EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of Herbert H. Lehman High School (08X405) and Opening and Co-Location of New School (08X569) with New High School (08X558), Renaissance High School for Musical Theater and Technology (08X293), and a District 75 Inclusion Program (75X721) in Building X405 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to close Herbert H. Lehman High School (08X405, "Lehman"), an existing district high school in building X405 ("X405" or "Lehman Campus"), located at 3000 East Tremont Avenue, Bronx, NY 10461, within the geographical confines of Community School District 8. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Lehman with New School (08X569, "New School"), a new district high school serving students in grades nine through twelve in building X405.

If this proposal is approved, Lehman will close at the conclusion of the 2011-2012 school year. All current students who have not graduated before the start of the 2012-2013 school year will be guaranteed seats and automatically enrolled in New School.[1]

Lehman is co-located with Renaissance High School for Musical Theater and Technology (08X293, "Renaissance"), an existing district high school that serves students in grades nine through twelve; and a District 75 inclusion program (75X721, "D75 inclusion program"). A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. In addition, X405 houses a Young Adult Borough Center, Lehman YABC (X408, "YABC") and a part-time GED Plus – Learning-to-Work program (X950, "GED Plus – LTW").[2]

75X721 in X405 is an inclusion program.[3] In an inclusion program, a student with special education needs receives services in a general education classroom along with general education students. Students in the 75X721 program on the Lehman Campus are enrolled in Lehman general education classes based on their

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

[2] YABCs are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

[3] 75X721 also serves students at three other sites. The main site for 75X721 is P721X at Stephen D. McSweeney School, which serves high school-aged students at 2697 Westchester Avenue, in the Bronx's Community School District 11. The two other sites are: (1) P721X at X368, which serves high school-aged students at 2975 Tibett Avenue, Bronx, NY 10463; (2) P721X at HB21, which serves high school-aged students at 1551 East 172nd Street, Bronx, NY 10472.

Individualized Education Program ("IEP") recommendations and receive Special Education Teacher Support Services ("SETSS") from a District 75 Special Education teacher.

If this proposal is approved, beginning in September 2012, the students enrolled in the District 75 Inclusion Program at Lehman will be enrolled in New School general education classes.

Lehman admits students through the Citywide High School Admissions Process through two programs: an educational option admission program, and a zoned admissions program. Renaissance admits students through the Citywide High School Admissions Process through a limited unscreened method. Students are placed in District 75 programs based on their individual needs and recommended special education services. Additional information about the High School Admissions Process is contained in Section III.A of this proposal.

In a separate Educational Impact Statement ("EIS") published on February 3, 2012, the DOE proposed the opening of a new district high school, 08X558, on the Lehman Campus beginning in 2012-2013. 08X558 is proposed to open with ninth grade and would add one grade level each year until it serves grades nine through twelve at scale. If approved, 08X558 will admit students through a limited unscreened method. The Panel for Educational Policy ("PEP") will vote on this proposal at their meeting on March 21, 2012. The proposal can be found on the DOE's Web site at: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm.

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 Lehman and replacing it with New School, the DOE is seeking to expeditiously improve educational quality on the Lehman campus. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Lehman 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 will also maximize New School's chance of receiving up to $1,800,000 in supplemental federal funding under the federal School Improvement Grant ("SIG") program. New School will build on the strongest elements of Lehman and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Lehman with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

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

Each year, the DOE comprehensively reviews all of its PLA schools, with the goal of determining what intensive supports and interventions would best benefit the students in these schools. During those reviews, the DOE looks at recent historical performance and demand data from the school, consults with

[4] For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.
[5] For more information, please visit: http://www.p12.nysed.gov/pla/

superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

School Improvement Grants

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

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a given 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.[7]

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

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

With respect to Lehman specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made Lehman eligible for up to $1,800,000 in SIG funding per year for three school years. However, as explained below, Lehman's continuing eligibility for these funds under the Transformation model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement of a new teacher evaluation system.

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

[7] For purposes of SIG, "School Closure" involves closing a school and enrolling the students who attended that school in other *existing* schools across the city. Because this would not result in the creation of replacement seats in the specific school community, the DOE does not use this model For more information, please visit: http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm

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.

However, other factors had also led the DOE to further evaluate intervention options for Lehman even before SED informed the DOE that the Transformation model was no longer available for Lehman,

Lehman's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Transformation model at the school. While Lehman's 2009-2010 performance was poor and declining in a number of areas, there were some indicators of the potential for improved performance. The DOE determined that the Transformation model, which along with Restart is a relatively less intensive intervention, had the potential to provide the school with adequate support to improve student outcomes. However, Lehman's performance continued to decline during the 2010-2011 school year which caused the DOE to identify Lehman as a struggling school requiring significant intervention and possible phase-out. As a result, the DOE initiated a comprehensive review of Lehman with the goal of determining what intensive supports and interventions would best benefit its students and the Lehman community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After that evaluation, the DOE determined that despite a number of challenges the school has faced, some data indicated that elements of Lehman are worth preserving and thus the school should not be phased out. However, the DOE continued to explore other aggressive interventions that could quickly improve student achievement at the school.

Subsequently, in conjunction with the DOE's decision to close and replace a number of struggling PLA schools, the DOE has concluded that the right intervention is to close Lehman and replace it with a new school. The DOE's intention in proposing the closure of Lehman and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Lehman with new elements in a new school, including an improved faculty that is better positioned to accelerate student learning. By closing Lehman 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 Lehman.

When the DOE placed Lehman in the Transformation model, it hoped that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would best support student outcomes. Even though the DOE and UFT have recently moved closer to an agreement on evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the downturn in Lehman's data discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

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

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

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

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high-quality teaching staff into the new school and not rehire staff from the closing school who do not meet the new school's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibilty 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 Lehman 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 Lehman and will admit future new ninth grade students through the Citywide High School Admissions Process. New School will be able to continue and augment those supports that are currently demonstrating some success at Lehman, and replace those interventions that have been less effective. New School will build upon the best elements of Lehman and will incorporate new elements to support student achievement. It will also fulfill the DOE's commitment to providing targeted support and greater accountability for teachers.

Performance and School Environment at Lehman

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. Lehman was identified as a PLA school in 2010-2011 because the school's State calculated graduation rate in 2007-2008, 2008-2009 and 2009-2010 were below 60%.

Lehman has struggled to improve, and its performance during the last few years confirms the DOE's

[8] The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed below) for addressing the problems of persistently low achieving schools supported by federal SIG 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."

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 by closing Lehman 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 Lehman have been consistently low, 51% or less, for over four years. In 2010-2011, Herbert H. Lehman High School's four-year graduation rate (including August graduates) was 51% — well below the Citywide graduation rate of 65.1% and in the bottom 10% Citywide.[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 Lehman would drop to just 40%, putting the school in the bottom 17% 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. Lehman earned an overall F grade on its 2010-2011 annual Progress Report, with F grades on Student Progress, Student Performance and School Environment. Lehman also earned an overall F on its 2009-2010 Progress Report.

- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 52% of first-year students at Lehman earned at least 10 credits. (The Progress Report defines students earning 10 or more credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subjects: Math, English, Science and/or Social Studies.) This rate of credit accumulation puts Lehman in the bottom 3% of high schools Citywide.

- The school's attendance rate remains below that of most high schools. The 2010-2011 attendance rate was 78%, putting Lehman in the bottom 10% of City high schools in terms of attendance.

- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 66% of students reported feeling safe in the hallways, bathrooms, and locker rooms. This response is in the bottom 7% of high schools Citywide. In addition, only 52% of teachers reported that discipline and order were maintained at the school.

- Lehman was rated "Developing" (D) on its most recent Quality Review in 2010-2011. Quality Reviews evaluate how well schools are organized to support student learning. Lehman's 2010-2011 Quality Review cited a number of serious concerns, including inadequate differentiation of instruction to support individual student needs and the need for the school to establish a coherent vision that is understood and supported by the entire school community.[10]

Despite a number of challenges the school has faced, some data indicates that elements of Herbert H. Lehman High School are worth preserving in New School.

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

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

- The graduation rate at Lehman has shown some increase in the past few years, rising from 48% in 2008 to 51% in 2011. 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.
- While the school's overall Quality Review score was a Developing, the Review indicated some areas of strength, including that the school aligns assessments to standards and uses data to adjust curriculum and instructional decisions and that there is a common understanding about how students learn best resulting in strategies to engage students. With new supports and restructuring, the DOE expects that New School will be able to effectively leverage these areas of strength while improving student outcomes.

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

Lehman	2008-2009[11]	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	F	F
Progress Report Progress Grade	-	F	F
Progress Report Performance Grade	-	D	F
Progress Report Environment Grade	-	F	F
Quality Review Score	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	-	56%	52%
4 Year Graduation Rate	-	51%	51%
6 Year Graduation Rate	-	62%	64%
% Graduating with a Regents Diploma	-	39%	40%
Attendance Rate	-	83%	78%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive[12]		

Overview of Past Strategic Improvement Efforts at Lehman

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

Leadership Support:

[11] Lehman's 2008-2009 Progress Report Grade was withheld pending an investigation and has not yet been released.
[12] This status is determined by SED under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at http://www.p12.nysed.gov/irs/accountability/.

- Provided extensive leadership training, coaching, and mentoring for the principal and leadership staff to help them set clear goals for the school and improve student performance, including implementing best practices to analyze student data, addressing targeted areas in need of improvement identified in the school's Progress Reports and Quality Reviews, and implementing Common Core Learning Standards, while developing the school's Comprehensive Education Plan.
- Provided targeted support and feedback to the principal to set short-and long-term goals aimed at improving student performance and helping more students graduate; assisted principal in adjusting these goals based on feedback and analysis.
- Worked with school leadership to improve systems for administering and grading Regents exams and analyzing results to improve student outcomes and graduation rates.
- Coordinated with leadership to ensure that the school meets the needs of English Language Learners.

Instructional Support:

- Coached and trained selected teachers and administrators extensively in developing tasks, unit maps, and rubrics aligned with Common Core Learning Standards, and in evaluating student work using the higher Common Core standards.
- Provided in-depth workshops to teachers and assistant principals to strengthen teacher practice, including using Danielson's Framework for Teaching.
- Organized, coached, and participated in planning with teacher teams tasked with analyzing student-level data to improve instruction and identify interventions for struggling students.
- Revised organizational structures and responsibilities of departments and teacher teams to maximize effective teacher practices and increase student achievement; ensured that each department designed, implemented, and reviewed a Common Core-aligned unit of study.
- Instituted Instructional Rounds and team peer reviews to allow teachers to collaborate on identifying and reinforcing effective teacher practices.

Operational Support:

- Assisted school leadership with hiring, recruiting, and human resources issues.
- Worked with school leadership to develop budget, align budget with school goals, and adjust as necessary.

Student Support:

- Supported school leadership and counselors in developing strategies to build a safe and supportive school environment through guidance interventions, parent conferences, student mediations, and progressive discipline.
- Offered workshops for staff on topics including managing suspensions, positive behavioral interventions and supports, gang prevention and awareness, and conflict resolution.

Even with these supports and strategies, however, the DOE has determined that Lehman 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 Lehman 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 Lehman access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Lehman community. On January 25, 2012, Jose Ruiz, Cluster Leader for Lehman's Children First Network met with Lehman'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

X405 has a target capacity of 3,475 students.[13] (The concept of "target capacity" is explained below.) In 2011-2012, the building is serving 3,902 total students,[14] yielding a utilization rate of 112%.[15]

If this proposal is approved, Lehman 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 Lehman who do not graduate by June 2012. Renaissance will continue to serve students in grades nine through twelve. The D75 program will continue to serve students in grades nine through twelve. If approved, 08X558 will grow as proposed, adding one grade per year and completing phase-in during the 2015-2016 school year. The proposal to open 08X558, posted on February 2, 2012, can be found here: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm.

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

		Grades Spans				
DBN	**School Name**	**2011-2012**	**2012-2013**	**2013-14**	**2014-15**	**2015-16**
08X405	Lehman	9-12	-	-	-	-
08X569	New School	-	9-12	9-12	9-12	9-12
08X558	New High School Proposed Feb. 3, 2012	-	9	9-10	9-11	9-12
08X293	Renaissance	9-12	9-12	9-12	9-12	9-12
75X721	X721 - D75 Inclusion Program	9-12	9-12	9-12	9-12	9-12

[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.

If this proposal is approved, New School will serve approximately 3,210-3,250 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 2,756 students currently in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. This represents a decrease in enrollment in New School when compared with Lehman, which is currently serving 3,405 students. As described in the proposal to open 08X558 in X405, in consultation with the school's leader, cluster and network support, and community, the DOE has been planning to reduce the enrollment at Lehman over a period of four years. Details of the year by year reduction are included below and in Section III.B. Impact on Schools. If this proposal is approved, the planned enrollment reduction will carry over to New School. By 2015-2016, enrollment at New School will decrease by approximately 780-820 students so that it will serve 2,585-2,625 students at scale in ninth through twelfth grades. This reduction of Lehman's enrollment will occur regardless of whether this closure and replacement proposal is approved and will create space for 08X558 to open in a building that is currently overcrowded.

This decision to strategically reduce enrollment at Lehman, and thus at New School, was made with the goal of creating a smaller learning environment that can focus academic instruction and school support services on smaller numbers of students. This will allow for a targeted focus on a smaller student body, which is intended to better position the school to improve student achievement, particularly for struggling students and students with disabilities.

Reducing a school's enrollment is an academic intervention strategy the DOE has successfully initiated with other schools. It is one of several strategies being implemented to improve student outcomes.

Renaissance is projected to serve 435-475 students in grades nine through twelve. 08X558 is proposed to serve 105-115 students in 2012-2013, growing to 420-460 students as it reaches full scale in 2015-2016.[16] The District 75 inclusion program is projected enroll 33-36 students in grades nine through twelve who will be served by both the District 75 program and New School in inclusion classes.

If this proposal is approved, once Lehman is closed and New School is opened, and once 08X558 is opened (if that proposal is approved), there will be approximately 3,783-3,876 students served in the Lehman Campus in 2012-2013, yielding a projected utilization rate of 109-112%. Over time, the total utilization in the building will decline as the enrollment reduction strategy is implemented. In 2015-2016, when the enrollment reduction at New School is complete and 08X558 has completed its phase-in, the Lehman Campus would serve 3,473-3,596 students, yielding a projected utilization rate of 100-103%.Over a five-year period, the enrollments for each existing and proposed school and building utilization rates are as follows:

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
08X405	Lehman	3,405	-	-	-	-
08X569	New School	-	3,210 – 3,250	2,990 – 3,030	2,810 – 2,850	2,585 – 2,625
08X558	New High School Proposed Feb. 3, 2012	-	105 - 115	210 - 230	315 - 345	420 - 460

[16] Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

08X293	Renaissance	458	435 - 475	435 - 475	435 - 475	435 - 475
75X721	X721 - Stephen McSweeney School	39	33 - 36	33 - 36	33 - 36	33 - 36
Total Building Enrollment		3902	3,783 – 3,876	3,668 – 3,771	3,593 – 3,706	3,473 – 3,596
Utilization		112%	109% - 112%	106% - 109%	103% - 107%	100% - 103%

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

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

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the DOE'S Instructional Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in the building. By 2015-2016, when New School reaches stable enrollment and 08X558, if approved, reaches full scale, each school in the building would receive at least its baseline allocation of rooms pursuant to the Footprint. In addition, and as described later in this document, Lehman currently uses split-scheduling to address student needs within the available classroom space and this practice may be continued by New School. Thus, X405 has sufficient capacity to accommodate this proposal.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at Lehman 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 Lehman. These structural and programmatic changes will be enabled and supported by New School's hiring process which will allow the DOE to put in place a process 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 Lehman 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 Lehman, 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 Lehman and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Lehman with new staff and new programmatic elements in a new school.

Lehman currently offers Career and Technical Education ("CTE") programming and has been accepted into the iZone program for the 2012-2013 school year. Details are included below about each of these programs, whether they will be implemented in New School, and if so whether any changes to these programs are anticipated.

Based on available resources new elements planned for New School include but are not limited to: the establishment of small learning academies that will promote a culture of support and more personalized learning, a new project-based learning curriculum aligned to the Common Core Learning Standards, advisory classes that support college and career planning, and new strategies for better serving English Language Learners ("ELLs) and students with disabilities.

Lehman currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations. Lehman 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 any schools Citywide, it is difficult to predict precisely if changes might be implemented as decisions will rest with school administrators and be made based on student interests and available resources. Schools Citywide are able to modify their extracurricular offerings annually based on student demand and available resources.

Impact on Programs at Lehman

New School Mission

The mission of New School is to prepare all students for college and professional careers. The school will offer four program strands, three which integrate strong academic coursework with exploration of careers in technology, the health professions, and the performing arts. The fourth will offer advanced academic coursework to students admitted through a screened program. This represents a change from Lehman's current mission in its focus around these four strands.

Additionally, while Lehman has begun to explore 21st Century CTE certifications in computer technologies, New School will continue this work and build upon existing technology certification programs in its technology academy and will offer certifications in Internet and Computing Core Certification (IC3), A+ Computer Repair, and Network +.

Instructional Model and Curricula

Under the Transformation model, Lehman had begun to implement systems for using data to identify and implement instructional programs. Lehman began administering the Scantron Educational Performance Test, the Interest Learning Inventories, the Learning Styles Inventories, and a Vocational Interest Screen for all incoming freshman. Additionally, Lehman collects assessment data through online learning programs such as Achieve 3000, NovaNet, and Apangea.

The baseline information about student achievement collected through these systems, has allowed for an analysis of where Lehman students are succeeding and struggling, New School will create a core instructional program that is different from the instructional program that Lehman had in place.

Lehman's coursework is currently structured around traditional subject areas and delivered in 45-minute blocks which do not facilitate the most effective implementation of an interdisciplinary approach to fostering higher-order thinking skills in students. Though some teachers plan and implement project-based learning in their classrooms, this is not done ubiquitously, systematically, or coherently with respect to instruction in other subject areas.

New School plans to pursue project-based learning across the curriculum that will help students develop the skills they need to achieve. This instructional model will increase the rigor of CTE programs by requiring students to complete an interdisciplinary project each semester that is centered on the student's CTE program of study. Successful project-based learning will require that students have strong fundamental skills in mathematics, science, and literacy.

In order to ensure proficiency in these core subject areas while ensuring students are meaningfully engaged, faculty teams in each small academy will create Common Core Learning Standards-based curriculum outlines that integrate literacy and numeracy into all content areas. The critical work of producing these curriculum outlines will include the development of a program for struggling readers who are two or more years behind in reading. Students will receive a coherent school-wide approach to literacy instruction in all content area subjects and developing systems and structures that allow for ongoing and sustained literacy development.

Additionally, given the size of New School, even with the enrollment reduction already planned, it is essential to plan for the building of relationships between each student and an adult. To ensure each child is known well by at least one adult, New School will offer a structured Ninth Grade Advisory to assist

freshman students with the academic and social transition from middle school to high school. In addition, in the junior and senior academies, an advisory class will support college and career planning. Lehman does not currently provide any advisory program.

CTE Programs

Lehman offers seven CTE programs in the following five career clusters:

- Arts, A/V Technology and Communication
- Business Management and Administration
- Information Technology
- Law and Public Safety
- 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 lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into sixteen career clusters identified at the federal level.[17] 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 always 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

Lehman offers seven CTE programs. None of the programs offered at Lehman have been approved by the state; four are in development and not yet approved by the State, and three are new to the approval process:

[17] “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.

Career Cluster	CTE Pathway	Status
Arts, A/V Technology & Communication	Media Production	New (to process)
Business Management and Administration	Entrepreneurship/Virtual Enterprise	In Development
Information Technology	Information Technology	In Development
	Web Design	New (to process)
Law and Public Safety	Computer Forensics	In Development
	Law Academy/Legal Studies	In Development
Scientific Research and Engineering	Engineering	New (to process)

Students enrolled in CTE programming at Lehman would have the opportunity to enroll in the same CTE programming at New School.

Pending an ongoing assessment, New School plans to continue the same CTE programming currently at Lehman. This includes pursuing state approval of the four programs 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.

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 Lehman or at other schools Citywide, do not graduate with CTE endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at New School will be supported as they progress toward graduation, but 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 Lehman's pathways can be found in the Appendix. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at: http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

Small Learning Academies

New School will also seek to develop four "vertical" academies (spanning grades nine through twelve), three of which will be theme-based and integrated with strong academics, and one screened academy offering advanced coursework. Each of these academies will take advantage of industry resources in close proximity to the school and will capitalize on resources currently available at Lehman. With themes in computers and technology, the health professions, and the performing arts, New School will take advantage of the area's extensive medical facilities (including a hospital and medical school). Lehman has long maintained a tradition of outstanding work in the performing arts – particularly with regard to theatre and music. Building upon this tradition, the performing arts academy at New School will continue to offer students the opportunity to explore the theatre, instrumental music, and choral singing.

To ensure that all students are prepared for college and careers in technology, the performing arts and the medical professions, each semester will feature an interdisciplinary project in conjunction with an industry partner centered on the creation of an actual, performance, presentation, or product relevant to the student's program of study. Teams of students will present their projects for review in performance-based summative assessments, which will feature critiques from peers, teachers, and industry partners, and students will receive critical feedback in the form of revision recommendations.

In order for New School to grow a new culture and to ensure continuity and maximum support for students during the first year of the New School (in order to provide for the distinctive needs of the juniors and seniors who have attended Lehman) the vertical academies will be limited to the Freshman and Sophomore cohorts. Cohorts expected to graduate in 2013 and 2014, as well as students remaining from previous cohorts, (including any students in cohorts 2012, 2011 or 2010 who are still on register at Lehman) will be assigned to the horizontal Junior and Senior Academies that cater to the particular needs of these students and ensure they are on track to graduate. In subsequent years the vertical academics will "age up" to include Juniors and Seniors to become fully aligned across the grade spectrum.

Each small academy will be supervised by a dedicated assistant principal whose sole responsibility is the supervision and administration of the newly established academy. Additionally, there will be dedicated staff in each a small academy. To further support the four new small academies, two additional assistant principals, charged with school-wide and campus-wide responsibilities, will provide support in the areas of budgeting, data collection and analysis, safety and youth development, and overall strategic planning. The DOE Children First Network team will strategically work with the principal to maximize support to the new structure and the Junior and Senior Academies.

iZone Program

Lehman applied and was selected to participate in iLearnNYC for the 2012-2013 school year. If this proposal is approved, New School would participate in iLearnNYC in the same manner as planned for Lehman. 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, New School will participate 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 the Turnitin plagiarism checker and a gradebook, 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 Lehman would be transferred to New School.

Admissions Programs

Lehman currently offers two admissions programs. The zoned program provides a guaranteed seat to any student residing within the zone who ranks the school on his or her application. The educational option program, whose admissions method is described in detail below, admits students into a program called Academy for Computer Technology. Additionally, in the winter of 2011-2012, it was determined that

Lehman would add a screened program to the original two, which would accept applicants through Round Two of the Citywide High School Admissions Process.

All three programs will continue at New School. However, the specifics of how students are admitted into each will be modified at the earliest opportunity.

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

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

New School will continue to give a priority to students living in the X405 zone, however New School will not provide a guaranteed seat to a zoned program. To offset this change, beginning in September 2013, New School's educational option and screened programs will both give a priority to students living within the X405 zone. This change to admissions programs will help to better align incoming students' entry points into New School's new small learning academies structure.

This will also allow DOE to limit the overcrowding on the Lehman campus and promote smaller learning environments while continuing to provide a priority to students living in the zone. Overcrowding is a significant concern to both the school community and the DOE.

Supports for Students with Disabilities and English Language Learners

Lehman currently serves students with disabilities in Integrated Co-Teaching ("ICT") and Self-Contained ("SC") classes, as well as through Special Education Teacher Support Services ("SETSS"). However, the coordination and compliance of services are managed within an isolated department of special education. By fully integrating all students into each content area, the small academies at New School will embrace responsibility for all of their students. All students with IEPs will receive mandated services and our teachers will share a philosophy and commitment to provide a quality education to all students regardless of their needs. (Please note this does not apply to the District 75 program that is located in the Lehman campus.)

Similarly to Lehman's work with students with disabilities, ELL students' needs are currently met through a separate department of English Language Learners ("ELL"). In New School, ELLs will be integrated into the full school community and each small academy. Each small learning academy will be responsible for providing services to its ELLs, as well as providing all the opportunities available to students not carrying an ELL classification. ELLs will be strategically programmed to support their acquisition of the English language.

Given the anticipated enrollment of ELLs at New School, school leadership intends to augment existing structures in place to support these students' rapid acquisition of the English language. Technology, in the form of language acquisition software, such as Rosetta Stone and e-Reader tablets, will be used to supplement daily instruction and assist students in acquiring academic and colloquial English language skills and comprehension. In all subjects, ELLs will be fully integrated into the small theme-based academies at New School.

Further, New School plans to offer a Saturday Academy will also be offered for ELL students. The objective of the Saturday Academy is to provide extended learning time in a smaller setting for ELL students to work through the technical requirements of their coursework, including CTE coursework, with an instructor who is particularly attuned to their language needs.

Academic Interventions for Students

Currently at Lehman, the instructional culture places is a significant focus on remediation of basic skills, with little emphasis on differentiation of the curriculum leaving many learners behind their peers, who continue to progress forward. Based on an ongoing assessment of needs and resources, among other efforts, New School will develop curriculum outlines in the summer of 2012 that will include a scaffolded approach toward performance assessment tasks based on the Common Core Learning Standards. By scaffolding curriculum before the start of the year, teachers will be equipped to address various levels of learners throughout the year, ensuring they demand the same level of rigor of all students and not simply reverting to teaching basic skills.

School Schedule

As needed, New School can utilize the School-based Options ("SBO") process, which allows individual schools to modify provisions in the collective bargaining agreement or DOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review 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.

In combination with the theme-based academies described above, New School will investigate opportunities to offer a new flexible scheduling model in order to facilitate more exposure to industry partners and real-world internship experiences, within the parameters of state education law and union contracts. New School also plans to offer a daily advisory program focused on supporting students with academic remediation, as well as providing an opportunity for teachers to check in with students consistently to ensure that their socio-emotional needs are met. The advisory teacher will stay with the same cohort of students until graduation. All of these elements would serve as a complement to the new theme-based academies described above.

Human Capital

New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the NYC Teaching Residency for School Turnaround ,[18] 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. Additionally, New School will have access to The Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include PLA schools) by providing them with tax-free grants for up to four consecutive years.

Lehman currently partners with the Australian United States Services in Education ("AUSSIE") to deliver professional development through workshops, modeling, and mentoring on balanced literacy, differentiated instruction, collaborative learning and integrating writing in all subject areas. Although a significant amount of time and resources have been dedicated towards implementing professional development, inputs

[18] http://nycteachingresidency.ttrack.org/

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

In building upon and improving Lehman's professional development initiatives that were implemented as part of the Transformation model, New School will also adopt a "Teacher Effectiveness Model," in which pedagogical staff will receive support through frequent cycles of guidance, individualized development goals, and specific CTE benchmarks. The results of this model are anticipated to be twofold: to assist teachers in customizing instruction for students based on each student's performance and to model for teachers how to respond to student needs.

Curriculum outlines will be developed in the summer of 2012 that will include a scaffolded approach toward performance assessment tasks based on the Common Core Learning Standards. Teacher teams will present curriculum outlines to peers, administrators and network instructional coaches using rigor, higher order thinking, engagement, and CCLS skills as lenses.

New School will seek to put in place a more consistent, coherent, and holistic approach to individualizing support to teachers and ensuring that teachers take advantage of these targeted professional development opportunities. To do this, New School will utilize a three-tiered professional development structure: (1) individual reflection, (2) professional learning communities within the small, theme-based academies, and (3) whole-school professional development, as needed.

In order to create effective practitioners, all staff members will be asked to develop their individual goals for the year related to student achievement and professional collaboration. The principal and the small academy supervisors will build upon the work Lehman has done with Danielson's Framework for Teaching and will monitor teachers' progress toward goals and use frequent cycles of feedback with teachers to ensure that they are making progress towards meeting their goals.

For the newly designed small academies, professional development will focus on four major areas: literacy across content areas, universal design for learning (UDL) to ensure support for students with special needs and English language learners, advisory, and looking collaboratively at student work to improve teaching and learning via the Common Core Learning Standards. Teachers will have professional development time to review student work and utilize the expertise of their colleagues with similar training to plan instructional units and share effective strategies for better serving the needs of the students within the academy.

For the existing horizontal cohort-based Junior Academy and Senior Academy, professional development will focus on preparation for Regents examinations, credit accumulation, data management, transition linkage and career and college preparation. There will be a focus on building staff capacity to help ensure that all upperclassmen graduate within three years as the new culture at New School takes root and begins to grow. Teachers will focus on data analysis to drive instructional practices, credit accumulation strategies for all students including special needs and ELL students, Regents analysis and targeted student interventions, and college and career preparation, as well as building literacy strategies for struggling readers and writers.

One of the most powerful professional development activities is expected to be the consistent practice of looking collaboratively at student work in order to improve teaching and learning. Professional development during the summer of 2012 will introduce small academy teams to protocols that will be used to examine the results of students' performances both on standardized assessments and classroom assessments (written work, oral presentations, unit projects, etc.). Achievement trends and item analyses will provide information on individual student's strengths and areas of need. The examination of student work will also lead to reflection on how instructional tasks and criteria for success are designed and

presented to students. This process will enable faculty to make informed decisions regarding instruction and to chart the course of ongoing needs-based professional development.

Some initiatives that are critical to achieving the vision of New School will be supported through whole school professional development opportunities that the administrative team will develop and deliver in conjunction with its industry partners.

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.

Socio-Emotional Student Supports

Based on an ongoing assessment of needs and resources, New School will plan to initiate brand new programs that support student wellness and build upon and expand existing initiatives that have been successful.

New School will continue to partner with Montefiore Medical Center to provide school-based health services, and will plan to pursue additional partnerships with other mental health agencies that provide services on-site on a weekly basis.

Lehman does not offer the Breakfast in the Classroom program. New School will pursue offering this program, which ensures 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 Classoom, New School will support improved attendance, punctuality and behavior, and support student's attention, memory, and achievement.

Lehman received a Student Wellness Council Grant for the 2011-2012 school year. New School will re-apply for this grant through the Office of School Wellness Programs School Wellness Council Grant Program to support the work of the Council. [20] School Wellness Councils can be comprised of teachers, administrators, school staff, parents, students and/or community leaders. The Council works to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community. These wellness opportunities would be in alignment to the overall school's mission and theme.

New School plans to have rising ninth graders will participate in a 20-day Summer Bridge Academy, designed to assess and build students' literacy and numeracy skills prior to the start of the regular school year.

[19] http://www.opt-osfns.org/osfns/
[20] http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm

Chronic absenteeism has been a problem at Lehman. The academy-based program described above will also be a platform from which to improve student outreach and reduce absentee rates. Each small academy will have an attendance office responsible for daily attendance calls, compared to Lehman's current system in which one office is responsible for several thousand students. In each academy, absence rate and patterns will be monitored, and chronic cases will be referred to guidance counselors who will participate in weekly attendance meetings. Parent workshops will supplement these efforts.

New School will form strong partnerships with community-based organizations and offering professional development to staff specifically designed to improve and sustain school tone. Such training will include strategies that encompass the social-emotional learning such as: Restorative Practices, Collaborative Negotiation, Life Space Crisis Intervention, Peer Mediation and Peer Mentoring. Each of these practices will address individual student needs, address causes of conflict, teach students to take responsibilities for their choices and provide them with opportunities to do so, and build leadership capacity in our students. Parents will be partners in each stage of this process.

Impact on Academic and Extracurricular Offerings and Partnerships at Lehman

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

Hospital Outreach	Higher Education Institutions	Not-for-Profit
Montefiore Medical Center	Fordham University, The City College of New York, Lehman College, Mercy College, College of Westchester	American Red Cross, buildOn, Health Corps

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

The other schools currently located on the Lehman Campus already have established relationships with several partners, or are anticipated to develop partnerships once they open and enroll students, including some whose work is directly connected to the missions and themes of those schools. The DOE anticipates that those partnerships will be unaffected by closure of Lehman and co-location of New School.

Impact on Sports and Extra-curricular Programming[21]

According to the High School Directory, Lehman currently offers the following sports, extracurricular activities, and clubs:[22]

Extracurricular			
Student Leadership&Support	Academic	Artistic	Clubs
American Red Cross, Leadership Program, Student Government, Community Service Projects, MOUS Squad, Peer Mediation Team	American Israel Friendship League, Arista, buildOn Program, Chess, Debate, Investment, Moot Court, Newspaper, Psychology, Students for Gay/Lesbian and Bisexuals (S4GLB)	Coffee House, Lehman Idol, Musical Theater Productions, Ceramics, Painting, Dance, Stage Crew, Digital Media	Robotics, Law Team, Book, Cheerleading, Health Corps' Health, Chamber Choir, Pit Band, Speech & Debate, Hip-Hop Dance Group, Stage Crew, Tech Bridge, Student Council, Dance Crew, Anime, Fashion, Latino

Sports			
PSAL Sports – Boys	PSAL Sports - Girls	PSAL Sports - Co-ed	School Sports
Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Football & JV Football, Handball, Indoor Track, Lacrosse, Outdoor Track, Soccer, Tennis, Volleyball	Basketball & JV Basketball, Bowling, Cross Country, Indoor Track, Lacrosse, Outdoor Track, Soccer, Softball & JV Softball, Tennis, Volleyball	Golf, Swimming, Wrestling, Cricket	Cheerleading

If this proposal is approved, New School is expected to offer the same student athletics as Lehman offers. The availability of the PSAL program for the schools in X405 is expected to remain the same despite the closure of Lehman and opening of New School.

Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Currently, all schools on the Lehman Campus participate in the PSAL program. If this proposal is approved, the DOE anticipates that this same opportunity will exist for students across X405, including students attending 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 Lehman. As with all schools citywide, it is difficult to predict precisely if 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

[21] Athletic and extracurricular offerings reflect those listed for Lehman in the 2011-2012 Directory of High Schools.
[22] http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm.

resources.

Impact on YABC Program

YABCs are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. To view a list of YABCs Citywide, please visit the DOE's Web site at: http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC.

As indicated previously, if this proposal is approved, the YABC program in the building will continue to operate in the X405 building and will not be affected by the proposed closure and opening. Once the closure of Lehman and the opening of New School are complete, the YABC program is expected to remain in the building and will continue to provide services as long as there is demand for the program.

Impact on GED Plus Learning to Work Program

There is also a part-time GED Plus Learning to Work Program located on the Lehman Campus. GED Plus is a Citywide program that provides full-day and part-time GED services as well as support in transitioning to a college and/or career. Learning to Work is a part-time evening program where community-based organization personnel work collaboratively with students to set and achieve individual academic, workplace, and personal goals. These programs run Monday through Thursday from 5:30 p.m. - 8:30 p.m. There is no anticipated impact on the GED Plus program as a result of this proposal.

Impact on Students Attending Other Schools in the X405 Building

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at Renaissance, the D75 inclusion program, or 08X558, if approved. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure and proposed opening of New School will not impact the enrollment or admissions at other schools located in the X405 building.

Enrollment Options for Current Lehman Students

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

All incoming ninth-graders who have applied to Lehman and are matched to that school in the High School Admissions Process will be automatically be 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 Lehman 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 Lehman 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 Lehman, 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 Lehman 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

75X721 is an existing District 75 school that serves a combined total of 504 students in grades nine through twelve. 75X721 currently has four sites in the Bronx, including the one on the Lehman Campus. On the Lehman campus, 75X721 serves 39 high school-aged students with a range of disabilities.[23] Students are placed in District 75 programs based on their individual needs and recommended special education services.

If this proposal is approved, all D75 Inclusion Program students enrolled in Lehman will be served in an equivalent program in New School. D75 Inclusion Program students who receive SETSS services in middle school participate in an application process administered by District 75 for a high school inclusion program. This will continue to be true when the program is aligned with New School. For more information regarding this application process please refer to the following Website: http://schools.nyc.gov/Offices/District75/default.htm.

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

District	District 75 Program	High School with Inclusion Program
07	H379X	JILL CHAIFETZ TRANSFER HIGH SCHOOL - BRONX
07	H527X	BRONX LEADERSHIP ACADEMY II HS - BRONX
10	H440X	DEWITT CLINTON HS - BRONX
11	H265X	BRONX LAB SCHOOL - BRONX
11	H418X	BRONX HS FOR THE VISUAL ARTS - BRONX

In addition to the D75 inclusion program, Lehman serves general education students and students requiring special education services, including students currently enrolled in ICT and SC special education classes, as well as students receiving SETSS. New School is expected to provide services for general education and special education students, if this proposal is approved. Renaissance also serves general education students and students requiring special education services, as will 08X558 if that proposal is approved. Students with disabilities will receive services in accordance with their IEPs. Services are tailored to meet the

[23] School-reported data

individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year.

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.

Both Lehman and Renaissance admit students as part of the Citywide High School Admissions Process. If approved, 08X558 will also admit students through this process. This proposal will not affect the admissions criteria or processes for any organization in the building other than Lehman. Students are placed in District 75 programs based on student needs. Admission into the D75 inclusion program (previously aligned with Lehman, but which will be aligned with New School) will not be affected.

Lehman has three additional programs, one with a zoned admissions method, one in the Computer Science and Technology interest area that admits students through an educational option admissions method, and one screened program.

Zoned admissions method provide 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/.

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.

The screened program, which was recently created and will match students for the first time during Round Two of this year's High School Admissions Process, has an academic screen whose academic criteria will be unaffected by this proposal.

As described above, these three programs will remain in New School this year, but starting with admissions in the 2013-2014 school year, the zoned program will be changed from providing zoned students a guarantee into the school to now only providing a priority over non-zoned students, and the educational option and screened programs will now give a zoned priority. For more detail on this and the rationale, please the discussion of Admissions Programs on page 16.

Renaissance has one program in the Performing Arts interest area which admits students 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 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).

If approved, 08X558 will admit students through a limited unscreened program that gives priority to students residing in the Bronx.

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 Lehman, the student will instead be matched to New School.

Students who listed Lehman 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 Lehman 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, Lehman has a total of 834 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);[24] 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.[25] In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared with 388 five years ago. Moreover, in The Bronx, the number of schools that admit students during this period has increased from 114 to 134.

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

	High School Admissions Process	Over-the-Counter
9th Grade	797	37

[24] 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.

[25] 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").

Additionally, Lehman admitted 40 OTC students in grades 10-12 as well:

	Over-the-Counter
10th Grade[26]	18
11th Grade	15
12th Grade	7

Of the 797 ninth-grade students who were admitted through the High School Admissions Process, 19% are students with disabilities and 12% are ELL students. Of the 37 students who arrived over-the-counter, 10 or fewer are students with disabilities and 30% are ELL students.[27]

The chart below provides an overview of how many ninth-grade students arrived at Renaissance through each admissions method:

	High School Admissions Process	**Over-The-Counter**
9th Grade	133	4

Additionally, Renaissance admitted 16 OTC students in grades 10-12 as well:

	Over-The-Counter
10th Grade	5
11th Grade	9
12th Grade	2

As noted elsewhere in this EIS, the DOE is proposing that New School have a smaller incoming ninth grade (and smaller enrollment overall in the long-term) than Lehman. If this proposal is approved, as it is implemented it is possible that New School will accept a smaller number of OTC students as a result of having a smaller overall enrollment. However, the school will still receive OTC students.

B. Schools

In 2015-2016, once Lehman has closed, New School has opened, and 08X558 has reached full-scale, there will be approximately 3,473-3,596 total students served in the building. The projected utilization for X405 at that point is approximately 100-103%. The estimated enrollment for all organizations in X405 over a five-year period is shown in the tables below.

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
08X405	Herbert H. Lehman High School	3,405	-	-	-	-
08X569	New School	-	3,210 – 3,250	2,990 – 3,030	2,810 – 2,850	2,585 – 2,625

[26] In addition to admitting 18 OTC students in the tenth grade, Lehman also admitted 19 tenth-grade students through the High School Admissions Process.

08X558	New High School Proposed Feb. 3, 2012	-	105 - 115	210 - 230	315 - 345	420 - 460
08X293	Renaissance High School for Musical Theater & Technology	458	435 - 475	435 - 475	435 - 475	435 - 475
75X721	X721 - D75 Inclusion Program	39	33 - 36	33 - 36	33 - 36	33 - 36
Total Building Enrollment		3902	3,783 – 3,876	3,668 – 3,771	3,593 – 3,706	3,473 – 3,596
Utilization		112%	109% - 112%	106% - 109%	103% - 107%	100% - 103%

Currently, building X405 is overcrowded and does not have enough space pursuant to the Citywide Instructional Footprint (the "Footprint"). Lehman currently manages its overcrowding by serving students on split-schedules. This means that the school operates a longer school-day than usual. For example, many high schools operate on a schedule that contains eight periods in the day. Lehman, however, operates on a schedule that contains ten periods in the day, or 25% more time. Students are in school for only eight periods, i.e. from first to eighth periods, from second to ninth periods, or from third to tenth periods. Split-scheduling enables the same number of classrooms to meet the instructional space needs of a larger number of students currently and might continue in New School while the school's enrollment is reducing.

Throughout the period while enrollment at New School reduces and 08X558 phases in, the building will become less overcrowded. Each year, the schools will be less "under footprint." Upon completion of the enrollment reduction at New School and the phase-in of 08X558, the schools will be at or very close to the space allocations set forth for schools of their size by the Footprint. There will also be sufficient space to continue to house the YABC program. Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of 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. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

According to the building walkthrough completed by the Bronx Director of Space Planning on November 24, 2011, building X405 has a total of 133 full-size rooms, including 6 science labs, 13 science demonstration rooms, a graphic arts studio, music recording studio, black box theatre, wood working shop, 2 music rooms with tiers, 9 computer labs, and 4 art rooms. The building also has 18 half-size rooms, 13 quarter-size rooms, and the equivalent of 25.0 full-size rooms of designed administrative/office space. In total, building X405 has 170.25 full-size equivalent ("FSE") rooms for instructional and administrative use. The building also has the following rooms, which are currently shared amongst the co-located schools: two gymnasiums, an auditorium, one small cafeteria, one large cafeteria, and a library.

The School-Based Support Team ("SBST") is located in 1 full-size room of designed administrative/office space, the custodian's office is located in 1 half-size room, a record room occupies 1 full-size room, School Safety is located in 1 half-size room, and the D75 program is allocated 1 half-size room for administrative use. 1.5 FSE rooms of designed administrative/office space are allocated to the Montefiore Clinic andthe nurse's office is located within this space. In addition, 1 half-size equivalent room of designed administrative/office psace is allocated to the YABC program during the day.

All science labs and demo rooms are part of the two existing school's allocations of full-size rooms. Of the 6 science labs, 5 are allocated to Lehman and 1 is allocated to Renaissance. Of the 13 science demo rooms, 12 are allocated to Lehman and 1 is allocated to Renaissance. The other specialty rooms are allocated to one of the two schools on the campus and will continue to be part of schools' allocations if this proposal is approved.

Thus, there will be 132 full-size rooms, including 6 full-size science lab and 13 full-size science demonstration rooms, 15 half-size rooms, 13 quarter-size rooms, and the equivalent of 22.0 full-size rooms of designed administrative/office space to be allocated to the co-located schools in X405 during and after this proposal. This totals 164.75 FSE rooms.

According to the Footprint, Lehman's current allocation should be 129 full-size rooms, 7 half-size rooms, and the equivalent of 20 full-size rooms for administrative use, which totals 152.5 FSE rooms.[28] Currently, the school is allocated 115 full-size rooms, 7 half-size rooms, and 26.75 FSE of administrative space, which includes 22.0 FSE of designed administrative space, 5 half-size spaces, and 9 quarter-size spaces. This means that Lehman is currently under footprint for instructional rooms and over footprint for administrative rooms. If this proposal is approved, New School will occupy the classrooms formerly

[28] The Instructional Footprint does not include specific guidelines for schools of Lehman's size. As a result, the Office of Space Planning based Lehman's footprint on a proportional expansion of the footprint based on current enrollment in the school.

occupied by Lehman. New School's footprint will decrease each year as the school's enrollment decreases pursuant to the previously planned enrollment reduction. In 2015-2016 and beyond, when the school has reached stable enrollment, it will have a baseline footprint allocation of approximately 98 full-size instructional rooms, 5 half-size rooms, and 14.0 FSE rooms of administrative space. Lehman and New School's footprints for instructional full-size rooms over a four-year period is included in the chart below.

According to the Footprint, Renaissance's current allocation should be 18 full-size rooms, 1 half-size room, and the equivalent of 3.0 full-size rooms for administrative use, which totals 21.5 FSE rooms. Currently, the school is allocated 16 full-size rooms, 1 half-size room, and 2.0 FSE rooms of administrative space. This means that Renaissance is currently under its footprint for both instructional rooms and administrative space. Renaissance's footprint for instructional full-size rooms over a four-year period is included in the chart below.

The DOE is proposing to open 08X558 on the Lehman Educational Campus. In 2015-2016 and beyond, when the new school has reached full scale, it will have a baseline footprint allocation of 16 full-size instructional rooms, 1 half-size room, and 3.0 FSE rooms of administrative space. The footprint of 08X558 over the four years it will take to complete its phase-in is included in the chart below.

While building X405 is overcrowded and the existing schools are under footprint, as the enrollment at Lehman is decreased, the schools will get closer to their instructional footprints. After the reduction in enrollment at New School and 08X558 has completed its phase-in, the schools will all receive their baseline allocation of rooms. In the interim, New School may also opt to continue split-scheduling to relieve overcrowding in the building. If in future years there were to be any excess space above the space allocated by the Footprint, it will be divided equitably among the schools as decided by the Building Council in conjuction with the DOE Office of Space Planning.

The table below shows a summary of the baseline footprint allocation of full-size instructional rooms for each school throughout the proposed closure of Lehman, the opening of New School, and the proposed phase-in of 08X558:

		Instructional Baseline Footprint Allocation for Full-Size Classrooms				
DBN	School Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
08X405	Lehman Career and Technical Education High School	127	-	-	-	-
08X569	New School	-	121	113	106	98
08X293	Renaissance High School	18	18	18	18	18
08X558	New High School, Proposed Feb. 3, 2012	-	4	8	12	16
TOTAL		145	143	139	136	132
ROOMS IN EXCESS OF (OR UNDER) FOOTPRINT		(13)	(11)	(7)	(4)	0

The Office of Space Planning will also work with the schools in the Lehman Educational Campus to ensure a smooth transition, if necessary, of any rooms currently being used by the schools in the building.

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 Lehman 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 Lehman and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, Lehman 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 Lehman by implementing the Transformation model. However, based on the school's most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

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

Impact on High School Seat Capacity in the Bronx

The Bronx seats eliminated by Lehman's closure will be recovered by the opening of New School. As a result, the proposal to close Lehman is not expected to yield a net loss of high school seats in building X405 or in the Bronx.

Specifically, in the Bronx:

- There will be 15,670 total seats available for new ninth-grade students in Bronx high schools in

2012-2013.[29]

- In 2011-2012, there are only 14,959 new ninth-grade students enrolled in Bronx high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 711 seats for new ninth-grade students in Bronx high schools.

Specifically, in the X405 building:

- Lehman is currently serving 834 new ninth-grade students. Because of the previously planned enrollment reduction, Lehman was already projected to serve 564-604 new ninth-grade students in 2012-2013.
- The proposed opening of New School in building X405 is projected to create 564-604 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by to the closure of Lehman will be recovered through the opening of New School.

In short, the proposal to close Lehman is not expected to yield a net loss of seats in the Bronx or in building X405. There will continue to be an excess of seat capacity in Bronx high schools.

Lehman is one of five high schools in the Bronx 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 five proposals are approved, there will continue to be an excess in seat capacity in Bronx high schools.

- These five schools are currently serving 1,238 total new ninth-grade students.
- The proposed opening of the five replacement high schools in the Bronx is projected to create 1,138-1,338 seats available to new ninth-grade students.
- This means that the seats in Bronx high schools eliminated by the closure of these five schools will be recovered through the opening of the five corresponding replacement schools.

In short, these proposals are not expected to yield a net loss of seats in the Bronx. There will continue to be an excess of seat capacity in Bronx high schools.

Impact on CTE Seat Capacity in the Bronx

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 Lehman. As a result, this proposal has no impact on CTE seats in the Bronx.

For descriptions of approved and pending proposals that impact CTE seats in the Bronx, 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 Lehman's pathways can be found in the

[29] 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). This figure also accounts for phase-outs and replacements, grade expansions or truncations, and new schools. Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the HSAP or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

Appendix. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X405. This proposal is not expected to impact the fully programmatic accessibility of the X405 building.

IV. Enrollment, Admissions and School Performance Information

Lehman

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Zoned, Educational Option, Screened
Admissions After Proposed Closure of Lehman	N/A

Enrollment Data

Lehman	Total Enrollment (Grades 9-12)
2011-12 (audited)	3,405
2012-13 (proj.)	-
2013-14 (proj.)	-
2014-15 (proj.)	-
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services[30]	16%
Percentage of Students with Individualized Education Programs[31]	22%
Percentage of English Language Learner Students[32]	10%

[30] Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.
[31] Students with IEPs as percentage of total students from the 2011-2012 Audited Register.
[32] ELL students as percentage of total students 2011-2012 Audited Register.

Percentage of Students Eligible for Free or Reduced Lunch[33]	81%

School Performance Data

Lehman High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	F	F
Quality Review Score	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	-	56%	52%
4-Year Graduation Rate	-	51%	51%
6-Year Graduation Rate	-	62%	64%
% Graduating with a Regents Diploma	36%	39%	40%
Attendance Rate	-	83%	78%

2010-2011 State Accountability Status[34]	Restructuring (advanced) Comprehensive[35]

Renaissance

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions After Proposed Closure of Lehman	9-12: High School Admissions Process; Admissions Method: Limited Unscreened

[33] Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.
[34] This status is determined by SED under NCLB. For more information, please visit the SED Web site at: http://www.p12.nysed.gov/irs/accountability.
[35] This status is determined by SED under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at: http://www.p12.nysed.gov/irs/accountability.

Enrollment Data

Renaissance	**Total Enrollment**
2011-12 (Audited)	458
2012-13 (proj.)	435 - 475
2013-14 (proj.)	435 - 475
2014-15 (proj.)	435 - 475
2015-16 (proj.)	435 - 475

Demographic Data

Percentage of Students Receiving ICT or SC services	14%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	78%

School Performance Data

Renaissance	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	B
Quality Review Score	WD	-	-
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	76%	73%	69%
4-Year Graduation Rate	69%	69%	72%
6-Year Graduation Rate	71%	76%	80%
% Graduating with a Regents Diploma	51%	52%	63%
Attendance Rate	83%	83%	82%

2010-2011 State Accountability Status	In Good Standing

08X558

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Lehman	**High School Admissions Process;** **Admissions Method**: Limited Unscreened, priority to students residing in the Bronx

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (audited)	-
2012-13 (proj.)	105 - 115
2013-14 (proj.)	210 - 230
2014-15 (proj.)	315 - 345
2015-16 (proj.)	420 - 460

Demographic Data

08X558 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

08X558 does not yet have enrollment. Therefore, there is no performance data for the school.

75X721

Admissions Data

Current and Future Admissions	**District 75 Placement Process**

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (audited)	39
2012-13 (proj.)	33-36
2013-14 (proj.)	33-36
2014-15 (proj.)	33-36
2015-16 (proj.)	33-36

Demographic Data

Percentage of Students Receiving ICT or SC Services[36]	100%
Percentage of Students with Individualized Education Plans[37]	100%
Percentage of English Language Learner Students[38]	26%
Percentage of Students Eligible for Free or Reduced Lunch[39]	78%

School Performance Data

This D75 program does not receive a Progress Report because it is only given to those that serve at least 50 students in grades 3-8 who annually take the standard New York State Math and ELA exams. 75X721 has a high percentage of high school students and, therefore, does not meet this criteria.

75X721 received a Quality Review score of Proficient in 2008-2009.

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Lehman	9-12: High School Admissions Process; Admissions Methods: Zoned, Educational Option with zoned priority, Screened with zoned priority

[36] Students receiving ICT and SC services as percentage of total students from the 2011 Audited Register. These percentages are not site specific and represent program X721 as a whole.
[37] Students with Individualized Education Plans as percentage of total students from the 2011 Audited Register. These percentages are not site specific and represent program X721 as a whole.
[38] English Language Learner students as percentage of total students from the 2011 Audited Register. These percentages are not site specific and represent program X721 as a whole.
[39] Percentage of students elligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011. These percentages are not site specific and represent program X721 as a whole.

Enrollment Data

New School	Total Enrollment
2011-12 (Audited)	-
2012-13 (proj.)	3,210 – 3,250
2013-14 (proj.)	2,990 – 3,030
2014-15 (proj.)	2,810 – 2,850
2015-16 (proj.)	2,585 – 2,625

Demographic Data[40]

Percentage of Students Receiving ICT or SC services	16%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	81%

School Performance Data

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

V. Initial Costs and Savings

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

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

Estimated FSF for New School in its first year is $13,505,979 - $13,674,278. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

As discussed above, at the beginning of this school year Lehman was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received

[40] Demographic data for New School is anticipated based on the current student population at Lehman, but actual demographic data may differ.

$1,800,000 in Transformation money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including Lehman. 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, Lehman 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%[41] of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding. Moreover, because the portions of the Turnaround, Transformation, and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Transformation model in the event the DOE and UFT reach an agreement on teacher evaluations. Under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel requirements) or the Transformation model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school's chances for receiving SIG funding

The DOE will submit an application to SED to award SIG funding to New School pursuant to the applicable model. In that application, the DOE will also ask that SED restore SIG funding to Lehman 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 Lehman or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

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

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

This proposal is not expected to impose any costs on or affect the funding of the other schools located in the X405 building.

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 Lehman will be excessed at the end of the 2011-2012 school year.

[41] 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.

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 at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from Lehman 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 Lehman 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 Lehman 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 Transformation model this year, Lehman had funding to hire Master and Turnaround teachers.[42] 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 budgets for Lehman, Renaissance, 08X558, and New School are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is $4,207.47.

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

[42] 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.

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, Renaissance, and 08X558 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. Lehman and Renaissance are currently eligible for Title I funding. Since New School's enrollment is expected to serve the same population as Lehman, the DOE anticipates that New School will receive roughly the same amount of Title I funding as Lehman does, relative to total enrollment, 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.

This proposal is not expected to impact the cost of instruction at the other schools located in the X405 building.

C. Administration

All school supervisor and/or administrator positions assigned to Lehman 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 Lehman.

If approved, this proposal will not impact the administration of the other organizations in the X405 building.

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. There will be no change to existing transportation practices at any of the school organizations in the X405 building as a result of this proposal.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the X405 building.

VII. Building Information

Building		X405
Typeof Building		High school
Year Built		1972
Overall BCAS rating		2.67
2010-2011 Target Building Utilization		127%
2010-2011 Target Building Capacity		3,475
FY 2011 Maintenance Costs	**Labor**	$84,292
	Materials	$46,651
	Maintenance and repair contracts	$107,280
	Service contracts	$29,375
	Custodial operations costs—Materials	$31,521
	Custodial operations costs—Custodial Allocation	$734,702
FY 2011 Energy Costs	**Electric**	$569,331
	Gas	$2,633
	Oil	$477,767
Projects completed during the current or prior school year		School Based Health Center, Stair Windows, Elec Upgrade, IEH PO18-Boiler #1/2/3, IEH PO18-Room:B54
Projects proposed in the capital plan		Exterior: Windows, IP Surveillance Camera Installation
Accessibility of the building		Fully programmatic accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, science lab

APPENDIX
CTE Career Pathway: Arts, A/V Technology & Communications

DBN	Boro	School Name	Address	2011-2012 Enrollment	2010-2011 Org Capacity	2011-2012 Org Util	2010-2011 Progess Report Grade	% SE	% ELL	Program Name	Admissions Method
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	334	439	76%	A	0%	88%	National Academy Foundation Institute for Computer Technology	Screened: Language
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	334	439	76%	A	0%	88%	National Academy Foundation Computer Networking	Screened: Language
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1120	944	119%	C	8%	12%	Information and Network Technology Academy	Screened
11X275	Bronx	High School of Computers and Technology	800 EAST GUN HILL ROAD	540	426	127%	A	14%	10%	High School of Computers and Technology	Limited Unscreened
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Computer Technology/Business Program	Ed Option

APPENDIX
CTE Career Pathway: Arts, A/V Technology & Communications

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	561	546	103%	N/A	0%	81%	Technical Theatre	Transfer School	In Development
02M519	Manhattan	Talent Unlimited High School	317 EAST 67 STREET	486	618	79%	B	0%	0%	Drama	Audition	Approved
02M600	Manhattan	The High School of Fashion Industries	225 WEST 24 STREET	1593	1928	83%	A	7%	3%	Commercial Arts and Illustration	Audition	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10 %	6%	Desktop Publishing	Educational Option, Screened	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13 %	9%	Commercial Arts and Illustration	Educational Option	Approved
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13 %	9%	Media Journalism	Educational Option	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13 %	9%	Commercial Photography	Educational Option	Under Review
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Graphic Design and Illustration	Audition	Approved
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Cartoon and Animation, Interactive Tech	Audition	Approved

02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Photography and Film Editing	Audition	In Development
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Commercial Photography	Audition	In Development
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Apparel Design	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2601	2099	124%	A	0%	0%	Dance	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2601	2099	124%	A	0%	0%	Drama	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2601	2099	124%	A	0%	0%	Technical Theatre	Audition	In Development
10X437	Bronx	Fordham High School for the Arts	500 EAST FORDHAM ROAD	384	422	91%	A	22 %	13%	Drama	Audition	In Development
11X418	Bronx	Bronx High School for the Visual Arts	2040 ANTIN PL	473	486	97%	C	15 %	5%	Graphic Design	Limited Unscreened	In Development

11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15 %	10%	Media Production	Educational Option, Screened, Zoned	In Developm ent
14K454	Brooklyn	Green School: An Academy for Environmental Careers	223 GRAHAM AVENUE	376	573	66%	B	14 %	11%	Technical Theatre	Limited Unscreened	New (to process)
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Technical Theatre	Educational Option, Screened	In Developm ent
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15 %	3%	Graphic Arts	Screened, Zoned	In Developm ent
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15 %	3%	Graphic Design	Screened, Zoned	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15 %	3%	Film/Video Production	Screened, Zoned	New (to process)
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11 %	9%	Dance	Educational Option, Screened	New (to process)
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	377	608	62%	A	15 %	5%	Drama	Limited Unscreened	In Developm ent
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	377	608	62%	A	15 %	5%	Technical Theatre	Limited Unscreened	In Developm ent

19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23 %	6%	Communicato n Media	Educational Option	In Developm ent
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23 %	6%	Apparel Design	Educational Option	In Developm ent
21K559	Brooklyn	Life Academy High School for Film and Music	2630 BENSON AVENUE	246	381	65%	B	19 %	5%	Film/Video Production	Limited Unscreened	In Developm ent
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18 %	3%	Audio Visual	Educational Option	In Developm ent
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Media Production	Screened, Unscreened	In Developm ent
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Graphic Design	Educational Option	In Developm ent
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Graphic Design	Educational Option	In Developm ent
25Q285	Queens	World Journalism Preparatory: A College Board School	34-65 192 STREET	589	575	102%	A	10 %	1%	Media Journalism	Limited Unscreened	In Developm ent
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Media Journalism	Screened	New (to process)

26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10 %	6%	Digital Communicato n	Audition, Educational Option, Limited Unscreened, Screened	In Developm ent
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10 %	6%	Audio Engineer	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%	Media Production	Educational Option, Limited Unscreened, Screened	In Developm ent
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Film/Video Production	Audition, Educational Option, Screened, Zoned	In Developm ent
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Graphic Arts	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%	Commercial Arts and Illustration	Educational Option, Screened	Approved
30Q301	Queens	Academy for Careers in Television and Film	36-41 28 STREET	413	439	94%	N/A	10 %	3%	Film/Video Production	Limited Unscreened	In Developm ent
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35TH AVENUE	756	746	101%	B	0%	0%	Dance	Audition	In Developm ent

30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35TH AVENUE	756	746	101%	B	0%	0%	Drama	Audition	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12 %	10%	Film/Video Production	Educational Option	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11 %	6%	Digital Communicato n	Educational Option, Screened, Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Media Studies	Educational Option, Screened, Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Audio Engineer	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Dance	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Graphic Design	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Film/Video Production	Educational Option, Screened, Unscreened	New (to process)
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10 %	1%	E-Commerce	Educational Option, Limited Unscreened, Screened, 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%	Graphic Design	Educational Option, Screened	Approved

APPENDIX
CTE Career Pathway: Business Management & Administration

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 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
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
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)
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
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22 %	Academy of Finance	Educational Option, Limited Unscreened, Zoned	New (to process)
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144 %	A	7%	13 %	Entrepreneurship/Virtual Enterprise	Educational Option	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118 %	B	10 %	6%	Accounting	Educational Option, Screened	Approved
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151 %	D	8%	20 %	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175 %	A	10 %	13 %	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY 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 & Entrepreneurs	207- 01 116TH AVENUE	337	509	66%	C	9%	7%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development

		hip High School										
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
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)

APPENDIX
CTE Career Pathway: Information Technology

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 Org Util	2010-2011 Overall Grade	% SE	% ELL	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
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
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 Early College High School (P-Tech)	150 ALBANY AVENUE	104	N/A	N/A	N/A	11%	2%	TBD	Limited Unscreened	TBD
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
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
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Information Technology/AOIT	Educational Option, Limited Unscreened, Zoned	In Development
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 Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Cisco	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%	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 High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	CISCO Networking Academy	Educational Option, Screened	Approved
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)

APPENDIX
CTE Career Pathway: Law & Public Safety

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11 %	10 %	Law Enforcement	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11 %	10 %	Law Academy/Legal Studies	Educational Option	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13 %	9%	Law Enforcement	Educational Option	In Development
06M467	Manhattan	High School for Law and Public Service	549 AUDUBON AVENUE	690	527	131 %	A	11 %	32 %	Law Academy/Legal Studies	Educational Option	In Development
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 STORY AVENUE	361	362	100 %	B	14 %	14 %	Law Academy/Legal Studies	Limited Unscreened	In Development
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	697	552	126 %	B	13 %	10 %	Law Academy/Legal Studies	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14 %	7%	Law Academy/Legal Studies	Limited Unscreened	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15 %	10 %	Law Enforcement	Educational Option, Screened, Zoned	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15 %	10 %	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development

14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Computer Forensics	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Enforcement	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Academy/Legal Studies	Educational Option	In Development
15K519	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	634	864	73%	B	15 %	8%	Law Academy/Legal Studies	Educational Option	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15 %	3%	Law Academy/Legal Studies	Screened, Zoned	New (to process)
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	399	663	60%	B	11 %	5%	Law Academy/Legal Studies	Educational Option, Screened	In Development
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	414	455	91%	A	18 %	9%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17 %	8%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	295	414	71%	N/A	11 %	12 %	Law Program	Limited Unscreened	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137 %	B	12 %	24 %	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152 %	B	11 %	22 %	Law Academy/Legal Studies	Audition, Screened, Zoned	In Development

22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158 %	C	4%	4%	Law Academy/Legal Studies	Screened, Unscreened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132 %	B	10 %	13 %	Law Academy/Legal Studies	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11 %	22 %	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151 %	D	8%	20 %	Law Enforcement	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151 %	D	8%	20 %	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126 %	A	0%	0%	Law Academy/Legal Studies	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175 %	A	10 %	13 %	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175 %	A	10 %	13 %	Criminal Justice	Educational Option, Screened, Zoned	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12 %	4%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened	In Development
27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2504	2211	113 %	D	9%	17 %	Law Academy/Legal Studies	Educational Option, Zoned	In Development
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117 %	C	9%	17 %	Law Academy/Legal Studies	Educational Option, Unscreened	In Development

28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188 %	A	8%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112 %	A	6%	15 %	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107 %	C	9%	18 %	Law Academy/Legal Studies	Screened, Unscreened	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11 %	6%	Computer Forensics	Educational Option, Screened, Unscreened	New (to process)
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11 %	6%	Law Academy/Legal Studies	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145 %	B	9%	6%	Law Enforcement	Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118 %	A	13 %	4%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Unscreened	In Development

APPENDIX
CTE Career Pathway: Scientific Research & Engineering

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 Org Util	2010-2011 Overall Grade	% SE	% ELL	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
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 Technical Education High School	1 WELLS STREET	1284	1274	101 %	B	11 %	2%	Pre Engineering	Educational Option, Screened	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158 %	C	4%	4%	Engineering	Screened, Unscreened	Approved
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Pre Engineering	Educational Option, Limited Unscreened, Zoned	New (to process)
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)
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

Sources:	
2011-12 Enrollment	October 31, 2011 Audited Register
2010-11 Organization Capacity (Org Capacity)	2010-2011 Blue Book
2011-12 Organization Utilization (Org Util)	All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the October 31, 2011 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 October 31, 2011 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.