

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Closure of Cobble Hill School of American Studies (15K519) and the Opening and Co-Location of New School (15K413) with a District 75 Inclusion Program (75K373) in Building K804 in 2012-2013**

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

The New York City Department of Education (“DOE”) is proposing to close Cobble Hill School of American Studies (15K519, “Cobble Hill”), an existing district high school in building K804 (“K804”), located at 347 Baltic Street, Brooklyn, NY 11201, within the geographical confines of Community School District 15. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Cobble Hill with a new school (15K413, “New School”), a district high school which will serve students in grades nine through twelve in K804.

If this proposal is approved, Cobble Hill will close at the conclusion of the 2011-2012 school year. All current students who have not graduated before the start of the 2012-2013 school year will be guaranteed a seat and automatically enrolled in New School.<sup>1</sup>

Cobble Hill is currently co-located in K804 with one site of a multi-sited District 75 inclusion program (75K373, “P373K@Cobble Hill”),<sup>2</sup> which serves students in grades nine through twelve. Its students are enrolled in Cobble Hill’s general education classes, and depending on their individual needs receive Special Education Teacher Support Services (“SETSS”). 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.

Cobble Hill admits students through the Citywide High School Admissions Process through an educational option admissions method. The school also offers Career and Technical Education (“CTE”) programming in one career cluster.<sup>3</sup> Additional information about the Citywide High School Admissions Process and CTE programming is contained in Section III of this proposal. Students are admitted to P373K@Cobble Hill through the District 75 placement process, described in more detail in Section III of this proposal. If this proposal to close Cobble Hill and open New School is approved, P373K@Cobble Hill will continue to exist after Cobble Hill closes and will be associated with New School, so that the inclusion program will continue to be provided in K804.

<sup>1</sup> Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Cobble Hill who require summer school to meet promotion or graduation requirements would attend summer school in one of these sites. More information on summer school can be found on the DOE’s Web site at:

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

<sup>2</sup> 75K373 is located at four sites in addition to K804: P373K@Brooklyn Transition Center, located at 185 Ellery Street, Brooklyn, 11206; P373K@Medgar Evers College, located at 1650 Bedford Ave, Brooklyn, 11201; P373K@Brooklyn College, located at Bedford Avenue & Campus Road, Brooklyn, 11210; P373K@Bedford Stuyvesant Preparatory High School, located at 832 Marcy Avenue, Brooklyn, 11216. This proposal will only impact P373K@Cobble Hill. All references to enrollment will refer to P373K@Cobble Hill only.

<sup>3</sup> Students enrolled in a high school that offers CTE programming receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training, and/or entry into the workforce.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing Cobble Hill and replacing it with New School, the DOE is seeking to expeditiously improve educational quality at K804. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Cobble Hill staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. Doing this important work to improve the quality of teaching and learning in the school, DOE also will maximize New School’s chance of receiving up to \$994,888 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Cobble Hill and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Cobble Hill with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

### *Background on the DOE Decision-Making Process*

#### **PLA Identification**

Each year, the New York State Education Department (“SED”) designates a number of schools as Persistently Lowest Achieving (“PLA”) based on their low graduation rates or poor academic performance.<sup>4</sup> (The standards for the PLA designation are described in more detail below.) Cobble Hill was first designated as PLA during the 2009-2010 and again 2010-2011 school year.<sup>5</sup>

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

#### **School Improvement Grants**

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

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

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

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

<sup>6</sup> SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of a model. Cobble Hill was first placed into a SIG model in 2010-2011 meaning that New School will be eligible for one year of funding.

staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.<sup>7</sup>

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

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to improve with the supports provided within the Transformation and Restart models were selected to begin implementation of 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 ten schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each of those schools to support them to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to Cobble Hill specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made Cobble Hill eligible for up to \$994,888 in SIG funding per year for three school years. However, as explained below, Cobble Hill's continuing eligibility for these funds under the Restart model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement a new teacher evaluation system.

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

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

After this further consideration, the DOE concluded that a number of PLA schools, including Cobble Hill, should be closed and replaced with new schools. By closing Cobble Hill and opening a new school, the DOE will (1) align the DOE's intervention strategy with 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 who are currently attending Cobble Hill.

Cobble Hill's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Transformation model at the school. That decision was predicated on some

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

positive trends in student progress between 2008-2009 and 2009-2010 which led the DOE to determine that the Transformation model, which along with the Restart model is a relatively less intensive intervention, was the best fit for the school. The DOE hoped this model would accelerate the rate of progress at the school. However, Cobble Hill's performance during the 2010-2011 school year remained flat overall and declined in some areas, including a decline in the four year graduation rate from 64% in 2009-2010 to 57% in 2010-2011. Based on this most recent data and feedback from members of the New York State Board of Regents that the pace of change in some schools in the Transformation and Restart models was not quick enough to meet the challenges faced by the school, the DOE believes that students at Cobble Hill would be better served by implementation of a more intensive intervention. Thus, the DOE decided to propose that Cobble Hill be closed and replaced with a new school that would incorporate the strongest elements of Cobble Hill, while also allowing new staff to be put in place that can accelerate the improvement in student outcomes.

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

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

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

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high-quality teaching staff into the new school and not rehire staff from the closing school who do not meet the new school's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the existing SIG model if a final agreement is reached on teacher evaluations. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for Cobble Hill 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 Cobble Hill and will admit future new ninth-grade students through the Citywide High School Admissions Process. New School will be able to

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

continue and augment those supports that are currently demonstrating some success at Cobble Hill, and replace those interventions that have been less effective. New School will build upon the best elements of Cobble Hill 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 Cobble Hill*

SED identifies high schools as PLA if their four-year graduation rate is below 60% for three years in a row, or if their students' performance on the English and Math Regents exams is among the lowest 5% of schools in New York State and the school's results have not improved significantly in the previous three years. Cobble Hill was identified as a PLA school in 2009-2010 because of its consistently low four-year graduation rate.

Despite poor historical performance, more recent data indicates that Cobble Hill has shown some improvement. Still, student achievement is not as strong as it needs to be, and the rate of improvement is too slow. The closure of Cobble Hill and opening of New School will preserve the elements of Cobble Hill that have led to its gains, while giving New School the wherewithal to accelerate the pace of change.

- The four-year graduation rate at Cobble Hill (including August graduates) has increased slightly over the course of the past few years, rising from 43% in 2007-2008 to 57% in 2010-2011. Still, Cobble Hill's 2010-2011 four-year graduation rate of 57% is below the Citywide graduation rate of 65.1% and in the bottom 19% Citywide.<sup>9</sup>
- The school has been able to graduate an increasing number of students in six years. The 2010-2011 six-year graduation rate was 66%, notably higher than the 2007-2008 six-year graduation rate of 54%. The DOE believes that with new programs and a push to improve teacher quality, New School could expand this recent improvement in overall student outcomes.
- Cobble Hill appears to be having some success in graduating students with disabilities in self-contained ("SC") special education classrooms. Over 50% of these students graduated in four years, in the top 17% Citywide for SC students. The DOE will seek to preserve Cobble Hill's efforts to support these students in New School, while implementing new supports to assist other student populations that continue to struggle at Cobble Hill, including Black and Hispanic males.
- 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 Cobble Hill would drop to just 39%, putting the school in the bottom 14% 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. Cobble Hill earned an overall B grade on its 2010-2011 annual Progress Report, with a B grade on Student Progress, a C grade on Student Performance, and an F grade on School Environment. These results indicate the school has had some success in accelerating student learning and has been making progress with its students when compared to schools with similar types of students. This progress can be fostered to further improve student outcomes in New School.

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

- The school’s attendance rate remains below that of most high schools. The school’s 2010-2011 attendance rate was 76%, putting Cobble Hill in the bottom 5% of high schools Citywide 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 67% of students reported feeling safe in the hallways, bathrooms, and locker rooms. In addition, only 31% of teachers reported that discipline and order were maintained at the school. This response is in the bottom 5% of high schools Citywide.
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 65% of first-year students at Cobble Hill 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 Cobble Hill in the bottom 14% of high schools Citywide.
- While overall first-year credit accumulation at Cobble Hill is low, students’ Regents exam outcomes indicate some success in specific subjects, including Math, English and U.S. History. The DOE will seek to preserve Cobble Hill’s instructional programs in those areas in New School, while also implementing new programs to improve instruction in other subjects.
- The school received a “Developing” on its 2010-2011 Quality Review, indicating serious deficiencies in the way the school is organized to support student learning.<sup>10</sup>

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

<b>Cobble Hill School of American Studies</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	B
Quality Review Score	P	P	D
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	66%	74%	65%
4 Year Graduation Rate	65%	64%	57%
6 Year Graduation Rate	59%	55%	66%
% Graduating with a Regents Diploma	31%	35%	39%
Attendance Rate	80%	80%	76%
<b>2010-2011 State Accountability Status<sup>11</sup></b>	Corrective Action (year 1) Comprehensive		

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

<sup>11</sup> This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Website at <http://www.p12.nysed.gov/irs/accountability>.

## *Overview of Past Strategic Improvement Efforts at Cobble Hill*

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

### **Leadership Support:**

- Provided leadership training for the principal and school leadership to help them set clear goals for the school and implement the citywide instructional expectations.
- Assisted staff in preparing for the Quality Review and in analyzing results of the Quality Review in order to make modifications that promote student achievement.
- Trained principal and assistant principals in methods to improve teacher effectiveness and student learning through participation in the Measures of Effective Teaching pilot, curriculum mapping, classroom walkthroughs, and alignment with the Danielson framework.

### **Instructional Support:**

- Provided professional development to teachers around implementing the Common Core Learning Standards, including designing curriculum maps, curriculum planning, and analyzing data to promote student achievement.
- Supported teachers and staff in supporting special education students, including during the Quality Improvement Process, in developing quality Individualized Education Programs (“IEPs”), compliance, scheduling needs, data analysis, and other supports and strategies for improving instruction and plans for special education students.
- Coached teachers on successful ways to promote student progress through teacher collaboration in teacher teams and analysis of student work to inform and improve teacher practice.

### **Operational Support:**

- Advised school staff on budgeting, human resources, and teacher recruitment.

### **Student Support:**

- Coached counselors and staff in comprehensive guidance programs, including Guided Discipline, and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.

Even with these supports, however, the DOE has determined that Cobble Hill does not have the capacity to quickly improve student achievement. Rather, the DOE believe that the most expeditious way to improve the educational program for the students currently attending Cobble Hill is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all students currently attending Cobble Hill who do not graduate before the start of the 2012-2013 school year access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Cobble Hill community. On February 1, 2012, DOE Deputy Cluster Leader Kevin Moran met with Cobble Hill 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 continue to seek and review further community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

## II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), K804 has a target capacity of 864 students. (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 643 total students,<sup>12</sup> yielding a utilization rate of 74%.<sup>13</sup>

If this proposal is approved, Cobble Hill 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 Cobble Hill who do not graduate by the start of the 2012-2013 school year.

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

DBN	School Name	Grades Spans	
		2011-2012	2012-2013
15K519	Cobble Hill	9-12	-
15K413	New School	-	9-12
75K373	P373K@Cobble Hill	9-12	9-12

If this proposal is approved, New School will serve approximately 615-655 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 520 students currently in grades nine through eleven, as well as an expectation of a certain number of twelfth grade holdover students who need extra time to graduate. This approximates enrollment levels in Cobble Hill, which is currently serving 634 students.

P373K@Cobble Hill is projected to serve 5-15 students in grades nine through twelve in 2012-2013.<sup>14</sup> As described previously, P373K@Cobble Hill is an inclusion program and its students attend Cobble Hill’s general education classes and, depending on their individual needs, receive SETSS. If both the proposal to close Cobble Hill and the proposal to open New School are approved, P373K@Cobble Hill will continue to exist after Cobble Hill closes and will be associated with New School, so that the inclusion program will continue to be provided in K804.

If this proposal is approved, there will be approximately 620-670 students served in K804 in 2012-2013, yielding a projected utilization rate of 72%-78%. Therefore, the building has adequate capacity to accommodate New School and P373K@Cobble Hill after the closure of Cobble Hill.

<sup>12</sup> 2011-2012 audited register.

<sup>13</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of the 2011-2012 audited register. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

<sup>14</sup> Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

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

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
15K519	Cobble Hill	634	-
15K413	New School	-	615 - 655
75K373	P373K@Cobble Hill	9	5 - 15
<b>Total Building Enrollment</b>		643	620 - 670
<b>Utilization</b>		74%	72% - 78%

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

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

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

#### A. Students

##### *Impact on Academic and Extracurricular Offerings and Partnerships at Cobble Hill 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 Cobble Hill. 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 students currently attending Cobble Hill who do not graduate before the start of the 2012-2013 school year access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that New School is able to effectively serve the needs of the students currently attending Cobble Hill, the DOE believes that it is critical to bring in newly screened and hired staff able to implement these substantial structural and programmatic changes. The DOE believes that newly screened and hired staff will be among the most important changes at New School.

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

Cobble Hill currently offers CTE programming. Details are included below about this programming and how it will be maintained at New School.

Based on available resources and student needs, new elements planned for New School include, but are not limited to: redesigned school organization and schedule that will allow for extensive collaboration among teachers across grade levels and departments; a robust advisory program that will foster meaningful relationships between students and teachers and establish a framework for providing other socio-emotional supports; a change in admissions method; and an improved instructional model and curriculum grounded in backward design and vertical planning across content, with assessment and tracking of student mastery.

Cobble Hill currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with at least all of the same organizations.

Cobble Hill also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer at least the same sports, extra-curricular activities, and clubs. As with all schools citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources.

### [New School Mission](#)

Cobble Hill's focus has been to provide a college preparatory program centered on American Studies. Recognizing that in the 21<sup>st</sup> Century students need to have a broader understanding of the world and their place in it, New School will broaden the American Studies theme to incorporate global perspectives that can enrich student learning. The mission of New School will be to prepare students for the demands of college, career, and citizenship through a vision that is encapsulated by the motto: "It's Our World. Know It. Experience It. Transform It." Graduates will have the foundational knowledge, command of resources, and critical thinking skills required to learn about and analyze systems and issues that affect them and the world. They will hone their skills by actively engaging with their peers, the adults at the school, and different communities outside the school. New School will seek to have its graduates move on to college and career with the confidence that they can make choices that positively shape their future. Graduates will have learned to advocate for themselves and their community, and to take action through service projects and initiatives that relate to issues that matter to them and their hopes for the future.

### [Instructional Model and Curricula](#)

Under the Transformation model, Cobble Hill had begun working on creating curriculum maps in each content area that align to State and Common Core Learning Standards, using "backward design" to align

instruction with the desired student outcomes.<sup>15</sup> Cobble Hill also worked with service providers and online programs such as AVID, Achieve 3000, and College Summit to support struggling students to develop reading comprehension strategies, build habits of mind to become effective students, and work on the skills needed to apply and succeed in college.

If approved, New School will expand and build upon the emerging practice of “backward design” to ensure that all teachers are conducting robust curriculum mapping and planning to align learning and instruction with rigorous and standards-based end goals for students. This process, once it becomes embedded in the work of the faculty, will allow staff to know what students need to achieve and what progress should be made on a daily basis, since teachers will have started with the outcomes in mind and will plan their instruction accordingly.

New School’s faculty will employ several pedagogical methodologies to plan, design and implement units of study to effectively address students with different learning needs. This method, known as differentiated instruction, affords students the opportunity to approach and understand a topic in several ways. Teachers will become more adept at planning for such instruction to assess their students’ level of understanding, and plan lessons accordingly. In each classroom, teachers will develop unit and lesson plans that allow the students to acquire information, experience it in context and work with it in application, and to transform what they learn from theory into practice. The lessons will be student-centered and offer many opportunities for the student to inquire, apply, challenge, discuss, and demonstrate where they are on the road to mastery.

Additionally, a new strategy in improving lesson planning will be implemented. Specifically, there will be more collaboration between special education and general education teachers so that student needs are being met across the curriculum. Teams of teachers will periodically look at student work across courses to determine where scaffolding is working or not working, in order to determine where teaching techniques could be strengthened.

While Cobble Hill had set a goal to align the curriculum to the Common Core Learning Standards, New School will implement department teams that will also align the curriculum vertically across grades nine to twelve, outlining specifically what content must be taught and what outcomes students need to accomplish each year in order to graduate and be successful in college and career. All courses will be aligned to the College Readiness and Common Core Learning Standards. Each department will use the applicable Common Core Learning Standards to ensure that each year the curriculum addresses the requisite skills and are further developed for students as they advance each grade. All departments will work collaboratively to ensure that the curriculum is connected over the four years. In addition, each department at New School will develop a series of anchor projects as assessments that allow the students to demonstrate and apply their knowledge and skills through tasks that embody the standards. The idea of anchor projects is that they occur within a unit or a few units, so that students are given the opportunity to demonstrate and apply what they have learned, as opposed to just taking tests and quizzes.

Another new strategy to increase student understanding will be the addition of starting and mid-point assessments. All courses at New School will use starting assessments to gather data about what the students know already about the information to be covered throughout the course (by semester and year) in order to focus the lesson plans and units, for targeted intervention, and for benchmarking success on exit exams such as Regents. At the mid-point, the teacher will repeat the assessment cycle with midpoint assessments.

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<sup>15</sup> Backward design is a method of designing a curriculum by setting goals before choosing activities or content to teach. The idea is to teach towards those goals, which ensures that the content taught remains focused and organized, promoting a better understanding for students.

CTE Programs

Within its new mission, New School believes that CTE programming serves an important role in preparing students to be global citizens. Therefore it will maintain the CTE program currently offered at Cobble Hill.

Cobble Hill currently offers one CTE program in the following career cluster: Law and Public Safety

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that will prepare students for post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over seventy career pathways, which are themselves grouped into sixteen career clusters identified at the federal level.<sup>16</sup> Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma, which includes an industry-recognized certification upon graduation.

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

State approval of CTE programs requires the following four stages:

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

The one program offered by Cobble Hill is in development and not yet approved by the State:

Career Cluster	CTE Pathway	Status
Law and Public Safety	Law Academy/Legal Studies	In Development

Pending an ongoing assessment, New School plans to continue the same CTE programming currently at Cobble Hill, and, therefore, students enrolled in CTE programming at Cobble Hill will have the opportunity to enroll in CTE programming at New School. New School will pursue State approval of the program currently in development. The Office of Postsecondary Readiness will support the leadership of New School as the school works to gain State approval.

As discussed above, in general, students who are enrolled in CTE programs which are "in development" (meaning they are not yet approved by the State at Cobble Hill or at other schools Citywide, do not graduate with CTE-endorsed diplomas. As such, if this proposal is approved, students enrolled in the program at New School will be supported as they progress toward graduation, but may not graduate with a

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<sup>16</sup> “Career Pathways” is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation’s current and emerging workforce.

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 Cobble Hill's pathway 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>.

### iZone Program

Cobble Hill applied to, and was selected to participate in, iLearnNYC for the 2012-2013 school year. If this proposal is approved, New School will participate in iLearnNYC in the same manner as planned for Cobble Hill. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in kindergarten through twelfth grade, 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 fourteen vendors, allows for authoring of online content, offers the Turnitin plagiarism checker and a grade book, and facilitates cross-school collaboration around instruction and best practices. Schools participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools, and they receive professional development based on individual school needs. iLearnNYC schools also receive hardware, facilities, and technical support for the online and blended courses.

### School Schedule and Design

Pending school needs, New School will plan to alter its schedule and school organizational design to allow for meaningful collaboration time among teachers and time between students and the adults in their lives. New School's schedule will include built-in time for teacher co-planning and meeting, so that it is not done in isolation and information can be more readily shared between staff members. This planning time will also allow for more job-embedded professional development. An advisory will be created and all students will be assigned to a group of no more than fifteen students for advisory to forge strong relationship with their peers and an adult. The school schedule will be designed to ensure that advisories meet no less than four times a week.

New School will be organized around Collaborative Work Groups that are student-level, grade-level, department-level, or school-wide, so that staff working with the same groups of students may jointly plan and support their academic, social, and emotional growth. Advisors will meet with grade-level staff weekly to discuss the progress of their students. As a grade-level team, they will address concerns of individual advisees, as well as concerns that are perhaps a trend for the grade. They will discuss academic progress and make action plans for students (or groups of students) that are goal-oriented, time-specific, enlist the help of others (including parents), and have follow-through. The grade-level teams will target students with low-performance who are in danger of falling behind, in order to address the issues before students fail the course. Grade-level teams will work together to develop curriculum elements that combine material from different courses and call upon a wider range of skills so that students are experiencing several opportunities to hone skills in all courses (e.g.: a research paper that incorporates skills or standards addressed across different subject areas, or scientific experiments that incorporate math concepts, etc.).

Grade-level teams will have a Team Leader who meets monthly with the administration to update them and to monitor any ongoing topics of concern within teams. School-wide collaborative work groups will be formed based on the needs of the school and will meet on specific topic areas such as curriculum alignment, college preparatory advisory, professional development (including teacher intra-visitations), school culture, and discipline.

As needed, New School can utilize the School-based Option (“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 principal and union chapter leader must agree to the proposed modification, which is then presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO process is available to all schools, including PLA schools.

Pending SBO approval, small-group instruction, typically done in the allotted 37 1/2 minutes, will be rolled into the school day as part of the class periods so that more students can be targeted for academic intervention. Students who do not need the academic intervention will be able to take enrichment electives. As part of college and career planning programs, New School will seek to institute weekly Wednesday early release times for groups of students, pending SBO approval, so that they may participate in internships, community service and outside extra-curricular activities.

#### Academic Intervention and Enrichment for Students

Cobble Hill works with College Summit, Long Island University, and other local colleges for college preparatory programs. It has offered afterschool tutoring for struggling students and credit recovery, including opportunities to repeat courses. Support for special education students included pullout and use of SC classes for more focused attention. Based on assessment of existing practices at Cobble Hill, New School will provide supports that differ from what has been available from Cobble Hill, while expanding or intensifying those that have shown success in supporting student achievement.

New School will also seek to expand after-school credit recovery to address students who are behind in credit accumulation. Instruction geared toward credit-recovery for students who are behind will also be expanded while remaining aligned to daily classes, with anchor projects required to complete the class and receive course credit. New School will do away with the strategy of repeating a course under extended time, as offered under Cobble Hill, as it did not provide the support for students who failed the first time. Based on careful review of the types of assistance needed in these cases, New School will look for other ways to help students to complete courses they failed, such as online programs.

Cobble Hill instituted the Regents Prep Saturday program for students in need of extra support to pass the state exams. New School will strengthen this program by offering it after school as well, with a more structured schedule designed to reach targeted groups of students. New School will continue to provide after school tutoring program and focus on targeting toward subject-specific tutorials. Staff will increase the use of effectively analyzing data, begun at Cobble Hill, to identify student needs and adjust instruction when necessary.

New School will expand opportunities for advanced students through the College Now program, which is designed for students who are interested in taking college-credit courses, participating in college-preparatory activities, or developing relationships with local universities.<sup>17</sup> The College Now program

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<sup>17</sup> For more information about College Now, please visit the website: <http://collegenow.cuny.edu/about-college-now/>

administrators offer program activities with the goal of enhancing performance on Regents and CUNY placement exams so that students will be able to enroll in college without the need for remediation. New School will also expand the availability of Advanced Placement courses.

### Support for Students with Disabilities and English Language Learner Students

New School will offer Integrated Co-Teaching (“ICT”) classes, SC special education classes, and SETSS in accordance with each student’s IEPs. Students with disabilities will receive mandated services in accordance with their IEPs. These supports are currently in place at Cobble Hill.

New School will pursue a new strategy where teachers follow students from grade nine through twelve to get to know them well and develop a strong awareness of issues that the students face. This will maximize continuity of the instruction that students with disabilities and English Language Learner (“ELL”) students receive over their time in New School. A Pupil Personnel Team, made up of administrators, guidance counselor, teachers, and school-based support staff, as appropriate, will meet weekly so that all ELL and special education students are monitored as a cohesive cohort. The team will work collaboratively to identify the needs of their students and identify comprehensive set of best practices to implement.

Additionally, where appropriate and consistent with students’ IEPs, special education students will be supported in least restrictive environments. Additionally, New School will pursue delivering SETSS services in “push-in” settings thereby decreasing “pull-out” services resulting in decreased instruction during the school day.

New School will offer mandated services for ELL students, including English as a Second Language (“ESL”). Small group instruction for ELL students will be provided throughout the day. New School will also consider offering evening classes and technology-based platforms (such as Rosetta Stone) for additional language acquisition support.

### Human Capital

The following guiding principles will inform New School’s work with its faculty:

- Develop and possess a strong caring capacity for students.
- Develop and possess a sense of responsibility to the school community.
- Work collaboratively with peers and team members.
- Lead and participate in the Advisory program to ensure that students feel cared for.
- Engage in continuous positive and constructive communications with parents.
- Attend and participate in staff induction, start-of-year meetings, professional development activities, workshops, planning meetings, team meetings, staff meetings which can be scheduled before, during or after school.
- Be able to attend and/or present at national and regional conferences.
- Participate in after school and evening performances, expositions, field trips (including overnights), and parent conferences/meetings.
- Follow DOE regulations in terms of licensing, certification and other regulations and requirements that are outlined in the Staff Handbook.

In addition, all teachers at New School will be guided by the following instructional practices:

- Be experts in their content.
- Participate in small group instruction or develop interesting and enriching electives.
- Develop and implement myriad teaching methodologies.
- Practice differentiated instruction and refine it to meet the needs of all students.
- Develop relationships with the students in their advisory group and classes that are deep, multi-dimensional, and meaningful.

- Use the online grading system and be transparent in how we assess and provide grades to students.

With these principles in mind, New School will continue to work on teacher development efforts based on the DOE's Teacher Effectiveness framework first begun by Cobble Hill under the Transformation model. Each teacher will know and work on their professional growth based on Danielson's domains for Teacher Effectiveness, which include: Planning and Preparation, the Classroom Environment, and Instruction. The faculty will support each other through class inter-visitations to give constructive and collegial feedback. New School may work with expert teacher developers, including external consultants such as AUSSIE, to support teachers in developing teacher effectiveness.

New School will also provide professional development in both content areas as well as instructional strategies. Based on needs, New School will have staff developers to provide trainings partly driven by needs expressed or identified by teachers. To support teachers in their role as advisors for students, they will be trained in facets of emotional intelligence such as understanding of contextual situations, relationship dynamics, and thought processes. New School will work on helping staff strengthen their ability to talk with, counsel, and support students by offering training on understand adolescent development. Through this work, teachers will also gain skills in order to become more reflective teachers and learners, which will in turn result in more meaningful and effective teacher-student interactions.

New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support professional development and increase the ability for the students and staff to better meet student needs. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the New York City Teaching Residency for School Turnaround which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing.<sup>18</sup> 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, 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.

### Socio-Emotional Student Supports

Based on an ongoing assessment of needs and resources, New School will implement a clear discipline policy and protocol so that there is support for the staff and understood expectations for students. Training will be provided by the dean and/or the administration so that teachers and adults are the first line of defense against unwanted behaviors. Teachers will also actively participate in school-wide positive reinforcement initiatives.

Building upon this discipline policy, New School will leverage the advisories referenced earlier to instill positive social behavior in students. At New School, students will be divided into Advisories of approximately 12-15 students at least four times a week. The advisory will be an important part of the staff's efforts to get to know students well. Each advisor will develop a "family-type" venue where each student can open up about who they are within a safe environment, sharing hopes and fears, celebrating successes and working through failures, conquering setbacks and pushing toward goals. The advisor will know the students well, and will help the students know themselves. The advisory will be a place for experiencing how people can support each other emotionally and socially; and advisory will be the place where students further learn to self-advocate and transform their futures. The advisor will also practice a method of distributive guidance counseling, in which both teachers and guidance counselors will regularly work together as a team to support students' academic and social emotional development. Through this method, counselors and teachers will help each student to know that he or she is on the road to graduation, and help them to make choices to bolster their goals. The advisor is also the primary liaison between the

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

school and the family. The added benefit of the advisory at New School will be to serve as a support structure for students where attendance and lateness can be closely monitored. Advisors will be the first line of communication for students and parents, and aside from follow-up on attendance, will serve as point for sharing notices and school-wide handouts to students and families.

Incoming ninth-grade students will also participate in a “Summer One” program, a pre-high school institute where students will meet their classmates, teachers, and other faculty. The program will help orient these students to the principles of New School and introduce them to one another, to begin building familiarity as a cohort. It will also allow staff to get to know their students and give diagnostic assessments to determine special groupings for advisories and the fall classes. Students at higher grade levels will have a grade-level and advisory bonding activity each year to foster community and cohesiveness, such as a Project Adventure-like ropes/obstacle course, college trips, and “Final Summer” for the seniors.

New School will hold school-wide positive culture programs in collaboration with the Parent/Teacher Association and Student Government including spirit week activities, school-wide celebrations, school-wide recognition ceremonies, and other activities that promote social interactions, school pride, grade-level and advisory pride, and a sense of community.

### Admissions Programs

Admissions programs are avenues through which students apply to a school; CTE pathways may or may not align with admissions programs. Cobble Hill currently offers two admissions programs with the following interest areas: American Studies and Pre-Law Institute. Both of these admissions programs admit students through an educational option method, described below in “Enrollment Impact on Future High School Students—High School Admissions Process.”

Both admissions programs will be carried over into New School. However, both programs will be converted from educational option programs to limited unscreened programs (also described in detail below). An educational option method admits a predetermined percentage of students at various entering levels of proficiency. This admissions method can lead to unfilled seats if a school’s admissions program does not generate sufficient applicants within the predetermined percentage categories. The change in admissions method for New School will allow it to welcome and serve any student who applies and wants to attend the school. New School will hold information sessions during the recruiting season for interested students and their families. It is anticipated and desired that New School will be better able to fill its seats once it switches to the limited unscreened method.

### *Impact on Partnerships*

In addition to the partnerships noted above, according to the 2011-2012 High School Directory,<sup>19</sup> Cobble Hill has partnerships with:

- **Higher Education Institutions:** New York Law School, New York University, Columbia University
- **Not-for-Profit:** Hispanic Scholarship Fund

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

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

*Impact on Sports and Extra-curricular Programming*

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

<b>Sports</b>	<b>Extra-Curricular Activities</b>	<b>Clubs:</b>
<ul style="list-style-type: none"> <li>• <u>PSAL Sports<sup>20</sup> – Boys</u> Baseball, Basketball, JV Basketball</li> <li>• <u>PSAL Sports – Girls</u> Basketball, Softball,</li> <li>• <u>PSAL Sports – Co-ed</u> N/A</li> <li>• <u>School Sports</u> Boys and Girls Track Club, Cheerleading Team, Step Team, Soccer Club</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Council</li> <li>• Peer Mediation</li> <li>• National Honor Society</li> <li>• Literary Magazine</li> <li>• Saturday Programs: High School Law Institute at New York University and Columbia University</li> <li>• Mock Trial at New York Law School</li> <li>• Dance</li> <li>• Yearbook</li> <li>• Drama</li> <li>• Opening Act</li> <li>• Chorus</li> <li>• Cheerleading</li> <li>• Step Team</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Chess</li> <li>• Self-Defense</li> <li>• Spoken Word</li> <li>• Student Court</li> <li>• Crocheting</li> <li>• Knitting</li> <li>• Hair</li> </ul>

If this proposal is approved, New School is expected to offer at least the same student athletics as Cobble Hill offers. The availability of the PSAL program for the schools in K804 is expected to remain the same despite the closure of Cobble Hill and opening of New School. New School is also expected to offer at least the same extracurricular activities and clubs as Cobble Hill.

However, as with all schools Citywide, it is difficult to predict precisely which extracurricular activities and clubs will be offered in a given year as decisions will rest with school administrators and will be made based on student interests and available resources.

*Enrollment Options for Current Cobble Hill High School Students*

Under this proposal, all current Cobble Hill students who do not graduate before the start of the 2012-2013 school year 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 the start of the 2012-2013 school year.

All incoming ninth-grade students who have applied to Cobble Hill and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to twelve high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Throughout the City, students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth

<sup>20</sup> PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

grade. Current ninth-grade students at Cobble Hill 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 Cobble Hill 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. However, all students currently attending Title 1 schools that are in Improvement Year 2 status or worse (including PLA schools), including Cobble Hill, are eligible to apply for a transfer to another school through the DOE's existing No Child Left Behind ("NCLB") Public School Choice Process. More information about this process can be found at the DOE's Web site at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

### *Impact on Students with Disabilities and ELL Students in K804*

Cobble Hill currently offers ICT classes, SC classes, and SETSS. If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their IEPs. Cobble Hill currently offers ESL services; it does not offer a transitional bilingual or dual-language program. If this proposal is approved, ELL students at New School will continue to receive mandated services.

P373K@Cobble Hill is an existing District 75 inclusion program that serves nine students in grades nine through twelve. 75K373 currently has four sites in the Brooklyn, including the one in K804. Students are placed in District 75 programs based on their individual needs and recommended special education services in their IEPs. This proposal will not affect the admissions criteria or process for P373@Cobble Hill.

This proposal is not expected to impact academic programming or admissions at P373K@Cobble Hill. Students in P373K@Cobble Hill currently participate in PSAL sports and the dance club, but have access to all activities at Cobble Hill.

If this proposal is approved, all District 75 students enrolled in Cobble Hill will be served in an equivalent program in New School. District 75 students who receive District 75 SETSS services in middle school participate in an application process administered by District 75 for a high school inclusion program. 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 Brooklyn that currently offer District 75 inclusion programs to which students can apply:

District	District 75 Program	High School with Inclusion Program
21	H410K	Abraham Lincoln High School
20	H445K	New Utrecht High School
20	H485K	Telecommunications Arts & Technical High School
22	H495K	Sheepshead Bay High School <sup>21</sup>
21	H525K	Edward R. Murrow High School
15	H527K	I.S. 527
17	H531K	I.S. 531
22	H535K	Leon Goldstein High School
21	H540K	John Dewey High School <sup>22</sup>
17	H544K	International Arts Business High School <sup>23</sup>
17	H600K	Clara Barton High School
13	H605K	George Westinghouse Vocational High School
21	H620K	William E. Grady Vocational High School
15	H667K	Sunset Park High School
21	H690K	Brooklyn Studio Secondary School

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. According to the 2011-2012 audited register, Cobble Hill has a total of 177 new ninth-grade students. New ninth-grade students enter the school through two methods:

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

These two methods are described below.

### *High School Admissions Process*

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 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, received match results at the end of February 2012.

<sup>21</sup> In a separate EIS, the DOE is proposing to close Sheepshead Bay High School and replace it with New School (22K453).

<sup>22</sup> In a separate EIS, the DOE is proposing to close John Dewey High School and replace it with New School (21K415).

<sup>23</sup> International Arts Business High School will begin phasing out beginning in the 2012-2013 school year and will be replaced by a new school, 17K745, to which District 75 inclusion students will be able to apply in place of International Arts Business High School.

**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.

Cobble Hill admits students as part of the Citywide High School Admissions Process through an Educational option admissions method. 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.

Cobble Hill offers two academic programs, both of which admit students through an educational option admissions method described above. Cobble Hill Offers a Pre-Law Institute program and an American Studies program.

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP, and a student was matched to Cobble Hill, the student will instead be matched to New School.

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

As discussed earlier, New School is anticipated to admit students through the limited unscreened method.

### *Over-the-Counter Placements*

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

- New to the New York City school system; or
- Left the New York City school system and have returned; or

- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);<sup>24</sup> or
- Did not participate in the High School Admissions Process for some other reason.

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

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

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

Screened programs (those that have academic criteria) that have a two-year track record of not filling seats through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.<sup>25</sup> In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive through an OTC placement, the following analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth-grade students arrived at Cobble Hill and 75K373 through each admissions method:

**Cobble Hill:**

	High School Admissions Process	OTC
9th Grade	154	23

Of the 154 ninth-grade students who were admitted to Cobble Hill through the High School Admissions Process, 15% are students with disabilities.

**B. Schools**

In 2012-2013, once Cobble Hill has closed, and New School has opened, there will be approximately 620-670 total students served in the building. The projected utilization for K804 at that point is approximately

<sup>24</sup> As detailed in Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

<sup>25</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over age and under-credited”).

72%-78%. The current and estimated enrollments for all three organizations in K804 are shown in the tables below:

**Cobble Hill:**

	Total Enrollment (Grades 9-12)
2011-12 (audited)	634
2012-13 (proj.)	-

**New School:**

	Total Enrollment (Grades 9-12)
2011-12 (audited)	-
2012-13 (proj.)	615 - 655

**P373K@Cobble Hill:**

	Total Enrollment (Grades 8-12)
2011-12 (audited)	9
2012-13 (proj.)	5 - 15

If this proposal is approved, there will be sufficient space to accommodate New School and P373K@Cobble Hill in K804 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

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

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

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

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

As indicated above, the total student enrollment in the building is expected to remain at or close to its current level. Thus, the room allocations in the building are expected to remain the same.

The DOE will monitor enrollment at New School and P373K@Cobble Hill in K804 in the upcoming school years. If the DOE determines that an additional school could be co-located in K804, it will issue a separate EIS in accordance with Chancellor's Regulation A-190.

### *Building Safety and Security*

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

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

## **C. Community**

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

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

### *Impact on High School Seat Capacity in Brooklyn*

Brooklyn seats eliminated by Cobble Hill's closure will be recovered by the opening of New School. As a result, the proposal to close Cobble Hill is not expected to yield a net loss of high school seats in building K804 or in Brooklyn.

Specifically, in Brooklyn:

- There will be 23,706 total seats available for new ninth-grade students in Brooklyn high schools in

2012-2013.<sup>26</sup>

- In 2011-2012, there are only 21,220 new ninth-grade students enrolled in Brooklyn high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 2,486 seats for new ninth-grade students in Brooklyn high schools.

Specifically, in the K804 building:

- Cobble Hill is currently serving 177 new ninth-grade students.
- The proposed opening of New School in building K804 is projected to create 155-195 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Cobble Hill will be recovered through the opening of New School.

In short, the proposal to close Cobble Hill is not expected to yield a net loss of seats in Brooklyn or in building K804. There will continue to be an excess of seat capacity in Brooklyn high schools.

Cobble Hill is one of eight schools serving new ninth-grade students (including one secondary school) in Brooklyn that are currently being proposed to be closed and immediately replaced. Each of those schools is the subject of an EIS which can be found on the DOE's Web site at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

If these eight proposals are approved, there will continue to be an excess in seat capacity in Brooklyn high schools.

- These eight schools are currently serving 1,999 total new ninth-grade students.
- The proposed opening of the eight replacement high schools in Brooklyn is projected to create 1,840-2,160 seats available to new ninth-grade students.
- This means that the seats in Brooklyn high schools eliminated by the closure of these eight schools will be recovered through the opening of the eight corresponding replacement schools.

In addition, the DOE is also proposing to close and immediately replace one transfer high school in Brooklyn, Bushwick Community High School (32K564). This school does not serve new ninth-grade students, and so it has not been included in the calculations above. However, the replacement school is projected to serve 375-385 students. Therefore, the closure and replacement of Bushwick Community High School is not expected to yield a net loss of high school seats in Brooklyn. Again, there will continue to be an excess of seat capacity in Brooklyn high schools.

### *Impact on CTE Seat Capacity in Brooklyn*

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

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<sup>26</sup> The 2012-2013 ninth-grade seat availability figure is based on data from the 2011-2012 audited register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). This figure also accounts for phase-outs and replacements, grade expansions or truncations, and new schools. Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the HSAP or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

For descriptions of approved and pending proposals that impact CTE seats in Brooklyn, please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>. Also, as mentioned earlier, the list of schools in the City that also provide CTE programs in Cobble Hill’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/Publications/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building K804.

## IV. Enrollment, Admissions and School Performance Information

### Cobble Hill

#### Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process; Admissions Methods: Educational Option
<b>Admissions After Proposed Closure of Cobble Hill</b>	N/A

#### Enrollment Data

	<b>Total Enrollment (Grades 9-12)</b>
2011-12 (audited)	634
2012-13 (proj.)	-

#### Demographic Data

<b>Percentage of Students Receiving ICT or SC services<sup>27</sup></b>	15%
<b>Percentage of Students with IEPs<sup>28</sup></b>	20%
<b>Percentage of ELL Students<sup>29</sup></b>	8%
<b>Percentage of Students Eligible for Free or Reduced Price Lunch<sup>30</sup></b>	79%

#### School Performance Data

<b>Cobble Hill School of American Studies</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	B
Quality Review Score	P	P	D
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	66%	74%	65%

<sup>27</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 audited register.

<sup>28</sup> Students with IEPs as percentage of total students from the 2011-2012 audited register.

<sup>29</sup> ELL students as percentage of total students 2011-2012 audited register.

<sup>30</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

4 Year Graduation Rate	65%	64%	57%
6 Year Graduation Rate	59%	55%	66%
% Graduating with a Regents Diploma	31%	35%	39%
Attendance Rate	80%	80%	76%
<b>2010-2011 State Accountability Status</b>	Corrective Action (year 1) Comprehensive		

75K373

Admissions Data

<b>Current Admissions</b>	District 75 Placement Process
<b>Admissions After Proposed Closure of Cobble Hill</b>	District 75 Placement Process

Enrollment Data

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

Demographic Data<sup>31</sup>

<b>Percentage of Students Receiving ICT or SC services</b>	100%
<b>Percentage of Students with IEPs</b>	100%
<b>Percentage of ELL Students</b>	23%
<b>Percentage of Students Eligible for Free or Reduced Price Lunch</b>	71%

School Performance Data

This school does not receive a progress report.

*New School*

Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions After Proposed Closure of Cobble Hill</b>	9-12: High School Admissions Process Selection Method: Limited Unscreened

<sup>31</sup> The demographic data are not site specific and represent program 75K373 as a whole.

Enrollment Data

	<b>Total Enrollment (Grades 9-12)</b>
2011-12 (audited)	-
2012-13 (proj.)	615 - 655

Demographic Data<sup>32</sup>

<b>Percentage of Students Receiving ICT or SC services</b>	15%
<b>Percentage of Students with IEPs</b>	20%
<b>Percentage of ELL Students</b>	8%
<b>Percentage of Students Eligible for Free or Reduced Lunch</b>	79%

School Performance Data

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

## V. Initial Costs and Savings

If this proposal is approved, once the closure of Cobble Hill and the opening of New School are implemented, the DOE will cease to allocate funds to Cobble Hill 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 \$2,587,594 - \$2,755,893. Although the majority of students at New School will be students formerly enrolled at Cobble Hill, the student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be perfectly predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

This proposal is not expected to impose any costs on the other schools located in the building.

As discussed above, at the beginning of this school year Cobble Hill was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received \$994,888 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 the UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including Cobble Hill. 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, Cobble Hill is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

<sup>32</sup> Demographic data include for New School is anticipated based on the current student population at Cobble Hill, but actual demographic data may differ.

Unlike the Transformation and Restart models, the Turnaround model does not require an agreement on teacher evaluations. Under the Turnaround model, a school makes programmatic changes comparable to those required by the Transformation and Restart models, but also replaces at least 50%<sup>33</sup> of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding under the Turnaround model. Moreover, because the portions of the Turnaround and Transformation 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 evaluation 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 Cobble Hill 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 Cobble Hill or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

Current Cobble Hill teachers who are not hired at New School will remain in excess.<sup>34</sup>

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 P373K@Cobble Hill.

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

### **A. Personnel Needs**

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

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<sup>33</sup> Federal guidance suggests that teachers hired during the initial implementation of SIG may count towards this 50% requirement. The DOE is awaiting guidance from SED on whether SED will permit recently hired teachers to count towards the staff turnover requirement.

<sup>34</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 Cobble Hill teachers who are not hired at New School will remain in excess.

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

As part of the Transformation model this year, Cobble Hill had funding to hire Master and Turnaround teachers.<sup>35</sup> 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 P373K@Cobble Hill.

## **B. Cost of Instruction**

Funding at New School 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 Cobble Hill and P373K@Cobble Hill 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.

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.

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<sup>35</sup> 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.

As with all other schools Citywide, New School may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Both Cobble Hill and P373K@Cobble Hill are currently eligible for Title I funding. Since New School is expected to serve the same population as Cobble Hill, with a similar enrollment level, the DOE anticipates that New School will receive roughly the same amount of Title I funding as Cobble Hill, if this proposal is approved.

As previously stated, Cobble Hill offers one CTE program of study, Law and Public Safety. 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 P373K@Cobble Hill.

### **C. Administration**

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

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

If approved, this proposal will not impact the administration of P373K@Cobble Hill.

### **D. Transportation**

If this proposal is approved, transportation will continue to be provided to all school organizations according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. This proposal is not expected to impact the transportation services of P373K@Cobble Hill.

### **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 P373K@Cobble Hill.

## VII. Building Information

<b>Building</b>		K804
<b>Type of Building</b>		High school
<b>Year Built</b>		1906
<b>Overall BCAS rating</b>		2.20
<b>2010-2011 Target Building Utilization</b>		79%
<b>2010-2011 Target Building Capacity</b>		864
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$6,532
	<b>Materials</b>	\$2,333
	<b>Maintenance and repair contracts</b>	\$9,525
	<b>Service contracts</b>	\$490
	<b>Custodial operations costs— Materials</b>	\$6,892
	<b>Custodial operations costs— Custodial Allocation</b>	\$336,165
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$123,230
	<b>Gas</b>	\$4,783
	<b>Oil</b>	\$24,859
<b>Projects completed during the current or prior school year</b>		CIP - Flood Elimination/Exterior Masonry
<b>Projects proposed in the capital plan</b>		Building upgrade- Flood elimination. System replacements - exterior masonry
<b>Accessibility of the building</b>		1st floor functionally Programmatically accessible
<b>Building attributes</b>		Art room, Auditorium, Cafeteria, Computer rooms, Gymnasium, Library, Nurse's office & Science Lab

APPENDIX  
 CTE Career Pathway: Humanities and Interdisciplinary

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21ST AVENUE	863	839	103%	C	14%	9%	Multimedia Technology for New Students	Ed Option
32K545	Brooklyn	EBC High School for Public Service– Bushwick	1155 DEKALB AVENUE	583	604	97%	F	10%	16%	Public Service	Ed Option
14K685	Brooklyn	El Puente Academy for Peace and Justice	250 HOOPER STREET	211	234	90%	A	16%	18%	El Puente Academy for Peace and Justice	Ed Option
13K509	Brooklyn	Freedom Academy High School	116 NASSAU STREET	196	481	41%	F	10%	2%	Freedom Academy	Ed Option
17K546	Brooklyn	High School for Public Service: Heroes of Tomorrow	600 KINGSTON AVENUE	411	554	74%	A	1%	0%	Public Service Academy: Social Action & Leadership	Ed Option
20K485	Brooklyn	High School of Telecommunication Arts and Technology	350 67 STREET	1270	1211	105%	A	12%	5%	Telecommunication Arts and Technology	Ed Option
21K540 <sup>36</sup>	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Experimental School	Ed Option
22K495 <sup>37</sup>	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Sports Science Academy	Ed Option
17K382	Brooklyn	Academy for College Preparation and Career Exploration: A College Board School	911 FLATBUSH AVENUE	550	695	79%	D	10%	5%	Academy for College Preparation and Career Exploration	Limited Unscreened

<sup>36</sup> In a separate EIS that will be considered at the April 26, 2012 Panel Meeting, the DOE has proposed the closure of John Dewey High School and opening of New School (21K415)

<sup>37</sup> In a separate EIS that will be considered at the April 26, 2012 Panel Meeting, the DOE has proposed the closure of Sheepshead Bay High School and opening of New School (22K453)

APPENDIX  
CTE Career Pathway: Humanities and Interdisciplinary

14K404 <sup>38</sup>	Brooklyn	Academy for Young Writers	183 SOUTH 3 STREET	388	476	82%	A	12%	3%	Academy for Young Writers	Limited Unscreened
32K552	Brooklyn	Academy of Urban Planning	400 IRVING AVENUE	386	626	62%	B	20%	24%	Urban Planning and Design	Limited Unscreened
32K554	Brooklyn	All City Leadership Secondary School	1474 GATES AVENUE	263	236	111%	A	0%	3%	All City Leadership Secondary School	Limited Unscreened
18K589	Brooklyn	Arts & Media Preparatory Academy	905 WINTHROP STREET	290	490	59%	B	11%	3%	Arts & Media Preparatory	Limited Unscreened
23K493	Brooklyn	Brooklyn Collegiate: A College Board School	2021 BERGEN STREET	566	1096	52%	B	5%	2%	Brooklyn Collegiate: A College Board School	Limited Unscreened
15K423	Brooklyn	Brooklyn Frontiers High School	112 SCHERMERHORN STREET	81	977	N/A	N/A	17%	1%	Brooklyn Frontiers High School	Limited Unscreened
18K566	Brooklyn	Brooklyn Generation School	6565 FLATLANDS AVENUE	325	422	77%	C	20%	6%	Brooklyn Generation School	Limited Unscreened
19K639	Brooklyn	Brooklyn Lab School	999 JAMAICA AVENUE	375	359	104%	N/A	15%	16%	Brooklyn Lab School	Limited Unscreened
14K488	Brooklyn	Brooklyn Preparatory High School	257 NORTH 6 STREET	397	622	64%	B	16%	3%	Brooklyn Preparatory High School	Limited Unscreened
15K448	Brooklyn	Brooklyn Secondary School for Collaborative Studies	610 HENRY STREET	681	742	92%	A	22%	5%	Brooklyn Secondary School for Collaborative Studies	Limited Unscreened
32K556	Brooklyn	Bushwick Leaders High School for Academic Excellence	797 BUSHWICK AVENUE	454	488	93%	C	11%	19%	Bushwick Leaders' High School for Academic Excellence	Limited Unscreened
32K549	Brooklyn	Bushwick School for Social Justice	400 IRVING AVENUE	428	522	82%	N/A	20%	19%	Humanities and Interdisciplinary	Limited Unscreened
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Cultural Academy for the Arts	Limited Unscreened
19K659	Brooklyn	Cypress Hills Collegiate	999 JAMAICA AVENUE	420	644	65%	D	10%	17%	Cypress Hills Collegiate Preparatory	Limited Unscreened

<sup>38</sup> The Panel for Educational Policy approved the re-siting of the Academy of Young Writers to District 19 for the start of the 2012-2013 school year at the January 18, 2012 Panel meeting.

APPENDIX  
CTE Career Pathway: Humanities and Interdisciplinary

		Preparatory School								School	
23K644	Brooklyn	Eagle Academy for Young Men II	1137 HERKIMER STREET	336	486	69%	N/A	16%	3%	Eagle Academy for Young Men II	Limited Unscreened
21K572	Brooklyn	Expeditionary Learning School for Community Leaders	2630 BENSON AVENUE	226	471	48%	D	17%	22%	Expeditionary Learning School for Community Learners	Limited Unscreened
19K502	Brooklyn	FDNY High School for Fire and Life Safety	400 PENNSYLVANIA AVENUE	370	436	85%	N/A	17%	5%	FDNY High School for Fire and Life Safety	Limited Unscreened
14K322	Brooklyn	Foundations Academy	70 TOMPKINS AVENUE	132	520	25%	N/A	33%	6%	Foundations Academy	Limited Unscreened
14K632	Brooklyn	Frances Perkins Academy	50 BEDFORD AVENUE	169	176	96%	N/A	24%	10%	Frances Perkins Academy	Limited Unscreened
16K393 <sup>39</sup>	Brooklyn	Frederick Douglass Academy IV Secondary School	1010 LAFAYETTE AVENUE	419	628	67%	C	12%	1%	Frederick Douglass Academy IV Secondary School	Limited Unscreened
23K514	Brooklyn	Frederick Douglass Academy VII High School	226 BRISTOL STREET	351	414	85%	A	15%	1%	Frederick Douglass Academy VII High School	Limited Unscreened
14K454	Brooklyn	Green School: An Academy for Environmental Careers	223 GRAHAM AVENUE	376	573	66%	B	14%	11%	Green School: An Academy for Environmental Careers	Limited Unscreened
17K528	Brooklyn	The High School for Global Citizenship	883 CLASSON AVENUE	334	477	70%	C	12%	5%	High School for Global Citizenship	Limited Unscreened
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	414	455	91%	A	18%	9%	High School for Service & Learning	Limited Unscreened
21K348	Brooklyn	High School of Sports Management	2630 BENSON AVENUE	361	493	73%	B	16%	2%	High School of Sports Management	Limited Unscreened
14K071	Brooklyn	Juan Morel Campos Secondary School	215 HEYWARD STREET	855	1376	62%	C	16%	25%	Juan Morel Campos Secondary School	Limited Unscreened

<sup>39</sup> The Panel for Educational Policy approved the truncation of the middle school grades of Frederick Douglass Academy IV Secondary School beginning in the 2012-2013 school year at the February 9, 2012 Panel meeting.

APPENDIX  
CTE Career Pathway: Humanities and Interdisciplinary

13K592 <sup>40</sup>	Brooklyn	Khalil Gibran International Academy	50 NAVY STREET	78	201	39%	N/A	8%	22%	Khalil Gibran International Academy	Limited Unscreened
18K569	Brooklyn	Kurt Hahn Expeditionary Learning School	5800 TILDEN AVENUE	290	791	37%	C	14%	10%	Kurt Hahn Expeditionary Learning School	Limited Unscreened
14K586	Brooklyn	Lyons Community School	223 GRAHAM AVENUE	516	610	85%	A	15%	15%	Lyons Community School	Limited Unscreened
17K531	Brooklyn	School for Human Rights, The	600 KINGSTON AVENUE	377	321	117%	A	11%	6%	The School for Human Rights	Limited Unscreened
15K667	Brooklyn	Sunset Park High School	153 35TH STREET	980	926	106%	N/A	11%	14%	Sunset Park High School	Limited Unscreened
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	295	414	71%	N/A	11%	12%	Urban Action Academy	Limited Unscreened
13K527	Brooklyn	Urban Assembly Institute of Math and Science for Young Women	283 ADAMS STREET	467	460	102%	N/A	13%	1%	The Urban Assembly Institute of Math and Science for Young Women	Limited Unscreened
20K609	Brooklyn	Urban Assembly School for Criminal Justice	4200 16 AVENUE	371	237	157%	N/A	13%	16%	The Urban Assembly School for Criminal Justice	Limited Unscreened
18K576	Brooklyn	Victory Collegiate High School	6565 FLATLANDS AVENUE	323	371	87%	A	16%	5%	Victory Collegiate High School	Limited Unscreened
14K561	Brooklyn	Williamsburg Preparatory School	257 NORTH 6 STREET	572	625	92%	A	8%	3%	Williamsburg Preparatory School	Limited Unscreened
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2567	2010	128%	C	11%	17%	Honors Institute for American Studies - Gilder Lehrman	Screened
13K670	Brooklyn	Benjamin Banneker Academy	71-77 CLINTON AVENUE	887	1027	86%	B	1%	0%	Humanities	Screened
22K555	Brooklyn	Brooklyn College Academy	2900 BEDFORD AVENUE	629	608	103%	A	0%	0%	Brooklyn College Academy	Screened
15K429 <sup>41</sup>	Brooklyn	Brooklyn School for Global Studies	284 BALTIC STREET	348	834	42%	B	26%	6%	Brooklyn School for Global Studies	Screened

<sup>40</sup> The Panel for Educational Policy approved the re-siting of Khalil Gibran International Academy to District 15 for the start of the 2011-2012 school year at the June 27, 2011 Panel Meeting.

<sup>41</sup> In a separate EIS that will be considered at the April 26, 2012 Panel Meeting, the DOE has proposed the closure of Brooklyn School for Global Studies and opening of New School (15K407)

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CTE Career Pathway: Humanities and Interdisciplinary

19K409	Brooklyn	East New York Family Academy	2057 LINDEN BOULEVARD	433	613	71%	C	2%	0%	East New York Family Academy	Screened
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Honors Academy	Screened
21K468	Brooklyn	Kingsborough Early College School	2630 BENSON AVENUE	471	570	83%	N/A	10%	3%	Kingsborough Early College	Screened
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Humanities	Screened
15K684	Brooklyn	Millennium Brooklyn HS	237 7 AVENUE	107	397	N/A	N/A	7%	0%	Millenium Brooklyn	Screened
15K464	Brooklyn	Park Slope Collegiate	237 7 AVENUE	384	610	63%	D	11%	10%	College Preparatory	Screened
15K497	Brooklyn	School for International Studies	284 BALTIC STREET	484	760	64%	N/A	9%	15%	Honors Institute	Screened
13K419	Brooklyn	Science Skills Center High School for Science, Technology and the Creative Arts	49 FLATBUSH AVENUE EXTENSION	489	664	74%	A	8%	7%	Humanities and the Arts	Screened
13K439	Brooklyn	Brooklyn International High School	49 FLATBUSH AVENUE EXTENSION	364	378	96%	A	0%	84%	Brooklyn International High School	Screened: Language
21K337	Brooklyn	International High School at Lafayette	2630 BENSON AVENUE	341	531	64%	B	0%	90%	International High School	Screened: Language
17K524	Brooklyn	International High School at Prospect Heights	883 CLASSON AVENUE	392	558	70%	A	0%	93%	International High School at Prospect Heights	Screened: Language
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Bilingual Chinese Experimental School	Screened: Language
19K583	Brooklyn	Multicultural High School	999 JAMAICA AVENUE	401	587	68%	C	0%	95%	Multicultural High School	Screened: Language
14K449	Brooklyn	Brooklyn Latin School, The	325 BUSHWICK AVENUE	467	672	69%	B	0%	0%	Brooklyn Latin	Test
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Liberal Arts and Science Institute (formerly Collegiate program)	Unscreened

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Interest Area: Law & Government

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
13K499	Brooklyn	ACORN Community High School	561 GRAND AVENUE	693	692	100%	B	14%	3%	Law and Communication	Ed Option
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Legal Studies	Ed Option
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Computer Forensics Program	Ed Option
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Law Studies Institute	Ed Option
19K504	Brooklyn	High School for Civil Rights	400 PENNSYLVANIA AVENUE	386	323	120%	B	15%	10%	High School for Civil Rights	Limited Unscreened
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Legal Studies Academy	Limited Unscreened
17K533	Brooklyn	School for Democracy and Leadership	600 KINGSTON AVENUE	382	688	56%	D	15%	4%	Law and Leadership	Limited Unscreened
13K483	Brooklyn	The Urban Assembly School for Law and Justice	283 ADAMS STREET	448	374	120%	B	12%	1%	Urban Assembly School for Law and Justice	Limited Unscreened
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	399	663	60%	B	11%	5%	Academy for Social Justice	Screened
17K546	Brooklyn	High School for Public Service: Heroes of Tomorrow	600 KINGSTON AVENUE	411	554	74%	A	1%	0%	Law Academy – HSPS	Screened
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Law Institute	Screened
15K462	Brooklyn	Secondary School for Law	237 7 AVENUE	467	753	62%	C	10%	6%	Secondary School for Law	Screened

APPENDIX C

Interest Area: Law and Public Safety

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13%	9%	Law Enforcement	Educational Option	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Law Enforcement	Educational Option, Screened, Unscreened	In Development
25Q460 <sup>42</sup>	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
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
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Law Academy/Legal Studies	Screened, Zoned	In Development
27Q475 <sup>43</sup>	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
30Q445 <sup>44</sup>	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107%	C	9%	18%	Law Academy/Legal Studies	Screened, Unscreened	In Development

<sup>42</sup> In a separate EIS that will be considered at the April 26, 2012 Panel Meeting, the DOE has proposed the closure of Flushing High School and opening of New School (25Q363)

<sup>43</sup> In a separate EIS that will be considered at the April 26, 2012 Panel Meeting, the DOE has proposed the closure of Richmond Hill High School and opening of New School (27Q369)

<sup>44</sup> In a separate EIS that will be considered at the April 26, 2012 Panel Meeting, the DOE has proposed the closure of W.C. Bryant High School and opening of New School (30Q364)

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22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Law Academy/Legal Studies	Screened, 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
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Law Academy/Legal Studies	Audition, Screened, Zoned	In Development
27Q400 <sup>45</sup>	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
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
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
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
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
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Computer Forensics	Educational Option, Zoned	In Development

<sup>45</sup> In a separate EIS that will be considered at the April 26, 2012 Panel Meeting, the DOE has proposed the closure of August Martin High School and opening of New School (27Q368)

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Interest Area: Law and Public Safety

08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
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
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
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
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
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
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	697	552	126%	B	13%	10%	Law Academy/Legal Studies	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

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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
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
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
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)
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)
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)
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Law Academy/Legal Studies	Screened	New (to process)

<b>Sources:</b>	
2011-12 Enrollment	2011-12 Audited Register.
2010-11 Organization Capacity (Org Capacity)	School Capacity in 2010-2011 from the School Utilization Report ("Blue Book").
2011-12 Organization Utilization (Org Util)	All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space

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	allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2011-12 Audited Register. This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2011-12 Audited Register.
Progress Report	2010-2011 Progress Report Grade.
2011 Seat Target	Program Seat Target for September 2011.
2011 Applicants	Program Applicants for September 2011.
Admissions	Process by which students are admitted to the school.

**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.