

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of Grover Cleveland High School (24Q485) and Opening of a New High School (24Q367) in Building Q485 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close Grover Cleveland High School (24Q485, “Grover Cleveland”), an existing district high school in building Q485 (“Q485”), located at 21-27 Himrod Street, Queens, NY, 11385, within the geographical confines of Community School District 24. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Grover Cleveland with New School (24Q367, “New School”), a new district high school serving students in grades nine through twelve in building Q485.

If this proposal is approved, Grover Cleveland 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.¹

Grover Cleveland offers a zoned program, an educational option program, and four Career and Technical Education (“CTE”) pathways.² It admits students through the Citywide High School Admissions Process. Additional information about CTE programming and the High School Admissions Process is contained in Sections III.A of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing Grover Cleveland and replacing it with New School, the DOE is seeking to expeditiously improve educational quality on the Grover Cleveland campus. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Grover Cleveland 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. Doing this important work to improve the quality of teaching and learning in the school, DOE also will maximize New School’s chance of receiving up to \$1,700,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Grover Cleveland and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Grover Cleveland with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

¹ Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Grover Cleveland 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>.

² 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.

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.³ (The standards for the PLA designation are described in more detail below.) Grover Cleveland was first designated as PLA during the 2009-2010 school year.⁴

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.⁵

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 support similar to those developed in Transformation, but also replace at least half of the school’s staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.⁶

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

³ For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.

⁴ For more information, please visit: <http://www.p12.nysed.gov/pla/>

⁵ 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. Grover Cleveland was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two years of funding.

⁶ For the 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>

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

With respect to Grover Cleveland specifically, the DOE applied to SED to place the school into the Restart model. SED approved the application, which made Grover Cleveland eligible for up to \$1,700,000 in SIG funding per year for three school years. However, as explained below, Grover Cleveland's continuing eligibility for these funds under the Restart model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement a new teacher evaluation system.

Unfortunately, by the January 1, 2012 deadline, the DOE was unable to reach an agreement with the UFT on integral elements of this new teacher evaluation system. Because of this, SED informed the DOE that all New York City PLA schools in either the Transformation or Restart models would no longer receive SIG funding to continue the school reforms supported by these models.

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

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

Grover Cleveland'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 Transformation is a relatively less intensive intervention, was the best fit for the school. However, Grover Cleveland's metrics declined during the 2010-2011 school year across most progress and performance measures and based on this most recent data, the DOE believes that students at Grover Cleveland would be better served by implementation of a more intensive intervention. This is because the data show that the school was struggling even more than the DOE had thought at the time it chose the 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 Grover Cleveland be closed and replaced with a new school that would incorporate the strongest elements of Grover Cleveland, while also allowing new staff to be put in place.

When the DOE placed Grover Cleveland 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/Restart models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staff in a way that would best support student outcomes. Even though the DOE and UFT have recently moved closer to an agreement on

evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the downturn in Grover Cleveland'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.⁷ Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership, at minimum, consists of two representatives appointed by the UFT President, two representatives appointed by the superintendent (or the Chancellor), and the principal of the new school.

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

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

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

New School will guarantee a seat for all students currently attending Grover Cleveland and will admit future new ninth grade students through the High School Admissions Process. New School will be able to continue and augment those supports that are currently demonstrating some success at Grover Cleveland, and replace those interventions that have been less effective. New School will build upon the best elements of Grover Cleveland 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.

⁷ 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 low achieving schools supported by federal School Improvement Grant funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

Performance and School Environment at Grover Cleveland

SED identifies high schools as PLA if they have a State graduation rate below 60% for three consecutive school years or if performance and improvement on the English and Math Regents exams are below a defined threshold. Grover Cleveland was first identified as a PLA school in 2009-2010 because the school's graduation rates in 2006-2007, 2007-2008, and 2008-2009 were below 60%.

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

- Graduation rates at Grover Cleveland have been consistently low for years. Last year, Grover Cleveland's four-year graduation rate (including August graduates) was 58% — well below the Citywide graduation rate of 65.1% and in the bottom 20% Citywide.⁸
- Moreover, Grover Cleveland is not adequately preparing students for the rigors of college. 13% of its students in the class of 2011 were prepared for college after four years in high school, well below the Citywide rate of 25%.⁹
- If Regents diplomas alone counted toward graduation—as will be the case for most students in the 2011-2012 school year—the four-year graduation rate at Grover Cleveland would drop to just 45%, putting the school in the bottom 26% of high schools Citywide.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Grover Cleveland earned an overall C grade on its 2010-2011 annual Progress Report, with an F grade on Student Performance, a C grade on Student Progress, and a C grade on School Environment.
- The school's attendance rate remains below that of most high schools. The 2010-2011 attendance rate was 81%, putting Grover Cleveland in the bottom 17% of City high schools in terms of attendance.

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

- The graduation rate at Grover Cleveland has shown a modest increase in the past few years, rising from 55% in 2008 to 58% in 2011. The graduation rate even reached 62% in 2009-2010, but dipped again in 2010-2011. Additionally, the school has been able to graduate an increasing number of students in six years. The 2011 six year graduation rate was 65%, compared to the 2008 six year graduation rate of 59%.¹⁰ The DOE believes that with new programs and a push to improve teacher quality, the New School could expand this recent improvement in overall student outcomes.

⁸ 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.

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

¹⁰ Graduation rate represents the City's calculation of the four-year and six year graduation rate on the Progress Reports.

- While overall credit accumulation at Grover Cleveland is poor, the credit accumulation of first year students in 2010-2011 was 83%, above the City average for first-year high school students. Additionally, performance on the English and Global Studies Regents in 2010-2011 was strong. The DOE will seek to maintain Grover Cleveland’s momentum in those areas in the New School, while also implementing new programs to improve instruction.
- The school’s overall Quality Review score was Proficient (P). Quality Reviews evaluate how well schools are organized to support student learning. Grover Cleveland’s Quality Review indicated areas of strength, including the use of organizational structures such as interdisciplinary academies to support instructional goals, and the use of data by school leaders to identify school strengths and weaknesses. With the new supports and restructuring available, we expect that the New School will be able to effectively leverage these areas of strength and improve student outcomes for all students.

The chart below summarizes key performance data for Grover Cleveland over the past three years:

Grover Cleveland High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	B	C
Progress Report Progress Grade	C	B	C
Progress Report Performance Grade	F	D	F
Progress Report Environment Grade	C	B	C
Quality Review Score ¹¹	P	WD	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	63%	70%	83%
4 Year Graduation Rate	54%	62%	58%
6 Year Graduation Rate	61%	66%	65%
% Graduating with a Regents Diploma	25%	37%	45%
Attendance Rate	80%	79%	81%
2010-2011 State Accountability Status¹²	Restructuring (advanced) Comprehensive		

Overview of Past Strategic Improvement Efforts at Grover Cleveland

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

Leadership Support:

- Provided extensive leadership training, coaching, and mentoring for the principal and assistant principals to help them set clear goals for the school and improve student performance while developing the school’s Comprehensive Education Plan.
- Assisted leadership in writing grant proposals and developing plans to utilize grant funding to benefit high-needs students.
- Supported leadership in fiscal and operational planning, including aligning the budget with school goals, human resources issues, and recruiting and retaining talented teachers.
- Assisted leadership to design English Language Learner (“ELL”) and Bilingual Programs.

¹¹ Quality Reviews rate school on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review/>.

¹² <http://www.p12.nysed.gov/irs/accountability/>

Instructional Support:

- Coached and trained teachers and administrators on implementing citywide instructional initiatives and aligning classroom instruction with Common Core Learning Standards.
- Provided in-depth workshops to teachers and assistant principals to strengthen math instruction, including training on increasing the rigor of instruction, lesson planning, lesson modeling, developing literacy and writing in a math classroom, differentiating instruction, and motivating students.
- Trained assistant principals, teachers, and staff on analyzing student-level data to improve instruction, identify interventions for struggling students, and track graduation preparedness in order to improve outcomes for students.
- Organized teacher teams to provide specialized support for ELLs and ensure they meet graduation standards.

Operational Support:

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

Student Support:

- Provided professional development for counselors and school staff on youth development strategies to cultivate a safe, supportive, and nurturing learning environment.
- Offered professional development for teachers and counselors aimed at providing students with social and emotional supports, including training in effective classroom management, Positive Behavioral Intervention Strategies, and crisis management.

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

Prior to issuing this proposal, the DOE met with the Grover Cleveland community. On January 23, 2012, 2011, Cluster Leader Charles Amundsen met with Grover Cleveland'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

Q485 has a target capacity of 2,208 students.¹³ (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 2,005 students,¹⁴ yielding a utilization rate of 91%.¹⁵

If this proposal is approved, Grover Cleveland will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open for September 2012. Seats in the school will be guaranteed for all students currently enrolled in Grover Cleveland who do not graduate by June 2012. Over a two-year period, the proposed grade spans for the schools in the building are as follows:

Grade Spans			
DBN	School Name	2011-2012	2012-2013
24Q485	Grover Cleveland High School	09-12	-
24Q367	NEW SCHOOL	-	09-12

If this proposal is approved, New School will serve approximately 1,985-2,025 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 1,531 students currently in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. This approximates enrollment levels in Grover Cleveland, which is currently serving 2,005 students.

If this proposal is approved, once Grover Cleveland is closed and New School is opened, 1,985-2,025 students will be served in the building in 2012-2013, yielding a projected utilization rate of 90%-92%.

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

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
24Q485	Grover Cleveland High School	2,005	-
24Q367	NEW SCHOOL	-	1,985 – 2,025
Total Building Enrollment		2,005	1,985 – 2,025
Utilization		91%	90% - 92%

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

¹³ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”).

¹⁴ 2011-2012 Audited Register.

¹⁵ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of the 2011 audited register. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

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.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at Grover Cleveland 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 Grover Cleveland. 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 these changes. This will give all non-graduating students currently attending Grover Cleveland 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 Grover Cleveland, 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 Grover Cleveland and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Grover Cleveland with new staff and new programmatic elements in a new school.

The school currently offers federally-funded Small Learning Communities ("SLCs"), iZone programming, and CTE programming. Details are included below about each of these programs and whether any changes to these programs are anticipated.

Based on resources and needs, new elements planned for New School may include but are not limited to: improving technology supports, changes to the structure of the school day schedule to increase learning time, changes to the instructional model, strengthening academic intervention services, enhancing school-wide planning and administration, enhancing teacher supports, and the pursuit of new or expanded community partnerships to improve socio-emotional supports for students.

Grover Cleveland currently partners with several organizations as listed at the end of this section. The DOE anticipates that, if this proposal is approved, New School will partner with the same organizations. In addition to traditional partnerships, as a Restart school, Grover Cleveland began a partnership with an Education Partnership Organization ("EPO"), Southern Regional Education Board: High Schools That

Work (“HSTW”). More detailed information about this partnership is included below.

Grover Cleveland also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer the same extra-curricular activities and clubs. 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.

[New School Mission](#)

The mission of New School is to provide every student with the rigorous knowledge, skills, and experiences needed to achieve success in today's society, with a specific focus on preparing students for the demands of college and career success. Additionally, New School will focus on providing access to all programs for every student, based on students' demonstrated interest and choice.

New School will build upon the work of Grover Cleveland by enhancing the existing Ninth Grade Academy and implementing Smaller Learning Communities in themed academies across grades ten through twelve.

This mission focuses on preparing students for success in colleges and careers after graduating from high school, whereas Grover Cleveland's current mission is focused on simply preparing students for graduation.

[Partnership with Southern Regional Education Board: High Schools That Work \(HSTW\)](#)

In the summer 2011, as a condition of implementing the federal Restart model, Grover Cleveland began a partnership with an Educational Partner Organization, Southern Regional Education Board: High Schools That Work (“HSTW”), a nonprofit, nonpartisan school support organization that works with school districts, administrators, and educators to implement proven school and classroom practices that enable students to learn at high levels.

The HSTW theory of change is based upon the involvement of key groups to increase student achievement through the redesign of schools into Smaller Learning Communities which empowers these stakeholders.

New School is also planning to partner with HSTW. This will allow New School to build upon efforts started at Grover Cleveland in engaging with the community. This partnership will allow for the development and implementation of a strategic, customized plan that leverages best practices for effective high school reform. HSTW will be working with school leadership to refine and implement the ambitious plans for New School. Utilizing the structures and systems of New School, HSTW will continue the important work it had started to develop highly-effective teachers and strong accountability systems to ensure all students are on track for success.

[Instructional Model and Curricula](#)

New School's instructional model is largely focused on the expansion of the SLCs currently in place at Grover Cleveland and integrating these SLCs with CTE programming. As described in further detail below, Grover Cleveland currently offers five SLCs: Ninth Grade Tiger Academy, The STEM Academy, Grover Cleveland Academy of the Arts and Humanities, Academy of Applied Health and Athletic Studies, and the Academy of Business, Hospitality and Tourism. Building greater integration between the SLCs and CTE programming will strengthen the connection between career exploration beginning in the ninth grade, leading to a fully integrated career pathway and technical program offerings in the tenth through twelfth grades that will ultimately lead to an industry certification upon graduation. Additionally, New School

plans to embed project-based learning within each of the career-themed SLCs. The culmination of this will be either a technical assessment, Advanced Placement examination, or a Senior Project completed by each student, which will be aligned to each student's program of study. Through a blend of real world experience and instruction, students will have rich opportunities to practice and hone their problem solving skills, which will better prepare them for post-secondary success.

Based on student interests and resources, New School also intends to pursue adding arts programming in order to provide a more diverse array of academic program options to its students. New School is considering building on this programming by incorporating formal Career and Technical Education in this interest area, but will pursue expanded course offerings in the arts regardless.

Another significant element of the curricula will be an emphasis on integrating the Common Core Learning Standards for literacy and mathematics. An integral part of this will be to embed literacy and mathematics within each career technical program. Through continued partnership with HSTW, New School will utilize the Literacy Design Collaborative ("LDC") and Math Design Collaborative ("MDC"), a math and literacy framework that connects common core standards with ELA, social studies and science classrooms.

The MDC process equips teachers with research-based strategies and a process for analyzing learning in the classroom. To implement the MDC Formative Assessment Lessons, teachers will receive direct support that begins with an understanding of the changes that must take place in the classroom. LDC provides content area teachers the flexibility to personalize and tailor learning for every student and allows schools to delve more deeply into their literacy work. Courses are grounded in college-preparatory literacy instruction and helps improve student ability to read and write by utilizing a scaffolding teaching strategy in reading and writing, where tiered assignments build students' knowledge and skills until tasks can be completed on their own with increasing difficulty. New literacy goals and strategies across the curriculum will be implemented with proficiency and support, particularly for academic language acquisition for English Language Learners ("ELLs") and students with disabilities.

New School will also seek to provide rigorous academic courses in sciences and foreign languages that will match the depth and breadth offered in other content areas. This will provide a full menu of college and career-ready academic course options that enable students across ability levels to participate in rigorous options for post-secondary education. In addition, pending resources and student needs, New School will provide double periods in both English Language Arts and Algebra for all Level I and II students at risk and check indicators of success or alternate scheduling approaches as needed.

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

CTE Programs

Grover Cleveland is a school which offers CTE programs in the following career clusters:

- Business Management and Administration
- Hospitality and Tourism
- Information Technology
- Scientific Research and Engineering

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 prepare students for 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 16 career clusters identified at the federal level.¹⁶ Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

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

State approval of CTE programs requires the following four stages:

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

Grover Cleveland offers four CTE programs. None of Grover Cleveland’s programs are approved by the state, one is in development and not yet approved by the State, and three are new to the approval process:

Career Cluster	CTE Pathway	Status
Business Management and Administration	Academy of Finance	New (to process)
Hospitality and Tourism	Academy of Hospitality and Tourism	New (to process)
Information Technology	Academy of Information Technology (AOIT)	In Development
Scientific Research and Engineering Cluster	Pre Engineering	New (to process)

Students currently enrolled in CTE programming at Grover Cleveland would have the opportunity to enroll in the CTE program options offered at New School.

New School is planning to continue all of the same CTE programming that Grover Cleveland currently has. This includes pursuing state approval of the one program currently in development and the three programs that are new to the process. The Office of Postsecondary Readiness (“OPSR”) will support the leadership of New School as the school works to gain state approval. Students enrolled in CTE programming at Grover Cleveland would have the opportunity to enroll in CTE programming at New School.

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) or “new to the process” (meaning the school has not yet begun seeking approval by the state) at Grover Cleveland, or at other schools Citywide, do not graduate

¹⁶ “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.

with CTE endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at Grover Cleveland will be supported as they progress toward graduation, but they may not graduate with a CTE endorsement if the program is not approved by the time they graduate. The DOE will support New School in the program approval process as necessary.

The list of schools in the City that also provide CTE programs in Grover Cleveland's pathways can be found in Appendices B-F. 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>.

SLCs

Grover Cleveland is organized into five SLCs. The SLCs are: The Ninth Grade Tiger Academy, The STEM Academy, Grover Cleveland Academy of the Arts and Humanities, Academy of Applied Health and Athletic Studies, and the Academy of Business, Hospitality and Tourism. Each of the career-themed SLCs will have multiple programs of study for students to follow that will lead to college, careers and /or industry certification.

New School plans to continue with all of these SLCs, but will enhance them by improving their alignment with career-oriented programs of study. These efforts will be supported by improving the oversight of SLCs. New School plans to align all Assistant Principals to an SLC for which he or she will be the SLC Director. Through the HSTW partnership, New School will also plan to utilize a leadership triad, where each SLC would have an Assistant Principal, Guidance Counselor, and Academy Teacher Coordinator.

New School plans to refine Grover Cleveland's current schedule of faculty planning and collaboration in the SLCs by increasing the amount of time available to staff during school day for extra help and by building time within the monthly calendar for professional development. This will serve to facilitate more school-wide and academy faculty collaboration.

Pending student interests and needs, New School will consider making adjustments to the SLC structure in order to encourage more students to explore the SLCs that are career-themed. One option under consideration is to re-frame the existing Ninth Grade Tiger Academy to serve as the sole "bridge academy" supporting ninth grade transition. At the end of ninth grade, students would select from the career-aligned SLC according to their needs and interest areas.

iZone Program

Grover Cleveland applied for and was selected to participate in iLearnNYC for the 2011-2012 and 2012-2013 school years. If this proposal is approved, New School would participate in iLearnNYC in the same manner as planned for Grover Cleveland. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing the ideas, technologies, and tools that work best for their school community. As an iZone school, Grover Cleveland participates in iLearnNYC, which allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

iLearnNYC provides access to a state-of-the-art online and blended learning platform that aggregates content from 14 vendors, allows for authoring of online content, offers tools for teachers such as a plagiarism checker and a grade-book, and facilitates cross-school collaboration around instruction and best practices. Schools participating in iLearnNYC are supported by central staff to incorporate online and

blended learning into their schools, and they receive professional development based on individual school needs. iLearnNYC schools also receive hardware, facilities, and technical support for the online and blended courses.

If this proposal is approved, the program acceptance granted to Grover Cleveland would be transferred to New School.

Advisory Program

New School will implement an advisory program for ninth and tenth grades, in which they will attend a seminar once per week, focusing on building communication skills, general behavior, social responsibility, and an introduction to larger college readiness efforts at New School.

Eleventh- and twelfth-grade students will be enrolled in a college seminar twice per week that builds on the work done in the ninth- and tenth-grade advisory program. The seminar will focus on general preparation for standardized college admissions tests, the college application process, and financial aid applications.

Support for Students with Disabilities and English Language Learners

Grover Cleveland currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained special education (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Grover Cleveland currently offers English as a Second Language (“ESL”) services and Transitional Bilingual program for Spanish. If this proposal is approved, all ELL students at New School will continue to receive mandated services and the ESL and Transitional Bilingual programs will be maintained. For a list of Queens high schools that offer Transitional Bilingual programs in Spanish please see Appendix A.

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

Human Capital

Although a significant amount of time and resources have been dedicated towards implementing professional development at Grover Cleveland, including efforts under the Restart model, inputs have not translated into increased student achievement. New School will work to deepen elements of professional development which have been successful and strengthen those components which have not resulted in strong student outcomes.

For example, based on an ongoing assessment of needs and resources, New School will pursue strategies to expand on the HSTW Key Practices and Core Beliefs, in order to build capacity in the leadership and staff to increase student achievement and graduation rates. New School will also implement principles from the Danielson Framework for Teacher Effectiveness.

New School will utilize new strategies in strengthening the quality of teaching in the school, such as:

- Using an educational planning tool, Understanding By Design, which emphasizes designing class curriculums around desired outcomes; and
- Explicitly using direct instruction for mastery (quality lesson sequence).

Another important element of staff development will be training and coaching teachers on implementation of project-based learning, implementation of problem-based learning, and protocols for reviewing and evaluating student work. As part of this effort, New School will plan to develop demonstration classrooms and provide regularly scheduled opportunities through common planning time for teachers to observe and confer with other teachers.

In addition, 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. The 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.

New School will also 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. Additionally, New School will also be able to utilize the NYC Teaching Residency for School Turnaround,¹⁷ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo a 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. New School will also have access to The Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include persistently lowest achieving schools) by providing them with tax-free grants for up to four consecutive years.

Socio-Emotional Student Supports

New School will involve students and their parents in their students' SLCs through a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or CTE concentration. As part of this effort, New School will schedule annual meetings with students and parents via their SLC to review progress and credit accumulation.

As discussed above, New School will implement an advisory program for all students, as well as seek to provide student mentors who would provide mentorship to students in areas of academics or social-emotional support, which may vary depending on the specific CBOs that the New School partners with.

New School will also continue to work with the Office of School and Youth Development in supporting student attendance and credit accumulation that Grover Cleveland had begun, such as continuing the Achieve Now Academy, a credit recovery program.

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 Program's School Wellness Council Grant Program to support the work of the Council.¹⁸ 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.

New School will also pursue offering the Breakfast in the Classroom program to ensure all students begin their instructional day with a free, nutritious meal.¹⁹ The free breakfast campaign is based on scientific research that links children's nutrition with improved academic performance and psychological well-being. By offering Breakfast in the Classroom, New School will support improved attendance, punctuality and behavior, and support student's attention, memory, and achievement.

¹⁷ <http://nycteachingresidency.ttrack.org/>

¹⁸ <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

¹⁹ <http://www.opt-osfns.org/osfns/>

Impact on Partnerships

In addition to the above mentioned partnerships, according to the 2011-2012 High School Directory, Grover Cleveland has partnerships with:

Community-Based Organizations	Higher Education Institutions
The Ridgewood-Bushwick Senior Citizens Council, Queens Chamber of Commerce, Community Mediation Services, Wyckoff Heights Hospital, Council for Unity, Greater Ridgewood Youth Council, Pathways to Healing	St. Lawrence University, Vaughn College of Aeronautics and Technology, St. John’s University, LaGuardia Community College, DeVry College (Commercial Institutions: Oracle Corporation)

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

Impact on Sports and Extra-curricular Programming²⁰

According to the High School Directory, Grover Cleveland currently offers the following sports, extracurricular activities, and clubs:²¹

Student Leadership & Support	Artistic	Clubs	PSAL Sports - Boys	PSAL Sports - Girls
Key Club, Arista, Science Olympiad, Math Team, International Bridge Building, Lincoln-Douglas Debate, Web Design/Internet, Computer Graphics/Art	Musical and Play Productions, Literary Publication, School Newspaper, Yearbook	Numerous clubs including multicultural and multiethnic	Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, Swimming, Tennis, Volleyball, Wrestling	Basketball & JV Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Softball, Swimming, Tennis, Volleyball & JV Volleyball

If this proposal is approved, New School is expected to offer the same student athletics as Grover Cleveland offers. The availability of the PSAL program for the schools in Q485 is expected to remain the same despite the closure of Grover Cleveland and opening of New School.

If this proposal is approved, New School is expected to offer the same extra-curricular activities and clubs as are now offered at Grover Cleveland. As with all schools citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

Enrollment Options for Current Grover Cleveland Students

Under this proposal, all current Grover Cleveland students will have a guaranteed seat in New School. This includes all ninth-, tenth-, and eleventh-grade students, as well as any twelfth-grade students who do not

²⁰ Athletic and extracurricular offerings reflect those listed for Grover Cleveland in the 2011-2012 Directory of High Schools.

²¹ <http://schools.nyc.gov/ChoicesEnrollment/High/directory>.

graduate by June 2012.

All incoming ninth-graders who have applied to Grover Cleveland and are matched to that school in 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 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Throughout the City, students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Grover Cleveland 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 Grover Cleveland who have not yet taken part in this process but now wish to do so may submit an application during Round Two of the High School Admissions Process in March.

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

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

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

Impact on Students with Disabilities and English Language Learners

Grover Cleveland currently offers ICT classes, SC classes, and SETSS. If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Grover Cleveland currently offers English as a Second Language (“ESL”) services and Transitional Bilingual program in Spanish. If this proposal is approved, all ELL students at New School will continue to receive mandated services and the ESL and Transitional Bilingual program in Spanish will be maintained. For a list of Queens high schools that offer a transitional bilingual program in Spanish, please see Appendix A.

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

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

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

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

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

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

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

High school students with IEPs are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

Grover Cleveland admits students as part of the Citywide High School Admissions Process into three programs.

Grover Cleveland admits students into its Academy of Information Technology program in the Science & Math Interest Area through a limited unscreened admissions method. A limited unscreened program gives priority to students who demonstrate interest in the school by attending a school's Information Session or Open House events or by visiting the school's exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority for admission to the school's program(s).

Grover Cleveland also offers an educational option program, the Math Science Institute, which is also in the Science & Math Interest Area. 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.

Grover Cleveland also admits students through a zoned admissions method. A zoned admissions method provides a priority to students living within a specified zone. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned schools, please visit the DOE Web site's School Search function at: <http://schools.nyc.gov/schoolsearch>.

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 Grover Cleveland, the student will instead be matched to New School.

If this proposal is approved, the admissions methods for Grover Cleveland will all carry over to the New School.

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

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. As of the October 31, 2011 audited register, Grover Cleveland has a total of 365 new ninth-grade students. New ninth-grade students enter the school through two methods:

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

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

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);²² or
- Did not participate in the High School Admissions Process for some other reason.

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

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

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

Screened programs (those that have academic criteria) that have a two-year track record of not filling seats through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.²³ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

²² 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.

²³ 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”).

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared with 388 five years ago. Moreover, in Queens, the number of schools that admit students during this period has increased from 63 to 80.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2011-2012 school year to approximate future needs. Based on this information, it is anticipated that if approved, the New School will enroll similar numbers of OTC students. The chart below provides an overview of how many ninth-grade students arrived at Grover Cleveland through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	97	268

Additionally, Grover Cleveland admitted 143 OTC students in grades 10-12 as well:

	Over-The-Counter
10th Grade	70
11th Grade	44
12th Grade	29

Of the 268 ninth-grade students who were admitted through the High School Admissions Process, 11% are students with disabilities and 13% are ELL students. Of the 97 students who arrived over-the-counter, 0% are students with disabilities and 33% are ELL students.²⁴

B. Schools

In 2012-2013, once Grover Cleveland has closed, and New School has opened, there will be approximately 1,985-2,025 total students served in the building. The projected utilization for Q485 at that point is approximately 90%-92%. The estimated enrollment for both organizations in Q485 over a two-year period is shown in the table below.

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
24Q485	Grover Cleveland High School	2,005	-
24Q367	New School	-	1,985 – 2,025
Total Building Enrollment		2,005	1,985 – 2,025
Utilization		91%	90% - 92%

²⁴ Students with disabilities as a percentage of total OTC ninth-grade students at Grover Cleveland from the 2011-2012 Audited Register. This count does not include students receiving SETSS or students receiving speech or language services. ELL students as a percentage of total OTC ninth-grade students at Grover Cleveland students from the 2011-2012 Audited Register

If this proposal is approved, there will be sufficient space to accommodate New School in Q485 pursuant to the Citywide Instructional Footprint (the “Footprint”). (Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

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

Building Safety and Security

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

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

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children’s needs. This proposal is intended to meet this goal by allowing the students currently enrolled in Grover Cleveland 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 Grover Cleveland and replace it with New School best meets the needs of the community. As discussed above, based on the school’s recent performance, Grover Cleveland 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 Grover Cleveland by implementing the Restart model. However, based on the school’s most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

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

Impact on High School Seat Capacity in Queens

Queens seats eliminated by Grover Cleveland's closure will be recovered by the opening of New School. As a result, the proposal to close Grover Cleveland is not expected to yield a net loss of high school seats in building Q485 or in Queens.

Specifically, in Queens:

- In 2011-2012, there are currently 18,036 total seats available for new ninth-grade students in Queens high schools.²⁵
- In 2011-2012, there are 18,299 new ninth-grade students enrolled in Queens high schools.
- Therefore, there is currently a deficit of 263 seats for new ninth-grade students in Queens high schools.

Specifically, in the Q485 building:

- Grover Cleveland is currently serving 365 new ninth-grade students.
- The proposed opening of New School in building Q485 is projected to create 345-385 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Grover Cleveland will be recovered through the opening of New School.

In short, the proposal to close Grover Cleveland is not expected to yield a net loss of seats in Queens or in building Q485.

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

If these eight proposals are approved, there will continue to be a small deficit of seats in Queens high schools.

- These eight schools are currently serving 4,276 total new ninth-grade students.
- The proposed opening of the eight replacement high schools in Queens is projected to create 4,256-4,296 seats available to new ninth-grade students.
- This means that the seats in Queens high schools eliminated by the closure of these eight schools will be recovered through the opening of the eight corresponding replacement schools.

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

In addition, the DOE is proposing other changes to high schools in Queens for both 2012-2013 and 2013-2014, which will impact high school seat capacity in the borough. These changes include the continued

²⁵ The 2012-2013 ninth grade seat availability figure is based on data from the Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the High School Admissions Process or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

phase-in of two existing secondary schools to serve high school grades and the two new construction projects planned for Districts 27 and 30.

These changes are detailed in the chart below:

Proposed Changes to Queens High Schools

DBN	School Name	Building	Impact on 9th Grade Seat Capacity 2012-2013	Impact on 9th Grade Seat Capacity 2013-2014	Admissions Method
High School Grade Expansions					
28Q167	Metropolitan Expeditionary Learning School	Q686	108		Limited Unscreened
29Q327	Eagle Academy for Young Men III ²⁶	Q633		81	Limited Unscreened
New Schools Proposed to Open in New Construction					
30QTBD	TBD	Q404		81-108	TBD
27QTBD	TBD	Q636		81-108	TBD
Total Proposed Change in 9th Grade Seat Capacity			108	243-297	

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

In 2012-2013:

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

In 2013-2014:

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

Detailed information about all City high schools and the High School Admissions Process is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE’s Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Programs>.

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

Impact on CTE Seat Capacity in Queens

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

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

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>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building Q485. This proposal is not expected to impact the building accessibility of the Q485 building, which is partially accessible.

IV. Enrollment, Admissions and School Performance Information

Grover Cleveland

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Zoned, Limited Unscreened, and Educational Option
Admissions After Proposed Closure of Grover Cleveland	N/A

Enrollment Data

24Q485

	Total Enrollment
2011-12 (audited)	2,005
2012-13 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁷	8%
Percentage of Students with Individualized Education Programs ²⁸	14%
Percentage of English Language Learner Students ²⁹	22%
Percentage of Students Eligible for Free or Reduced Lunch ³⁰	47%

²⁷ Students Receiving ICT and SC services as percentage of total students from the 2011 audited register

²⁸ Students with Individualized Education Programs as percentage of total students from the 2011 audited register

²⁹ English Language Learner students as percentage of total students from the 2011 audited register

³⁰ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data

Grover Cleveland High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	B	C
Quality Review Score	P	WD	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	63%	70%	83%
4 Year Graduation Rate	54%	62%	58%
6 Year Graduation Rate	61%	66%	65%
% Graduating with a Regents Diploma	25%	37%	45%
Attendance Rate	80%	79%	81%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Grover Cleveland	9-12: High School Admissions Process; Admissions Methods: Zoned, Limited Unscreened, and Educational Option

Enrollment Data

24Q367

	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	1,985 - 2,025

Demographic Data³¹

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with Individualized Education Programs	14%
Percentage of English Language Learner Students	22%
Percentage of Students Eligible for Free or Reduced Lunch	47%

School Performance Data

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

V. Initial Costs and Savings

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

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

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 \$8,246,641-8,414,940.

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 Grover Cleveland was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received \$1,700,000 in Restart money this school year. While the school otherwise complied with all of the programmatic changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including Grover Cleveland. 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, Grover Cleveland is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%³² of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding. Moreover, because the portions of the Turnaround, Transformation, and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the 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-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 Grover Cleveland for the remainder of the current grant year and provide funding to New School in the subsequent years of the grant. However, the DOE plans to proceed with this proposal whether or not either Grover Cleveland or New School becomes eligible for SIG funding under either the Restart or Turnaround models.

Current Grover Cleveland teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excess 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.

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

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 Grover Cleveland will be excessed in the closure.³³ This process will occur at the end of the 2011-2012 school year.

For teachers, new schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. All new district schools opening in campuses where an existing school is phasing out or closing must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from Grover Cleveland apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from Grover Cleveland 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 Grover Cleveland teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. Staff will be selected by a Personnel Committee typically consisting of two Union representatives designated by the UFT president, two representatives designated by the Chancellor or superintendent, and the principal.

Current Grover Cleveland 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 ATR pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

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

If approved, this proposal will not impact the personnel needs of the other existing organizations in the building.

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 budget for Grover Cleveland is determined by the same FSF per capita entitlement used at all other New York City District

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

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

public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and, therefore, cost more to educate. For example, during the 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

While schools receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. If this proposal is approved, funding will be provided to meet the needs of all students with disabilities at New School in accordance with their IEPs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, New School may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Grover Cleveland is currently eligible for Title I funding. Since New School is expected to serve the same population as Grover Cleveland, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as Grover Cleveland does, if this proposal is approved.

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

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

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

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

D. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/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.

VII. Building Information

Building		Q485
Type of Building		High school
Year Built		1930
Overall BCAS rating		2.61
2010-2011 Target Building Utilization		109%
2010-2011 Target Building Capacity		2208
FY 2011 Maintenance Costs	Labor	\$42,483
	Materials	\$16,469
	Maintenance and repair contracts	\$65,846
	Service contracts	\$5,496
	Custodial operations costs—Materials	\$21,292
	Custodial operations costs—Custodial Allocation	\$599,032
FY2011 Energy Costs	Electric	\$206,370
	Gas	\$169,684
	Oil	\$0
Projects completed during the current or prior school year		Ansul System, Retaining Wall/Exterior Steps,
Projects proposed in the capital plan		Exterior Masonry, Stairs/Ramps, New/Retrofit Telephone/Intercom System
Accessibility of the building		Fully Programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse’s Office & Science Labs

APPENDIX A –Bilingual Programs

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
24Q455	Newtown High School	Spanish	48-01 90 Street	Audition, Educational Option, Screened, Zoned
24Q550	High School for Arts and Business	Spanish	105-25 Horace Harding Expy N	Educational Option
25Q460	Flushing High School	Spanish	35-01 Union Street	Educational Option, Zoned
27Q475	Richmond Hill High School	Spanish	89-30 114 Street	Educational Option, Zoned
27Q480	John Adams High School	Spanish	101-01 Rockaway Boulevard	Educational Option, Unscreened
28Q505	Hillcrest High School	Spanish	160-05 Highland Avenue	Audition, Educational Option, Screened, Zoned
30Q445	William Cullen Bryant High School	Spanish	48-10 31 Avenue	Screened, Unscreened
30Q450	Long Island City High School	Spanish	14-30 Broadway	Screened, Zoned
30Q555	Newcomers High School	Spanish	28-01 41 Avenue	Screened: Language
75Q721	John F. Kennedy Jr. School	Spanish	57-12 94 Street	N/A

APPENDIX B
CTE Career Pathway: Science and Math

DBN	Boro	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
25Q425	Queens	John Bowne High School	63-25 MAIN STREET	3522	2969	119%	B	7%	26%	Science Research Program	Screened
26Q415	Queens	Benjamin N. Cardozo High School	57-00 223RD STREET	3904	2674	146%	B	7%	6%	DaVinci Science/Math Research Institute	Screened
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Math and Science Research	Screened
26Q435	Queens	Martin Van Buren High School	230-17 HILLSIDE AVENUE	2264	2265	100%	D	7%	10%	Center for Natural/Behavioral Sciences	Screened
27Q302	Queens	Queens High School for Information, Research, and Technology	8-21 BAY 25 STREET	303	319	95%	N/A	13%	11%	Queens High School for Information, Research and Technology	Limited Unscreened
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Medical and Health Scholars Academy	Ed Option
28Q350	Queens	Jamaica Gateway to the Sciences	167-01 GOTHIC DRIVE	223	64	N/A	N/A	4%	4%	Jamaica Gateway to the Sciences	Ed Option
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Carl Sagan Science/Math Honors Academy	Screened
28Q687	Queens	Queens High School for the Sciences at York College	94-50 159 STREET	418	379	110%	A	0%	0%	Queens High School for the Sciences at York College	Test
29Q248	Queens	Queens Preparatory Academy	143-10 SPRINGFIELD BOULEVARD	425	471	90%	A	9%	5%	Queens Preparatory Academy	Limited Unscreened
29Q272	Queens	George Washington Carver High School for the Sciences	143-10 SPRINGFIELD BOULEVARD	466	676	69%	B	8%	2%	Carver Research Institute	Limited Unscreened

APPENDIX B

CTE Career Pathway: Science and Math

29Q492	Queens	Mathematics, Science Research and Technology Magnet High School	207- 01 116TH AVENUE	409	498	82%	C	6%	5%	Science Research	Ed Option
30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107%	C	9%	18%	Math/Science Enrichment	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 audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% 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.

APPENDIX C
 CTE Career Pathway: Business Management

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M316	Manhattan	Urban Assembly School of Business for Young Women, the	26 BROADWAY	373	460	81%	B	12%	3%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M392	Manhattan	MANHATTAN BUSINESS ACADEMY	351 WEST 18 STREET	327	257	127%	N/A	13%	10%	Business/Virtual Enterprise	Limited Unscreened	In Development
02M393	Manhattan	BUSINESS OF SPORTS SCHOOL	439 WEST 49TH STREET	300	239	126%	N/A	14%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	796	733	109%	B	8%	6%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	796	733	109%	B	8%	6%	Academy of Finance	Educational Option	New (to process)
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 WEST 49TH STREET	125	N/A	N/A	N/A	9%	9%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Accounting	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Academy of Finance	Educational Option	In Development
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	713	535	133%	C	9%	10%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development

APPENDIX C
CTE Career Pathway: Business Management

03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 AMSTERDAM AVENUE	412	376	110%	C	13%	15%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
03M494	Manhattan	High School of Arts and Technology	122 AMSTERDAM AVENUE	592	676	88%	C	10%	11%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
05M367	Manhattan	Academy for Social Action: A College Board School	509 WEST 129 STREET	415	327	127%	C	15%	10%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development
09X412	Bronx	Bronx High School of Business	240 EAST 172 STREET	390	507	77%	C	21%	24%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14%	7%	Academy of Finance	Limited Unscreened	In Development
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1120	944	119%	C	8%	12%	Entrepreneurship/Virtual Enterprise	Screened	New (to process)
10X433	Bronx	High School for Teaching and the Professions	2780 RESERVOIR AVENUE	469	614	76%	B	11%	18%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	3905	3455	113%	F	11%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	In Development
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Entrepreneurship/Virtual Enterprise	Screened, Zoned	New (to process)

APPENDIX C
CTE Career Pathway: Business Management

17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11 %	9%	Entrepreneurship/ Virtual Enterprise	Educational Option, Screened	New (to process)
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17 %	8%	Entrepreneurship/ Virtual Enterprise	Limited Unscreened	New (to process)
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137 %	B	12 %	24%	Entrepreneurship/ Virtual Enterprise	Educational Option, Limited Unscreened , Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152 %	B	11 %	22%	Academy of Finance	Audition, Screened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152 %	B	11 %	22%	Entrepreneurship/ Virtual Enterprise	Audition, Screened, Zoned	In Development
21K348	Brooklyn	High School of Sports Management	2630 BENSON AVENUE	361	493	73%	B	16 %	2%	Entrepreneurship/ Virtual Enterprise	Limited Unscreened	In Development
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Academy of Finance	Educational Option, Screened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132 %	B	10 %	13%	Financial Management	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11 %	22%	Business Institute	Educational Option, Zoned	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111 %	A	6%	8%	Academy of Finance	Limited Unscreened	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111 %	A	6%	8%	Entrepreneurship/ Virtual Enterprise	Limited Unscreened	In Development
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144 %	A	7%	13%	Entrepreneurship/ Virtual Enterprise	Educational Option	Approved

APPENDIX C
CTE Career Pathway: Business Management

24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118 %	B	10 %	6%	Accounting	Educational Option, Screened	Approved
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151 %	D	8%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175 %	A	10 %	13%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117 %	C	9%	17%	Entrepreneurship/Virtual Enterprise	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188 %	A	8%	9%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112 %	A	6%	15%	Business Institute	Audition, Educational Option, Screened, Zoned	In Development
29Q496	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116TH AVENUE	337	509	66%	C	9%	7%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107 %	C	9%	18%	Entrepreneurship/Virtual Enterprise	Screened, Unscreened	Approved
30Q555	Queens	Newcomers High School	28-01 41 AVENUE	903	896	101 %	A	0%	93%	Entrepreneurship/Virtual Enterprise	Screened: Language	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11 %	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Unscreened	Approved

APPENDIX C
CTE Career Pathway: Business Management

31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13%	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Academy of Finance	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Academy of Finance	Audition, Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Unscreened	New (to process)

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 audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% 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.

APPENDIX D
CTE Career Pathway: Hospitality and Tourism

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
01M509	Manhattan	Marta Valle High School	145 STANTON STREET	362	539	67%	C	18%	12%	Culinary Arts	Educational Option	New (to process)
02M288	Manhattan	Food and Finance High School	525 WEST 50TH STREET	431	603	71%	A	17%	2%	Culinary Arts	Limited Unscreened	Approved
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	713	535	133%	C	9%	10%	Academy of Hospitality and Tourism	Educational Option	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Culinary Arts	Educational Option, Screened, Zoned	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Culinary Arts	Educational Option, Screened	New (to process)
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Academy of Hospitality and Tourism	Educational Option, Screened	Approved
15K497	Brooklyn	School for International Studies	284 BALTIC STREET	484	760	64%	N/A	9%	15%	Culinary Arts	Screened	New (to process)
17K408	Brooklyn	Academy of Hospitality and Tourism	911 FLATBUSH AVENUE	299	357	84%	B	9%	14%	Academy of Hospitality and Tourism	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Culinary Arts	Limited Unscreened	In Development

APPENDIX D
CTE Career Pathway: Hospitality and Tourism

		the Arts and Sciences										
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137 %	B	12 %	24 %	Academy of Hospitality and Tourism	Educational Option, Limited Unscreened, Zoned	In Development
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18 %	3%	Culinary Arts	Educational Option	New (to process)
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11 %	22 %	Athletic Training	Educational Option, Zoned	In Development
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147 %	A	10 %	6%	Athletic Training	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12 %	4%	Culinary Arts	Educational Option, Limited Unscreened, Screened	In Development
27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2504	2211	113 %	D	9%	17 %	Academy of Hospitality and Tourism	Educational Option, Zoned	In Development
30Q450	Queens	Long Island City High School	14-30 BROADWAY	3282	2110	156 %	C	11 %	14 %	Culinary Arts	Screened, Zoned	Approved
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11 %	6%	Culinary Arts	Educational Option, Screened, Unscreened	In Development

APPENDIX D
 CTE Career Pathway: Hospitality and Tourism

31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13 %	6%	Academy of Hospitality and Tourism	Educational Option, Limited Unscreened , Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110 %	B	10 %	1%	Culinary Arts	Educational Option, Limited Unscreened , Screened, Unscreened	Under Review
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118 %	A	13 %	4%	Academy of Hospitality and Tourism	Audition, Educational Option, Screened, Unscreened	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Culinary Arts	Phasing out	In Development

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 audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% 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.

APPENDIX E
CTE Career Pathway: Information Technology

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% EL	Program Name	Admissions Method(s)	Status
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	561	546	103%	N/A	0%	81%	Web Design	Transfer School	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Computer Science Institute	Educational Option	In Development
02M542	Manhattan	Manhattan Bridges High School	525 WEST 50TH STREET	541	565	96%	A	1%	73%	Academy of Information Technology/AOIT	Screened: Language & Academics	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10%	6%	Cisco	Educational Option, Screened	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10%	6%	A+ Computer Repair	Educational Option, Screened	In Development
03M479	Manhattan	Beacon High School	227-243 WEST 61ST STREET	1161	809	144%	A	1%	0%	Digital Media	Screened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Information Technology	Educational Option, Zoned	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Web Design	Educational Option, Zoned	New (to process)
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	334	439	76%	A	0%	88%	Academy of Information Technology/AOIT	Screened: Language	In Development

APPENDIX E
CTE Career Pathway: Information Technology

10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1120	944	119 %	C	8%	12 %	Cisco	Screened	In Development
10X524	Bronx	Crotona International High School	2474 CROTONA AVENUE	85	N/A	N/A	N/A	0%	98 %	Computer Software and Media Applications	Screened: Language	TBD
11X275	Bronx	High School of Computers and Technology	800 EAST GUN HILL ROAD	540	426	127 %	A	14 %	10 %	A+ Computer Repair	Limited Unscreened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12 %	2%	A+ Computer Repair	Educational Option, Screened	Approved
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12 %	2%	Cisco	Educational Option, Screened	New (to process)
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12 %	2%	Web Design	Educational Option, Screened	New (to process)
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112 %	A	9%	10 %	Cisco	Educational Option, Screened	Approved
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15 %	3%	Information Technology	Screened, Zoned	In Development
17K122	Brooklyn	Pathways in Technology	150 ALBANY	104	N/A	N/A	N/A	11 %	2%	TBD	Limited Unscreened	TBD

APPENDIX E
CTE Career Pathway: Information Technology

		Early College High School (P-Tech)	AVENUE								d	
18K563	Brooklyn	It Takes a Village Academy	5800 TILDEN AVENUE	378	709	53%	A	11%	30%	Cisco	Limited Unscreened	New (to process)
18K617	Brooklyn	High School for Innovation in Advertising and Media	1600 ROCKAWAY PARKWAY	305	388	79%	N/A	13%	8%	Digital Media	Limited Unscreened	In Development
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Electrical Installation	Educational Option, Screened	In Development
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Academy of Information Technology/AOIT	Limited Unscreened	In Development
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Academy of Information Technology/AOIT	Limited Unscreened	New (to process)
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Information Technology	Limited Unscreened	New (to process)
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2567	2010	128%	C	11%	17%	Business Information Technology	Audition, Educational Option, Screened, Zoned	In Development
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Computer Science Institute	Educational Option, Screened	In Development
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18%	3%	A+ Computer Repair	Educational Option	In Development

APPENDIX E
CTE Career Pathway: Information Technology

21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21ST AVENUE	863	839	103%	C	14%	9%	Digital Media	Educational Option	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Information Technology	Screened, Zoned	In Development
24Q455	Queens	Newtown High School	48-01 90 STREET	2457	2396	103%	C	7%	31%	New Media	Audition, Educational Option, Screened, Zoned	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	New Media	Educational Option, Screened	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Computer Graphics	Educational Option, Screened	In Development
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	A+ Computer Repair	Educational Option, Screened	Under Review
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Computer Programmer	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Cisco	Audition, Educational Option, Screened, Zoned	In Development
28Q620	Queens	Thomas A. Edison Career and	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Cisco	Educational Option, Screened	Approved

APPENDIX E
 CTE Career Pathway: Information Technology

		Technical Education High School										
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Web Design	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	A+ Computer Repair	Educational Option, Screened	Approved
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Apple Certification	Educational Option	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Cisco	Educational Option	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Web Design	Educational Option	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	New Media	Educational Option, Screened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Cisco	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	CISCO Networking Academy	Educational Option, Screened	Approved

APPENDIX E
 CTE Career Pathway: Information Technology

		High School										
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Cisco	Phasing out	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Electrical Installation	Phasing out	New (to process)

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 audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% 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.

APPENDIX F
CTE Career Pathway: Scientific Research

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% EL	Program Name	Admissions Method(s)	Status
05M692	Manhattan	High School for Mathematics, Science and Engineering at City College	240 CONVENT AVE	405	451	90%	A	0%	0%	Engineering	Test	In Development
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151 STREET	668	1303	51%	C	18%	10%	Pre Engineering	Screened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Engineering	Educational Option, Zoned	New (to process)
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Engineering	Educational Option, Screened, Zoned	In Development
13K430	Brooklyn	Brooklyn Technical High School	29 FT GREENE PLACE	5311	4074	130%	B	0%	0%	Engineering	Test	In Development
13K674	Brooklyn	CITY POLYTECHNIC HIGH SCHOOL OF ENGINEERING, ARCHITECTURE, AND TECHNOLOGY	105 JOHNSON STREET	335	234	143%	N/A	15%	4%	Civil Engineering	Limited Unscreened	In Development
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Pre Engineering	Educational Option, Limited Unscreened	In Development
19K615	Brooklyn	Transit Tech Career and	1 WELLS STREET	1284	1274	101%	B	11%	2%	Pre Engineering	Educational Option,	In Development

APPENDIX F
CTE Career Pathway: Scientific Research

		Technical Education High School									Screened	
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Engineering	Screened, Unscreened	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Electrical Engineering	Educational Option, Screened	Approved
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Bio-Med Tech	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	BioTechnology	Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	BioTechnology	Audition, Educational Option, Screened, Zoned	New (to process)
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13%	6%	Bio-Med Tech	Educational Option, Limited Unscreened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	Architectural Engineering Technology/Technician	Educational Option, Screened	Approved
31R605	Staten Island	Staten Island Technical High School	485 CLAWSON STREET	1104	1122	98%	A	0%	0%	Engineering	Test	In Development

APPENDIX F
 CTE Career Pathway: Scientific Research

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 audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% 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.

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.