is proposing to phase out Jane Addams 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 is approved, Jane Addams will no longer admit new ninth-grade students after the conclusion of the 2011-2012 school year. The school will continue to phase out one grade level at a time, and current students will be supported as they progress towards graduation while remaining enrolled at Jane Addams. In cases where students do not complete graduation requirements by June 2015, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after Jane Addams completes phasing out.

Jane Addams is the only school currently located in building X650. In addition, X650 houses a Living for the Young Family Through Education (“LYFE”) program.¹ There is also a Transportable Classroom Unit adjacent to Jane Addams that houses an Alternative Learning Center (“ALC”). The ALC does not use any of the space in building X650, nor does any school in X650 use space in the Temporary Classroom Unit. Thus, the ALC is not co-located with Jane Addams, would not be impacted by this proposal, and is not discussed further throughout this EIS. Jane Addams is a Career and Technical Education (“CTE”) high school that admits students in ninth grade through a screened selection method via the Citywide High School Admissions process.² Additional information about CTE programming and the High School Admissions process can be found in Section III.A of this proposal.

If this proposal is approved, Jane Addams will begin phasing out one grade at a time starting in September 2012 and complete its phase-out after the 2014-2015 school year. In two additional Educational Impact Statements (“EISs”), the DOE is proposing to open a new district high school (08X559) and New Visions Charter High School for Humanities II (84XTBD, “HUM II”) in building X650 in September 2012. These proposals can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

These schools would grow to full-scale as Jane Addams phases out. The new schools would open with ninth grade, adding one grade annually and reaching full scale in the 2015-2016 school year with a grade span of nine through twelve.

¹The Living for the Young Family Through Education (LYFE) program supports pregnant and parenting students enrolled in a DOE 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 the high schools in X650. The LYFE program serves students in those schools, but may also serve students in other schools in the surrounding community as well.

²Career and Technical Education (“CTE”) programs integrate academic study with workforce skills in specific careers. 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.

Background on the DOE Decision-Making Process

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their most recent 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 D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.³ Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth- to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms and talk with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

In addition, all schools identified by the SED as PLA, regardless of the school’s Progress Report grade and Quality Review score, are 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. High schools are identified as PLA based on the school’s graduation rate and/or their state test performance.

Jane Addams received an overall F grade on its Progress Report in 2010-2011, with an F grade on the Student Performance sub-section, an F grade on the Student Progress sub-section, and an F grade on the School Environment sub-section. Jane Addams was identified as a Persistently Low Achieving (“PLA”) school by the State in January 2010.

As a result, the DOE initiated a comprehensive review of Jane Addams, with the goal of determining what intensive supports and interventions would best benefit its students and the Jane Addams community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

The DOE initiated and completed a similar comprehensive review of Jane Addams during the fall of 2010, after Jane Addams earned a C on its 2009-2010 Progress Report (the school’s fourth year in a row of a C or worse). Upon completion of the review in fall 2010, the DOE believed that, at the time, phase-out was not the appropriate intervention model for the school.

However, in light of the fact that performance at Jane Addams has continued to decline, the DOE believes that Jane Addams does not have the capacity to quickly improve to support student learning. Given the school’s declining performance, the DOE now believes that only the most serious intervention—the gradual phase-out and eventual closure of Jane Addams—will address the school’s declining performance and longstanding struggles and allow for new school options to develop in building X650 that will better serve future students and the broader community.

Performance and School Environment at Jane Addams

Jane Addams has struggled for over five years, and the school’s performance during the 2010-2011 school year confirmed the DOE’s assessment that the school lacks capacity to turn around quickly to better support student needs.

³ High schools with a four-year graduation rate that is higher than the Citywide average, which earn a “Well Developed” or “Outstanding” rating on their most recent Quality Review, which received an overall grade of A or B on their 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

- Graduation rates at Jane Addams have remained low for the past five years. In 2005, Jane Addams’ graduation rate was 57.3%, and every subsequent year to date, the graduation rate has remained below 53%. Last year, Jane Addams’ four-year graduation rate (including August graduates) was 45% in 2011—well below the Citywide average of 65% and in the bottom 4% of high schools Citywide.⁴
- If Regents diplomas alone counted toward graduation—as will be the case next school year—the four-year graduation rate at Jane Addams would drop to just 38%, putting Jane Addams in the bottom 13% of high schools Citywide.
- First year credit accumulation is a key predictor of student success because students who fall behind early on in high school often have trouble getting back on track to graduate. In 2010-2011, only 57% of first-year students at Jane Addams earned at least 10 credits. This rate of credit accumulation puts Jane Addams in the bottom 6% of high schools Citywide. (The Progress Report defines students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Math, English, Science, and/or Social Studies.)
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Jane Addams earned an overall F grade on its 2010-2011 annual Progress Report, with F grades on Student Progress, Student Performance, and School Environment. This Progress Report score puts Jane Addams in the bottom 4% of high schools Citywide. Additionally, January 2010 the school was designated by the State as Persistently Low Achieving.
- The school’s attendance rate remains below most other high schools. The 2010-2011 attendance rate was 78% compared to the Citywide high school average of 86%, putting Jane Addams, in the bottom 9% of all high schools Citywide in terms of attendance.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 67% of student respondents reported feeling safe in the hallways, bathrooms, and locker rooms at Jane Addams. In addition, only 13% of teacher respondents agreed that discipline and order were maintained at Jane Addams.

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

X660 Grace Dodge Career and Technical Education High Sc	2008-2009	2009-2010	2010-2011
<i>School Performance and Progress</i>			
Overall Progress Report Grade	D	D	F
Progress Report Progress Grade	D	C	D
Progress Report Performance Grade	D	F	F
Progress Report Environment Grade	B	C	C

⁴ The 2011 graduation rate cited for Jane Addams represents the City’s calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State calculated Citywide graduation rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State calculated rate. State calculated graduation rates for the Jane Addams Class of 2011 are still being audited by the State and will not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 will also be released by the New York State Education Department. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65% for the Class of 2010.

Quality Review Score ⁵	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ⁶	59%	69%	57%
4 Year Graduation Rate	46%	46%	35%
6 Year Graduation Rate	56%	45%	55%
% Graduating with a Regents Diploma	24%	29%	25%
Attendance Rate	82%	79%	77%
2010-2011 State Accountability Status			
Restructuring (advanced) Comprehensive ⁷			

Overview of Past Strategic Improvement Efforts at Jane Addams

Staff members have worked hard to improve Jane Addams High School for Academic Careers but even with support the school has not produced adequate outcomes for students. To aid the school's efforts to improve performance, the DOE offered numerous supports including:

Leadership Support:

- Extensive leadership training and mentoring for the principal, assistant principals and department leaders to help them review school data and set clear goals for the school while developing the school's Comprehensive Education Plan and Language Allocation Plan.
- Coaching and training leadership on implementing plans in support of citywide instructional initiatives.
- Supporting leadership and staff in deepening the instructional vision around lesson planning, grading policies, observation, and family engagement.
- Supporting and training leadership in systems and strategies for increasing graduation and monitoring credit accumulation.

Instructional Support:

- Supporting and training teachers in instructional improvement strategies for addressing the various needs and learning styles of students with disabilities.
- Supporting the School Improvement Team in facilitating training for teachers in assessment design, curriculum mapping, and student feedback as tools aimed at meeting necessary standards and expected student outcomes.

⁵ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>

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

⁷ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

- Professional development opportunities for teachers on shared grading policies, differentiated instruction and questioning tactics aimed at increasing student interest and raising student performance.
- Training for staff on successful ways to improve student outcomes through data analysis and various tools to understand student progress.

Operational Support:

- Advising school staff on budgeting, human resources, teacher recruitment and building management.
- Support for school staff on developing strategies and practices for improving student scheduling and creating programs for students that targets their needs.
- Extensive training on crisis management and strategies for creating a safe and positive learning environment.

Student Support:

- Training for the School Based Support Team in comprehensive guidance programs and evidence based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Supporting the school to develop strategies to monitor and improve attendance.

CTE-Specific Support:

- Advising and supporting leadership in the process to gain approval for CTE programs.
- Providing opportunities and training for administrators and CTE coordinators to develop their capacity with Carl D. Perkins Vocational and Technical Education Act (“VTEA”) funding and CTE data management to further the CTE mission and vision at the school

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

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Jane Addams community about strategies to better support students and improve outcomes at the school. This fall, Senior Supervising Superintendent Donald Conyers held meetings—one with the teachers and one with the School Leadership Team (“SLT”) and parents at the school—to discuss what is and is not working at Jane Addams and how joint efforts could serve students better.

Approximately 21 people attended the meeting for the SLT and parents. They had some positive feedback about the school’s work with Queens Vocational High School, the “Upward Bound Program” which facilitates college visits, and Urban Health Services, which provides on-site medical services. However, they also expressed a number of concerns, including:

- Present teacher vacancies
- Low parent participation
- Telephone etiquette of school staff during phone calls with parents

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/bronx/proposal?id=47>

While some members of the Jane Addams community objected to the possibility of phasing the school out, the DOE believes that drastic action must be taken given the school’s longstanding performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. We do plan to incorporate community feedback in other ways as we continue to support current Jane Addams students working toward graduation and as we develop plans to replace Jane Addams with two new schools intended to better meets student and community needs.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Education Policy(“PEP”).

II. Proposed or Potential Use of Building

X650 has the capacity to serve 1,241 students.⁸ (The concept of “target capacity” is described below.) In 2010-2011—the most recent year for which audited enrollment data is available—the building served 985 students,⁹ yielding a utilization rate of 79%.¹⁰ In 2011-2012, the building is only serving 727 total students,¹¹ yielding a target utilization rate of just 59%.¹² This means that the building is “underutilized” and has extra space to accommodate students.

If this proposal is approved, Jane Addams will begin phasing out one grade at a time, beginning in the 2012-2013 school year and completing its phase-out after the 2014-2015 school year. As part of the replacement strategy for Jane Addams, the DOE is also proposing to co-locate a new district high school, 08X559, and a new charter high school, HUM II, in building X650, beginning in the 2012-2013 school year. If those proposals are approved, these schools will phase in one grade at a time and complete phase-in during the 2015-2016 school year. The proposals to co-locate these two schools are detailed in separate EISs, also posted on December 22, 2011. The proposals can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

Over the next five years, the grade spans for the existing and proposed schools in the building would be:¹³

Grades Spans						
DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
08X650	Jane Addams High School for Academic Careers	9-12	10-12	11-12	12	-

⁸ 2010-2011 Enrollment, Capacity and Utilization Guide (the “Blue Book”)

⁹ 2010-2011 Audited Register

¹⁰ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

¹¹ October 31, 2011 Unaudited Register

¹² The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹³ As Jane Addams 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 2011-2012 school year would technically still be considered a ninth-grade student in 2012-2013. In those cases, students would still be served in Jane Addams and would have access to appropriate courses to support their continued progress toward graduation.

84XTBD	New Visions Charter High School for Humanities II	-	9	9-10	9-11	9-12
08X559	New District School	-	9	9-10	9-11	9-12

Once Jane Addams has completed its phase-out and 08X559 and HUM II have completed their respective phase-ins, there would be approximately 1,060-1,220 students served in building X650 in 2015-2016, yielding an estimated utilization rate of 85-98%. Therefore, the building has adequate capacity to accommodate the full expansions of 08X559 and HUM II during and after the phase-out of Jane Addams.

Over the next five years, the current and projected enrollments for the existing and proposed schools and the projected building utilization rates are shown in the table below:¹⁴

DBN	School Name	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
08X650	Jane Addams High School for Academic Careers	727	453 - 493	217 - 257	99 - 139	-
84XTBD	New Visions Charter High School for Humanities II ¹⁵	-	135 - 165	270 - 330	405 - 495	540 - 660
08X559	New High School ¹⁶	-	130 - 140	260 - 280	390 - 420	520 - 560
Total Building Enrollment		727	718 - 798	747 - 867	894 - 1,054	1,060 - 1,220
Utilization		59%	58% - 64%	60% - 70%	72% - 85%	85% - 98%

¹⁴ As Jane Addams 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 2011-2012 school year would technically still be considered a ninth-grade student in 2012-2013. In those cases, students would still be served in Jane Addams and would have access to appropriate courses to support their continued progress toward graduation.

¹⁵ All projections referenced for HUM II for the 2012-2013 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application and are based on a phase-in plan of six sections of students per entry grade in the first year of phase-in. Actual enrollment in 2012-2013, however, will depend on applicant demand.

¹⁶ Enrollment projections for 08X559 are based on a phase-in plan of five sections per entry grade in the first year of phase-in. Actual enrollment in 2012-2013, however, will depend on applicant demand.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE's projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity would increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Enrollment Options for Current Jane Addams Students

Under this proposal, all current Jane Addams students will have the opportunity to graduate from Jane Addams, assuming that they continue to earn credits on schedule.

Current Ninth Graders at Jane Addams

In New York City, the High School Admissions Process is a Citywide choice process. (Please see "Admissions Impact for Future High School Students—High School Admissions Process" below for more detailed information.). Applicants can list up to 12 high school programs in order of preference on their application. High school applications were due December 2, 2011. 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. Current ninth grade students at Jane Addams who are interested in attending a different school for tenth grade may have already taken part in this process. If this proposal is approved in February 2012, there would be another opportunity for current ninth grade students at Jane Addams, and students at other schools who have applied to Jane Addams, to participate in the High School Admissions Process.

Students who are interested in applying to attend a different school as a tenth grader in September 2012 should meet with their guidance counselor. In early March, students may submit a Round Two High School Choice Form. Students may receive a match as part of the Second Round of the admissions process.

Current repeat ninth grade students would complete high school at Jane Addams, if they earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be

encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a Transfer High School.

Current Tenth, Eleventh, and Twelfth Graders at Jane Addams

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate will complete high school at Jane Addams, provided they continue to earn credits on schedule. As the school becomes smaller, students will receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students will 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 their options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the DOE's Transfer High Schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation.¹⁷ In general, however, it is expected that most current Jane Addams students will remain enrolled at the school as they work toward graduation.

Jane Addams currently offers Integrated Co-Teaching ("ICT") classes, Self Contained ("SC") classes and Special Education Teacher Support Services ("SETSS"). Jane Addams currently offers English as a Second Language ("ESL") services; it does not offer a transitional bilingual or dual-language program. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans ("IEP"). English Language Learners ("ELLs") at Jane Addams will continue to receive mandated services as the school phases out.

The DOE will arrange a new placement for students who haven't accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate by June 2015.

Impact on Academic and Extracurricular Offerings at Jane Addams

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

Jane Addams currently offers Integrated Co-Teaching ("ICT") classes and Self-Contained special education ("SC") classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). Jane Addams will provide students with disabilities the supports and services indicated on their Individualized Educational Plans ("IEPs"). Jane Addams currently offers English as a Second Language ("ESL") services. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEP"). English Language Learners ("ELLs") at Jane Addams will continue to receive mandated services as the school phases out.

The DOE remains focused on helping Jane Addams students succeed. If this proposal is approved, Jane Addams would be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community

¹⁷ Young Adult Borough Centers ("YABCs") 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.

engagement, guidance, and enrollment including, but not limited to:

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

Jane Addams will 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.

According to the High School Directory, Jane Addams currently offers the following sports:¹⁸

- PSAL Sports¹⁹– Boys: Baseball, Basketball, Soccer, Wrestling
- PSAL Sports – Girls: Baseball, Soccer, Softball, Volleyball

According to the High School Directory, Jane Addams also offers the following extracurricular activities and clubs:

¹⁸ Athletic and extracurricular offerings reflect those listed for Jane Addams in the 2011-2012 Directory of High Schools (<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>).

¹⁹ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> ■ Student Government ■ Research Club ■ Teen Talk ■ School Newspaper ■ Yearbook Committee ■ Literary Magazine ■ Envirothon ■ Mock Trial ■ Moot Court ■ Virtual Enterprise ■ Hospitality and Travel ■ Advanced Placement and PSAT/SAT Preparation ■ Art Exhibition ■ Spoken Word and Poetry Slam ■ Hair Show Competition ■ Holiday Show ■ Beauty Bash ■ Jane Addams (JA) Idol ■ Black History and Hispanic Heritage ■ Multicultural Day 	<ul style="list-style-type: none"> ■ Women of Essence ■ Boys to Men ■ buildOn ■ Dance ■ Step Team ■ Cheerleading ■ Double Dutch ■ JV Basketball ■ Track ■ Art Appreciation ■ Ceramics ■ Graffiti Design ■ Poetry and Drama ■ Community Beautification ■ Writing ■ Voice and Music ■ Peer Educators ■ Weight Training

Again, it is difficult to predict precisely how changes to the above offerings might be implemented, as decisions would rest with school administrators and would be made based on student interests and available resources. If the proposals to co-locate two new schools in X650 are approved, two new schools will phase into the building. Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, we anticipate that this same opportunity would exist for students across the Jane Addams High School Campus, including students attending Jane Addams as that school phases out. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Similarly, if this proposal to phase-out Jane Addams and the corresponding proposals to co-locate HUM II and 08X559 in building X650 are approved, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current Jane Addams students will continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out, though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

Impact on CTE Programs

Jane Addams is a CTE school which offers programs in the following career clusters: Business Management and Administration, Health Science, Human Services, and Law and Public Safety. If this proposal is approved, beginning in September 2012, Jane Addams will no longer be an option for new students interested in CTE programming.

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into sixteen career clusters identified at the federal level.²⁰ Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

“Approved” CTE programs of study have been reviewed and approved by the DOE and SED, which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are “in development” are in the process of developing a CTE program of study, but have not yet received official approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools with the capacity to teach toward and prepare students for an industry-certified exam can continue to do so throughout the course of the proposed phase-out.

State approval of CTE programs requires the following four stages:

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

Jane Addams offers one state approved CTE program and three other CTE programs that are under review but not yet approved by the State.

Career Cluster	CTE Pathway	Status
Business Management and Administration	Entrepreneurship/ Virtual Enterprise	In Development
Health Science	Nursing Assistant	In Development
Human Services	Cosmetology / Barbering	Approved
Law and Public Safety	Law Academy/Legal Studies	In Development

Students enrolled in CTE programs at Jane Addams will continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. As the school’s enrollment decreases, it is possible that the availability of certain programs and course offerings will change because they depend on student interest, demand, and available resources. However, it is anticipated that the school will still have the appropriate staff and facilities throughout Jane Addams’ phase-out to offer coursework necessary to the CTE course progression for all students, whether in approved programs or programs in development.

All Jane Addams students currently enrolled in the approved CTE program are expected to graduate with a CTE-endorsed diploma because the DOE and State have agreed that the approved program at Jane Addams will remain an approved program through the end of Jane Addams’ phase-out. As discussed above, in general, students who are enrolled in CTE programs which are "in development" (meaning they are not yet approved by the state) at Jane Addams, or at other schools Citywide, do not graduate with CTE endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at Jane Addams will be supported as they progress toward graduation, but they may not graduate with a CTE endorsement if the program is not approved by the time they graduate. Jane Addams will determine whether to proceed with

²⁰ “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.

the process of seeking State approval for its programs in development. The DOE will support Jane Addams in the program approval process as necessary.

For students who fall behind or do not graduate by June 2015 when the school will close, there are options within District 79's Alternative Programs for 18-22 year-old students, as well as adult education programs that offer CTE instruction. For additional information about District 79, please visit the DOE's Web site at <http://schools.nyc.gov/Offices/District79/SchoolsProgramsServices/default.htm>. For additional information about Adult Education, please visit the DOE's Web site at <http://schools.nyc.gov/NR/exeres/085256FE-5C53-41BC-8533-36B4F4049462.htm>.

The list of schools in the City that also provide CTE programs in Jane Addams' career pathways can be found in Appendix A. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

Impact on Community Partnerships at Jane Addams

The DOE has worked with the administration at Jane Addams to establish partnerships with several community-based organizations ("CBOs"). Jane Addams currently holds partnerships with Lincoln Hospital, Bruckner Nursing Home, and Urban Health Incorporated. In addition, the school is sponsored by Bobbi Brown, C.E.O. of Bobbi Brown Cosmetics and Neil Ostergren.²¹ Those partnerships would continue to support current students as Jane Addams phases out though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Jane Addams staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with the proposed new school organizations to foster opportunities for them to work with the community organizations that have supported Jane Addams students in the past.

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

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high schools in order of preference.

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round One: All eighth grade and interested first-time ninth grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of March 2012.

Round Two: All eighth grade and first-time ninth grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of April 2012.

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

High school students with IEPs are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education curriculum

²¹ 2010-2011 School Comprehensive Educational Plan ("CEP"): http://schools.nyc.gov/documents/oaosi/cep/2010-11/cep_X650.pdf

to the greatest extent possible. Therefore, placement for students with IEPs is the same process as described above. ELL students are admitted to high schools in the same manner as their non-ELL peers.

Jane Addams admits students as part of the High School Admissions Process. Jane Addams admits students through a screened admissions method.

Jane Addams has four screened programs: Entrepreneurship/Virtual Enterprise, Legal Studies, Medical Assistant, and Cosmetology, Barbering and Salon Management. The selection criteria for these programs are:²²

- English (70-100), Math (70-100), Social Studies (70-100), Science (70-100)
- Standardized Test Scores: Math Level(s) 2-4, English Language Arts Level(s) 2-4
- Review of Attendance and Punctuality

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on February 2012, as scheduled, students who listed a Jane Addams program on their high school admissions applications would have the opportunity to submit a new admission application with revised school rankings in March. 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 2012-2013 school year will also be available for these students to consider as well.

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

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographic of students it will need to serve as a result of a phase-out decision. As of the October 31, 2011 unaudited register, Jane Addams has a total of 311 new ninth grade admits. New ninth grade admits are made up of students who enter the school through two methods:

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

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. Most of these students fall into one of four categories:

- New to the New York City school system; 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);²³ or
- Students who did not participate in the High School Admissions Process for some other reason.

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

²² Selection criteria for these programs can be found in the online high school directory:

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

²³ As detailed in 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.

guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs.

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

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

Screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.²⁴ 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 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 388 schools five years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 114 to 134.

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 OTC, the following analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth students arrived at Jane Addams through each admissions method:

The chart below provides an overview of how many ninth-grade students arrived at Samuel Gompers through each admissions method in the 2011-2012 school year:

	High School Admissions Process	OTC
9th Grade	118	17

Additionally, Jane Addams admitted a total of 14 students OTC in grades ten and eleven:

	OTC
10th Grade ²⁵	11
11th Grade	1

It is critical that the needs of all students—whether they arrive through the admissions process or the over-the-counter process—are met. Of the 118 ninth grade students who were admitted through the High School Admissions process, 17% are students with disabilities and 21% are ELLs. Of the 17 students who arrived over-the-counter, 29% are students with disabilities and 18% are ELLs.²⁶

²⁴ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

²⁵ In addition to admitting 11 OTC students in the tenth grade, Samuel Gompers also admitted 10 students through the High School Admissions Process.

²⁶ Students with disabilities as a percentage of total ninth grade OTC students at Addams from the October 31, 2011 Unaudited Register. This count does not include ninth grade students receiving SETSS or students receiving speech or language services.

Schools with Programs Similar to Jane Addams' Program Offerings²⁷

Eighth-grade students will continue to have access to a broad range of high school options through the Citywide High School Admissions Process. These include many other Bronx high schools, some of which offer academic programs and pathways similar to those currently available at Jane Addams. The New York City High School Directory, available in print at Borough Enrollment Offices and on the DOE website, offers a full list of high schools Citywide. The directory can be accessed on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Attached as Appendix B there is a list of schools in the Bronx with programs in the same “Interest Areas” as the four interest areas (Business, Law and Government, Health Professions, and Cosmetology) currently offered at Jane Addams. In addition, the percent of students with disabilities and ELLs 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. As previously mentioned, the DOE is also proposing to open two new schools in the building in September 2012. Those proposals are outlined in a separate Educational Impact Statement also posted on December 22, 2011.

Impact on the LYFE Program

The Living for the Young Family Through Education (LYFE) program supports pregnant and parenting students enrolled in a DOE 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 is managed by the central LYFE program under the purview of the DOE’s District 79 and operates independently of Jane Addams in X650. The LYFE program serves students in those schools, but may also serve students in other schools in the surrounding community as well.

Prior to the 2009-2010 school year, the principals of the high schools throughout the City that shared buildings with the LYFE program managed and rated the LYFE staff, although the program still fell under the purview of District 79. 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 is not expected to lose any space or reduce the services offered as a result of this proposal. The LYFE program will continue to operate in the X650 building as Jane Addams phases out. Once the phase out of Jane Addams is complete, the LYFE program is expected to remain in the X650 building and will continue to provide these services as long as there is a need and demand for the program.

The following buildings in the Bronx also house LYFE programs.

Building ID	Building Name	Address	Zip Code	LYFE Hours of Operation	Org ID	School Name	Admission Method
X435	THEODORE ROOSEVELT HS	500 EAST FORDHAM ROAD	10458	7:40am - 3:45pm	X243	I.S. 243 - BRONX	Limited Unscreened
					X374	KAPPA - BRONX	Limited Unscreened
					X434	BELMONT PREPARATORY HS -	Screened

English Language Learner students as percentage of total ninth grade OTC students from the October 31, 2011 Unaudited Register.

²⁷ Similar programs are defined as those in the same “interest area” to which students can apply through the High School Admissions Process.

					BRONX		
					X437	FORDHAM HS FOR THE ARTS - BRONX	Audition
					X438	LEADERSHIP ACAD FOR BUS & TECH - X	Educational Option
					X439	HS OF LAW & COMMUNITY SERV - BRONX	Educational Option
X410	WILLIAM H. TAFT HS	240 EAST 172 STREET	10458	7:30am - 3:35pm	X227	BRONX EXPEDITIONARY LEARNG HS - X	Limited Unscreened
					X239	URBAN ASSEMBLY FOR HIST & CIT. - X	Limited Unscreened
					X329	DREAMYARD PREPARATORY SCHOOL	Limited Unscreened
					X412	HS OF BUSINESS - BRONX	Educational Option
					X413	HS OF MEDICAL SCIENCES - BRONX	Screened
					X414	HS FOR MEDIA AND COMMUNICATION - X	Educational Option
X098	I.S. 98	1619 BOSTON ROAD	10460	8:00am - 3:00pm	X251	EXPLORATIONS ACADEMY - BRONX	Limited Unscreened
					X262	BX HS OF PERFORMANCE & STAGE - X	Limited Unscreened
X401	BRONX REGIONAL HS (OLD 133)	1010 REV. J. A. POLITE AVENUE	10459	8:00am - 3:20pm	X446	ARTURO A. SCHOMBERG SATELLITE ACADEMY - BRONX	-
					X480	BRONX REGIONAL HS - X	-
X440	DEWITT CLINTON HS	100 WEST MOSHOLU PARKWAY SOUTH	10468	7:30am - 3:35pm	X440	DEWITT CLINTON HS - X	Educational Option
X420	JAMES MONROE CAMPUS	1300 BOYNTON AVENUE	10472	8:00am - 4:00pm	X388	PAN AMERICAN INTER HS- X	Screened
					X550	WORLD CULTURES HS - X	-
					X680	BRONX COALITION COMMUNITY HS - X	-
					X690	MONROE ACADEMY FOR BUS. & LAW - X	Educational Option
					X692	MONROE ACAD FOR VISUAL ARTS - X	Educational Option
X400	MORRIS HS	1110 BOSTON ROAD	10456	7:45am - 3:50pm	X297	MORRIS COLLAB HS TECH & HUMAN - X	Limited Unscreened
					X403	BRONX INTERNATIONAL - BRONX	Screened

					X404	HIGH SCHOOL FOR EXCELLENCE - X	Limited Unscreened
					X543	HS FOR VIOLIN AND DANCE - BRONX	Limited Unscreened
X470	SOUTH BRONX HS (OLD 38)	701 ST. ANNS AVENUE	10455	7:50am - 3:45pm	X473	MOTT HAVEN VILLAGE PREP - BRONX	Limited Unscreened
					X495	UNIVERSITY HEIGHTS HS - BRONX	Screened
N/A ²⁸	SOUTH BRONX JOB CORPS	1771 ANDREWS AVENUE	10453	8:00am - 2:50pm	-	-	-

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

B. Schools

The estimated enrollment for Jane Addams during the course of the phase out is shown in the table below.

	High School Grades 9-12
2011-12 (unaudited)	727
2012-13 (proj.)	453 - 493
2013-14 (proj.)	217 - 257
2014-15 (proj.)	99 - 139
2015-16 (proj.)	-

If this proposal and the proposals to co-locate the two new schools are approved, there will be sufficient space to accommodate Jane Addams, 08X559, and HUM II pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Jane Addams phases out and 08X559 and HUM II phase in. There would also be sufficient space to continue to house the LYFE program. 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/community/planning/default.htm>.

²⁸ South Bronx Job Corps, located at 1771 Andrews Avenue, Bronx, NY, 10453, also offers a LYFE program. However it is not housed with DOE schools or in a DOE facility.

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 six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council. Additional information about this process can be found in the Building Utilization Plan (“BUP”) that accompanies the EISs proposing the co-location of the new schools in building X650. As detailed in that BUP, there will be sufficient instructional space in the building to accommodate 08X559 and HUM II with Jane Addams and the LYFE program.

The details of the proposals to co-locate HUM II and 08X559 in X650 are discussed in separate EISs that are available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The performance at Jane Addams for over five years indicates there is a need to create better options for future students in the Jane Addams community. Under this proposal, the X650 building will remain open, but additionally will offer two new educational option that are intended to better support student needs: new district CTE high school, 08X559, and a new charter high school, HUM II, the opening and co-location of which, as described in the corresponding EISs, are intended to best serve the Jane Addams community.

Impact on Borough-Wide Seat Capacity

The proposed phase-out of Jane Addams is one of several previously and concurrently proposed changes to high school seats in the Bronx. These proposed changes include: phase-out schools, co-locations of new schools to replace phase-out schools, and grade expansions of existing schools.

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

Proposed Changes to Bronx High Schools
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DBN	School Name	Building	PEP Vote	Impact on 9 th Grade Seat Capacity ²⁹	Admissions Method for Seats Added/Removed	Offers CTE Programming
Proposed High School Phase-Outs for 2012-2013						
07X655	Samuel Gompers Career and Technical Education High School	X655	Pending February Vote	-113	Educational Option and Screened	Yes
08X295	Gateway School for Environmental Research and Technology	X450	Pending February Vote	-109	Limited Unscreened	
08X650	Jane Addams High School for Academic Careers	X650	Pending February Vote	-135	Screened	Yes
10X660	Grace Dodge Career and Technical Education High School	X660	Pending February Vote	-228	Educational Option and Screened	Yes
Proposed New High Schools for 2012-2013³⁰						
84XTB D	New Visions Charter High School for Advanced Math and Science II	X655	Pending February Vote	+150	Lottery, preference to District 7	Yes
08X561	New High School	X450	Pending February Vote	+108	Limited Unscreened, priority to the Bronx	
84XTB D	New Visions Charter High School for Humanities II	X650	Pending February Vote	+150	Lottery, preference to District 8	Yes
08X559	New High School	X650	Pending February Vote	+135	Limited Unscreened, priority to the Bronx	Yes
10X565	New CTE High School	X660	Pending February Vote	+108	Limited Unscreened, priority to the Bronx	Yes
Proposed Grade Expansion for 2012-2013						

²⁹ Seat Capacity of existing schools is based on total new ninth-grade admits in 2011-2012 (which includes both students who entered through the High School Admissions Process and through OTC placements). Seat capacity of new schools is based on the phase-in plans for proposed new schools, as described in the EISs for each proposal. These proposals can be found on the DOE's Web site at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

³⁰ New schools listed exclude transfer schools, which serve students who have already attended DOE schools for at least a year and therefore do not represent new ninth-grade admits.

09X327	Comprehensive Model School Project M.S. 327	X240 ³¹	Pending January Vote	+128 ³²	Limited Unscreened, priority to continuing 8th graders (MS Choice: Unscreened)	
Total Proposed Change in 9th Grade Seat Capacity for 2012-2013				+194		
Approved Grade Expansion for 2013-2014						
07X223	M.S. 223 The Laboratory School of Finance and Technology	X149	Approved in December 2011 Vote ³³	+160	Limited Unscreened, priority to continuing 8th graders (MS Choice: Unscreened)	
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				+354		

The proposed new schools and grade expansions would add 779 available ninth-grade seats available in new high schools and expanded middle schools. The phase-outs of Samuel Gompers, Gateway, Jane Addams, and Grace Dodge would result in the loss of 585 ninth-grade seats. Therefore, the DOE anticipates there would be a net gain of capacity of 194 new ninth grade seats in the Bronx.

For the 2011-2012 school year, there was a total of 15,459 ninth-grade seats available in the Bronx.³⁴ A total of 15,322 new ninth-grade students are enrolled in Bronx high schools in 2011-2012, leaving 137 excess seats.

Thus, if all of these proposals are approved, there would be 194 new seats, and a total of 15,653 total ninth-grade seats in the Bronx for the 2012-2013 school year.

Further, the changes above represent an increase in limited unscreened seats, which are available to all students, regardless of past academic history. This means that a wider set of options would be available to a greater number of students. These changes also represent an increase in the number of seats which would give priority to students residing in the Bronx.

³¹ Building X240 is new construction that is scheduled to open for the 2012-2013 school year. As part of the proposal to expand M.S. 327, the DOE has also proposed to resite the school out of its current location and into this new building where it would have enough space to expand to high school grades.

³² As noted in the proposals for the grade expansion of both M.S. 327 for 2012-2013 and of M.S. 223 for 2013-2014, these schools would have larger ninth grade capacity in the first few years of expansion, when they must serve all continuing eighth grade students who want to remain in the schools. Both schools would begin admitting smaller sixth grade classes in 2012-2013, and therefore would eventually serve approximately 75-85 students in ninth grade. By the time this reduction occurs, the DOE anticipates it will have created additional new schools in underutilized space which will more than offset that future reduction.

³³ The DOE proposed to expand M.S. 223 to serve high school grades, and this proposal was approved by the PEP on December 14, 2011. However, for reasons detailed in the EIS for that proposal (<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Dec2011Proposals.htm>), the implementation of M.S. 223's grade expansion will be delayed a year and will only add new ninth-grade seats beginning in the 2013-2014 school year.

³⁴ Current ninth grade seat capacity is based on 2011 ninth-grade seat targets for all district high schools (excludes District 75 and District 79 programs that offer CTE); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

In addition to what is reflected in the chart, as part of the replacement plan for the proposed phase-out of Samuel Gompers, the DOE has also proposed to open a new transfer high school to serve overage, under-credited students in building X655. This new school would add approximately 130-170 seats in 2012-2013 and 230-270 seats by 2014-2015. These seats are not included above, as they are not available to first time ninth graders. The DOE also intends to propose to open at least one more school in the Bronx for the 2012-2013 school year, which may further increase the capacity of high school seats in the borough. This proposal will be described in an EIS anticipated to post in January or February 2012.

Information regarding the new high schools proposed to open in September 2012 would be provided in the winter for students who may be interested in applying to these schools as part of Round Two of the High Schools Admissions Process. Detailed information about all City high schools and the High School Admissions Process is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/HighDirectory/default.htm>.

Impact on CTE Borough-Wide Seat Capacity

This proposal has a direct impact on CTE seats in the Bronx, as do the proposals to phase-out Samuel Gompers CTE High School (07X665) and Grace Dodge CTE High School (10X660).

There are four new schools proposed for opening in 2012-2013 in the Bronx which would be CTE schools or offer CTE programming. 08X559 is considering offering programming in one of the following career clusters: Science, Research, and Engineering or Hospitality and Tourism. 10X565 would offer programming in the following career cluster: Architecture and Construction. New Visions Charter School for Advanced Math and Science II would offer CTE programming in the following career clusters: Health Sciences; Science, Research, and Engineering. New Visions Charter School for Humanities II would offer CTE programming in the following career clusters: Business Management and Administration; Hospitality and Tourism. These pathways were selected in response to overall demand from students applying to CTE programs, demand from industry partners interested in hiring graduates with CTE endorsed diplomas, as well as labor trends and analysis of workforce needs.

The proposed new schools would add 543 ninth-grade available seats in new high schools that either are CTE schools or offer CTE programs.³⁵ The phase out of Grace Dodge, Jane Addams, and Samuel Gompers would result in the loss of 476 ninth-grade seats in CTE schools. Therefore, the DOE anticipates there would be a net gain of 67 new ninth grade seats in the Bronx in total in new CTE schools and new schools where CTE is offered.

For the 2011-2012 school year, there is a total of 4,985 ninth grade seats available in the Bronx in CTE schools and schools that offer CTE programs. A total of 4,319 new ninth-grade students are enrolled in these schools, resulting in 666 excess seats. If these proposals are approved, adding 67 new seats at CTE schools or schools with CTE programming, there would be a total of 5,052 total ninth grade seats in the Bronx for the 2012-2013 school year in schools where CTE is offered.

The DOE strongly believes in the importance of CTE education. The DOE will evaluate the potential to add new schools that provide high quality CTE education in available space across the Bronx, including the space that will become available in the X655 (where Samuel Gompers is currently located) and in X660 (where Grace Dodge is currently located) if these two proposals are approved.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X650. Additionally, this proposal is not expected to impact X650's status as a fully "Programmatically Accessible" building.

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

IV. Enrollment, Admissions, and School Performance Information

The only impacted school for this proposal is Jane Addams.

Jane Addams

Admissions Data

Current Admissions	9-12: High School Screened Admissions Process
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

	High School Grades 9-12
2011-12 (unaudited)	727
2012-13 (proj.)	453 - 493
2013-14 (proj.)	217 - 257
2014-15 (proj.)	99 - 139
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ³⁶	16%
Percentage of Students with Individualized Education Plans ³⁷	23%
Percentage of English Language Learner Students ³⁸	12%
Percentage of Students Eligible for Free or Reduced Lunch ³⁹	91%

School Performance Data

³⁶ Students Receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

³⁷ Students with Individualized Education Plan as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

³⁸ English Language Learner students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

³⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

X660 Grace Dodge Career and Technical Education High School	2008-2009	2009-2010	2010-2011
School Performance and Progress⁴⁰			
Overall Progress Report Grade	D	D	F
Quality Review Score ⁴¹	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ⁴²	59%	69%	57%
4 Year Graduation Rate	46%	46%	35%
6 Year Graduation Rate	56%	45%	55%
% Graduating with a Regents Diploma	24%	29%	25%
Attendance Rate	82%	79%	77%
2010-2011 State Accountability Status			
Restructuring (advanced) Comprehensive ⁴³			

V. Initial Costs and Savings

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

Most funding in school’s budgets is allocated on a per-pupil basis. For each student no longer on the Jane Addams’ roster as the phase-out is implemented, the school is expected to receive approximately \$4,207.47 less per pupil funding annually for high school students. 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 Jane Addams will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please 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

⁴⁰ Source: 2010-2011 Progress Report (<http://schools.nyc.gov/SchoolPortals/07/X655/AboutUs/Statistics/default.htm>).

⁴¹ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁴² The 2010-2011 Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least six of those 10 credits in three of the following four subject areas: Mathematics, English, Science, or Social Studies.

⁴³ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

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 to support the cost of classroom operations. All dollar amounts are based on FY 12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

As a school identified as PLA, Jane Addams is eligible for School Improvement Grant funds to support the Turnaround model. 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 this proposal is approved, in the spring, the DOE would submit an application to the New York State Education Department for Jane Addams to implement the Turnaround model. Under current New York State School Improvement Grant guidelines, if that application is approved, School Improvement Grant funding would support the new high schools proposed to be co-located in X650 and will be available to support programs at the new schools that will actively advance students towards graduation (e.g. on-line credit recovery programs, additional youth development, and guidance support to struggling students). The DOE is working with State and Federal authorities to determine whether School Improvement Grant funding can be made available to support schools in the process of phasing out, in addition to the new schools, under the Turnaround model.

All costs related to opening the proposed new schools will be included in the separate EISs proposing the co-location of new schools 08X559 and HUM II with Jane Addams High School for Academics and Careers.

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

A. Personnel Needs

All teachers, administrative, and non-pedagogical staff at Jane Addams would be excessed over the course of the phase-out.⁴⁴ This process would 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 teachers 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 in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in Jane Addams will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools that have an impact on a school that is closing or phasing out are required to hire no less than 50% of their staff from the most senior qualified

⁴⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

staff from the closing or phasing-out school, if sufficient number of staff apply, until the impacted school is closed.

B. Cost of Instruction

As a result of the phase out, the total number of students enrolled at Jane Addams will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. 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 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, Jane Addams 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. Jane Addams 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 IEPs. Even as Jane Addams is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

In addition, CTE schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (VTEA). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high skill, high wage, high demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2012, only officially approved programs will be eligible for this funding. As VTEA funds are funded on a per pupil basis, as Jane Addams phases out, the school would lose some of its additional funding to support the CTE program development as the enrollment declines.

B. Administration

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

C. Transportation

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

D. Other Support Services

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

VII. Building Information

Building⁴⁵		X650
Type of Building		High school
Year Built		1937
Overall BCAS rating		2.35
2010-2011 Target Building Utilization		81%
2010-2011 Target Building Capacity		1,241
FY 2011 Maintenance Costs	Labor	\$28,314
	Materials	\$10,576
	Maintenance and repair contracts	\$32,035
	Service contracts	\$9,770
	Custodial operations costs—Materials	\$12,808
	Custodial operations costs—Custodial Allocation	\$353,056
FY2011 Energy Costs	Electric	\$203,095
	Gas	\$91,128
	Oil	\$15,547
Projects completed during the current or prior school year		N/A
Projects proposed in the capital plan		N/A
Accessibility of the building		Fully Programmatically accessible
Building attributes		Art rooms, Auditorium, Cafeteria, Computer room(CR's) Library, Nurse's office and Science Lab (CR's)

⁴⁵ Shared with X962, a Transportable Classroom Unit, at this location.

Appendix A: Interest Area – Business

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
07X548	Bronx	Urban Assembly School for Careers in Sports	730 CONCOURSE VILLAGE WEST	482	552	87%	A	16%	5%	Urban Assembly School for Careers in Sports	Limited Unscreened
09X412	Bronx	Bronx High School of Business	240 EAST 172 STREET	408	507	80%	C	23%	24%	Bronx High School of Business	Educational Option
10X438	Bronx	Fordham Leadership Academy for Business and Technology	500 EAST FORDHAM ROAD	467	315	148%	D	15%	17%	Academy of Information Technology and Entrepreneurship	Educational Option
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	4278	3455	124%	F	13%	20%	Business Enterprise	Educational Option
11X270	Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	921 EAST 228TH STREET	610	612	100%	D	13%	7%	Academy for Scholarship and Entrepreneurship: A College Board School	Limited Unscreened

Appendix B: Interest Area –Cosmetology

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	605	1041	58%	A	23%	6%	Cosmetology	Educational Option
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1381	1146	121%	B	10%	6%	Cosmetology Careers/Salon Management	Screened
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	684	1072	64%	B	16%	4%	Cosmetology/Salon Management	Educational Option

Appendix C: Interest Area – Health Professions

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
07X500	Bronx	Hostos-Lincoln Academy of Science	475 GRAND CONCOURSE	544	478	114%	B	9%	5%	Hostos-Lincoln Academy of Science	Screened
07X670	Bronx	Health Opportunities High School	350 GERARD AVENUE	590	607	97%	B	15%	11%	Health Opportunities High School	Educational Option
09X263	Bronx	Validus Preparatory Academy: An Expeditionary Learning School	1595 BATHGATE AVENUE	376	360	104%	C	11%	13%	Validus Preparatory Academy: An Expeditionary Learning School	Limited Unscreened
09X413	Bronx	Bronx High School for Medical Science	240 EAST 172 STREET	459	473	97%	C	6%	6%	Medical and Health Sciences	Screened
10X237	Bronx	The Marie Curie School for Medicine, Nursing, and Health Professions	120 WEST 231 STREET	541	528	102%	B	12%	7%	The Marie Curie High School for Nursing, Medicine, & Allied Health Professions	Limited Unscreened
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	4278	3455	124%	F	13%	20%	Health Professions	Educational Option

Appendix C: Interest Area – Health Professions

10X660 ⁴⁶	Bronx	Grace Dodge Career and Technical Education High School	2474 CROTONA AVENUE	1195	1416	84%	F	17%	19%	School of Health Sciences	Educational Option
11X249	Bronx	Bronx Health Sciences High School	750 BAYCHESTER AVENUE	377	363	104%	A	7%	6%	Bronx Health Sciences High School	Limited Unscreened
11X290	Bronx	Bronx Academy of Health Careers	800 EAST GUN HILL ROAD	487	449	108%	A	14%	8%	Bronx Academy of Health Careers	Limited Unscreened

⁴⁶ The Panel of Education Policy will be voting on proposals to phase out Grace Dodge Career and Technical Education High School in February 2012.

Appendix D: Interest Area – Law and Government

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
07X427	Bronx	Community School for Social Justice	350 GERARD AVENUE	333	399	83%	C	14%	13%	Social Action	Limited Unscreened
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 STORY AVENUE	364	362	101%	B	15%	14%	The Felisa Rincón de Gautier Institute for Law and Public Policy	Limited Unscreened
09X505	Bronx	Bronx School for Law, Government and Justice	244 EAST 163 STREET	766	752	102%	C	10%	7%	Bronx School for Law, Government and Justice for New Students	Educational Option
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	709	552	128%	B	13%	10%	Bronx Leadership Academy	Educational Option
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	426	556	77%	B	14%	7%	Bronx School of Law and Finance	Limited Unscreened
10X439	Bronx	Bronx High School for Law and Community Service	500 EAST FORDHAM ROAD	434	458	95%	B	15%	14%	Bronx High School for Law and Community Service	Educational Option
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	4278	3455	124%	F	13%	20%	Public and Community Service/AFJROTC	Educational Option

Appendix D: Interest Area – Law and Government

11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1812	2902	62%	B	16%	10%	Law and Legal Studies/Law Enforcement Academy	Educational Option
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Appendix E: CTE Pathway – Business Management

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
07X427	Bronx	Community School for Social Justice	350 GERARD AVENUE	333	399	83%	C	14%	13%	Social Action	Limited Unscreened
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 STORY AVENUE	364	362	101%	B	15%	14%	The Felisa Rincón de Gautier Institute for Law and Public Policy	Limited Unscreened
09X505	Bronx	Bronx School for Law, Government and Justice	244 EAST 163 STREET	766	752	102%	C	10%	7%	Bronx School for Law, Government and Justice for New Students	Educational Option
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	709	552	128%	B	13%	10%	Bronx Leadership Academy	Educational Option
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	426	556	77%	B	14%	7%	Bronx School of Law and Finance	Limited Unscreened
10X439	Bronx	Bronx High School for Law and Community Service	500 EAST FORDHAM ROAD	434	458	95%	B	15%	14%	Bronx High School for Law and Community Service	Educational Option
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	4278	3455	124%	F	13%	20%	Public and Community Service/AFJROTC	Educational Option

Appendix E: CTE Pathway – Business Management

11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1812	2902	62%	B	16%	10%	Law and Legal Studies/Law Enforcement Academy	Educational Option
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Appendix F: CTE Pathway – Health Sciences

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M420	Manhattan	High School for Health Professions and Human Services	345 EAST 15TH STREET	1768	1140	155%	B	8%	4%	Medical Lab Assistant	Educational Option, Screened	In Development
02M460 ⁴⁷	Manhattan	Washington Irving High School	40 IRVING PLACE	1039	1988	52%	F	13%	20%	Health Professions	Educational Option, Screened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	938	1380	68%	D	12%	2%	Vision Lab Tech	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Vision Lab Tech	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Nursing Assistant	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Dental Lab Tech.	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Medical Assistant	Educational Option, Screened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Practical Nursing	Educational Option, Screened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Medical Lab Assistant	Educational Option, Screened	New (to process)

⁴⁷ The Panel of Education Policy will be voting on proposals to phase out Washington Irving High School in February 2012.

Appendix F: CTE Pathway – Health Sciences

17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1622	1699	95%	C	12%	9%	Dental Assistant	Educational Option, Screened	Under Review
17K751	Brooklyn	ACADEMY FOR HEALTH CAREERS	150 ALBANY AVENUE	138	98	141%	N/A	14%	7%	Medical Records Administration	Limited Unscreened	New (to process)
17K751	Brooklyn	ACADEMY FOR HEALTH CAREERS	150 ALBANY AVENUE	138	98	141%	N/A	14%	7%	Radiologic Technology/Science Radiography	Limited Unscreened	New (to process)
17K751	Brooklyn	ACADEMY FOR HEALTH CAREERS	150 ALBANY AVENUE	138	98	141%	N/A	14%	7%	Emergency Medical Technician	Limited Unscreened	New (to process)
18K563	Brooklyn	It Takes a Village Academy	5800 TILDEN AVENUE	389	709	55%	A	12%	29%	Medical Lab Assistant	Limited Unscreened	New (to process)
19K502	Brooklyn	FDNY High School for Fire and Life Safety	400 PENNSYLVANIA AVENUE	390	436	89%	N/A	16%	5%	Emergency Medical Technology/Technician	Limited Unscreened	New (to process)
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	605	1041	58%	A	23%	6%	Vision Lab Tech	Educational Option	Approved
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	605	1041	58%	A	23%	6%	Medical Billing and Coding	Educational Option	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3301	2225	148%	B	12%	24%	Medical Billing and Coding	Educational Option, Limited Unscreened, Zoned	In Development

Appendix F: CTE Pathway – Health Sciences

21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2647	2010	132%	C	11%	17%	Veterinary Science	Audition, Educational Option, Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Nursing Assistant	Educational Option, Zoned	Approved
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Medical Billing and Coding	Educational Option, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4166	2358	177%	A	10%	13%	EMT	Educational Option, Screened, Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3419	2773	123%	C	9%	16%	Medical Lab Assistant	Educational Option, Unscreened	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	Medical Assistant	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	EMT	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	Medical Lab Assistant	Audition, Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	Nursing Assistant	Audition, Educational Option, Screened, Zoned	New (to process)

Appendix F: CTE Pathway – Health Sciences

28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2268	1767	128%	A	8%	1%	Medical Lab and Allied Health Pro	Educational Option, Screened	New (to process)
29Q272	Queens	George Washington Carver High School for the Sciences	143-10 SPRINGFIELD BOULEVARD	477	676	71%	B	9%	2%	Veterinary Science	Limited Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2558	1698	151%	B	10%	6%	Practical Nursing	Educational Option, Screened, Unscreened	Approved
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2558	1698	151%	B	10%	6%	Nursing Assistant	Educational Option, Screened, Unscreened	Approved
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3893	3491	112%	B	10%	1%	Medical Lab and Allied Health Pro	Educational Option, Limited Unscreened, Screened, Unscreened	Approved
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3893	3491	112%	B	10%	1%	Dental Assistant	Educational Option, Limited Unscreened, Screened, Unscreened	In Development

Appendix G: CTE Pathway – Human Services

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A	0%	14%	Early Childhood/Day Care Assistant	N/A	Approved

Appendix H: CTE Pathway –Law and Public Safety

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M460 ⁴⁸	Manhattan	Washington Irving High School	40 IRVING PLACE	1039	1988	52%	F	13%	20%	Computer Forensics	Educational Option, Screened	In Development
02M460 ⁴⁹	Manhattan	Washington Irving High School	40 IRVING PLACE	1039	1988	52%	F	13%	20%	Law Academy/Legal Studies	Educational Option, Screened	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Law Enforcement	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Law Academy/Legal Studies	Educational Option	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1460	1822	80%	F	13%	10%	Law Enforcement	Educational Option	In Development
06M467	Manhattan	High School for Law and Public Service	549 AUDUBON AVENUE	695	527	132%	A	11%	32%	Law Academy/Legal Studies	Educational Option	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3682	3096	119%	F	17%	10%	Computer Forensics	Educational Option, Zoned	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3682	3096	119%	F	17%	10%	Law Academy/Legal Studies	Educational Option, Zoned	In Development

⁴⁸ The Panel of Education Policy will be voting on proposals to phase out Washington Irving High School in February 2012.

⁴⁹ The Panel of Education Policy will be voting on proposals to phase out Washington Irving High School in February 2012.

Appendix H: CTE Pathway –Law and Public Safety

08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 STORY AVENUE	364	362	101%	B	15%	14%	Law Academy/Legal Studies	Limited Unscreened	In Development
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	709	552	128%	B	13%	10%	Law Academy/Legal Studies	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	426	556	77%	B	14%	7%	Law Academy/Legal Studies	Limited Unscreened	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1812	2902	62%	B	16%	10%	Law Enforcement	Educational Option, Screened, Zoned	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1812	2902	62%	B	16%	10%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
12X690	Bronx	Monroe Academy for Business/Law	1300 BOYNTON AVENUE	254	467	54%	N/A	14%	15%	Law Academy	Phasing out	New (to process)
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	776	1050	74%	D	9%	6%	Computer Forensics	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	776	1050	74%	D	9%	6%	Law Enforcement	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	776	1050	74%	D	9%	6%	Law Academy/Legal Studies	Educational Option	In Development
15K519	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	668	864	77%	B	16%	8%	Law Academy/Legal Studies	Educational Option	In Development

Appendix H: CTE Pathway –Law and Public Safety

16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1646	3439	48%	F	15%	3%	Law Academy/Legal Studies	Screened, Zoned	New (to process)
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	408	663	62%	B	12%	5%	Law Academy/Legal Studies	Educational Option, Screened	In Development
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	426	455	94%	A	18%	9%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	301	708	43%	N/A	18%	8%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	308	414	74%	N/A	11%	12%	Law Program	Limited Unscreened	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3301	2225	148%	B	12%	24%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4336	2752	158%	B	11%	22%	Law Academy/Legal Studies	Audition, Screened, Zoned	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3888	2409	161%	C	4%	4%	Law Academy/Legal Studies	Screened, Unscreened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3127	2288	137%	B	10%	14%	Law Academy/Legal Studies	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1966	2480	79%	D	12%	21%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3153	2020	156%	D	8%	20%	Law Enforcement	Educational Option, Zoned	In Development

Appendix H: CTE Pathway –Law and Public Safety

25Q460	Queens	Flushing High School	35-01 UNION STREET	3153	2020	156%	D	8%	20%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Law Academy/Legal Studies	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4166	2358	177%	A	10%	13%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4166	2358	177%	A	10%	13%	Criminal Justice	Educational Option, Screened, Zoned	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	1062	1776	60%	D	13%	4%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened	In Development
27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2640	2211	119%	D	9%	17%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3419	2773	123%	C	9%	16%	Law Academy/Legal Studies	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3851	2023	190%	A	8%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
28Q470	Queens	Jamaica High School	167-01 GOTHIC DRIVE	614	1517	40%	N/A	12%	29%	Law Academy/Legal Studies	Phasing out	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3122	2704	115%	A	6%	15%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development

Appendix H: CTE Pathway –Law and Public Safety

30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2993	2742	109%	C	9%	18%	Law Academy/Legal Studies	Screened, Unscreened	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2675	3345	80%	A	11%	6%	Computer Forensics	Educational Option, Screened, Unscreened	New (to process)
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2675	3345	80%	A	11%	6%	Law Academy/Legal Studies	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2558	1698	151%	B	10%	6%	Law Enforcement	Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3249	2697	120%	A	13%	4%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Unscreened	In Development