

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of William Cullen Bryant High School (30Q445) and Opening of a New High School (30Q364) in Building Q445 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close William Cullen Bryant High School (30Q445, “W.C. Bryant”), an existing district high school in buildings Q445 (“Q445”) and Q949, a transportable classroom unit¹, located at 48-10 31 Avenue, Queens, NY 11103, within the geographical confines of Community School District 30. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace W.C. Bryant with New School (30Q364, “New School”), a new district high school serving students in grades nine through twelve in building Q445.

If this proposal is approved, W.C. Bryant will close at the conclusion of the 2011-2012 school year. All current students who have not graduated before the start of the 2012-2013 school year will be guaranteed seats and automatically enrolled in New School.²

W.C. Bryant admits students through the Citywide High School Admissions Process through a screened method and also through a zoned method. The screened programs, Mentor Law & Forensic Science Institute and Math/Science Enrichment, fall under the Law and Government and Science and Math interest areas. W.C. Bryant also offers two Career and Technical Education (“CTE”) programs.³ Additional information about CTE programming and the High School Admissions Process is contained in Sections III this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing W.C. Bryant and replacing it with New School, the DOE is seeking to expeditiously improve educational quality on the W.C. Bryant campus. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including W.C. Bryant staff who apply to work in the new school. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. By doing this important work to improve the quality of teaching and learning in the school, DOE also will maximize New School’s chance of receiving up to \$1,800,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of W.C. Bryant and incorporate new elements, including new talent designed to better

¹ Throughout this document, references to building Q445 shall be inclusive of the transportable classroom unit Q949.

² Summer school sites are determined yearly by the DOE. If this proposal is approved, students in W.C. Bryant who require summer school to meet promotion or graduation requirements would attend summer school in one of these sites. More information on summer school can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm>.

³ Students enrolled in a CTE high school 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.

meet student needs. Thus, the immediate closure and replacement of W.C. Bryant with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

Each year, the New York State Education Department (“SED”) designates a number of schools as Persistently Lowest Achieving (“PLA”) based on their low graduation rates or poor academic performance.⁴ (The standards for the PLA designation are described in more detail below.) W.C. Bryant was first designated as PLA during the 2010-2011 school year.⁵

Each year, the DOE comprehensively reviews all of its PLA schools, with the goal of determining what intensive supports and interventions would best benefit the students in these schools. During those reviews, the DOE looks at recent historical performance and demand data from the school, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

School Improvement Grants

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (known as School Improvement Grants, or SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.⁶

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization (“EPO”) that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student supports similar to those developed in Transformation, but also replace at least half of the school’s staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.⁷

In addition, the Transformation and Restart models require the implementation of a comprehensive teacher evaluation system based on multiple measures. This new teacher evaluation system is intended to enable schools to improve student achievement through a more robust and rigorous teacher evaluation process, which in turn would result in more targeted support for struggling teachers and greater accountability for ineffective teachers by allowing for their expedited removal when they are not serving students well.

⁴ For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.

⁵ For more information, please visit: <http://www.p12.nysed.gov/pla/>.

⁶ SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of a model. W.C. Bryant was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two years of funding.

⁷ For purposes of SIG, “School Closure” involves closing a school and enrolling the students who attended that school in other *existing* schools across the city. Because this would not result in the creation of replacement seats in the specific school community, the DOE does not use this model. For more information, please visit:

<http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>.

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to improve with the supports provided for within the Transformation and Restart models were selected to implement one of those models in school year 2011-2012. Following SED's review and approval, 19 schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools which the DOE concluded were not able to quickly improve student performance were assigned to implement the phase in/phase out version of the Turnaround model, where one or more new schools replace the PLA school over a number of years, while the PLA school stops accepting students and phases out gradually. In the remaining 10 schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each of these 10 schools to support them to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to W.C. Bryant specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made W.C. Bryant eligible for up to \$1,800,000 in SIG funding per year for three school years. However, W.C. Bryant's continuing eligibility for these funds was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement a new teacher evaluation system. Unfortunately, by the January 1, 2012 deadline, the DOE was unable to reach an agreement with the UFT on integral elements of this new teacher evaluation system. Because of this, SED informed the DOE that all New York City PLA schools in either the Transformation or Restart models would no longer receive SIG funding to continue the school reforms supported by these models.

After SED informed the DOE that the Transformation and Restart models were no longer available to New York City schools and that funding had been suspended, the DOE began to look at alternative approaches it could take to ensure that the supports and funding started under Transformation and Restart could continue and be strengthened. Furthermore, the continuing lack of a new teacher evaluation system led the DOE to further evaluate other options that were available to improve teacher quality.

After this further consideration, the DOE concluded that a number of PLA schools, including W.C. Bryant, should be closed and replaced with new schools. By closing W.C. Bryant and opening a new school, the DOE will (1) align the DOE's intervention strategy with the school's most recent performance data and the DOE's most recent assessment of the steps which must be taken to improve performance at the school and (2) be able to immediately increase the quality of teachers serving students currently attending W.C. Bryant.

W.C. Bryant's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Transformation model at the school. That decision was predicated on some positive trends in student progress between 2008-2009 and 2009-2010 which led the DOE to determine that the Transformation model, which along with Restart is a relatively less intensive intervention, was the best fit for the school. However, W.C. Bryant's metrics declined during the 2010-2011 school year and based on this most recent data, the DOE believes that students at W.C. Bryant would be better served by implementation of a more intensive intervention. This is because the data show that the school was struggling even more than the DOE had thought at the time it chose the Transformation model for the school. The DOE also received feedback from members of the New York State Board of Regents that the pace of change in some Transformation and Restart schools was not quick enough to meet the challenges faced by the school. Thus, the DOE decided to propose that W.C. Bryant be closed and replaced with a new school that would incorporate the strongest elements of W.C. Bryant, while also allowing new staff to be put in place to accelerate the pace of improvement.

When the DOE placed W.C. Bryant in the Transformation model, it hoped that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation or Restart models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would

best support student outcomes. Even though the DOE and UFT have recently moved closer to an agreement on evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the downturn in W.C. Bryant's data discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

Per Article 18-D of the DOE's collective bargaining agreement with the UFT, when a new school is created to replace a school that is being phased out or closed, the principal of the new school must develop and implement school-based competencies for hiring teaching staff.⁸ Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership, at minimum, consists of two representatives appointed by the UFT President, two representatives appointed by the superintendent (or the Chancellor) and the principal of the new school.

The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.

Any remaining teacher vacancies will then be filled by the Personnel Committee from applicants from the existing teacher pool, or as with all new district schools, if the school is unable to find sufficiently qualified applicants from within the existing teacher pool, the school will be provided an exception to hire up to 40% of its teaching positions from outside of the current teacher pool.

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high-quality teaching staff into the new school and not rehire staff from the closing school who do not meet the New School's qualifications. As discussed in more detail in Sections V. and VI. if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the existing SIG model if a final agreement is reached on teacher evaluations. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for W.C. Bryant and New School, seeking to continue SIG funding necessary to build on the work that began under the old model and implement new and revamped programs in New School to improve student achievement even further. However, the DOE intends to proceed with this proposal regardless of whether SIG funding is available, because it believes that the proposed staff, structural, and programmatic changes at New School will better serve students.

New School will guarantee a seat for all students currently attending W.C. Bryant and will admit future new ninth grade students through the Citywide High School Admissions Process. New School will be able to continue and augment those supports that are currently demonstrating some success at W.C. Bryant, and replace those interventions that have been less effective. New School will build upon the best elements of W.C. Bryant and will incorporate new elements to support student achievement. It will also fulfill the DOE's commitment to providing targeted support and greater accountability for teachers.

⁸ The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed above) for addressing the problems of Persistently Lowest Achieving schools supported by federal School Improvement Grant funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

Performance and School Environment at W.C. Bryant

SED identifies high schools as PLA if their four-year graduation rate is below 60 percent for three years in a row, or if their students' performance on the English and Math Regents exams is among the lowest five percent of schools in New York State and the school's results have not improved significantly in the previous three years. W.C. Bryant was identified as a PLA school in 2010-2011 because of its consistently low four-year graduation rate.

W.C. Bryant has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school continues to require significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing W.C. Bryant and opening New School. The new structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below:

- Graduation rates at W.C. Bryant have been consistently low for years. Last year, W.C. Bryant's four-year graduation rate (including August graduates) was 57% — well below the Citywide graduation rate of 65.1% and in the bottom 17% Citywide.⁹ That represents a decline from a 60% graduation rate for the class of 2010.
- If Regents diplomas alone counted toward graduation—as will be the case for most students in the 2012-13 school year—the four-year graduation rate at W.C. Bryant would drop to just 50%, putting the school in the bottom 35% of high schools Citywide.
- 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. W.C. Bryant earned an overall C grade on its 2010-11 annual Progress Report, with an F grade on Student Performance, a D grade on Student Progress, and a B grade on School Environment.
- W.C. Bryant was rated “Developing” (D) on its most recent Quality Review in 2010-11. Quality Reviews evaluate how well schools are organized to support student learning. W.C. Bryant's 2010-11 Quality Review¹⁰ cited a number of serious concerns, including the need for teachers to strengthen their use of assessments to improve identification of key needs required for effective academic intervention and improve communication systems so that students and families are better able to assess progress and articulate next learning steps.
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-11, only 63% of first-year students at W.C. Bryant earned at least 10 credits. (The Progress Report defines students earning 10 or more credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subjects: Math, English, Science and/or Social Studies.) This rate of credit accumulation puts W.C. Bryant in the bottom 12% of high schools Citywide.

⁹ Throughout this EIS, New York City's graduation rate calculation is used for individual school's graduation rates for all years, which is reported on the NYCDOE Progress Reports. For New York City, the most recent graduation rate available is New York State's calculation for NYCDOE students, which was 65.1% for the class of 2010. New York State's calculation of New York City's 2011 citywide graduation rate will not be available until New York State completes the verification of the graduation rate and releases it in spring 2012. New York City and New York State graduation rates both include August graduates and are generally similar.

¹⁰ Quality Reviews rate school on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating). For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>

Despite a number of challenges the school has faced, some data indicates that elements of W.C. Bryant are worth preserving in New School.

- W.C. Bryant appears to be having some success in graduating students in self-contained classrooms. 30% of self-contained students with disabilities graduated in four years, putting W.C. Bryant in the top 31 percent Citywide for self-contained students. The DOE will seek to preserve W.C. Bryant’s efforts to support these students in the new school, while implementing new supports to assist other student populations who continue to struggle at W.C. Bryant, including students in Special Education Teacher Support Services (“SETSS”) classrooms, English language learners (“ELLs”), and other student populations.
- While credit accumulation at W.C. Bryant is low overall, its students’ Regents exam outcomes indicate some success in specific subjects. As measured by the weighted Regents pass rate, W.C. Bryant is showing relative success in helping students to pass the science Regents exam, with a weighted pass rate that places the school in the top 25% of schools citywide. Student results in other subjects are not showing similar levels of achievement. The DOE will seek to preserve W.C. Bryant’s more effective instructional programs in the new school, while also implementing new programs to improve instruction in other subjects.
- Attendance rates at the school remain relatively strong, indicating students continue to come to school eager to learn. Improving instruction and school organization at the new school could result in increased learning for the many students currently attending W.C. Bryant each day.
- While the school’s overall Quality Review score was “Developing,” the Review indicated some areas of strength, such as several strategic administrative decisions that support school goals for improved academic outcomes and providing a safe and supportive learning environment that supports students’ academic engagement and social-emotional well-being. With new staff, structural, and programmatic changes, we expect that New School will be able to effectively leverage these areas of strength while improving student outcomes for all students.

The chart below summarizes key performance data for William Cullen Bryant High School over the past three years:

Q445 William Cullen Bryant High School	2008-2009	2009-2010	2010-2011
<i>School Performance and Progress</i>			
Overall Progress Report Grade	B	C	C
Progress Report Progress Grade	C	C	D
Progress Report Performance Grade	C	D	F
Progress Report Environment Grade	B	C	B
Quality Review Score	P	P	D
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	56%	60%	63%
4 Year Graduation Rate	56%	60%	57%
6 Year Graduation Rate	61%	62%	66%
% Graduating with a Regents Diploma	45%	48%	50%
Attendance Rate	87%	89%	89%
<i>2010-2011 State Accountability Status¹¹</i>	Restructuring (advanced) Comprehensive		

¹¹ <http://www.p12.nysed.gov/irs/accountability/>

Overview of Past Strategic Improvement Efforts at W.C. Bryant

For the past several years, the DOE has sought to support W.C. Bryant in order to ensure that it was equipped to provide a quality education for its students.

Leadership Support:

- Provided extensive leadership training, coaching, and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan.
- Advised and coached leadership in developing an engaging and supportive school culture, including strategies to improve attendance and re-engage students who had been absent long-term.
- Coached and trained leadership on implementing plans in support of citywide instructional initiatives, including analyzing data to improve student outcomes, implementing Common Core Learning Standards, and meeting new Regents requirements.
- Supported leadership in fiscal and operational planning, including budgetary and human resources issues.

Instructional Support:

- Facilitated training for teachers in developing lesson and curriculum plans, analyzing data to promote student achievement and creating rigorous tasks and rubrics aligned to citywide instructional initiatives.
- Provided training for assistant principals and lead teachers to facilitate professional development aimed at improving teacher practice, allowing teachers to perform purposeful planning, improve their reflection and goal-setting, provide students with differentiated tasks, and follow best practices in analyzing student work and adapting instruction.
- Provided in-depth workshops to teachers and assistant principals to strengthen math instruction, including training on increasing the rigor of instruction, lesson planning, lesson modeling, developing literacy and writing in a math classroom, differentiating instruction, and motivating students.
- Worked with teacher teams to monitor progress of ELLs, refine curriculum to improve students' reading comprehension, and identify interventions and strategies to help them meet graduation requirements.

Operational Support:

- Assisted teachers and school staff in documenting compliance with Special Education requirements.
- Advised school staff on budgeting, hiring, and building management.
- Supported school with troubleshooting of IT and data management systems.

Student Support:

- Supported staff in analyzing and improving attendance by tracking attendance, improving outreach to families, developing interventions for at risk students, and strengthening school culture.
- Offered professional development for teachers and counselors aimed at providing students with social and emotional supports, including training in effective classroom management, Positive Behavioral Intervention Strategies, and crisis management.

Even with these supports, however, the DOE has determined that W.C. Bryant does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending W.C. Bryant is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all non-graduating students currently attending W.C. Bryant access to an improved faculty.

Prior to issuing this proposal, the DOE met with the W.C. Bryant community. On January 24, 2012, Queens High School Superintendent Juan Mendez met with W.C. Bryant’s School Leadership Team (“SLT”), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

The DOE will seek and review further community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Proposed or Potential Use of Building

Q445 has a target capacity of 2,742 students.¹² (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 2,927 total students,¹³ yielding a utilization rate of 107%.¹⁴

If this proposal is approved, W.C. Bryant will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open for September 2012. Seats in the school will be guaranteed for all students currently enrolled in W.C. Bryant who do not graduate by June 2012.

Over a two-year period, the proposed grade spans for the schools in the building are as follows:

Grade Spans			
DBN	School Name	2011-2012	2012-2013
30Q445	William Cullen Bryant High School	09-12	-
30Q364	New School	-	09-12

If this proposal is approved, New School will serve approximately 2,905-2,945 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 2,323 students currently in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. This approximates enrollment levels in W.C. Bryant, which is currently serving 2,927 students.

If this proposal is approved, once W.C. Bryant is closed and New School is opened, there will be approximately 2,905-2,945 students served in the Q445 building in 2012-2013, yielding a projected utilization rate of 106-107%.

¹² 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”).

¹³ 2011-2012 Audited Register.

¹⁴ 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 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of the 2011 audited register. 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.

Over a two-year period, the enrollments for each school and building utilization rates are as follows:

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
30Q445	William Cullen Bryant High School	2,927	-
30Q364	New School	-	2,905 – 2,945
Total Building Enrollment		2,927	2,905 – 2,945
Utilization		107%	106% - 107%

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described below. In addition, transportable classroom units are available on the Q445 Campus to provide additional classroom and/or administrative space to meet student needs.

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), 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 goals for 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 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, goal classroom capacity, etc.) remain constant. Thus, 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 will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity will increase because 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 goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at W.C. Bryant and New School

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at W.C. Bryant. These structural and programmatic changes will be supported by New School's hiring process, which will allow the DOE to screen and hire those teachers with the specific skills and talent necessary to properly implement them. This will give all non-graduating students currently attending W.C. Bryant High School access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that New School is able to effectively serve the needs of the students currently attending W.C. Bryant, the DOE believes that the newly screened and hired staff will be among the most important changes at New School.

The DOE's intention in proposing the closure of W.C. Bryant and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of W.C. Bryant High School with new staff and new programmatic elements in a new school.

W.C. Bryant currently offers bilingual programming and CTE programming. Details are included below about each of these programs, whether they will be implemented in New School, and if so whether any changes to these programs are anticipated.

Based on available resources, student needs, and the availability of SIG funding, new elements planned for New School include but are not limited to: implementation of a small learning academy structure to foster more personalized and interdisciplinary learning, expanded block scheduling to foster improved teacher planning and student learning experiences, a redesigned instructional model aligned to the Common Core Learning Standards, more robust academic intervention services for students who are struggling, and an honors program that provides new opportunities for students who are excelling.

New School Mission

The mission of New School is to enable all students to reach their highest potential and graduate with the academic and life skills necessary for college and career readiness for the 21st Century. New School will expect each student to master technology, think critically, problem solve, negotiate text, and work collaboratively in personalized communities. New School is committed to ensuring that each student is career-ready and college-ready, with all students becoming model citizens, and contributing to their community.

Currently, W. C. Bryant's mission is to develop leadership skills for all students. This mission lacks an instructional focus. New school's mission will be focused not only on the students' leadership and socio-emotional growth, but also places a heavy emphasis on academic excellence and college and career readiness.

To achieve this instructional excellence, New School will be organized into four institutes, in which students will be a part of a small learning community ("SLC"). In so doing, all students will get personalized, targeted support to enable them to reach their full potential. All students will be given the

opportunity to have the school-to-work experience in their field of focus within their institutes. This school structure is described in more detail below.

Instructional Model, Curricula, and SLCs

Central to this instructional program will be the creation of SLCs at New School. Currently, W.C. Bryant is organized in a departmentalized model in which students and teachers are programmed via subject areas. This model will be discontinued.

Instead, based on an ongoing assessment of needs and resources, New School will plan to adopt small, personalized communities to enhance students' sense of ownership over their education and provide a more personal educational environment for students. To accomplish this, New School will establish four small learning academies, or institutes: Freshman Success; Forensic Science and Law; Math, Science and Technology; and Humanities and the Arts.

Each institute will be designed to maximize academic and real world working experiences relevant to the student's program of study, including internships for eleventh- and twelfth-grade students in the three upperclassmen academies. In each academy, students will engage in interdisciplinary inquiry-based units of study in order to ensure proficiency in the core subject areas, such as English and Mathematics. Students will be programmed in block schedules, where all classes begin and end at the same time, for Math, English Language Arts ("ELA"), Science, and Social Studies coursework to ensure mastery of skills. Instruction for all classes will be aligned to the Common Core Learning Standards. Each institute will incorporate the use of technology in all classes daily through the use of laptops, smart boards, and iPads. Technology will be used as a means to provide support for the thinking process, problem-solving, inquiry-based learning, negotiating text, collaborative learning and differentiated instruction where students can learn in small groups.

Under the Transformation model, W.C. Bryant had begun to implement systems for using data to identify and implement instructional programs. W.C. Bryant began implementation of Datacation, a school-wide data collection and analysis system, and other online learning programs such as Apex and Plato Learning. However, the initial information that was gathered has not yet been used to drive instructional decision-making.

New School will utilize the data systems that W.C. Bryant began using to create an instructional program that is tailored to address areas where students are struggling and maximize students' opportunities for success.

Currently at W.C. Bryant, there is a lack of interdisciplinary, inquiry-based learning where students' critical and higher order thinking skills are developed or challenged to equip them with 21st Century skills. To address this deficiency, New School will use the small learning academy structure to engage students in an interdisciplinary curriculum aligned with the Common Core Learning Standards, by grade level, and will include a series of advanced elective courses challenging students' self-expression and problem-solving skills.

New School plans to have each institute be headed by an assistant principal, 3 teacher leaders, two guidance counselors, a college counselor and support staff. Each institute will include approximately 300-450 students, inclusive of ELLs and students with disabilities. By dividing the school into smaller-sized institutes, New School is seeking to ensure that each student will have a personalized connection with the adults responsible for student growth and achievement.

In the ninth grade academy, Freshman Success, New School's emphasis will be on developing the introductory set of core learning skills for each of the content areas needed for success in the

upperclassmen academies. The Freshman Success academy will be designed to support students as they transition from middle school to the high school environment. Students will focus on the core academics, character-building, effective study habits, and exposure to college and career readiness via college visits, career day, and visits to actual work sites. At the end of the year, students will be surveyed, assessed, and interviewed so that they may be prepared to select an institute based on their strengths and interests.

The Forensic Science and Law Academy will be designed and dedicated to exposing students to careers in the law enforcement, public service, and safety professions. This institute will offer a variety of courses, including but not limited to: forensics, psychology, law, sociology, administrations of justice, and debate. There will be partnerships with several organizations, including the Queens DA Office, NYPD, and John Jay College. Through mock trials, career field trips, and visits from guest speakers, students will be able to investigate and discover the different fields within the area of justice and law. This type of exposure will enable students to experience the various fields of law. In their senior year, students will have developed a portfolio comprised of work inclusive of letters of recommendation, a resume, personal statement, autobiography, and a post-secondary plan.

The Math, Science and Technology Academy will provide students with an innovative hands-on learning environment where students will explore interdisciplinary concepts in math, science, and technology. Students will be exposed to courses such as math/science research, architecture, robotics, physics, chemistry, anatomy, physiology, calculus, networking, web design, and systems. This institute will partner with Queens College, Polytechnic University, and St. John's University and provide students with a School-To-Work program, where students will get real-life working experience in order to be better positioned for employment in data networking companies upon graduation.

The Humanities and the Arts Academy will be designed around a set of core structures that are rigorous, inquiry/discovery-based and focused on college and career readiness skills. Students will be expected to create, design, produce, perform, exhibit, write, and present via a variety of multimedia. An interdisciplinary curriculum, aligned with the Common Core Learning Standards by grade level, will include a series of advanced elective courses challenging students' self-expression and problem-solving skills. In the eleventh grade, students will interpret and communicate concepts and ideas through writing, painting, drawing, acting, dance, music, and animation. Students will also explore and research various perspective careers so that they begin to think about goals they might want to set for themselves. In the twelfth grade, New School plans to involve all seniors in a Senior Experience, which is a program that includes completing an internship with outside professional partners, such as School-To-Work, so that students explore careers they might be interested in. Students will work in newspaper offices, museums, various multicultural theatres, art galleries, law offices, advertising companies, and broadcast stations. As part of the experience, students will be required to complete a portfolio, a journal, and a 150-200 hour practicum.

School Schedule

W.C. Bryant currently utilizes block scheduling for ninth-grade math and ELA students, with a heavy emphasis on remediation of basic skills.

Based on an ongoing assessment of needs and resources, New School will plan to expand block scheduling to all grades to provide for Professional Learning Communities, Inquiry, Student Advisories/Guidance, Parent Partnership, community-based organizations, and interdisciplinary curricula that will include elective, AP, and Pre-AP/Honors Courses. Starting and ending classes at the same times (block scheduling) will allow the school to schedule and implement these programs.

New School will adopt an interdisciplinary team approach around the core subject areas, which will allow team teachers to have common planning time daily for 45 minutes for each institute. Ninth-grade students will be scheduled for all core subjects for 45 minutes and an advisory, described in more detail below. The

school day will structure around 45 minutes for the core subjects and a double period in the student's major area of study in the upper grades.

As needed, the School-based Options ("SBO") process allows individual schools to modify provisions in the collective bargaining agreement or NYCDOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review SBOs in March-April of each year. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all schools, including PLA schools such as W.C. Bryant. Should the school decide that future proposed scheduling changes go beyond the standard scheduling provisions in the bargaining agreement, the principal and the chapter leader will discuss holding an SBO vote.

CTE Programs

As noted above regarding the SLCs, New School will be organized into a school structure that is very different than W.C. Bryant. However, New School still recognizes the importance of CTE programs for students and, subject to a needs assessment and student interest, is planning on continuing the CTE programs currently offered at W.C. Bryant.

Currently W.C. Bryant offers CTE programs in the following career clusters:

- Business Management and Administration
- Law and Public Safety

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.¹⁵ 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 state approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can continue to do so.

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

¹⁵ "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.

W.C. Bryant offers two CTE programs. One of these programs is approved by the state, and one program is in development and not yet approved by the State:

Career Cluster	CTE Pathway	Status
Business Management and Administration	Entrepreneurship/Virtual Enterprise	Approved
Law and Public Safety	Law Academy/Legal Studies	In Development

Students enrolled in CTE programming at W.C. Bryant would have the opportunity to enroll in CTE programming at New School. New School is planning to continue the same CTE programming that W.C. Bryant currently has. This includes pursuing state approval of the program currently in development at W.C. Bryant and pursuing the continuance of approval for the Entrepreneurship program. The Office of Postsecondary Readiness (“OPSR”) will support the leadership of New School as the school works to gain state approval.

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 W.C. Bryant, or at other schools Citywide, do not graduate with CTE endorsed diplomas. As such, if this proposal is approved, students enrolled in the Law and Public Safety program at W.C. Bryant 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. The DOE will support New School in the program approval process as necessary.

The DOE has been informed by SED that for approved CTE programs in schools proposed for closure and immediate replacement, the programs would continue to be approved provided the factors underlying approval, such as CTE curriculum, partner relationships, postsecondary articulation agreements, and certain other elements contributing to program quality, are incorporated in New School.

As a result, the DOE anticipates that the Entrepreneurship/Virtual Enterprise program, which currently has State approval, would continue to be approved at New School, and that New School would be able to offer CTE-endorsed diplomas to its graduates.

The list of schools in the City that also provide CTE programs in W.C. Bryant’s pathways can be found in the Appendix. 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/Directory/default.htm>.

[Support for Students with Disabilities and English Language Learners](#)

W.C. Bryant currently serves students in Integrated Co-Teaching (“ICT”), Self-Contained (“SC”), and Special Education Teacher Support Services (“SETSS”) classes.

Based on student need, New School plans to create more ICT classes, so as to move students to the least restrictive environment when appropriate.

Currently, at W.C. Bryant, ELLs are served with English as a Second Language supports or in a Transitional Bilingual Program. New School will continue to offer both English as a Second Language and a Transitional Bilingual Program in Spanish to support ELLs. The list of schools in Queens that also provide transitional bilingual programs in Spanish can be found in the Appendix.

In terms of curricula, W.C. Bryant is currently using two special programs to serve students with disabilities and ELLs. The Great Leaps Reading Fluency Program combines teaching of word recognition skills with high-interest reading material to engage students and motivate reading experiences for students with disabilities. The Achieve 3000 program, a web-based individualized learning program that uses online

summative assessment tools to differentiate language arts instruction and improve reading comprehension, vocabulary and writing skills, is currently only offered to ELL students.

The Achieve 3000 program is a special resource that New School will continue. Pending student need and the availability of resources, this program will be expanded to be for use by all students in New School, including underperforming students and students with disabilities. In addition, pending availability of resources, New School will also use the Great Leaps Reading Fluency Program to address ELL students' reading skill. This program is currently only in use with students with disabilities at W.C. Bryant.

Academic Interventions and Supports

Based on an ongoing assessment of needs and resources, New School will plan to offer intense academic and socio-emotional support for subgroups who are struggling. For example, New School will partner with Zone 126, a community-based organization ("CBO") that seeks to address the number of low income children in Long Island City and Astoria to help them complete high school, graduate from college, and acquire the necessary skills to participate in the 21st Century world. This CBO will provide tutoring and mentoring. Struggling students will also receive the following supports: Saturday School, tutoring during and after school, and Plato Learning, which offers online high school courses that accommodate various learning styles and needs.

New School will build upon the following supports in place at W.C. Bryant: W.C. Bryant's special education classes currently utilize Wilson Reading, a structured reading and writing program that helps students who need to improve their reading skills by teaching them to decode the structure of words. New School will expand Wilson Reading to all students in need of decoding and reading improvement. The Accelerated Boot Camp Academy credit recovery program is currently offered to students in ninth and twelfth grades for credit accumulation during exam week. The Accelerated Academy is designed for students who are in jeopardy of failing their classes. These students are identified by the subject teachers and given intense support to enable them to pass. New School will expand the program to Winter and Spring Recess for students with a 55 course average and 80% attendance. The Extended Day program offers a credit recovery program after school for all students who have failed a course. Students stay after-school to retake classes for credits they have not yet earned. New School will expand the program to all students. APEX is an online credit recovery program offered during and after school only to twelfth graders. New School will expand this program to include all grades and all students in need, including ELL and students with disabilities.

Finally, as described above, New School will also use the Great Leaps Reading Fluency Program, currently only in use at W.C. Bryant with students with disabilities, to address underperforming students' reading skills. As described above, Achieve 3000 will also be expanded at New School to serve underperforming students.

Honors Opportunities

New School will establish an Honors program for the higher performing students and steer them towards earning an Advanced Placement diploma. Pending availability of resources, an intensive advanced placement program will be established in the institutes for the core subjects to ensure that higher performing students are afforded the enrichment opportunity.

W.C. Bryant currently has an extensive College Now connection with LaGuardia Community College. New School will continue this work and expand upon it by establishing new partnerships with other two- and four-year colleges to enable students to take college classes on college campuses in their senior year.

Human Capital

Pending availability of SIG funding, New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the NYC Teaching Residency for School Turnaround,¹⁶ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to The Teachers of Tomorrow (“TOT”), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include PLA schools) by providing them with tax-free grants for up to four consecutive years.

Under the Transformation model, W.C. Bryant partnered with the Learning Leaders Academy (“LLA”), specialists from Datacation, and with the Wilson Reading Program and Rubicon-Atlas Learning, to deliver professional development services such as curriculum mapping, support for teachers of students with disabilities, and mentoring. Although a significant amount of time and resources have been dedicated towards implementing professional development, inputs have not translated into increased student achievement. New School will work to deepen elements of professional development which have been successful and revamp those components which have not resulted in strong student outcomes. For example, currently W.C. Bryant has shorter Fridays for teachers to engage in professional development. This year the school has been using these Fridays to engage in inquiry work by subject, grade and department. Inquiry is a sustained process of investigation and action by a group of educators that empowers teachers to improve student achievement and close the achievement gap. New School will expand on the professional development topics tailored both to the needs of the institutes and entire school. Professional development topics may include:

- Differentiated instruction: Modifying and adapting instruction, materials, content, student projects and products, and assessment to meet the learning needs of individual students.
- Use of data to drive instruction: Using student assessment data to inform instructional decisions, strategies and practices.
- Indirect and interactive instruction: Using discussion and sharing among participants so that students may learn from peers and teachers to develop social skills, organize thoughts and develop rational arguments.
- Integrating technology in the classroom: Using interactive technology such as SmartBoards, iPads, and computers to enrich activities and further student learning.

New School will incorporate a shorter day for students on Wednesdays to allow teacher teams to meet and participate in professional development in their community, and review and analyze data to meet the changing needs of students. On Wednesdays, periods will be shortened to 35 minutes each period, and the day will end at 2:00 pm for all students. All faculty members will engage in institute or school-wide professional development as deemed necessary via the analysis of needs.

Curriculum will be aligned to the Common Core Learning Standards, where curriculum maps will be developed that include essential questions, skills, strategies, assessments, choice of materials, resources, differentiated activities, technology integration, and timeframe for the entire school year.

Checkpoints/benchmark assessments will be incorporated in every institute. Outcomes will be used to intensify academic intervention services (“AIS”) for students inclusive of targeted tutoring and counseling support.

¹⁶ <http://nycteachingresidency.ttrack.org/>

Through common planning time, teachers will be able to meet in their Professional Learning Communities, engage in cycles of analyzing student work, and monitor and revise curriculum to adjust the needs of students, which leads to higher levels of learning and a greater depth of knowledge.

Based on available resources and needs assessments, New School will pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness work into the professional development framework. As part of this effort, New School leadership will plan to seek learning opportunities, such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. New School will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the Danielson framework.

Socio-Emotional Student Supports

New School will use the small learning academies as a platform for addressing students' socio-emotional needs. Each institute will plan to have at least two guidance counselors and one college counselor to provide support for all students. These counselors will be exclusive to the institute. Additionally, there will be advisories on all grade levels within the institutes to support students academically and socially, and to provide intense college and career readiness preparation. An advisory is a class that focuses on non-academic issues (typically habits) such as life skills, study skills, working with others, and career planning.

On top of the support offered through the small learning academies, pending the availability of resources and based on student interests, New School will pursue the following programs:

- Hip Hop for Life is a program that provides interactive life skills training designed to engage and empower young people to lead extraordinary lives. This will be done through year round mentoring after school, and curriculum based programs specializing in African American and Latino students. The Leadership Program will offer a variety of services that are tailored to the school that have been shown to change student attitudes towards violence, gang involvement, and substance abuse. This program will target the students who are struggling with these issues. It will build their leadership skills in a positive manner.

New School will also develop relationships with the following partners:

- Fab Network is a consulting organization dedicated to preparing individuals for success both professionally and personally, by fostering career and social opportunities to young adults to help them build careers. New School will work with this CBO to provide a particular focus on young women in the school.
- South Asian Youth Action ("SAYA") helps create opportunities for South Asian youth to develop accomplish their full potential; level the playing field by taking a comprehensive approach to youth development; and support students with academics, leadership skills, arts, sports, and counseling services.
- Center for Independence of the Disabled ("CID-NY") works to remove the barriers for people with disabilities and helps them to acquire the tools to live independently by promoting an environment where students with disabilities are recognized and treated as productive and respected members of the community.

New School will carry over the following support programs from W.C. Bryant: Global Kids, a CBO which currently focuses on a cohort of 40 ninth-grader students, helping to monitor and ensure promotion to the next grade. New School will expand this program to incorporate attendance improvement for all students, including engaging students who are at risk and not attending school. College Summit provides strategies and tools to transform college enrollment throughout school and builds capacity to send more students to postsecondary education, and is currently offered to twelfth graders only. New School will expand this program to ninth-grade students to eleventh-grade students in order to develop a college-going culture in the school community, and prepare students for college and postsecondary career exploration.

Additionally, New School will also pursue opportunities in creating a School Wellness Council and explore applying for grant funding through the Wellness Grant Program to support the work of the Council.¹⁷ The council would be comprised of parents, students, business and community leaders, and school staff to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community. These wellness opportunities would be in alignment to the overall school’s mission and theme.

New School will pursue offering the Breakfast in the Classroom program to ensure all students begin their instructional day with a free, nutritious meal.¹⁸ The free breakfast campaign is based on scientific research that links children’s nutrition with improved academic performance and psychological well-being. By offering Breakfast in the Classroom, New School will support improved attendance, punctuality and behavior, and support student’s attention, memory, and achievement.

Impact on Partnerships

In addition to the partnerships described earlier, according to the 2011-2012 High School Directory, W.C. Bryant has partnerships with:

Community-Based Organizations	Higher Education Institutions	Cultural/Arts Organizations	Not-for-Profit	Corporate or Financial Institutions	Financial Institutions	Other
South Asian Youth Action (SAYA), Leadership Program, Goodwill Industries, Hellenic American Neighborhood Action Committee (HANAC), Leadership Enterprise for a Diverse America (LEDA), Global Kids	Queens College, La Guardia Community College, Queensborough Community College, Hunter College, Pace University, York College	Museum of Natural History, Metropolitan Opera/Mannes, Queens College, Queens Museum, ArtsConnection, National Choral Council	National Association of Latino Elected and Appointed Officials (NALEO), South Asian Council for Social Services	Estée Lauder, Chadbourne & Park Law Offices, Xincon Career Development, Inc.	Commerce Bank	IS10 Science Mentoring Linkage, Upward Bound Program

If this proposal is approved, the DOE will work with New School to ensure the smooth transition of all the above existing partnerships from W.C. Bryant to New School.

¹⁷ <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

¹⁸ <http://www.opt-osfns.org/osfns/>

Impact on Extracurricular Activities and Sports

According to the High School Directory, W.C. Bryant currently offers the following extracurricular activities and clubs:¹⁹

Extracurricular			
Student Leadership & Support	Academic	Artistic	Clubs
Student Government, Leadership Class, Conflict Resolution, Peer Mediation, Bryant Volunteers, Peer Tutoring	Family Science Night, Moot Court, Mock Trial, Math Teams, Arista National Honor Society, MOUSE Squad	All-City High School Choir, Marching Band & Concert Band, New York State School Music Association (NYSSMA), Dramatic and Musical Comedy Productions, Seasonal Concerts, Dances, Recitals, Shakespeare Oratory, 3 Choruses, Band, Math and Science Fair, Multicultural Festival	22 Social and Cultural Clubs including: Science, Math, Game, Italian, Filipino, Hispanic, African-American, Gardening, Debate, Greek, Book, Korean, Key

If this proposal is approved, New School is expected to offer the same or increased extra-curricular activities and clubs, based on student interest and the faculty’s ability to support these activities.

PSAL Sports - Boys	PSAL Sports - Girls
Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Football, Golf, Handball, Indoor Track, Outdoor Track, Soccer, Tennis, Volleyball, Wrestling	Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Tennis, Volleyball & JV Volleyball

If this proposal is approved, New School is expected to offer the same student athletics as W.C. Bryant offers. The availability of the PSAL program for the schools in Q445 is expected to remain the same despite the closure of W.C. Bryant and opening of New School.

As with all schools citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

Enrollment Options for Current W.C. Bryant Students

Under this proposal, all current W.C. Bryant students will have a guaranteed seat in New School. This includes all ninth-, tenth-, and eleventh-grade students, as well as any twelfth-grade students who do not graduate by June 2012.

All incoming ninth-graders who have applied to W.C. Bryant and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

¹⁹ <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Throughout the City, students who are in 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 W.C. Bryant who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2, 2011. Current first-time ninth-grade students at W.C. Bryant who have not yet taken part in this process but now wish to do so may submit an application during Round Two of the High School Admissions Process in March.

In March, such students may submit a Round Two application and rank their preferences for schools that have available seats for tenth grade. Round Two matches are made in April. If a student also received a match through Round One of the High School Admissions Process, a match received in Round Two will nullify the Round One match.

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. In addition, all students in non-terminal grades who currently attend Title 1 Schools in Need of Improvement (“SINI”) Year 2 status or worse (including PLA schools), like W.C. Bryant, are also eligible to apply for a transfer to another non-SINI school through the DOE’s existing No Child Left Behind (“NCLB”) Public School Choice Process. More information about this process can be found at the DOE’s Web site at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

As stated previously, all incoming ninth-graders who have applied to W.C. Bryant and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

Impact on Students with Disabilities and English Language Learners

W.C. Bryant currently offers ICT classes, SC classes, and SETSS. If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). W.C. Bryant currently offers English as a Second Language (“ESL”) services and a transitional bilingual program. If this proposal is approved, ELL students at New School will continue to receive mandated services.

Students with IEPs or who are ELLs who are currently enrolled in ninth grade for the first time may apply to a new school for tenth grade through the High School Admissions Process to the same extent as all other current ninth-graders.

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 school programs 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 February 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. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open in 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 and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

W.C. Bryant admits students as part of the Citywide High School Admissions Process.

W.C. Bryant has two screened programs. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay, additional diagnostic test, or other criteria. W.C. Bryant also admits students through a zoned admissions method. A zoned admissions method provides a priority to students living within a specified zone. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned schools, please visit the DOE Web site's School Search function at: <http://schools.nyc.gov/schoolsearch>.

W.C. Bryant's screened programs are: Mentor Law & Forensic Science Institute and Math/Science Enrichment.

The selection criteria for the Mentor Law & Forensic Science Institute are:

- English (70-100), Social Studies (70-100)
- Standardized Test Scores: Math Level(s) 2-4, English Language Arts Level(s) 2-4

The selection criteria for the Math/Science Enrichment program are:

- English (85-100), Math (85-100), Science (85-100)
- Standardized Test Scores: Math Level(s) 3-4, English Language Arts Level(s) 3-4

New School will retain all of the same admissions programs with the same admissions methods as W.C. Bryant.

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on April 26, 2012, and a student was matched to W.C. Bryant, the student will instead be matched to New School.

Students who listed W.C. Bryant on their high school admissions applications also currently have the opportunity to submit a new application during Round Two. Schools with available seats as well as some new high schools designated to open throughout the City for the 2012-2013 school year will be available for these students to consider in this round. If a student already received a match in Round One (whether to W.C. Bryant or any other school), that match will be nullified if the student receives a Round Two match.

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 demographics of students it will need to serve as a result of a closure decision. As of the October 31, 2011 audited register, W.C. Bryant has a total of 606 new ninth-grade students. New ninth-grade students 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 New York City school at the beginning of the school year. 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);²⁰ or
- Did not participate in the High School Admissions Process for some other reason.

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

There is a peak enrollment period occurring just prior to and into the beginning of the school year 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) that have a two-year track record of not filling seats 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.²¹ 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 with 388 five years ago. Moreover, in Queens, the number of schools that admit students during this period has increased from 63 to 80.

²⁰ 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.

²¹ 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”).

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth-grade students arrived at W.C. Bryant through each admissions method:

	High School Admissions Process	Over-the-Counter
9th Grade	473	133

Additionally, W.C. Bryant admitted 118 OTC students in grades 10-12 as well:

	Over-the-Counter
10th Grade ²²	78
11th Grade	25
12th Grade	15

Of the 473 ninth-grade students who were admitted through the High School Admissions Process, 11% are students with disabilities and 17% are ELL students. Of the 133 students who arrived over-the-counter, 0% are students with disabilities and 33% are ELL students.²³ The DOE anticipates that OTC placements at New School would be comparable.

B. Schools

In 2012-2013, once W.C. Bryant has closed, and New School has opened, there will be approximately 2,905-2,945 total students served in the building. The projected utilization for Q445 at that point is approximately 106-107%. The estimated enrollment in Q445 over a two-year period is shown in the table below.

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
30Q445	William Cullen Bryant High School	2,927	-
30Q364	New School	-	2,905 – 2,945
Total Building Enrollment		2,927	2,905 – 2,945
Utilization		107%	106% - 107%

If this proposal is approved, there will be sufficient space to accommodate New School pursuant to the Citywide Instructional Footprint (the “Footprint”). (Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

²² In addition to admitting 78 OTC students in the tenth grade, W.C. Bryant also admitted 27 tenth-grade students through the High School Admissions Process.

²³ Students with disabilities as a percentage of total OTC ninth-grade students at W.C. Bryant from the 2011-2012 Audited Register. This count does not include students receiving SETSS or students receiving speech or language services. ELL students as a percentage of total OTC ninth-grade students at W.C. Bryant students from the 2011-2012 Audited Register.

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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

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.

As indicated above, the enrollment in the building is expected to remain at or close to their current levels.

Building Safety and Security

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School,” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children’s needs. This proposal is intended to meet this goal by allowing the students currently enrolled in W.C. Bryant to benefit from a new school with a rigorously screened staff, a new mission and new vision, and new programs.

The DOE believes that this proposal to close W.C. Bryant and replace it with New School best meets the needs of the community. As discussed above, based on the school’s recent performance, W.C. Bryant needs more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in W.C. Bryant by implementing the Transformation model. However, based on the school’s most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

The DOE believes that these interventions will give students the environment they need in order to succeed, while also minimizing disruption to the community by preserving the current use of the building in terms of the number of schools, types of schools, and grade levels served.

Impact on High School Seat Capacity in Queens

Queens seats eliminated by W.C. Bryant's closure will be recovered by the opening of New School. As a result, the proposal to close W.C. Bryant is not expected to yield a net loss of high school seats in building Q445 or in Queens.

Specifically, in Queens:

- In 2011-2012, there are currently 18,036 total seats available for new ninth-grade students in Queens high schools.²⁴
- In 2011-2012, there are 18,299 new ninth-grade students enrolled in Queens high schools.
- Therefore, there is currently a deficit of 263 seats for new ninth-grade students in Queens high schools.

Specifically, in the Q445 building:

- W.C. Bryant is currently serving 606 new ninth-grade students.
- The proposed opening of New School in building Q445 is projected to create 586-626 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of W.C. Bryant will be recovered through the opening of New School.

In short, the proposal to close W.C. Bryant is not expected to yield a net loss of seats in Queens or in building Q445.

W.C. Bryant is one of eight high schools in Queens that are proposed to be closed and immediately replaced. Each of those schools is the subject of an EIS which can be found on the DOE's Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

If these eight proposals are approved, there will not be a net loss of seat capacity in Queens high schools.

- These eight schools are currently serving 4,276 total new ninth-grade students.
- The proposed opening of the eight replacement high schools in Queens is projected to create 4,256-4,296 seats available to new ninth-grade students.

In short, these proposals are not expected to yield a net loss of seats in Queens.

In addition, the DOE is proposing other changes to high schools in Queens for both 2012-2013 and 2013-2014, which will impact high school seat capacity in the borough. These changes include the continued phase-in of two existing secondary schools to serve high school grades and the two new construction projects planned for Districts 27 and 30. These changes are detailed in the chart below:

²⁴ The 2012-2013 ninth grade seat availability figure is based on data from the Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the High School Admissions Process or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

Proposed Changes to Queens High Schools

DBN	School Name	Building	Impact on 9th Grade Seat Capacity 2012-2013	Impact on 9th Grade Seat Capacity 2013-2014	Admissions Method
High School Grade Expansions					
28Q167	Metropolitan Expeditionary Learning School	Q686	108		Limited Unscreened
29Q327	Eagle Academy for Young Men III ²⁵	Q633		81	Limited Unscreened
New Schools Proposed to Open in New Construction					
30QTBD	TBD	Q404		81-108	TBD
27QTBD	TBD	Q636		81-108	TBD
Total Proposed Change in 9th Grade Seat Capacity			108	243-297	

There will be 108 additional seats in Queens for new ninth-grade students for the 2012-2013 school year, and 243-297 additional seats for the 2013-2014 school year.

In 2012-2013:

- There will be 18,144 total seats available for new ninth-grade students in Queens high schools.
- Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure, which is 18,299.
- Therefore, the current deficit of Queens seats for new ninth-grade students will be lessened, but will still be 155 seats.

In 2013-2014:

- There will be 18,279-18,333 total seats available for new ninth-grade students in Queens high schools.
- Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure, which is 18,299.
- Therefore, there current deficit of Queens seats for new ninth-grade students will be lessened or potentially eliminated. The net result will be between a deficit of 20 seats and an excess of 34 seats.

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/High/Programs>.

²⁵ The DOE anticipates posting a proposal to re-site Eagle Academy III from building Q059 to Q633 for the 2012-2013 school year for a PEP vote on April 26, 2012.

Impact on CTE Seat Capacity in Queens

There will be no change in the number of CTE seats available as a result of this proposal. New School plans to offer the same CTE programs previously offered at W.C. Bryant. As a result, this proposal has no impact on CTE seats in Queens.

For descriptions of approved and pending proposals that impact CTE seats in Queens, please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>. Also, as mentioned earlier, the list of schools in the City that also provide CTE programs in W.C. Bryant’s pathways can be found in the Appendix.

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/Directory/default.htm>.

IV. Enrollment, Admissions and School Performance Information

W.C. Bryant

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Screened, Zoned
Admissions After Proposed Closure of W.C. Bryant	N/A

Enrollment Data

W. C. Bryant	Total Enrollment (Grades 9-12)
2011-12 (audited)	2,927
2012-13 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services²⁶	9%
Percentage of Students with Individualized Education Programs²⁷	12%
Percentage of English Language Learner Students²⁸	18%
Percentage of Students Eligible for Free or Reduced Lunch²⁹	35%

²⁶ Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

²⁷ Students with IEPs as percentage of total students from the 2011-2012 Audited Register.

²⁸ ELL students as percentage of total students 2011-2012 Audited Register.

²⁹ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

W.C. Bryant High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	C
Quality Review Score	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	56%	60%	63%
4-Year Graduation Rate	56%	60%	57%
6-Year Graduation Rate	61%	62%	66%
% Graduating with a Regents Diploma	45%	48%	50%
Attendance Rate	87%	89%	89%
2010-2011 State Accountability Status³⁰	Restructuring (advanced) Comprehensive		

New School

Admissions Data

Current Admissions	NA
Admissions After Proposed Closure of W.C. Bryant	9-12: High School Admissions Process; Admissions Methods: Screened, Zoned

Enrollment Data

New School	Total Enrollment (Grades 9-12)
2011-12 (audited)	-
2012-13 (proj.)	2,905 – 2,945

Demographic Data³¹

Percentage of Students Receiving ICT or SC services	9%
Percentage of Students with Individualized Education Programs	12%
Percentage of English Language Learner Students	18%
Percentage of Students Eligible for Free or Reduced Lunch	35%

³⁰ This status is determined by SED under NCLB. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/irs/accountability>.

³¹ Demographic data include for New School is anticipated based on the current student population at W.C. Bryant, but actual demographic data may differ.

School Performance Data

New School does not yet have enrollment. Therefore, there are no performance data for the school.

V. Initial Costs and Savings

If this proposal is approved, once the closure of W.C. Bryant and the opening of New School are implemented, the DOE will cease to allocate funds to W.C. Bryant, and will allocate funds instead to New School.

New School will be provided with a fixed per-school allocation of \$15,000 during its first year. All schools receive approximately \$225,000 in annual fixed Fair Student Funding (“FSF”) foundation allocations to fund administrative costs and an additional \$50,000 in Children First supplemental funding.

Estimated FSF for New School in its first year is \$12,222,700 - \$12,390,999. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

As discussed above, at the beginning of this school year W.C. Bryant was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received \$1,800,000 in Transformation money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including W.C. Bryant. While the two sides have made progress in their negotiations, at present there is still no agreement on an acceptable teacher evaluation system. As a result, W.C. Bryant is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%³² of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding. Moreover, because the portions of the Turnaround, Transformation, and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Transformation model in the event the DOE and UFT reach an agreement on teacher evaluations. Under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel requirements) or the Transformation model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school’s chances for receiving SIG funding.

The DOE will submit an application to SED to award SIG funding to New School pursuant to the applicable model. In that application, the DOE will also ask that SED restore SIG funding to W.C. Bryant for the remainder of the current grant year and provide funding to New School in the subsequent years of the grant. However, the DOE plans to proceed with this proposal whether or not either W.C. Bryant or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

³² Federal guidance suggests that teachers hired during the initial implementation of SIG may count towards this 50% requirement. The DOE is awaiting guidance from SED on whether SED will permit recently hired teachers to count towards the staff turnover requirement.

In regards to staffing costs, current W.C. Bryant teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve (“ATR”) pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. This will not count as a cost or savings to New School, but could increase overall ATR costs to the DOE.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at W.C. Bryant will be excessed in the closure.³³ This process will occur at the end of the 2011-2012 school year.

For teachers, new schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. All new district schools opening in campuses where an existing school is phasing out or closing must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from W.C. Bryant apply, at least 50% of New School’s positions shall be selected from among the appropriately licensed most senior applicants from W.C. Bryant who meet the new school’s qualifications. Guidance counselor, lab specialist, school secretary, and paraprofessional positions are also subject to Article 18-D.

Hiring decisions for New School for all teachers, whether they concern current W.C. Bryant teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. Staff will be selected by a Personnel Committee typically consisting of two Union representatives designated by the UFT president, two representatives designated by the Chancellor or superintendent, and the principal.

Current W.C. Bryant teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

As part of the Transformation model this year, W.C. Bryant had funding to hire Master and Turnaround teachers.³⁴ These titles will not be available after the 2011-2012 school year due to the absence of an agreement with the UFT. While the positions will not be included at New School, the individual teachers in those positions currently will be welcome to apply to New School.

³³ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

³⁴ Master teachers serve as instructional leaders in their content area, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active developer, mentor, and coach of other teachers. Turnaround teachers are model educators in high need schools who help drive instructional improvement for their colleagues by maintaining a laboratory classroom, displaying exceptional results with their students, and facilitating lesson study with their peers—a teacher led professional development process.

B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing New 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.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for W.C. Bryant is determined by the same Fair Student Funding (“FSF”) per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

In addition, FSF awards supplemental entitlements on a per-pupil basis for 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 ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

While schools 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. If this proposal is approved, funding will be provided to meet the needs of all students with disabilities at New School in accordance with their IEPs.

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 the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, New School may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. W.C. Bryant is currently not eligible for Title I funding. Since New School’s enrollment is expected to be unchanged by this proposal, the DOE anticipates that the school will also not receive Title I funding next year.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (“VTEA”). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently, all programs, approved or not yet approved, are eligible for these funds. After June 2012, only officially approved programs will be eligible for this funding. If this proposal is approved, New School will be able to apply for State approval of its CTE Pathways, and if those programs are approved, New School will be eligible for VTEA funding. The amount of VTEA funding will vary depending on enrollment each 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. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

All school supervisor and/or administrator positions assigned to W.C. Bryant will be excessed when the school is closed, if this proposal is approved. Again, all excessing will take place in accordance with existing labor contracts.

Administrative positions at New School will be filled pursuant to the process set forth in Chancellor’s Regulation C-30. That process could result in New School having a different principal or assistant principals than W.C. Bryant.

D. Transportation

If this proposal is approved, transportation will continue to 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 practice at the Q445 building as a result of this proposal.

E. Other Support Services

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

VII. Building Information

Building		Q445
Type of Building		High school
Year Built		1938
Overall BCAS rating		2.77
2010-2011 Target Building Utilization		110%
2010-2011 Target Building Capacity		2,742
FY 2011 Maintenance Costs	Labor	\$96,540
	Materials	\$37,445
	Maintenance and repair contracts	\$34,704
	Service contracts	\$5,006
	Custodial operations costs—Materials	\$22,290
	Custodial operations costs—Custodial Allocation	\$573,084
FY 2011 Energy Costs	Electric	\$245,183
	Gas	\$1,854
	Oil	\$322,579

<p>Projects completed during the current or prior school year</p>		<p>No projects identified</p>
<p>Projects proposed in the capital plan</p>		<p>Exterior Parapets, New/Retrofit Telephone/Intercom System</p>
<p>Accessibility of the building</p>		<p>Building is not functionally programmatically accessible</p>
<p>Building attributes</p>		<p>Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs</p>

APPENDIX
 CTE Career Pathway: Law & Public Safety

-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
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Thurgood Marshall Law Academy	Ed Option
26Q415	Queens	Benjamin N. Cardozo High School	57-00 223RD STREET	3904	2674	146%	B	7%	6%	Mentor Law and Humanities Institute	Ed Option
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Jacob K. Javits Law Institute	Ed Option
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	International & Cultural Relations	Limited Unscreened
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Law & Humanities Institute	Ed Option
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Academy of Public Service and Law	Ed Option
28Q690	Queens	High School for Law Enforcement and Public Safety	116-25 GUY R BREWER BOULEVARD	531	891	60%	B	12%	2%	Law Enforcement and Public Safety	Screened
29Q494	Queens	Law, Government and Community Service High School	207- 01 116TH AVENUE	436	452	96%	D	8%	3%	Law, Government and Community Service	Ed Option

APPENDIX
CTE Career Pathway: Law & Public Safety

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
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Math/Science Institute	Ed Option
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Information Technology (AoIT)	Limited Unscreened
25Q425	Queens	John Bowne High School	63-25 MAIN STREET	3522	2969	119%	B	7%	26%	Science Research Program	Screened
26Q415	Queens	Benjamin N. Cardozo High School	57-00 223RD STREET	3904	2674	146%	B	7%	6%	DaVinci Science/Math Research Institute	Screened
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Math and Science Research	Screened
26Q435	Queens	Martin Van Buren High School	230-17 HILLSIDE AVENUE	2264	2265	100%	D	7%	10%	Center for Natural/Behavioral Sciences	Screened
27Q302	Queens	Queens High School for Information, Research, and Technology	8-21 BAY 25 STREET	303	319	95%	N/A	13%	11%	Queens High School for Information, Research and Technology	Limited Unscreened
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Medical and Health Scholars Academy	Ed Option

APPENDIX
 CTE Career Pathway: Law & Public Safety

28Q350	Queens	Jamaica Gateway to the Sciences	167-01 GOTHIC DRIVE	223	64	N/A	N/A	4%	4%	Jamaica Gateway to the Sciences	Ed Option
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Carl Sagan Science/Math Honors Academy	Screened
28Q687	Queens	Queens High School for the Sciences at York College	94-50 159 STREET	418	379	110%	A	0%	0%	Queens High School for the Sciences at York College	Test
29Q248	Queens	Queens Preparatory Academy	143-10 SPRINGFIELD BOULEVARD	425	471	90%	A	9%	5%	Queens Preparatory Academy	Limited Unscreened
29Q272	Queens	George Washington Carver High School for the Sciences	143-10 SPRINGFIELD BOULEVARD	466	676	69%	B	8%	2%	Carver Research Institute	Limited Unscreened
29Q492	Queens	Mathematics, Science Research and Technology Magnet High School	207- 01 116TH AVENUE	409	498	82%	C	6%	5%	Science Research	Ed Option

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CTE Career Pathway: Law & Public Safety

Sources:	
2011-12 Enrollment	2011-12 Audited Register.
2010-11 Organization Capacity (Org Capacity)	School Capacity in 2010-2011 from the School Utilization Report ("Blue Book").
2011-12 Organization Utilization (Org Util)	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 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2011-12 Audited Register. This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2011-12 Audited register.
Progress Report	2010-2011 Progress Report Grade.
2011 Seat Target	Program Seat Target for September 2011.
2011 Applicants	Program Applicants for September 2011.
Admissions	Process by which students are admitted to the school.

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	Status
02M316	Manhattan	Urban Assembly School of Business for Young Women, the	26 BROADWAY	373	460	81%	B	12%	3%	Entrepreneurship/ Virtual Enterprise	Limited Unscreened	New (to process)
02M392	Manhattan	MANHATTAN BUSINESS ACADEMY	351 WEST 18 STREET	327	257	127%	N/A	13%	10%	Business/ Virtual Enterprise	Limited Unscreened	In Development
02M393	Manhattan	BUSINESS OF SPORTS SCHOOL	439 WEST 49TH STREET	300	239	126%	N/A	14%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	796	733	109%	B	8%	6%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development

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02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	796	733	109%	B	8%	6%	Academy of Finance	Educational Option	New (to process)
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 WEST 49TH STREET	125	N/A	N/A	N/A	9%	9%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Accounting	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Academy of Finance	Educational Option	In Development
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	713	535	133%	C	9%	10%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 AMSTERDAM AVENUE	412	376	110%	C	13%	15%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
03M494	Manhattan	High School of Arts and Technology	122 AMSTERDAM AVENUE	592	676	88%	C	10%	11%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
05M367	Manhattan	Academy for Social Action: A College Board School	509 WEST 129 STREET	415	327	127%	C	15%	10%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development
09X412	Bronx	Bronx High School of Business	240 EAST 172 STREET	390	507	77%	C	21%	24%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development

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10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14%	7%	Academy of Finance	Limited Unscreened	In Development
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1120	944	119%	C	8%	12%	Entrepreneurship/Virtual Enterprise	Screened	New (to process)
10X433	Bronx	High School for Teaching and the Professions	2780 RESERVOIR AVENUE	469	614	76%	B	11%	18%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	3905	3455	113%	F	11%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	In Development
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Entrepreneurship/Virtual Enterprise	Screened, Zoned	New (to process)
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	New (to process)
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Academy of Finance	Audition, Screened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Entrepreneurship/Virtual Enterprise	Audition, Screened, Zoned	In Development

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21K348	Brooklyn	High School of Sports Management	2630 BENSON AVENUE	361	493	73%	B	16%	2%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Academy of Finance	Educational Option, Screened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Financial Management	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Business Institute	Educational Option, Zoned	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Academy of Finance	Limited Unscreened	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Finance	Educational Option, Limited Unscreened, Zoned	New (to process)
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Entrepreneurship/Virtual Enterprise	Educational Option	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Accounting	Educational Option, Screened	Approved
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVAR	3236	2773	117%	C	9%	17%	Entrepreneurship/Virtual Enterprise	Educational Option, Unscreened	In Development

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28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Business Institute	Audition, Educational Option, Screened, Zoned	In Development
29Q496	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116TH AVENUE	337	509	66%	C	9%	7%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
30Q555	Queens	Newcomers High School	28-01 41 AVENUE	903	896	101%	A	0%	93%	Entrepreneurship/Virtual Enterprise	Screened: Language	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Unscreened	Approved
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13%	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Academy of Finance	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Academy of Finance	Audition, Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Unscreened	New (to process)

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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	Status
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Law Enforcement	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Law Academy/Legal Studies	Educational Option	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13%	9%	Law Enforcement	Educational Option	In Development
06M467	Manhattan	High School for Law and Public Service	549 AUDUBON AVENUE	690	527	131%	A	11%	32%	Law Academy/Legal Studies	Educational Option	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Computer Forensics	Educational Option, Zoned	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 STORY AVENUE	361	362	100%	B	14%	14%	Law Academy/Legal Studies	Limited Unscreened	In Development
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	697	552	126%	B	13%	10%	Law Academy/Legal Studies	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14%	7%	Law Academy/Legal Studies	Limited Unscreened	In Development

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11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Law Enforcement	Educational Option, Screened, Zoned	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Computer Forensics	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Enforcement	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Academy/Legal Studies	Educational Option	In Development
15K519	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	634	864	73%	B	15%	8%	Law Academy/Legal Studies	Educational Option	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Law Academy/Legal Studies	Screened, Zoned	New (to process)
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	399	663	60%	B	11%	5%	Law Academy/Legal Studies	Educational Option, Screened	In Development
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	414	455	91%	A	18%	9%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	295	414	71%	N/A	11%	12%	Law Program	Limited Unscreened	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Zoned	In Development

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20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Law Academy/Legal Studies	Audition, Screened, Zoned	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Law Academy/Legal Studies	Screened, Unscreened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Law Academy/Legal Studies	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Law Enforcement	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	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	4133	2358	175%	A	10%	13%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Criminal Justice	Educational Option, Screened, Zoned	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened	In Development
27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2504	2211	113%	D	9%	17%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117%	C	9%	17%	Law Academy/Legal Studies	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened,	In Development

APPENDIX
 CTE Career Pathway: Law & Public Safety

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28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Computer Forensics	Educational Option, Screened, Unscreened	New (to process)
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Law Academy/Legal Studies	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Law Enforcement	Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Unscreened	In Development

Note about Approval Status: If a school is "New (to process)," the program had never engaged in the CTE program approval process. If a school is denoted "To be determined (TBD)," the school is still working out details for their proposed CTE program. If a school is "in development," it is in the process of developing a CTE program of study but has not yet received official approval from the City or State. Students are exposed to CTE content in classes but the school has not yet been granted approval to endorse diplomas with a CTE certification. If a school is "under review," it has submitted an application for their CTE program of study to be reviewed by the City and State. If a school is "approved," the CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification. If a school's CTE program has "expired," the official City and State approval for the program has expired.

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

APPENDIX
Bi-lingual Spanish Programs

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
24Q455	Newtown High School	Spanish	48-01 90 Street	Audition, Educational Option, Screened, Zoned
24Q485	Grover Cleveland High School	Spanish	21-27 Himrod Street	Educational Option, Limited Unscreened, Zoned
24Q550	High School for Arts and Business	Spanish	105-25 Horace Harding Expy N	Educational Option
25Q460	Flushing High School	Spanish	35-01 Union Street	Educational Option, Zoned
27Q475	Richmond Hill High School	Spanish	89-30 114 Street	Educational Option, Zoned
27Q480	John Adams High School	Spanish	101-01 Rockaway Boulevard	Educational Option, Unscreened
28Q505	Hillcrest High School	Spanish	160-05 Highland Avenue	Audition, Educational Option, Screened, Zoned
30Q450	Long Island City High School	Spanish	14-30 Broadway	Screened, Zoned
30Q555	Newcomers High School	Spanish	28-01 41 Avenue	Screened: Language
75Q721	John F. Kennedy Jr. School	Spanish	57-12 94 Street	N/A