

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Closure of Sheepshead Bay High School (22K495) and the Opening and Co-Location of a New High School (22K453) with a District 75 Inclusion Program (75K811) in Building K495 in 2012-2013**

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

The New York City Department of Education (“DOE”) is proposing to close Sheepshead Bay High School (22K495, “Sheepshead Bay”), an existing district high school in building K495 (“K495”), located at 3000 Avenue X, Brooklyn, NY 11235, within the geographical confines of Community School District 22. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Sheepshead Bay with a new school (22K453, “New School”), a district high school serving students in grades nine through twelve in K495.

If this proposal is approved, Sheepshead Bay 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 a seat and automatically enrolled in New School.<sup>1</sup>

Sheepshead Bay is co-located with a District 75 inclusion program (75K811, “P811K@K495”).<sup>2</sup> In an inclusion program, a student with special education needs receives services in a general education classroom along with general education students. Students in the P811K@K495 program are enrolled in Sheepshead Bay’s general education classes based on their respective Individualized Education Program (“IEP”) recommendations and receive Special Education Teacher Support Services (“SETSS”) from a District 75 special education teacher.

If this proposal is approved, beginning in September 2012, the students in P811K@K495 who are currently served in Sheepshead Bay’s general education classes will be enrolled in New School’s general education classes.

Sheepshead Bay offers five Career and Technical Education (“CTE”) programs in four career clusters.<sup>3</sup> It admits students through the Citywide High School Admissions Process through both the educational option and the zoned method. Additional information about CTE programming and the High School Admissions Process is contained in Sections III.A of this proposal. New School is planning to continue programming in all of the same CTE career clusters that Sheepshead Bay currently offers and, therefore, students enrolled in CTE programming at Sheepshead Bay would have the opportunity to enroll in CTE programming at New School.

<sup>1</sup> Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Sheepshead Bay 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>.

<sup>2</sup> 75K811 is located at four sites in addition to K495: P811K @ Connie Lekas School, located at 2525 Haring Street, Brooklyn, NY 11235; P811K @ I281K, located at 8787 24 Avenue, Brooklyn, NY 11214; P811K @ Edward R. Murrow High School, located at 1600 Avenue L, Brooklyn, NY 11230; and P811K @ I014K, located at 2424 Batchelder Street, Brooklyn, NY 11235. This proposal will only impact P811K@K495. All references to enrollment will refer to P811K@K495 only.

<sup>3</sup> 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.

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 Sheepshead Bay and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in K495. If this proposal is approved, New School will develop rigorous school-specific competencies to measure and screen prospective staff – including former Sheepshead Bay staff who apply to work at 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 student outcomes, the DOE also will maximize New School’s chance of receiving up to \$1,550,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Sheepshead Bay and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of Sheepshead Bay 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.<sup>4</sup> (The standards for the PLA designation are described in more detail below.) Sheepshead Bay was first designated as PLA during the 2009-2010 school year and was designated as PLA again in the 2010-2011 school year.<sup>5</sup>

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.<sup>6</sup>

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

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<sup>4</sup> For the 2009-2010 school year, SED identified fifty-seven PLA schools across the State, including thirty-four in New York City. For the 2010-2011 school year, SED identified sixty-seven PLA schools across the State, including fifty-four in New York City.

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

<sup>6</sup> 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. Sheepshead Bay was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two years of funding.

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.<sup>7</sup>

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.

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 those 10 schools to support them to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to Sheepshead Bay specifically, the DOE applied to SED for permission to place the school into the Restart model. SED approved the application, which made Sheepshead Bay eligible for up to \$1,550,000, in SIG funding per year for three school years. However, Sheepshead Bay's continuing eligibility for these funds under the Restart model was conditioned upon the DOE and the 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 the Transformation and Restart models 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 these evaluations, the DOE concluded that a number of PLA schools, including Sheepshead Bay, should be closed and replaced with new schools. By closing Sheepshead Bay 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 the students currently attending Sheepshead Bay.

Sheepshead Bay's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Restart 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 Restart model, which along with the Transformation model is a relatively less intensive intervention, was

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<sup>7</sup> 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>

the best fit for the school. However, Sheepshead Bay's metrics declined or did not sufficiently improve during the 2010-2011 school year and based on this most recent data, the DOE believes that students at Sheepshead Bay would be better served by implementation of a more intensive intervention. This is because the data showed that the school was struggling even more than the DOE had thought at the time it chose the Restart 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 Sheepshead Bay be closed and replaced with a new school that would incorporate the strongest elements of Sheepshead Bay, while also allowing new staff to be put in place who can accelerate the pace of improvement.

When the DOE placed Sheepshead Bay in the Restart 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 and 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 the 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 the 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 lack of improvement in Sheepshead Bay'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.<sup>8</sup> 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 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 Sheepshead Bay and New School, seeking to continue the

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<sup>8</sup> 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 below) 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."

SIG funding necessary to build on the work that began under the old model and to implement new and revamped programs in New School to improve student achievement even further and more quickly. 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 Sheepshead Bay who do not graduate before the start of the 2012-2013 school year 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 Sheepshead Bay, and replace those interventions that have been less effective. New School will build upon the best elements of Sheepshead Bay 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.

### *Performance and School Environment at Sheepshead Bay*

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. Sheepshead Bay was identified as a PLA school in 2009-2010 and again in 2010-2011 because of its consistently low four-year graduation rate.

Sheepshead Bay has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school requires a more significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing Sheepshead Bay 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 weak performance highlighted below.

- 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. Sheepshead Bay earned an overall D grade on its annual Progress Report for the 2010-2011 school year, with a D grade on Student Performance, a D grade on Student Progress, and a D grade on School Environment. This represents a decline from an overall C grade on its annual Progress Report for the 2009-2010 school year.
- Sheepshead Bay is not adequately preparing students for the rigors of college and career. Only 10% of students in the class of 2010-2011 were prepared for college after four years in high school, well below the Citywide average of 25%.<sup>9</sup>
- If Regents diplomas alone counted toward graduation—as will be the case for most students in the 2012-2013 school year—the four-year graduation rate at Sheepshead Bay would drop to just 50%, putting the school in the bottom 36% of high schools Citywide.
- 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 2010-2011, only 62% of first-year students at Sheepshead Bay 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 Sheepshead Bay in the bottom 11% of high schools Citywide.

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<sup>9</sup> According to the Progress Report College Readiness Index, which is defined as the percentage of students who met the 2012 standards for placing out of remedial coursework at CUNY.

- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 70% of students reported feeling safe in the hallways, bathrooms, and locker rooms. This response is in the bottom 13% of high schools Citywide. In addition, only 74% of teachers reported that discipline and order were maintained at the school.
- Sheepshead Bay was rated “Proficient” (P) on its most recent Quality Review in 2010-2011.<sup>10</sup> Quality Reviews evaluate how well schools are organized to support student learning. Notwithstanding the overall rating of “Proficient,” Sheepshead Bay’s 2010-2011 Quality Review cited a number of serious concerns, including the fact that efforts to close the opportunity gap depend more on programming than on curricular choices within courses. This limits the engagement of many first and second year students and as a result, passing rates of these students are lower.

Despite a number of challenges the school has faced, the data indicates that some elements of Sheepshead Bay are worth preserving in the new school.

- The graduation rate at Sheepshead Bay has shown some increase in the past few years, rising from 55% in 2008 to 63% in 2011.<sup>11</sup> The DOE believes that with new programs and a push to improve teacher quality, a new school could expand this recent improvement in overall student outcomes.
- Sheepshead Bay appears to be having some success in graduating English Language Learner (“ELL”) students. Over 62% of ELL students graduated in four years, which puts Sheepshead Bay in the 58<sup>th</sup> percentile Citywide for this measure. The DOE will seek to preserve Sheepshead Bay’s efforts to support these students in the new school, while implementing new supports to assist other student populations who continue to struggle at Sheepshead Bay, including students with disabilities.

The chart below summarizes key performance data for Sheepshead Bay over the past three years:

Sheepshead Bay	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	D
Quality Review Score	- <sup>12</sup>	P	P
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	52%	61%	62%
4-Year Graduation Rate	57%	63%	63%
6-Year Graduation Rate	64%	64%	65%
% Graduating with a Regents Diploma	27%	42%	50%
Attendance Rate	78%	81%	83%
<b>2010-2011 State Accountability Status<sup>13</sup></b>	Restructuring (advanced) Focused		

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

<sup>11</sup> 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 DOE Progress Reports. For New York City, the most recent graduation rate available is New York State’s calculation for DOE 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.

<sup>12</sup> Not all schools receive a Quality Review every year.

<sup>13</sup> 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>.

### *Overview of Past Strategic Improvement Efforts at Sheepshead Bay*

For the past several years, the DOE has supported Sheepshead Bay in order to ensure that it was equipped to provide a quality education for all its students.

#### **Leadership Support:**

- Provided extensive leadership training and coaching for the principal and assistant principals to help them set clear goals for the school and align teacher practice, student work, and curriculum with Citywide instructional expectations.
- Designed strategies with the principal, assistant principals, and data specialists to improve data collection and analysis, test administration, teaching instruction, and assessment practices to identify areas in need of improvement.
- Supported the principal and assistant principals in executing plans to improve teacher practice, conducting training, reviewing pedagogical standards, and assisting with goal-setting in order to promote teacher effectiveness.

#### **Instructional Support:**

- Provided subject-specific workshops and professional development to teachers in English Language Arts, math, social studies, and science to strengthen curriculum mapping, the creation of rigorous tasks and rubrics, analysis of student work, and differentiation of instruction.
- Trained teachers in working in collaborative teacher teams with in-depth methods of inquiry to analyze student work, utilize sophisticated data analysis, target areas in need of improvement, and help students meet higher standards of learning.
- Facilitated a mentoring program with school-based mentors and first-year teachers to support teachers and promote teacher development.

#### **Operational Support:**

- Advised school staff on budgeting, human resources, and managing data/IT systems.
- Assisted school staff with special education and ELL compliance issues and other supports and strategies for improving instruction and plans for students with disabilities.

#### **Student Support:**

- Trained counselors and staff in comprehensive guidance programs by implementing evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports and at creating a safe learning environment.
- Assisted school counselors and staff in developing strategies and practices for improving student attendance.

Even with these supports, however, the DOE has determined that Sheepshead Bay does not have the capacity to quickly improve student achievement without an accelerated intervention plan. Rather, the DOE believes that the most expeditious way to improve the educational program for students currently attending Sheepshead Bay 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 students currently attending Sheepshead Bay who do not graduate before the start of the 2012-2013 school year access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Sheepshead Bay community. On January 31, 2012, Brooklyn High School Superintendent Aimee Horowitz met with Sheepshead Bay'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

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), K495 has a target capacity of 2,480 students. (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 1,891 total students,<sup>14</sup> yielding a utilization rate of 76%.<sup>15</sup>

If this proposal is approved, Sheepshead Bay 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 New School will be guaranteed for all students currently enrolled in Sheepshead Bay who do not graduate by the start of the 2012-2013 school year.

The current and proposed grade spans for the schools in the building are as follows:

<b>Grades Spans</b>			
<b>DBN</b>	<b>School Name</b>	<b>2011-2012</b>	<b>2012-2013</b>
22K495	Sheepshead Bay	09-12	-
22K453	New School	-	09-12
75K811	P811K@K495	09-12	09-12

If this proposal is approved, New School will serve approximately 1,865-1,905 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 1,434 Sheepshead Bay students currently in grades nine through eleven, as well as an expectation of some twelfth grade holdover students who need extra time to graduate. This approximates enrollment levels in Sheepshead Bay, which is currently serving 1,884 students.

P811K@K495 is projected to serve 5-15 students in grades nine through twelve in 2012-2013. P811K@K495 is serving 7 students in 2011-2012, and the DOE projects that the enrollment of this school will remain at or close to its current level.<sup>16</sup>

If this proposal is approved, once Sheepshead Bay is closed and New School is opened, including P811K@K495, there will be approximately 1,870-1,920 students served in K495 in 2012-2013, yielding a projected utilization rate of 75%-77%. Therefore, the building has adequate capacity to accommodate New School and P811K@K495 after the closure of Sheepshead Bay.

The current and projected enrollments for each school and building utilization rates are as follows:

<sup>14</sup> 2011-2012 audited register

<sup>15</sup> 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 2011-2012 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.

<sup>16</sup> Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
22K495	Sheepshead Bay	1,884	-
22K453	New School	-	1,865 - 1,905
75K811	P811K@K495	7	5 - 15
<b>Total Building Enrollment</b>		1,891	1,870 - 1,920
<b>Utilization</b>		76%	75% - 77%

As described in more detail in the 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.

The DOE anticipates that K495 will still have excess space once this proposal has been implemented. Any proposal to site additional school organizations into this space will be described in a separate Educational Impact Statement (“EIS”) in accordance with Chancellor’s Regulation A-190, and it will be subject to PEP approval.

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

#### A. Students

##### *Impact on Academic and Extracurricular Offerings and Partnerships at Sheepshead Bay 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 Sheepshead Bay. 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 students currently attending Sheepshead Bay who do not graduate before the start of the 2012-2013 school year 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 Sheepshead Bay, 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 Sheepshead Bay and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Sheepshead Bay with new staff and new programmatic elements in a new school.

Based on available resources, student need, and the availability of SIG funding, new elements planned for New School include but are not limited to: highly focused instruction through comprehensive small learning communities, new approaches to professional development aligned to the Common Core Learning Standards, data collection and lesson planning strategies that promote differentiation, a new approach to delivering guidance counseling support, and changes to admissions programs.

Sheepshead Bay currently offers bilingual programming. Details are included below this program and the impact of this proposal on it.

Sheepshead Bay currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations. In addition to traditional partnerships, as a Restart school, Sheepshead Bay was matched with an EPO, Johns Hopkins-Diplomas Now ("Diplomas Now"). New School plans to continue this partnership. More detailed information is included below.

Sheepshead Bay also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer at least the same number of extra-curricular activities and clubs.

##### New School Mission

The mission of New School will be to ensure that all students have experiences that prepare them for post-secondary education and career success in the fields of the Arts, Law, Health, Media, Science Research, Technology, and Sports Medicine. New School plans to provide students with real world learning through internships and work study programs specific to the school's supportive and personalized academy structure, while maintaining the spirit and vibrant diverse community of a comprehensive high school.

Sheepshead Bay currently has programs, including CTE programs, which provide students with certificates to begin work in their chosen field of study. New School will build upon the programs at Sheepshead Bay that prepare students for careers, while supporting them to continue their education in that field. New School will also have a strong focus on civic awareness, engagement, and service learning.

### Partnership with Johns Hopkins-Diplomas Now

In the summer 2011, as a condition of implementing the federal Restart model, Sheepshead Bay began a partnership with an EPO, Johns Hopkins-Diplomas Now to provide tutoring, mentoring, intervention, monitoring, and engagement activities in partnership with three non-profit organizations: Johns Hopkins University Talent Development, City Year, and Communities in Schools. The Diplomas Now model pairs evidence-based improvement strategies with national service teams in order to strengthen instruction and raise student achievement.

Based on an ongoing assessment of needs and resources, New School plans to partner with Diplomas Now to build upon the efforts that started at Sheepshead Bay in ensuring that all students are prepared to graduate from high school with the skills necessary for college, careers, and civic life. Within improved structures and systems, New School will continue the work that Sheepshead Bay started in meeting the needs of each student and keeping everyone on the path to graduation.

### Instructional Model and Curricula

Currently, Sheepshead Bay is not effectively meeting the needs of all its students. Curriculum is focused around a traditional, teacher-centered approach of lecture and note-taking with little to no opportunity for students to interact with each other and meaningfully engage with the curricula.

In addition, there are instances of good practice within some of the existing programs at Sheepshead Bay, but not all students have access to these programs and there are far too few examples of strong teaching and learning. These deficiencies were acknowledged in Sheepshead Bay's most recent Quality Review, which recommended the school "ensure that the curriculum consistently demands higher order thinking of students at all levels in all subjects."

The general approach at Sheepshead Bay is remediation and modification of curriculum to the point where it loses its rigor and relevance. Currently, Sheepshead Bay follows a traditional, comprehensive model, which contains an eight period day over six hours and fifty-seven and a half minutes. Courses are delivered in single period sessions that are forty-three minutes long and have four minutes between them for passing. Some students enroll in specific themed and content-aligned programs (Law, Sports Medicine, Health Professions, Science Research, and Arts), but most are part of a traditional high school program.

Under the Restart model, Sheepshead Bay had begun to implement systems for using data to identify and implement instructional programs. Sheepshead Bay has been utilizing online education programs such as Datacation, Achieve 3000, and Plato, to assist teachers in differentiating instruction and understand student data. The information gained through these systems has allowed Sheepshead Bay begin to understand what areas students were succeeding and struggling.

With these lessons in mind, New School has created an instructional program that will implement a redesigned curriculum that immerses students in project-based learning experiences that prepare them to be successful in their chosen fields of study. Projects will be focused on real-life learning experiences. Students will develop foundational skills and knowledge, learn to be reflective on their own work and practices, and, with support, students will receive regular standards-based feedback at every step in the learning cycle. Formative and summative assessments aligned to Common Core Learning Standards ("CCLS") will be used to inform instruction and develop rigorous curricula. Students will work to develop strong foundational skills in literacy, mathematics, and the sciences, which are the building blocks for success in more specialized coursework.

Pending additional planning, New School will offer four unique, career-based "vertical" learning communities – pathways that students progress through to graduation: (1) Law, Humanities, and Business; (2) Health and Science Research; (3) Sports Medicine and Careers; and (4) Arts and Media. There will be one "horizontal" learning community, which is contained within each of the four "vertical" learning

communities to ensure additional support and structures for incoming ninth-grade students. Each of these vertical academies will enroll approximately 500 students, will continue to take advantage of the industry resources with which Sheepshead Bay already has partnerships, and continue to seek new partnerships in thematic areas. As students progress through their chosen field of study, they will participate in real world community service and internships with industry partners.

All ninth-grade students in the “horizontal” learning academy will be a full member of the “vertical” learning community they selected, while receiving additional, intensive support.

A dedicated assistant principal will be assigned to each of the five academies whose sole responsibility will be the supervision and administration of the academy. Two additional assistant principals will have school-wide responsibilities in the areas of budgeting, purchasing, data collection and analysis, safety and youth development, and overall strategic planning.

Shifting from a culture of teacher-centered academics to a culture of student-centered academics focused on individual student needs will require changes to the way teachers are working together and using student data to differentiate instruction. Teams of teachers who share students will work together on a daily basis to analyze formative assessments and look at student work to inform instructional practices and ensure that all students are making the necessary progress for the summative assessments.

New School will continue to offer Advanced Placement (“AP”) courses and develop new opportunities for students to engage in AP and college and career ready courses.

### CTE Programs

Sheepshead Bay offers five CTE programs in the following four career clusters:

- Business Management and Administration
- Health Science
- Hospitality and Tourism
- 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.<sup>17</sup> Students who successfully complete a course of study in an “approved” CTE program receive a CTE-endorsed diploma that 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 SED 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;

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<sup>17</sup> “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.

3. External review and validation of application by the DOE; and
4. SED consideration for program approval.

Sheepshead Bay currently offers programs in five CTE pathways. One of Sheepshead Bay’s programs is approved by the State, while four are in development and not yet approved by the State:

Career Cluster	CTE Pathway	Status
Business Management and Administration	Business Institute	In Development
Health Science	Medical Billing and Coding	In Development
Health Science	Nursing Assistant	Approved
Hospitality and Tourism	Athletic Training	In Development
Law and Public Safety	Law Academy/Legal Studies	In Development

New School is planning to continue programming in all of the same CTE career clusters that Sheepshead Bay currently offers and, therefore, students enrolled in CTE programming at Sheepshead Bay would have the opportunity to enroll in CTE programming at New School. New School will pursue State approval of the four programs currently in development. The Office of Postsecondary Readiness will support the leadership of New School as the school works to gain State approval for all of its CTE programs and maintain approval for the Nursing Assistant program. New School is also exploring the option of adding programming in the Health Science cluster to provide more career opportunities for students at New School; however, no plans have been made at that point to create a new pathway.

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 Sheepshead Bay, or at other schools Citywide, do not graduate with CTE-endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at Sheepshead Bay 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 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 Nursing Assistant program, which currently has State approval, will continue to be approved at New School, and that New School will be able to offer CTE-endorsed diplomas to its graduates. The DOE will also support New School in the program approval process as necessary.

The list of schools in the City that also provide CTE programs in Sheepshead Bay’s pathways can be found in Appendices A through E. 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>.

Admissions Programs

Sheepshead Bay currently offers seven admissions programs. One is a zoned program, which provides a guaranteed seat to any student residing within the zone who ranks the school on his or her application. 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>.

The other six admit students through an educational option method, many of which are aligned to CTE programs. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If students score in the top 2% on their previous year's English Language Arts reading exam and list an educational option program as their first choice, they are guaranteed a match to that program.

For all of the admissions programs, students submit applications for Round One of the Citywide High School Admissions Process in December and for Round Two in March. Due to both this and the DOE's commitment that all students who would have been matched to Sheepshead Bay will now be matched to New School, if this proposal is approved, admissions programs for entry into New School for September 2012 will be the same as those listed in the High School Directory for entry into Sheepshead Bay for September 2012.

However, students applying to New School for entry in September 2013 will apply according to the following admissions programs:

The zoned program will no longer provide a guaranteed seat, though it will continue to give a priority to students living in the K495 zone. This will allow students who would not get in through the educational option programs to have access to New School, while still preserving the priority of zoned students.

To offset this change, beginning for September 2013, New School's six educational option programs will all give a priority to students living within the K495 zone. The removal of the zoned guarantee and change of admissions method of the remaining programs will ensure better alignment with the new small learning community and revamped CTE structures.

#### [Supports for Students with Disabilities and ELL Students](#)

Last year, Sheepshead Bay's Progress Report demonstrated that the school is not effectively serving underperforming subgroups, including students with disabilities.

Currently, Sheepshead Bay High School provides Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and Special Education Teach Support Services ("SETSS"). Each student's IEP serves as the plan that determines the precise services the student receives.

Where possible, New School will fully integrate students with disabilities into the academy structures. This will allow for students with disabilities to have deeper and richer academic experiences and promote greater accountability within the academies for serving the individualized needs of all students.

Sheepshead Bay currently offers English as a Second Language ("ESL") and Transitional Bilingual Education ("TBE") in Haitian and Spanish. New School will also offer this programming. At New School, ELL students will be integrated into the academy structures. Each academy will be responsible for providing all services to ELL students. This will allow for ELL students to have deeper and richer academic experiences and promote greater accountability within the academies for serving the individualized needs of all students. Strategic programming will be used to ensure that ELL students are effectively supported in their acquisition of language. The list of other high schools in Brooklyn that also provide transitional bilingual programs in Spanish and Haitian can be found in Appendix G.

#### [School Schedule](#)

New School's daily program will contain extended time in content area instruction in core subject areas (e.g. Math, Science, Social Studies, and English) which will allow opportunities for differentiation to meet individual student needs for remediation and/or acceleration. New School will continue to offer other extended learning opportunities through the Saturday program and through the partnership with Diplomas

Now in utilizing City Year Corp members to provide learning activities such as tutoring, homework help, service learning activities, and enrichment activities.

As needed, New School will utilize the School-based Options (“SBO”) process which allows individual schools to modify provisions in the collective bargaining agreement or DOE 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 any proposed SBO 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 process is available to all schools, including PLA schools.

### Human Capital

Pending the availability of SIG funding and based on student interests and resources, 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 New York City Teaching Residency for School Turnaround,<sup>18</sup> 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, an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include persistently lowest achieving schools) by providing them with tax-free grants for up to four consecutive years. New School will have access to these resources because the DOE has decided to expand these programs.

Sheepshead Bay has offered various opportunities for professional development, such as utilizing Bloom’s Taxonomy to evaluate lesson activities and developing school-wide professional development goals. Although a significant amount of time and resources have been dedicated towards implementing professional development for teachers, inputs have not translated into increased student achievement.

Pending the outcome of a needs assessment of New School’s teachers, New School will work to deepen elements of professional development that have been successful and strengthen those components that have not resulted in strong student outcomes. At New School, professional development will be strategically targeted at individual teacher’s needs as determined by observation and walkthrough data. An individualized professional development plan will be developed for every teacher.

In the newly-designed small academies, professional development will be focused on four areas: literacy across content areas, universal design for learning that ensure support for students with special needs and ELL students, using data including student work to improve teaching and learning with the CCLS, and developing rigorous engaging curriculum and instruction for all students.

All teachers will be asked to develop individual goals for the school year with regard to student achievement and professional collaboration. Academy supervisors and the principal will continue to use Charlotte Danielson’s Framework for Teaching, to monitor teachers’ progress toward goals and use regular cycles of feedback (oral and written) to ensure they are making progress toward goals.

Teacher teams will plan to meet daily for professional learning, including analyzing data, curriculum planning and evaluation, and lesson planning. While structures for common planning are currently in place at Sheepshead Bay, this time is not maximized and therefore has not had a positive impact on student

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<sup>18</sup> <http://nycteachingresidency.ttrack.org/>

outcomes. Academy teams will be introduced to protocols, which will be used to examine the results of students' performances both on standardized assessments and classroom assessments (written work, oral presentations, unit projects, etc.). The analysis will provide information on individual student's strengths and areas of need. The examination of student work will also lead to reflection on how instructional tasks and criteria for success are designed and presented to students. This process will enable faculty to make informed decisions regarding instruction and to chart the course of ongoing needs-based professional development.

New School also plans to hold weekly Instructional Leadership Team ("ILT") meetings in order to closely monitor teacher team work and support the teams in an advisory capacity. The ILT team will consist of lead teachers from each department and academy as well as special education and ESL teachers. Finally, there will be two or three opportunities per year for whole school instructional retreats to set goals, monitor progress, and evaluate outcomes. These sessions will be planned and provided by the ILT. One major tool in addressing teacher development will be full time coaches for literacy and mathematics. They will support the growth of individual teachers in a coaching model and work with the ILT to align that growth with the school's larger instructional vision.

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

Integrating student support services is an essential aspect of socio-emotional growth for students. Communities in Schools (as part of the Diplomas Now model) will guide the school in making best use of its current resources, by mapping those resources and needs, as well as recruiting external partners to generate other necessary resources.

Attendance is a major concern at Sheepshead Bay. At New School, each academy will have an attendance office responsible for monitoring and improving daily student attendance. The office will be responsible for daily attendance calls. Absence rates will be closely monitored and chronic cases will be referred to the academy guidance counselors who will participate in weekly academy attendance meetings. These new, more aggressive strategies will complement the Early Warning Indicator System that Sheepshead Bay has already begun to implement in partnership with Diplomas Now.

Incoming ninth-grade students will continue to take part in a summer orientation to high school program to ensure a smooth transition to New School. During the ninth-grade summer orientation program students will learn about the multiple career pathways available to them and make an informed decision regarding which vertical academy they will choose to study over the next four years.

At Sheepshead Bay, guidance counselors work in a suite in the administrative wing – removed from students. In New School, counselors will be assigned to each academy to support all of the needs of the students in their charge in a very hands-on manner. This will include mandated services, non-mandated services, transition support, and college and career readiness coaching. All of the responsibilities for each student will be managed by the academy. Based on student need, counselors will play a key role in the social, emotional, and career development of each student.

Based on an ongoing assessment of needs and resources, New School plans to continue to work with the Office of School and Youth Development in supporting student safety and attendance, such as offering the Restorative Approaches program, participating in the Chronic Absenteeism Pilot and offering a Relationship Abuse Prevention Program. New School will look for opportunities to strengthen these

supports through new strategies such as identifying a school-based health center and off-site agencies to provide services on site whether on a daily or weekly basis.

Additionally, New School will also pursue opportunities in creating a School Wellness Council. New School may apply for a grant through the Office of School Wellness Programs School Wellness Council Grant Program to support the work of the Council.<sup>19</sup> School Wellness Councils can be comprised of teachers, administrators, school staff, parents, students and/or community leaders. The Council works 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.

### *Impact on Partnerships*

In addition to the partnerships noted above, according to the 2011-2012 High School Directory,<sup>20</sup> Sheepshead Bay has partnerships with:

- **Community-based Organizations (“CBOs”):** Council for Unity, SPARK, Project Rebound, Jewish Community Board, Arab-American Family Support Center, Counseling in Schools
- **Hospital Outreach:** Internships with the following health care providers: Crown Nursing Home, Sheepshead Nursing and Rehab Center, Coney Island Hospital Center, Brookdale University Hospital and Medical Center, Spring Creek Senior Partners, Maimonides Medical Center, New York Community Hospital, Four Seasons Nursing and Rehab Center, Kings County Hospital, and Downstate Medical Center
- **Higher Education Institutions:** Kingsborough Community College, New York City College of Technology, and Brooklyn College
- **Corporate:** Simpson Thacher & Barlett LLP, Pathmark
- **Financial Institutions:** Citicorp Finance

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

### *Impact on Sports and Extracurricular Activities*

According to the High School Directory, Sheepshead Bay currently offers the following sports, extracurricular activities, and clubs:

<sup>19</sup> <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

<sup>20</sup> The 2011-2012 High School Directory is available on the DOE's website at:  
<http://schools.nyc.gov/ChoicesEnrollment/High/Directory>.

Sports	Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> <li>• <u>PSAL Sports</u><sup>21</sup> – Boys Baseball, JV Baseball, Basketball, JV Basketball, Bowling, Football, JV Football, Soccer, Tennis, Volleyball, &amp; Wrestling</li> <li>• <u>PSAL Sports</u> – Girls Basketball, JV Basketball, Bowling, Cross Country, Gymnastics, Handball, Indoor Track, Outdoor Track, Soccer, Softball, JV Softball, Tennis, &amp; Volleyball</li> <li>• <u>PSAL Sports</u> – Co-ed Cricket, Double Dutch, &amp; Golf</li> <li>• <u>School Sports</u> Football, Basketball, Volleyball, Handball, Folk Dance, Fitness/Weight Training, Soccer, Aerobics, &amp; Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Council for Unity</li> <li>• Sheepshead Angels Community Service Club</li> <li>• National Honor Society (Arista)</li> <li>• Junior Statesmen of America</li> <li>• Peer Mediation and Conflict Resolution</li> <li>• Negotiation</li> <li>• Student Council</li> <li>• Social Studies Honor Society</li> <li>• Math Team</li> <li>• Mock Trial</li> <li>• Moot Court</li> <li>• Newspaper</li> <li>• Yearbook</li> <li>• Poetry Society</li> <li>• The Literary Journal</li> <li>• Leadership Institute for Today and Tomorrow</li> <li>• Senior Band</li> <li>• Orchestra</li> <li>• Chorus</li> <li>• Drama and Theatre Ensemble</li> <li>• Dance Ensemble</li> <li>• Gospel Choir and Jazz Band</li> <li>• Improvisation</li> <li>• Russian Theater</li> <li>• Step Team</li> <li>• Varsity Cheerleaders</li> <li>• Boosters</li> <li>• College Technology Entry Program</li> </ul>	<ul style="list-style-type: none"> <li>• Chess</li> <li>• Christian</li> <li>• Audio Visual Squad</li> <li>• Akiva</li> <li>• Arab Muslim</li> <li>• Jewish Culture</li> <li>• Marine Science</li> <li>• Newman Catholic</li> <li>• Creative Writing</li> <li>• Photography</li> <li>• Video</li> <li>• Mural</li> <li>• Crocheting</li> <li>• Poetry</li> </ul>

If this proposal is approved, New School is expected to offer the same student athletics that Sheepshead Bay offers. The availability of the PSAL program for the schools in K495 is expected to remain the same despite the closure of Sheepshead Bay 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.

*Impact on Students Attending P811K@K495*

P811K@K495 is an existing site of a multi-sited District 75 school. It serves a combined total of seven students in grades nine through twelve with a range of disabilities in Sheepshead Bay’s general education classes who, depending on their individual needs, also receive SETSS.<sup>22</sup> P811K@K495 currently has five sites in Brooklyn, including the one in K495. Students are placed in District 75 programs based on their individual needs and recommended special education services in their IEPs.

<sup>21</sup> PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

<sup>22</sup> School-reported data

The proposed closure of Sheepshead Bay and proposed opening of New School will not impact admissions, current or future student enrollment, or academic or extracurricular program offerings at P811K@K495. If the proposal to close Sheepshead Bay and open New School is approved, P811K@K495's inclusion program that is currently associated with Sheepshead Bay would continue to exist and would be associated with New School, so that the inclusion program will continue to be provided in K495.

Below is a list of other high schools in Brooklyn that currently offer District 75 inclusion programs to which students can apply:

District	District 75 Program	High School with Inclusion Program
21	H410K	Abraham Lincoln High School
20	H445K	New Utrecht High School
20	H485K	Telecommunications Arts & Technical High School
15	H519K	Cobble Hill School Of American Studies <sup>23</sup>
21	H525K	Edward R. Murrow High School
15	H527K	I.S. 527
17	H531K	I.S. 531
22	H535K	Leon Goldstein High School
21	H540K	John Dewey High School <sup>24</sup>
17	H544K	International Arts Business High School <sup>25</sup>
17	H600K	Clara Barton High School
13	H605K	George Westinghouse Vocational High School
21	H620K	William E. Grady Vocational High School
15	H667K	Sunset Park High School
21	H690K	Brooklyn Studio Secondary School

### *Enrollment Options for Current Sheepshead Bay Students*

If this proposal is approved, all current Sheepshead Bay students who do not graduate before the start of the 2012-2013 school year will have a guaranteed seat and will be automatically enrolled in New School. This includes all ninth-, tenth-, and eleventh-grade students, as well as any twelfth-grade students who do not graduate by the start of the 2012-2013 school year.

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. However, all students currently attending Title 1 schools that are in Improvement Year 2 status or worse (including PLA schools), like Sheepshead Bay, are eligible to apply for a transfer to another 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>.

All incoming ninth-grade students who have applied to Sheepshead Bay and are matched to that school in

<sup>23</sup> In a separate EIS, the DOE is proposing to close Cobble Hill of American Studies and replace it with New School (15K413).

<sup>24</sup> In a separate EIS, the DOE is proposing to close John Dewey High School and replace it with New School (21K415).

<sup>25</sup> On February 9, 2012, the PEP approved the proposal to phase out International Arts Business High School beginning in the 2012-13 school year. In 2012-13, the District 75 inclusion program will continue to be offered to ninth grade students enrolled in the new school that will be replacing International Arts Business High School as well as to tenth to twelfth grade students at International Arts Business High School as it phases out.

the High School Admissions Process will be automatically enrolled in New School.

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 twelve 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 Sheepshead Bay 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 Sheepshead Bay 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.

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. According to the 2011-2012 audited register, Sheepshead Bay has a total of 366 new ninth-grade students. New ninth-grade students enter the school through two methods:

- High School Admissions Process;
- “Over-the-counter” (“OTC”) placement.

The two methods are described below.

### *High School Admissions Process*

In New York City, high school admission is based on a Citywide choice process, with students ranking up to twelve 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 or the beginning of March 2012.

**Round Two:** All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. 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 a 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.

Sheepshead Bay admits students through both the educational option admissions method and the zoned method. Six of Sheepshead Bay's programs are educational option programs: Law Studies Institute (Law and Government Interest Area), Health Careers (Health Professions Interest Area), Institute of Business and Finance (Business Interest Area), Medical Billing and Coding (Business Interest Area), Performing and Visual Arts Institute (Performing Arts/Visual Art & Design), and Sports Science Academy (Humanities and Interdisciplinary Interest Area).

Sheepshead Bay also admits students through a zoned admissions method. The zoned admissions method provides a priority to students living within a specified zone.

As described earlier, New School will maintain the same seven admissions programs. However, the zoned program will give a priority instead of a guarantee, and the educational option programs will now give a priority to zoned students.

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 Sheepshead Bay, the student will instead be matched to New School.

Students who listed Sheepshead Bay 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 Sheepshead Bay or any other school), that match will be nullified if the student receives a Round Two match.

### *Over-the-Counter Placements*

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);<sup>26</sup> 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.

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<sup>26</sup> 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.

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.<sup>27</sup> In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared with 388 five years ago. Moreover, in Brooklyn, the number of schools that admit students during this period has increased from 109 to 144.

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 through an OTC placement, 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 Sheepshead Bay through each admissions method:

	High School Admissions Process	OTC
9th Grade	281	85

Additionally, Sheepshead Bay admitted 103 OTC students in tenth through twelfth grades as well:

	OTC
10th Grade <sup>28</sup>	62
11th Grade	25
12th Grade	16

Of the 281 ninth-grade students who were admitted through the High School Admissions Process, 17% are students with disabilities and 11% are ELL students. Of the 85 students who arrived through an OTC placement, 51% are ELL students.<sup>29</sup>

### *Schools with Programs Similar to Sheepshead Bay’s Program Offerings<sup>30</sup>*

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

<sup>27</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage 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”).

<sup>28</sup> In addition to admitting 62 students through an OTC placement in the tenth grade, Sheepshead Bay also admitted 19 tenth grade students through the High School Admissions Process.

<sup>29</sup> ELL students as a percentage of total OTC ninth-grade students at Sheepshead Bay from the 2011-2012 audited register.

<sup>30</sup> Similar programs are defined as those in the same “interest area” as listed in the High School Directory.

Attached as Appendices A-E are lists of schools with programs in the same “Interest Areas” as the interest areas currently offered at Sheepshead Bay, which will also be offered by New School if this proposal is approved. In addition, the respective percentages of students with disabilities and ELL students that attend each of these schools are included in this appendix, so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

**B. Schools**

In 2012-2013, once Sheepshead Bay has closed and New School has opened, and including P811K@K495, there will be approximately 1,870-1,920 total students served in the building. The projected utilization for K495 at that point is approximately 75%-77%. The current and estimated enrollment for both organizations in K495 over a two-year period is shown in the table below:

**22K495 - Sheepshead Bay**

	<b>Total Enrollment (Grades 9-12)</b>
2011-12 (audited)	1,884
2012-13 (proj.)	-

**22K453**

	<b>Total Enrollment (Grades 9-12)</b>
2011-12 (audited)	-
2012-13 (proj.)	1,865 - 1,905

**P811K @ K495**

	<b>Total Enrollment (Grades 9-12)</b>
2011-12 (audited)	7
2012-13 (proj.)	5 - 15

If this proposal is approved, there will be sufficient space to accommodate New School and P811K@K495 in K495 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

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 goal classroom efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

As indicated above, the enrollments of both schools in the building are expected to remain at or close to their current levels. Thus, the room allocations of both schools in the building are expected to remain the same.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning will also work with the schools in K495 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

It is likely that there will be a significant amount of underutilized space in K495. The DOE will monitor enrollment in the New School and P811K@K495 in the upcoming school years. In the instance that it becomes clear an additional new school could be opened in K495 to more fully and efficiently utilize the building's capacity, the DOE would propose to open a new school in the building at that time.

### *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 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 Sheepshead Bay 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 Sheepshead Bay and replace it with New School best meets

the needs of the community. As discussed above, based on the school's recent performance, Sheepshead Bay 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 Sheepshead Bay 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 Brooklyn*

The Brooklyn high school seats eliminated by Sheepshead Bay's closure will be recovered by the opening of New School. As a result, the proposal to close Sheepshead Bay is not expected to yield a net loss of high school seats in K495 or in Brooklyn.

Specifically, in Brooklyn:

- There will be 23,839 total seats available for new ninth-grade students in Brooklyn high schools in 2012-2013.<sup>31</sup>
- In 2011-2012, there are only 21,220 new ninth-grade students enrolled in Brooklyn high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 2,619 seats for new ninth-grade students in Brooklyn high schools.

Specifically, in K495:

- Sheepshead Bay is currently serving 366 new ninth-grade students.
- The proposed opening of New School in building K495 is projected to create 346-386 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Sheepshead Bay will be recovered through the opening of New School.

Sheepshead Bay is one of eight schools serving new ninth-grade students (including one secondary school) in Brooklyn that are currently being 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 continue to be an excess in seat capacity in Brooklyn high schools.

- These eight schools are currently serving 1,999 total new ninth-grade students.
- The proposed opening of the eight replacement high schools in Brooklyn is projected to create 1,979-2,019 seats available to new ninth-grade students.

<sup>31</sup> The 2012-2013 ninth-grade seat availability figure is based on data from the 2011-2012 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>). This figure also accounts for phase-outs and replacements, grade expansions or truncations, and new schools. 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 HSAP or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

- This means that the seats in Brooklyn high schools eliminated by the closure of these eight schools will be recovered through the opening of the eight corresponding replacement schools.

In addition, the DOE is also proposing to close and immediately replace one transfer high school in Brooklyn, Bushwick Community High School. This school does not serve new ninth-graders, and so it has not been included in the calculations above. However, the replacement school is projected to serve 375-385 students. The closure and replacement of Bushwick Community High School is not expected to yield a net loss of high school seats in Brooklyn. Again, there will continue to be an excess of seat capacity in Brooklyn high schools.

*Impact on CTE Seat Capacity in Brooklyn*

There will be no change in the number of CTE seats available in Brooklyn as a result of this proposal. New School plans to offer the same CTE programs previously offered at Sheepshead Bay. As a result, it is anticipated that the number of CTE seats available in Brooklyn will remain the same if this proposal is implemented.

For descriptions of approved and pending proposals that impact CTE seats in Brooklyn, 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 Sheepshead Bay’s pathways can be found in 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>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K495. This proposal is not expected to impact the full accessibility of K495.

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

*Sheepshead Bay*

Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process; Admissions Methods: Zoned and Educational Option
<b>Admissions After Proposed Closure of Sheepshead Bay</b>	N/A

Enrollment Data

Sheepshead Bay	Total Enrollment
2011-12 (audited)	1,884
2012-13 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services <sup>32</sup>	11%
Percentage of Students with IEPs <sup>33</sup>	13%
Percentage of ELL Students <sup>34</sup>	22%
Percentage of Students Eligible for Free or Reduced Lunch <sup>35</sup>	57%

School Performance Data

Sheepshead Bay	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	D
Quality Review Score	-	P	P
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	52%	61%	62%
4-Year Graduation Rate	57%	63%	63%
6-Year Graduation Rate	64%	64%	65%
% Graduating with a Regents Diploma	27%	42%	50%
Attendance Rate	78%	81%	83%

<b>2010-2011 State Accountability Status<sup>36</sup></b>	Restructuring (advanced) Focused
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P811K@K495

Admissions Data

<b>Current Admissions</b>	District 75: Placement Based on Individual Students Needs/Recommended Special Education Services
<b>Admissions After Proposed Closure of Sheepshead Bay</b>	District 75: Placement Based on Individual Students Needs/Recommended Special Education Services

<sup>32</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 audited register.

<sup>33</sup> Students with IEPs as percentage of total students from the 2011-2012 audited register.

<sup>34</sup> ELL students as percentage of total students 2011-2012 audited register.

<sup>35</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

<sup>36</sup> 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>.

**Enrollment Data**

P811K@K495	Total Enrollment
2011-12 (audited)	7
2012-13 (proj.)	5-15

**Demographic Data<sup>37</sup>**

Percentage of Students Receiving ICT or SC services	100%
Percentage of Students with IEPs	100%
Percentage of ELL Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	45%

**School Performance Data**

This D75 program does not receive a Progress Report because it is only given to those that serve at least 50 students in grades 3-8 who annually take the standard New York State Math and ELA exams. 75K811 does not meet this criteria. 75K811 received a Quality Review score of Developing in 2010-2011.

*New School*

**Admissions Data**

Current Admissions	N/A
Admissions After Proposed Closure of Sheepshead Bay	2012-2013 - 9-12: High School Admissions Process Admissions Methods: Zoned and Educational Option  2013-2014 and beyond - 9-12: High School Admissions Process Admissions Methods: Educational Option with Zoned Priority

**Enrollment Data**

	Total Enrollment (Grades 9-12)
2011-12 (audited)	-
2012-13 (proj.)	1,865 - 1,905

<sup>37</sup> District 75 program data is not site specific and represents program 75K811 as a whole.

Demographic Data<sup>38</sup>

<b>Percentage of Students Receiving ICT or SC services</b>	11%
<b>Percentage of Students with IEPs</b>	13%
<b>Percentage of ELL Students</b>	22%
<b>Percentage of Students Eligible for Free or Reduced Lunch</b>	57%

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 Sheepshead Bay and the opening of New School are implemented, the DOE will cease to allocate funds to Sheepshead Bay 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 \$7,846,932 - \$8,015,230. 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 FY12 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, Sheepshead Bay was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received \$1,550,000 in SIG 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 the 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 Sheepshead Bay. 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, Sheepshead Bay is not currently receiving SIG funding and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, the Turnaround model 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%<sup>39</sup> 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 Restart 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-

<sup>38</sup> Demographic data included for New School is anticipated based on the current student population at Sheepshead Bay, but actual demographic data may differ.

<sup>39</sup> 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.

described personnel requirements) or the Restart 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 Sheepshead Bay 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 regardless of Sheepshead Bay or New School's eligibility for SIG funding under either the Restart or Turnaround models.

This proposal is not expected to impose any costs on or affect the funding of P811K@K495.

## 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 Sheepshead Bay will be excessed in the closure.<sup>40</sup> 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 the phasing out or closing school apply, at least 50% of New School's positions shall be selected from among the appropriately licensed, most senior applicants from that school 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 Sheepshead Bay teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School's 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 Sheepshead Bay 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.

If approved, this proposal is not expected impact the personnel needs of P811K@K495.

### 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 Sheepshead Bay and P811K@K495 are determined by the same FSF per capita entitlement used at all other

<sup>40</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 and P811K@K495 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. Sheepshead Bay is not currently eligible for Title I funding. If New School meets Title I criteria, the size of their Title I funding awards will grow or shrink as their school population grows or shrinks.

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.

This proposal is not expected to impact the cost of instruction at P811K@K495.

### **C. Administration**

All school supervisor and/or administrator positions assigned to Sheepshead Bay will be exceeded when the school is closed, if this proposal is approved. 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 Sheepshead Bay.

If approved, this proposal will not impact the administration of P811K@K495.

**D. Transportation**

If this proposal is approved, transportation will continue to be provided to all school organizations according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

**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. This proposal is not expected to impact the support services of P811K@K495.

**VII. Building Information**

<b>Building</b>		K495
<b>Type of Building</b>		High school
<b>Year Built</b>		1959
<b>Overall BCAS rating</b>		2.52
<b>2010-2011 Target Building Utilization</b>		87%
<b>2010-2011 Target Building Capacity</b>		2480
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$86,991
	<b>Materials</b>	\$38,393
	<b>Maintenance and repair contracts</b>	\$200,977
	<b>Service contracts</b>	\$8,362
	<b>Custodial operations costs—Materials</b>	\$24,951
	<b>Custodial operations costs— Custodial Allocation</b>	\$595,153
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$266,695
	<b>Gas</b>	\$2,086
	<b>Oil</b>	\$280,528
<b>Projects completed during the current or prior school year</b>		No projects identified
<b>Projects proposed in the capital plan</b>		No projects identified
<b>Accessibility of the building</b>		Fully Programmatically accessible
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse’s Office & Science Labs

APPENDIX B  
CTE Career Pathway: Health Professions

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
13K499	Brooklyn	ACORN Community High School	561 GRAND AVENUE	693	692	100%	B	14%	3%	Law and Communication	Ed Option
15K519 <sup>41</sup>	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	634	864	73%	B	15%	8%	Pre-Law Institute	Ed Option
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Legal Studies	Ed Option
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Computer Forensics Program	Ed Option
19K504	Brooklyn	High School for Civil Rights	400 PENNSYLVANIA AVENUE	386	323	120%	B	15%	10%	High School for Civil Rights	Limited Unscreened
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Legal Studies Academy	Limited Unscreened
17K533	Brooklyn	School for Democracy and Leadership	600 KINGSTON AVENUE	382	688	56%	D	15%	4%	Law and Leadership	Limited Unscreened
13K483	Brooklyn	The Urban Assembly School for Law and Justice	283 ADAMS STREET	448	374	120%	B	12%	1%	Urban Assembly School for Law and Justice	Limited Unscreened

<sup>41</sup> In a separate EIS, the DOE is proposing to close Cobble Hill of American Studies and replace it with New School (15K413).

APPENDIX B  
CTE Career Pathway: Health Professions

16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	399	663	60%	B	11%	5%	Academy for Social Justice	Screened
17K546	Brooklyn	High School for Public Service: Heroes of Tomorrow	600 KINGSTON AVENUE	411	554	74%	A	1%	0%	Law Academy – HSPS	Screened
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Law Institute	Screened
15K462	Brooklyn	Secondary School for Law	237 7 AVENUE	467	753	62%	C	10%	6%	Secondary School for Law	Screened

Sources:	
2011-12 Enrollment	2011-2012 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)	The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the 2011-2012 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2011-2012 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 2011-2012 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.

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 CTE Career Pathway: Health Professions

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Health Career Professions	Ed Option
21K540 <sup>42</sup>	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Health Careers Exploration Program	Ed Option
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Medical & Health Careers	Ed Option
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1037	1056	98%	C	9%	16%	Medical Professions	Ed Option
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Medical/Billing and Coding	Ed Option
19K660 <sup>43</sup>	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Vision Technology	Ed Option
17K751	Brooklyn	ACADEMY FOR HEALTH CAREERS	150 ALBANY AVENUE	136	98	139%	N/A	14%	8%	Academy for Health Careers	Limited Unscreened

<sup>42</sup> In a separate EIS, the DOE is proposing to close John Dewey High School and replace it with New School (21K415).

<sup>43</sup> In a separate EIS, the DOE is proposing to close W.H. Maxwell Career and Technical Education High School and replace it with New School (19K482).

APPENDIX B  
CTE Career Pathway: Health Professions

18K633	Brooklyn	High School for Medical Professions	1600 ROCKAWAY PARKWAY	457	379	121%	N/A	10%	3%	High School for Medical Professions	Limited Unscreened
19K510	Brooklyn	World Academy for Total Community Health High School	400 PENNSYLVANIA AVENUE	360	512	70%	C	15%	4%	Medical Science	Limited Unscreened
13K595	Brooklyn	Bedford Academy High School	1119 BEDFORD AVENUE	366	300	122%	A	0%	1%	Health Professions	Screened
13K670	Brooklyn	Benjamin Banneker Academy	71-77 CLINTON AVENUE	887	1027	86%	B	1%	0%	Pre-Medicine	Screened
17K546	Brooklyn	High School for Public Service: Heroes of Tomorrow	600 KINGSTON AVENUE	411	554	74%	A	1%	0%	Medical Academy – HSPS	Screened
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Bilingual Haitian Creole Program	Screened: Language

APPENDIX C  
CTE Career Pathway: Business

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
20K505	Brooklyn	Franklin Delano Roosevelt High School	5800 20 AVENUE	3084	2630	117%	B	9%	40%	Business Careers/Computer Technology	Ed Option
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Business & Finance	Ed Option
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1037	1056	98%	C	9%	16%	Business and Entrepreneurial Studies	Ed Option
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1037	1056	98%	C	9%	16%	General Business & Technology	Ed Option
16K688	Brooklyn	The Brooklyn Academy of Global Finance	125 STUYVESANT AVENUE	146	138	106%	N/A	15%	6%	Brooklyn Academy of Global Finance	Limited Unscreened
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1037	1056	98%	C	9%	16%	Bilingual Spanish Business and Entrepreneurial Studies	Screened: Language

APPENDIX D  
CTE Career Pathway: Humanities & Interdisciplinary

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
21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21ST AVENUE	863	839	103%	C	14%	9%	Multimedia Technology for New Students	Ed Option
15K519	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	634	864	73%	B	15%	8%	American Studies	Ed Option
32K545	Brooklyn	EBC High School for Public Service– Bushwick	1155 DEKALB AVENUE	583	604	97%	F	10%	16%	Public Service	Ed Option
14K685	Brooklyn	El Puente Academy for Peace and Justice	250 HOOPER STREET	211	234	90%	A	16%	18%	El Puente Academy for Peace and Justice	Ed Option
13K509	Brooklyn	Freedom Academy High School	116 NASSAU STREET	196	481	41%	F	10%	2%	Freedom Academy	Ed Option
17K546	Brooklyn	High School for Public Service: Heroes of Tomorrow	600 KINGSTON AVENUE	411	554	74%	A	1%	0%	Public Service Academy: Social Action & Leadership	Ed Option
20K485	Brooklyn	High School of Telecommunication Arts and Technology	350 67 STREET	1270	1211	105%	A	12%	5%	Telecommunication Arts and Technology	Ed Option
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Experimental School	Ed Option
17K382	Brooklyn	Academy for College Preparation and Career Exploration: A College Board School	911 FLATBUSH AVENUE	550	695	79%	D	10%	5%	Academy for College Preparation and Career Exploration	Limited Unscreened

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CTE Career Pathway: Humanities & Interdisciplinary

14K404	Brooklyn	Academy for Young Writers	183 SOUTH 3 STREET	388	476	82%	A	12%	3%	Academy for Young Writers	Limited Unscreened
32K552	Brooklyn	Academy of Urban Planning	400 IRVING AVENUE	386	626	62%	B	20%	24%	Urban Planning and Design	Limited Unscreened
32K554	Brooklyn	All City Leadership Secondary School	1474 GATES AVENUE	263	236	111%	A	0%	3%	All City Leadership Secondary School	Limited Unscreened
18K589	Brooklyn	Arts & Media Preparatory Academy	905 WINTHROP STREET	290	490	59%	B	11%	3%	Arts & Media Preparatory	Limited Unscreened
23K493	Brooklyn	Brooklyn Collegiate: A College Board School	2021 BERGEN STREET	566	1096	52%	B	5%	2%	Brooklyn Collegiate: A College Board School	Limited Unscreened
15K423	Brooklyn	Brooklyn Frontiers High School	112 SCHERMER HORN STREET	81	977	N/A	N/A	17%	1%	Brooklyn Frontiers High School	Limited Unscreened
18K566	Brooklyn	Brooklyn Generation School	6565 FLATLANDS AVENUE	325	422	77%	C	20%	6%	Brooklyn Generation School	Limited Unscreened
19K639	Brooklyn	Brooklyn Lab School	999 JAMAICA AVENUE	375	359	104%	N/A	15%	16%	Brooklyn Lab School	Limited Unscreened
14K488	Brooklyn	Brooklyn Preparatory High School	257 NORTH 6 STREET	397	622	64%	B	16%	3%	Brooklyn Preparatory High School	Limited Unscreened
15K448	Brooklyn	Brooklyn Secondary School for Collaborative Studies	610 HENRY STREET	681	742	92%	A	22%	5%	Brooklyn Secondary School for Collaborative Studies	Limited Unscreened
32K556	Brooklyn	Bushwick Leaders High School for	797 BUSHWICK	454	488	93%	C	11%	19%	Bushwick Leaders' High School for	Limited Unscreened

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CTE Career Pathway: Humanities & Interdisciplinary

		Academic Excellence	AVENUE							Academic Excellence	
32K549	Brooklyn	Bushwick School for Social Justice	400 IRVING AVENUE	428	522	82%	N/A	20%	19%	Humanities and Interdisciplinary	Limited Unscreened
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Cultural Academy for the Arts	Limited Unscreened
19K659	Brooklyn	Cypress Hills Collegiate Preparatory School	999 JAMAICA AVENUE	420	644	65%	D	10%	17%	Cypress Hills Collegiate Preparatory School	Limited Unscreened
23K644	Brooklyn	Eagle Academy for Young Men II	1137 HERKIMER STREET	336	486	69%	N/A	16%	3%	Eagle Academy for Young Men II	Limited Unscreened
21K572	Brooklyn	Expeditionary Learning School for Community Leaders	2630 BENSON AVENUE	226	471	48%	D	17%	22%	Expeditionary Learning School for Community Learners	Limited Unscreened
19K502	Brooklyn	FDNY High School for Fire and Life Safety	400 PENNSYLVANIA AVENUE	370	436	85%	N/A	17%	5%	FDNY High School for Fire and Life Safety	Limited Unscreened
14K322	Brooklyn	Foundations Academy	70 TOMPKINS AVENUE	132	520	25%	N/A	33%	6%	Foundations Academy	Limited Unscreened
14K632	Brooklyn	Frances Perkins Academy	50 BEDFORD AVENUE	169	176	96%	N/A	24%	10%	Frances Perkins Academy	Limited Unscreened
16K393	Brooklyn	Frederick Douglass Academy IV Secondary School	1010 LAFAYETTE AVENUE	419	628	67%	C	12%	1%	Frederick Douglass Academy IV Secondary School	Limited Unscreened
23K514	Brooklyn	Frederick Douglass Academy VII High	226 BRISTOL STREET	351	414	85%	A	15%	1%	Frederick Douglass Academy VII High	Limited Unscreened

APPENDIX D  
CTE Career Pathway: Humanities & Interdisciplinary

		School								School	
14K454	Brooklyn	Green School: An Academy for Environmental Careers	223 GRAHAM AVENUE	376	573	66%	B	14%	11%	Green School: An Academy for Environmental Careers	Limited Unscreened
17K528	Brooklyn	The High School for Global Citizenship	883 CLASSON AVENUE	334	477	70%	C	12%	5%	High School for Global Citizenship	Limited Unscreened
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	414	455	91%	A	18%	9%	High School for Service & Learning	Limited Unscreened
21K348	Brooklyn	High School of Sports Management	2630 BENSON AVENUE	361	493	73%	B	16%	2%	High School of Sports Management	Limited Unscreened
14K071	Brooklyn	Juan Morel Campos Secondary School	215 HEYWARD STREET	855	1376	62%	C	16%	25%	Juan Morel Campos Secondary School	Limited Unscreened
13K592	Brooklyn	Khalil Gibran International Academy	50 NAVY STREET	78	201	39%	N/A	8%	22%	Khalil Gibran International Academy	Limited Unscreened
18K569	Brooklyn	Kurt Hahn Expeditionary Learning School	5800 TILDEN AVENUE	290	791	37%	C	14%	10%	Kurt Hahn Expeditionary Learning School	Limited Unscreened
14K586	Brooklyn	Lyons Community School	223 GRAHAM AVENUE	516	610	85%	A	15%	15%	Lyons Community School	Limited Unscreened
17K531	Brooklyn	School for Human Rights, The	600 KINGSTON AVENUE	377	321	117%	A	11%	6%	The School for Human Rights	Limited Unscreened

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15K667	Brooklyn	SUNSET PARK HIGH SCHOOL	153 35TH STREET	980	926	106%	N/A	11%	14%	Sunset Park High School	Limited Unscreened
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	295	414	71%	N/A	11%	12%	Urban Action Academy	Limited Unscreened
13K527	Brooklyn	Urban Assembly Institute of Math and Science for Young Women	283 ADAMS STREET	467	460	102%	N/A	13%	1%	The Urban Assembly Institute of Math and Science for Young Women	Limited Unscreened
20K609	Brooklyn	Urban Assembly School for Criminal Justice	4200 16 AVENUE	371	237	157%	N/A	13%	16%	The Urban Assembly School for Criminal Justice	Limited Unscreened
18K576	Brooklyn	Victory Collegiate High School	6565 FLATLANDS AVENUE	323	371	87%	A	16%	5%	Victory Collegiate High School	Limited Unscreened
14K561	Brooklyn	Williamsburg Preparatory School	257 NORTH 6 STREET	572	625	92%	A	8%	3%	Williamsburg Preparatory School	Limited Unscreened
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2567	2010	128%	C	11%	17%	Honors Institute for American Studies - Gilder Lehrman	Screened
13K670	Brooklyn	Benjamin Banneker Academy	71-77 CLINTON AVENUE	887	1027	86%	B	1%	0%	Humanities	Screened
22K555	Brooklyn	Brooklyn College Academy	2900 BEDFORD AVENUE	629	608	103%	A	0%	0%	Brooklyn College Academy	Screened
15K429	Brooklyn	Brooklyn School for Global Studies	284 BALTIC STREET	348	834	42%	B	26%	6%	Brooklyn School for Global Studies	Screened

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CTE Career Pathway: Humanities & Interdisciplinary

19K409	Brooklyn	East New York Family Academy	2057 LINDEN BOULEVARD	433	613	71%	C	2%	0%	East New York Family Academy	Screened
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Honors Academy	Screened
21K468	Brooklyn	Kingsborough Early College School	2630 BENSON AVENUE	471	570	83%	N/A	10%	3%	Kingsborough Early College	Screened
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Humanities	Screened
15K684	Brooklyn	Millennium Brooklyn HS	237 7 AVENUE	107	397	N/A	N/A	7%	0%	Millennium Brooklyn	Screened
15K464	Brooklyn	Park Slope Collegiate	237 7 AVENUE	384	610	63%	D	11%	10%	College Preparatory	Screened
15K497	Brooklyn	School for International Studies	284 BALTIC STREET	484	760	64%	N/A	9%	15%	Honors Institute	Screened
13K419	Brooklyn	Science Skills Center High School for Science, Technology and the Creative Arts	49 FLATBUSH AVENUE EXTENSION	489	664	74%	A	8%	7%	Humanities and the Arts	Screened
13K439	Brooklyn	Brooklyn International High School	49 FLATBUSH AVENUE EXTENSION	364	378	96%	A	0%	84%	Brooklyn International High School	Screened: Language
21K337	Brooklyn	International High School at Lafayette	2630 BENSON AVENUE	341	531	64%	B	0%	90%	International High School	Screened: Language
17K524	Brooklyn	International High School at Prospect	883 CLASSON	392	558	70%	A	0%	93%	International High School at Prospect	Screened: Language

APPENDIX D  
 CTE Career Pathway: Humanities & Interdisciplinary

		Heights	AVENUE							Heights	
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Bilingual Chinese Experimental School	Screened: Language
19K583	Brooklyn	Multicultural High School	999 JAMAICA AVENUE	401	587	68%	C	0%	95%	Multicultural High School	Screened: Language
14K449	Brooklyn	Brooklyn Latin School, The	325 BUSHWICK AVENUE	467	672	69%	B	0%	0%	Brooklyn Latin	Test
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Liberal Arts and Science Institute (formerly Collegiate program)	Unscreened

APPENDIX E  
 CTE Career Pathway: Performing Arts/Visual Arts & Design

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
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2567	2010	128%	C	11%	17%	Professional Photography	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	667	1099	61%	B	2%	0%	Art	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	667	1099	61%	B	2%	0%	Instrumental Music	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	667	1099	61%	B	2%	0%	Dance	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	667	1099	61%	B	2%	0%	Vocal Music	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	667	1099	61%	B	2%	0%	Drama	Audition
17K548	Brooklyn	Brooklyn School for Music & Theatre	883 CLASSON AVENUE	399	480	83%	B	12%	1%	Performing and Visual Arts	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	3939	3414	115%	B	11%	9%	Vocal Music	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	3939	3414	115%	B	11%	9%	Fine and Visual Arts	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	3939	3414	115%	B	11%	9%	Instrumental Music	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	3939	3414	115%	B	11%	9%	Studio Theatre	Audition

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CTE Career Pathway: Performing Arts/Visual Arts & Design

20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Instrumental Music	Audition
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Vocal Music	Audition
14K071	Brooklyn	Juan Morel Campos Secondary School	215 HEYWARD STREET	855	1376	62%	C	16%	25%	Visual Art and Design	Audition
14K071	Brooklyn	Juan Morel Campos Secondary School	215 HEYWARD STREET	855	1376	62%	C	16%	25%	Instrumental Music	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	436	1035	42%	B	13%	4%	Visual Arts	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	436	1035	42%	B	13%	4%	Vocal Music	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	436	1035	42%	B	13%	4%	Dance	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	436	1035	42%	B	13%	4%	Drama	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	436	1035	42%	B	13%	4%	Instrumental Music	Audition
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Apparel Design Technology	Ed Option
13K412	Brooklyn	Brooklyn Community High School of Communication, Arts	300 WILLOUGHBY	430	573	75%	C	12%	3%	Brooklyn Community High School of	Limited Unscreened

APPENDIX E  
CTE Career Pathway: Performing Arts/Visual Arts & Design

		and Media	AVENUE								Communications, Arts and Media	
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	377	608	62%	A	15%	5%	Brooklyn Theatre Arts High School	Limited Unscreened	
20K505	Brooklyn	Franklin Delano Roosevelt High School	5800 20 AVENUE	3084	2630	117%	B	9%	40%	Performing Arts	Limited Unscreened	
16K594	Brooklyn	Gotham Professional Arts Academy	265 RALPH AVENUE	282	222	127%	F	13%	2%	Gotham Professional Arts Academy	Limited Unscreened	
18K617	Brooklyn	High School for Innovation in Advertising and Media	1600 ROCKAWAY PARKWAY	305	388	79%	N/A	13%	8%	High School for Innovation in Advertising and Media	Limited Unscreened	
17K537	Brooklyn	High School for Youth and Community Development at Erasmus	911 FLATBUSH AVENUE	374	496	75%	C	15%	9%	Arts	Limited Unscreened	
21K559	Brooklyn	Life Academy High School for Film and Music	2630 BENSON AVENUE	246	381	65%	B	19%	5%	Life Academy High School for Film and Music	Limited Unscreened	
19K507	Brooklyn	Performing Arts and Technology High School	400 PENNSYLVANIA AVENUE	432	504	86%	B	15%	5%	Performing Arts and Technology High School	Limited Unscreened	
19K683	Brooklyn	THE SCHOOL FOR CLASSICS: AN ACADEMY OF THINKERS, WRITERS AND PERFORMERS	370 FOUNTAIN AVENUE	311	397	78%	N/A	14%	9%	School for Classics: An Academy of Thinkers, Writers and Performers	Limited Unscreened	

APPENDIX E  
 CTE Career Pathway: Performing Arts/Visual Arts & Design

13K350	Brooklyn	Urban Assembly High School of Music and Art	49 FLATBUSH AVENUE EXTENSION	411	395	104%	D	21%	5%	The Urban Assembly School of Music and Art	Limited Unscreened
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Design Systems	Screened

**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 F  
Bilingual Haitian Programs

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
22K405	Midwood High School	Haitian	2839 Bedford Avenue	Screened, Unscreened

APPENDIX G  
 Bilingual Spanish Programs

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
14K474	PROGRESS High School for Professional Careers	Spanish	850 Grand Street	Educational Option, Screened: Language
14K478	The High School for Enterprise, Business and Technology	Spanish	850 Grand Street	Educational Option, Screened
19K583	Multicultural High School	Spanish	999 Jamaica Avenue	Screened: Language
20K490	Fort Hamilton High School	Spanish	8301 Shore Road	Audition, Screened, Zoned
20K505	Franklin Delano Roosevelt High School	Spanish	5800 20 Avenue	Educational Option, Limited Unscreened, Zoned
21K525	Edward R. Murrow High School	Spanish	1600 Avenue L	Audition, Educational Option, Screened: Language
75K373	P.S. 373 - Brooklyn Transition Center	Spanish	185 Ellery Street	N/A
75K721	P.S. K721 - Brooklyn Occupational Training Center	Spanish	64 Avenue X	N/A