

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of Newtown High School (24Q455) and Opening of New School (24Q366) in Building Q455 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close Newtown High School (24Q455, “Newton”), an existing district high school in building Q455 (“Q455”), located at 48-01 90th Street, Queens, NY 11373, within the geographical confines of Community School District 24. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Newtown High School with New School (24Q366, “New School”), a new district high school which will serve students in grades nine through twelve in building Q455.

If this proposal is approved, Newtown High School 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 at and automatically enrolled in New School.¹

Newtown High School is currently the only organization in building Q455.

Newtown High School offers five Career and Technical Education (“CTE”) programs in two career clusters.² Newtown High School admits students through the Citywide High School Admissions Process through the educational option, screened, audition, and zoned admissions methods. Additional information about CTE programming and the High School Admissions Process is contained in Sections III.A of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing Newtown High School and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in building Q455. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Newtown High School staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. By improving the quality of teaching and learning in the school, DOE also will increase New School’s chance of receiving up to \$1,800,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Newtown High School and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of Newtown High School with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

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

² 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.

Background on the DOE Decision-Making Process

PLA Identification

Each year, the New York State Education Department (“SED”) designates a number of schools as Persistently Lowest Achieving (“PLA”) based on their low graduation rates or poor academic performance.³ (The standards for the PLA designation are described in more detail below.) Newtown High School was first designated as PLA during the 2009-2010 school year and again in the 2010-2011 school year.⁴

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

School Improvement Grants

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (known as School Improvement Grants, or SIG, funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.⁵

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization (“EPO”) that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student support similar to those developed in Transformation, but also replace at least half of the school’s staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled in other existing schools.⁶

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

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to

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

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

⁵ SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of a model. Newtown was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two years of funding.

⁶ For purposes of SIG funding, “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>.

improve with the supports provided for within the Transformation and Restart models were selected to implement one of those models in school year 2011-2012. Following SED's review and approval, 19 schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools that 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. Thus, these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each of these schools to allow them to begin some initial improvement work and plan for more intensive intervention in subsequent years.

Newtown High School was one of the 14 schools which the DOE applied to SED to place the school into the Restart model. SED approved the application, which made Newtown High School eligible for up to \$1,800,000 in SIG funding per year for three school years. However, as further explained below, Newtown High School'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 Transformation and Restart could continue and be strengthened. Furthermore, the continuing lack of a new teacher evaluation system led the DOE to further examine other options that were available to improve teacher quality.

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

Newtown High School's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Restart model at the school. That decision was predicated on some positive trends in student progress between 2008-2009 and 2009-2010 which led the DOE to determine that the Restart model, a relatively less intensive intervention, was the best fit for the school. However, Newtown High School's metrics either declined or did not sufficiently improve during the 2010-2011 school year. For example, on the 2010-2011 Progress Report, Newtown High School received a D in the Student Progress sub-category, down from a C in 2009-2010, and maintained a D grade in Student Performance. In addition, Newtown High School's Quality Review rating fell from Proficient in 2010 to Underdeveloped, the lowest possible rating, in 2011. Based on these most recent data, and feedback from members of the New York State Board of Regents that the pace of change in some Transformation and Restart schools was not quick enough to meet the challenges they faced, the DOE has concluded that students at Newtown High School would be better served by implementation of a more intensive intervention. Thus, the DOE decided to propose that Newtown High School be closed and replaced with a new school that would incorporate the strongest elements of Newtown High School, while also allowing new staff to be put in place who can accelerate the improvement in student outcomes.

When the DOE placed Newtown High School in the Restart model, it anticipated that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation/Restart models were

forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would best support student outcomes. Even though the DOE and UFT have recently moved closer to an agreement on evaluations, as of this date there is still no final agreement in place. This creates the possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the inadequate pace of progress discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

Per Article 18-D of the DOE's collective bargaining agreement with the UFT, when a new school is created to replace a school that is being phased out or closed, the principal of the new school must develop and implement school-based competencies for hiring teaching staff.⁷ Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership, at minimum, consists of two representatives appointed by the UFT President, two representatives appointed by the superintendent (or the Chancellor), and the principal of the new school.

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

Any remaining teacher vacancies will then be filled by the Personnel Committee from applicants from the existing teacher pool. However, 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 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 Newtown High School 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. If approved, funding would be available to Newtown for the rest of this school year, and for New School for the subsequent years of the grant. 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 Newtown High School and will admit future new ninth grade students through the Citywide High School Admissions Process. New School will be able to continue and augment those supports that are currently demonstrating some success at Newtown High School, and replace those interventions that have been less effective. New School will build upon the

⁷ The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed below) for addressing the problems of PLA schools supported by federal SIG funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

best elements of Newtown High School 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 Newtown High School

NYSED identifies high schools as PLA if they have a State graduation rate below 60% for three consecutive school years or if performance and improvement on the English and Math Regents exams are below a defined threshold. Newtown was first identified as a PLA school in 2009-2010 because of its consistently low four-year graduation rate.

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

- Graduation rates at Newtown have been consistently low for years. In 2010-2011, Newtown's four-year graduation rate (including August graduates) was 62% — below the Citywide graduation rate of 65.1% and in the bottom 32% Citywide.⁸
- 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 Newtown would drop to 48%, putting the school in the bottom 31% 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. Newtown earned an overall C grade on its 2010-2011 annual Progress Report, with a D grade on Student Progress, a D grade on Student Performance, and a C grade on School Environment.
- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 77% of students reported feeling safe in the hallways, bathrooms, and locker rooms. In addition, only 62% of teachers reported that discipline and order were maintained at the school. This response is in the bottom 28% of high schools Citywide.
- Newtown was rated “Underdeveloped” (UD) on its most recent Quality Review in 2010-2011.⁹ Quality Reviews evaluate how well schools are organized to support student learning. Newtown's 2010-2011 Quality Review cited a number of serious concerns, including the need to align resources in ways that target and support student achievement and the need to design a rigorous curriculum that connects across subjects for a coherent learning experience.

⁸ Throughout this EIS, individual school graduation rates are given by the New York City graduation rate calculation as reported on the NYCDOE Progress Reports. For the overall New York City graduation rate, the most recent available is New York State's calculation for NYCDOE students, which was 65.1% for the class of 2010. New York State's calculation of New York City's 2011 citywide graduation rate will not be available until New York State completes the verification of the graduation rate and releases it in spring 2012. New York City and New York State graduation rate calculations both include August graduates and are generally similar.

⁹ Quality Reviews rate school on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating). For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>.

- 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 70% of first-year students at Newtown 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 Newtown in the bottom 23% of high schools Citywide.

Despite these areas of weakness, some data indicates that elements of Newtown are worth preserving.

- While the graduation rate at Newtown remains low, there has been an increase in the graduation rate in the past few years, rising from 52% in 2008 to 62% in 2011. Additionally, the school has been able to graduate an increasing number of students in six years. The 2011 six year graduation rate was 65%, still in the bottom 19% of high schools Citywide, but notably higher than the 2008 six year graduation rate of 59%. The DOE believes that with new programs and a push to improve teacher quality, the New School could expand this recent improvement in overall student outcomes.
- Newtown appears to be having some success in graduating over-age students. 52% of over-age students graduated in four years, in the top 20% Citywide for over-age students. The DOE will seek to preserve Newtown’s efforts to support these students in the New School, while implementing new supports to assist other student populations who continue to struggle at Newtown, including Black and Hispanic males.
- While the school’s overall Quality Review score was “Underdeveloped”, the Review indicated some areas of strength, such as the use of data to develop goals relevant to student needs and the inclusion of parents by school administrators. With the new supports and restructuring available, we expect that the New School will be able to effectively leverage these areas of strength while improving student outcomes for all students.

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

Q455 Newtown High School	2008-2009	2009-2010	2010-2011
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	C	C
Progress Report Progress Grade	C	C	D
Progress Report Performance Grade	C	D	D
Progress Report Environment Grade	B	C	C
Quality Review Score		P	UD
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	64%	67%	70%
4 Year Graduation Rate	53%	57%	62%
6 Year Graduation Rate	60%	64%	65%
% Graduating with a Regents Diploma	30%	36%	48%
Attendance Rate	84%	85%	84%

2010-2011 State Accountability Status¹⁰	Restructuring (advanced) Comprehensive

Overview of Past Strategic Improvement Efforts at Newtown High School

For the past several years, the DOE has made the following supports available to to Newtown High School to help the school improve educational outcomes and student achievement.

Leadership Support:

- Provided extensive leadership training, mentoring, and coaching for the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan.
- Coordinated training for school leaders to implement strategies to improve instruction, including professional development around aligning with Common Core Learning Standards and improving assessment.

Instructional Support:

- Organized and led meetings with teacher teams to improve data collection and analysis in order to identify areas in need of improvement and improve instruction.
- Provided workshops and professional development for teachers on developing lesson plans, analyzing student work to identify intervention strategies, differentiating instruction, curriculum analysis, and unit planning in order to align teaching practices with higher Common Core Standards.
- Supported teachers and staff in designing strategies for improving instruction for students with disabilities and English Language Learners, ensuring they are on track in meeting graduation requirements.

Operational Support:

- Advised school staff on budgeting, human resources, building management, and troubleshooting data systems.
- Assisted school staff with compliance issues.

Student Support:

- Trained counselors and staff in comprehensive guidance programs and evidence based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level and at creating a safe and supportive learning environment.

¹⁰ 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>.

- Assisted school counselors and staff in developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.

In addition, as part of the Restart model Newtown High School was paired with Johns Hopkins-Diplomas Now, an Educational Partnership Organization which provided the school with additional supports. Diplomas Now's role at the school is discussed in more detail in Section III.A.

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

Prior to issuing this proposal, the DOE met with the Newtown High School community. On January 19, 2012, Queens High School Superintendent Juan Mendez met with Newtown High School's School Leadership Team ("SLT"), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community. The DOE will seek and review further community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

II. Proposed or Potential Use of Building

Q455 has a target capacity of 2,396 students.¹¹ (The concept of "target capacity" is explained below.) In 2011-2012, the building is serving 2,457 total students,¹² yielding a utilization rate of 103%.¹³

If this proposal is approved, Newtown High School will be closed after the 2011-2012 school year and New School will open in its place for September 2012. Seats in the school will be guaranteed for all students currently enrolled in Newtown High School who do not graduate by June 2012.

While plans have not yet been finalized, the DOE anticipates proposing the opening and co-location of a second organization, New School 2, in Q455 beginning in 2013-2014. This would be the subject of a separate EIS. That EIS would be posted during the 2012-2013 school year. If proposed and approved, New School 2 would open in 2013-2014 with approximately 105-115 students in ninth grade and would expand gradually, adding one grade level each year over a period of four years until it reaches its full grade span of nine through twelve during the 2016-2017 school year. If New School 2 is proposed and approved, New School's ninth-grade enrollment would be reduced by the same number of students in order to keep building enrollment and utilization stable. If the DOE does not propose the co-location of New School 2 in the building, New School will remain at the enrollment levels projected for the 2012-2013 school year.

¹¹ 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book")

¹² 2011-2012 Audited Register

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

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

Grade Spans							
DBN	School Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
24Q455	Newtown High School	9-12	-	-	-	-	-
24Q366	New School	-	9-12	9-12	9-12	9-12	9-12
24QTBD	New School 2 ¹⁴	-	-	9	9-10	9-11	9-12

If this proposal is approved, New School will serve approximately 2,435-2,475 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 1,814 students currently in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. This approximates enrollment levels in Newtown High School, which is currently serving 2,457 students.

If this proposal is approved, once Newtown High School is closed and New School is opened, there will be approximately 2,435-2,475 students served in Building Q455 in 2012-2013, yielding a projected utilization rate of 102-103%. Therefore, the building has adequate capacity to accommodate New School after the closure of Newtown High School

If the proposal to co-locate New School 2 is posted and approved, beginning in the 2013-2014 school year, New School’s incoming ninth grade cohort would be decreased by approximately 105-115 students, enabling New School 2 to absorb the seats lost by New School as it phases in to Q455. New School would continue to decrease its ninth grade enrollment target by 105-115 students each year until New School 2 reaches full scale in 2016-2017 with approximately 420-460 students in grades nine through twelve. Since New 2 school would be expected to serve the same number of ninth grade students New School would have served prior to the enrollment reduction, there would be no net loss of seats in Q455.

¹⁴ The DOE anticipates posting an EIS for the co-location of New School 2 during the 2012-2013 school year.

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

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
24Q455	Newtown High School	2,457	-	-	-	-	-
24Q366	New School ¹⁵	-	2,435 – 2,475	2,245 – 2,285	2,145 – 2,185	1,905 – 1,945	1,800 – 1,840
24QTBD	New School 2 ¹⁶	-	-	105 - 115	210 - 230	315 - 345	420 - 460
Total Building Enrollment		2,457	2,435 - 2475	2,350 - 2400	2,355 – 2,415	2,220 – 2,290	2,220 – 2,290
Utilization		103%	102% - 103%	98% - 100%	98% - 101%	93% - 96%	93% - 96%

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

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

¹⁵ All projections referenced for the 2013-2014 school year and beyond reflect the forward promotion of cohorts by grade using the audited October 31, 2011 register for the base year.

¹⁶ Enrollment projections are based on a standard phase-in plan of 4 sections per entry grade in the first year. Actual enrollment in 2013-2014, however, will depend on applicant demand.

classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the DOE'S Instructional Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in the building. New School would receive at least its baseline allocation of rooms pursuant to the footprint. Therefore, there is sufficient space in the building to accommodate this proposal.

Any DOE proposal to site additional school organizations into this space, including the potential proposal for the opening and co-location of New School 2 in building Q455, would be described in a separate EIS and be subject to PEP approval .

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at Newtown High School and New School

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

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

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

Newtown High School currently offers Transitional Bilingual services in Spanish and Chinese. Details are included below about each of these programs and the impact of this proposal on them.

Based on resources and student needs, new elements planned for New School include but are not limited to: revamped small learning communities that are better aligned to CTE programming and ninth grade admissions programs, a new instructional plan grounded in Common Core Learning Standards and data-driven instruction, a new approach to serving students with disabilities, and new structures to support more meaningful and effective professional development.

Newtown High School currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations. In addition to traditional partnerships, as a Restart school, Newtown High School was matched with an Educational Partnership Organization ("EPO"), John Hopkins-Diplomas Now. New School plans to continue this partnership.

More detailed information is included below.

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

School Mission

Supported by a vibrant and diverse community, New School graduates will be ready for college and careers in many fields. Students at New School will have the opportunity to choose from among four revamped Small Learning Communities (“SLCs”), which include academies in Engineering, Media Studies, Science and Forensics Research, and Business and Finance. In these small learning communities, students will meet high academic standards, do engaging projects, and have access to internships – all in their intended field of study. The academy experience will be enhanced by the diverse community surrounding New School.

New School will serve a diverse student body with over 30 home languages. The school will take steps to ensure that no cultural or language groups feel that they are isolated. The New School will significantly limit the amount of time that English Language Learners will spend in sheltered support circumstances and seek to integrate them fully within each SLC.

Partnership with Johns Hopkins/Diplomas Now (“Diplomas Now”)

In the summer 2011, as a condition of implementing the federal Restart model, Newtown High School began a partnership with an EPO, Johns Hopkins-Diplomas Now. Diplomas Now is an innovative school reform model that unites three experienced nonprofit organizations, Johns Hopkins Talent Development, City Year, and Communities in Schools, to work in partnership with challenging middle and high schools, in order to help students get the interventions necessary to stay on track or get back on track, graduate high school, and succeed in college and careers. The Diplomas Now model pairs evidence-based comprehensive school improvement strategies with service teams to provide tutoring, mentoring, monitoring engagement activities, and integrated student support services for the highest need students. While strengthening instruction and raising achievement are at the heart of its services, Diplomas Now goes beyond that to consider the needs of each student and put its considerable resources to work keeping everyone on the path to graduation through a set of orchestrated safety nets of increasing intensity and focus.

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

Instructional Model and Curricula

Currently, Newtown High School is not effectively meeting the needs of all students. Curriculum is focused around a traditional, teacher-centered approach of lecture and note-taking with little to no opportunity for students to interact with each other and the curricula. In addition, though there are instances of good practice within some of the existing programs at Newtown High School, not all students have access to these programs, and there are still far too few examples of strong teaching and learning.

Under the Restart model, Newtown High School had begun to implement systems for using data to identify and implement instructional programs. Newtown High School has been utilizing online education programs such as Datacation, Achieve 300, and Daedalus Data Services, to assist teachers in differentiating instruction and understand student data. The information gained through these systems has allowed Newtown High School begin to understand what areas students were succeeding and struggling.

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

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

Teaching and learning should be rooted in two key principles: high standards and the context of the student. High standards mean that all students are prepared for success in college and careers after high school. New School will provide rigorous coursework for all students, in each small learning community. Each academy will have both advanced Regents coursework and career preparation in fields of a student's choosing. Classroom instruction will be based on the latest pedagogical expectations of teachers, including real world application of learning, highly engaging lessons, and critical thinking in both abstract and practical applications. Common Core Learning Standards will provide a platform for curricular standards for all academies. All learning will be placed in the context of the student. This affects curricula, pedagogy, and assessment. Curricula will allow students to be successful as they work on classes on pace for college preparation. Pedagogy will be highly engaging projects, centered on the intended fields of study for students whenever possible. Assessment will measure student skills on a real time basis and be used to adapt instruction to meet student needs.

New School will build on Newtown High School's existing program of advanced instruction. Using the academy structure, enrichment and accelerated coursework will be available to all students and each academy will work to inspire and include all students in these opportunities.

CTE Programs

Newtown High School currently offers two Career and Technical Education ("CTE") programs in the following two career clusters:

- Information Technology
- Manufacturing Production

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into sixteen career clusters identified at the federal level.¹⁷ Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

"Approved" CTE programs of study have been reviewed and approved by the DOE and SED, which qualifies the school to award diplomas with CTE-endorsements to students who complete the program.

¹⁷ "Career Pathways" is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation's current and emerging workforce.

Programs that are “in development” are in the process of developing a CTE program of study, but have not yet received official state approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can always do so.

State approval of CTE programs requires the following four stages:

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

Of Newtown High School’s two CTE programs, both are approved by the State:

Career Cluster	CTE Pathway	Status
Information Technology	New Media	Approved
Manufacturing Production	Architecture	Approved

Recognizing the importance of career and technical education, New School plans to continue the same CTE programming currently at Newtown High School, and, therefore, students enrolled in CTE programming at Newtown would have the opportunity to enroll in CTE programming at New School. New School believes that the existing CTE programs can be aligned with the SLC structure described above. In particular the New Media pathway will align with the Media Studies Academy and the Architecture pathway will align with the Engineering program.

The DOE has been informed by SED that for approved CTE programs in schools proposed for closure and immediate replacement, the programs would continue to be approved provided the factors underlying approval, such as CTE curriculum, partner relationships, postsecondary articulation agreements, and certain other elements contributing to program quality, are incorporated in New School. The Office of Postsecondary Readiness (“OPSR”) will support the leadership of New School to maintain approval for the New Media and Architecture programs.

As a result, the DOE anticipates that the New Media and Architecture programs, which currently have State approval, would continue to be approved at New School, and that New School would be able to offer CTE-endorsed diplomas to its graduates.

The list of schools in the City that also provide CTE programs in Newtown High School’s pathways can be found in the Appendix. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

[Admissions Programs](#)

Newtown High School currently offers four admissions programs: Business Institute (in the Business Interest Area) admits students through an educational option method; Pre-Engineering & Computer Technology (in the Engineering Interest Area) admits students through a screened method; and Major Art (in the Visual Art & Design Interest Area) admits students through an audition method. The fourth program admits students through the zoned admissions method. (Please note that Admissions Programs’ Interest

Areas are avenues through which students apply to a school; CTE pathways may or may not align with admissions programs. At Newtown High School currently, its admission programs do not clearly align with its CTE and SLC structure.)

Each of these admissions methods is described below in the section entitled Enrollment Impact on Future High School Students—High School Admissions Process.

All four of these admissions programs will be carried over into New School. However, the admissions methods of the educational option program and the screened program will be altered so that in New School they admit students through a limited unscreened method. This change will allow New School to welcome and serve any student who applies and wants to attend the school, whereas an educational option method is used to admit a predetermined percentage of students at various entering levels of proficiency, and a screened method could discourage students who meet some but not all of the criteria from applying.

Additionally, as mentioned throughout this EIS, the DOE is planning to reduce the enrollment of New School beginning in the 2013-2014 school year to both allow the school to focus on a smaller cohort of students and to enable the co-location of a new high school which would focus specifically on the needs of ELL students, which make up a large percent of Newtown's current student body. This reduction in enrollment would come from one or more of the three non-zoned programs and would only be implemented if the proposal to co-locate New School 2 is approved. Even if reduced in size, all three of these admissions programs would continue to be offered at New School.

[Academic Intervention and Supports](#)

All incoming ninth grade students will be included in a ninth grade academy focused on managing the transition to high school, and preparing students academically to belong and thrive in one of the Upper Academies mentioned above. Students' coursework will be designed to bring them up to grade level as soon as possible. This means extended learning periods and supportive research-based curricula designed to accelerate academic learning. New School will continue implementing the Diplomas Now Freshman Seminar and providing an additional class for credit accumulation, provide writing support and Advisory.

There will be the continued use of the Early Warning Indicators (EWI) tracking system, begun in Newtown High School and carried over to New School, that will help to identify at-risk students based on attendance, behavior and course work. Newtown High School is two years into its work on SLCs and how best to use those to address underperforming students. The Academy Leadership at Newtown High School will begin to take what has been learned about the nascent small learning communities at Newtown High School, and use that data to inform decisions at the school and student level, to better determine how to meet the needs of all students.

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

Currently, Newtown High School provides Integrated Co-Teaching ("ICT"), Self-Contained Classes ("SC"), and Special Education Teacher Support Services ("SETTS"). Each student's Individualized Education Programs ("IEP") serves as the plan that determines the precise services the student receives.

Within the mandates of students' Individualized Education Programs, Newtown High School has historically maintained the practice of serving students with disabilities in isolated, exclusionary settings that has not allowed each SLC to take ownership for serving its students with disabilities. Within the constraints of students' mandated services, New School will seek to serve students with disabilities in an inclusionary setting and seek to have them be fully integrated into the academy structures to the maximum extent possible consistent with their IEPs. This will allow for students with disabilities to have deeper and richer academic experiences with their general education peers and promote greater accountability within the academies for serving the individualized needs of all students. English Language Learner ("ELL") students will be sheltered for minimal periods of time, and will be supported as they participate in the

inclusive context of the Upper Academies. The current work on sheltered instruction for ELL students will be tightened up so that students will be consistently included in the broader academy structure within one year of entering the New School. Newtown is in the formative stages of appropriate sheltered instruction for ELL learners and this work will be ramped up to achieve high standards for all of its students.

Newtown currently offers transitional bilingual programs in both Spanish and Chinese, and New School would continue to offer both of these programs. For a list of other Queens high schools that offer transitional bilingual programming in these languages, please see the appendix.

School Schedule

As mentioned earlier, all students at New School will be programmed into SLCs. Small teams of teachers will have distinct groups of students that they can know, support, and manage. Groups of interdisciplinary teachers will have common planning time and will use that time to study student data to manage supports. Each SLC will have a distinct course of study within their chosen focus (e.g. Engineering) that inspires all of its students to complete demanding coursework. This will culminate in CTE certificates for some, and will involve college preparatory curricula for all.

New School's daily program will contain extended time in content area instruction in the four major subjects which will allow opportunities for differentiation to meet individual student needs for remediation and/or acceleration. New School will continue to offer other extended learning opportunities through the Saturday program and through the partnership with Diplomas Now in utilizing City Year corp members to provide learning activities such as tutoring, homework help, service learning activities, and enrichment activities.

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

Human Capital

The New School will work to deepen elements of professional development which have been successful and strengthen those components which have not resulted in strong student outcomes. This will include continuing to work with the wide variety of partnerships begun under Newtown High School. Diplomas Now will continue to provide curriculum, support services for students, staff development, general school improvement, as well as Instructional Facilitators for Math, English and Freshmen Seminar. ASCD will continue to provide staff development for all teachers in Differentiated Instruction & Curriculum Mapping. AUSSIE will continue to provide customized, job-embedded, research-based professional development, CCS & Quality Review Preparation.

Furthermore, New School will develop a structure within each academy to ensure that professional development is embedded within faculty's daily work. Each SLC will be composed of an administrator, a teacher leader, and an interdisciplinary body of teachers. The administrators and teacher leaders will convene as an Instructional Leadership team that uses real time data to identify patterns in student needs and teaching practice, and align supports school wide to address those patterns. They will be completely responsible for all students in their community, focusing them on supporting students as whole people with positive relations with adults and a vision for success after high school. To ensure that professional

development is aligned across SLCs, New School will also employ full time instructional coaches, in at least math and literacy, to model effective practice, provide ongoing feedback to teachers, and support in collaboration with the larger instructional vision driven by the principal and his Instructional Leadership Team.

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

Teacher teams will meet daily for professional learning, including analyzing data, curriculum planning and evaluation, and lesson planning. While structures for common planning are currently in place at Newtown High School, this structure has not been designed and implemented to its ideal and therefore has not had an impact on student outcomes. At New School, Academy teams will be introduced to protocols which will be used to examine the results of students' performances both on standardized assessments and classroom assessments (written work, oral presentations, unit projects, etc.). The analysis will provide information on individual student's strengths and areas of need. The examination of student work will also lead to reflection on how instructional tasks and criteria for success are designed and presented to students. This process will enable faculty to make informed decisions regarding instruction and to chart the course of ongoing needs-based professional development.

New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the NYC Teaching Residency for School Turnaround¹⁸ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to The Teachers of Tomorrow ("TOT"), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include persistently low achieving schools) by providing them with tax-free grants for up to four consecutive years.

Socio-emotional Supports

New School will initiate new programs that support student wellness and build and expand existing initiatives at Newtown High School that have proven to be successful. This will include parent engagement strategies such as hosting monthly parent workshops to involve the parents in school and disseminate information on how to guide their children through high school. Daedalus Data Services will continue to be used to provide staff and parents with live data on student progress to help facilitate more meaningful interaction with parents.

Furthermore, community partnerships will be strengthened. The collaborating partners of Diplomas Now will help build the capacity of mandated and nominated student support services to provide programs/resources that are more fully integrated and targeted to each student's needs and provide the technical assistance required to assist support services staff in how to use data to monitor and support their students' progress.

To support the important and difficult transition to high school, incoming ninth graders at New School will take part in a summer orientation to high school program to ensure a smooth transition to our SLCs. This is a practice that will be continued from Newtown High School. During the ninth grade summer orientation program students will learn about the multiple career pathways available to them and make an informed decision regarding which vertical academy they will choose to study in over the next four years.

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

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

Impact on Partnerships

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

- **Community-Based Organizations:** Queens Community House
- **Higher Education Institutions:** Queensborough Community College, LaGuardia Community College, St. John's University, Queens College, New York Institute of Technology (NYIT), The City College of New York (CCNY)
- **Corporate:** Mitel Corporation, CES Industries

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

Impact on Sports and Extracurricular Programming¹⁹

According to the High School Directory, Newtown High School currently offers the following sports, extracurricular activities, and clubs:²⁰

Sports	Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> • <u>PSAL Sports²¹ – Boys</u> Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Golf, Handball, Indoor Track, Outdoor Track, Soccer, Tennis, Volleyball, Wrestling • <u>PSAL Sports – Girls</u> Basketball, Cross Country, Gymnastics, Indoor Track, Outdoor Track, Soccer, Softball, Tennis, Volleyball & JV Volleyball • <u>PSAL Sports – Co-ed</u> N/A • <u>School Sports</u> Basketball, Soccer, Tennis, Wrestling, Volleyball, Bowling, Handball, Girls' Softball, Track 	<ul style="list-style-type: none"> • Leadership & Support: Student Organization, Leadership Class, Spark Peer Helpers, Mediation and Negotiation • Academic: Science Fair, Year Book, Math and Language Magazines, Moot Court, Robotics, Arista, Mu Alpha Theta - Math Honor Society, School Newspaper - The Tower • Artistic: Literary Magazines, Multicultural Show, School Play, Concerts, Art Shows, Dance 	<ul style="list-style-type: none"> • Key • Spanish • Chinese • Chess • Principal’s Scholars • Bengali • Photography • Poetry • History • Foreign Language • Art Portfolio

If this proposal is approved, New School is expected to offer the same student athletics currently offered by Newtown High School. The availability of the PSAL program for the schools in Q455 is expected to remain the same despite the closure of Newtown High School and opening of New School.

If this proposal is approved, New School is expected, at minimum, to offer the same extracurricular activities and clubs now offered at Newtown High School, if not more. 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.

Enrollment Options for Current Newtown High School Students

Under this proposal, all current Newtown High School students will have a guaranteed seat in New School. This includes all ninth-, tenth-, and eleventh-grade students, as well as any twelfth-grade students who do not graduate by the beginning of the 2012-2013 school year.

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

¹⁹ Athletic and extracurricular offerings reflect those listed for Newtown High School in the 2011-2012 Directory of High Schools.

²⁰ <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

²¹ 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.

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

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

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

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

Impact on Students with Disabilities and ELL Students

As noted, Newtown High School currently offers ICT and 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. Newtown High School currently offers ESL services and transitional bilingual programs in Spanish and Chinese. If this proposal is approved, ELL students at New School will continue to receive mandated services. New School will also offer transitional bilingual programs in Spanish and Chinese. For a list of other Queens high schools that offer transitional bilingual programs in Spanish or Chinese, please see the appendix.

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

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

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

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

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

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

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

High school students with IEPs are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs.

In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

Newtown High School admits students as part of the Citywide High School Admissions Process through educational option, screened, audition, and zoned admissions methods.

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.

Newtown High School has a screened program in pre-engineering and computer technology which falls under the engineering interest area. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay, additional diagnostic test, or other criteria.

The selection criteria for the Screened program in pre-engineering and computer technology are:

- Scores: English:(80-100) , Math:(80-100) , Social Studies:(80-100) , and Science:(80-100)
- Standardized Test Scores: Math Level(s): 2-4, English Language Arts Level(s): 2-4
- Review of Attendance & Punctuality

Admission to the Major Art program under the visual art and design interest area is based on the outcome of a competitive audition for which students:

- Prepare a portfolio of eight to ten pieces of original work; and
- Take a test that includes drawing from still life and drawing from imagination.

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

All four of these programs will be carried over into the new school. However, as described above, the admissions methods of the educational option and screened programs will be converted to the limited unscreened method. Therefore, New School is anticipated to admit students through the audition and limited unscreened, and zoned admissions methods.

As noted, Round One high school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on April 26, 2012, and a student was matched to Newtown High School, the student will instead be matched to New School.

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

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. As of the October 31, 2011 audited register, Newtown High School has a total of 377 new ninth-grade students. New ninth-grade students enter the school through two methods:

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

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

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

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

There is a peak enrollment period occurring just prior to and into the beginning of the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the

²² As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

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

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

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

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive OTC, 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 were admitted to Newtown High School through each admissions method for the 2011-2012 school year:

	Over-The-Counter	High School Admissions Process
9th Grade	125	252

Additionally, Newtown High School admitted 159 OTC students in grades 10-12 as well:

	Over-The-Counter
10th Grade ²⁴	74
11th Grade	57
12th Grade	28

Of the 252 ninth-grade students who were admitted through the High School Admissions Process, 12% are students with disabilities and 21% are ELL students. Of the 125 ninth-grade students who were admitted OTC, 4% are students with disabilities and 48% are ELL students²⁵.

²³ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over-age and under-credited").

²⁴ In addition to admitting 74 OTC students in the tenth grade, Newtown High School also admitted 17 tenth-grade students through the High School Admissions Process.

²⁵ Students with disabilities as a percentage of total OTC ninth-grade students at Newtown High School from the 2011-2012 Audited Register. This count does not include students receiving SETSS or students receiving speech or language services. ELL students as a percentage of total OTC ninth-grade students at Newtown High School students from the 2011-2012 Audited Register

As noted elsewhere in this EIS, the DOE anticipates that New School will have a similar number of incoming ninth grade students as Newtown High School has had, if this proposal is approved. The DOE also anticipates that New School will accept a comparable number of OTC students, if this proposal is approved.

Schools with Programs Similar to Newtown High School's Program Offerings²⁶

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

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

B. Schools

If this proposal is approved, in 2012-2013, after Newtown has closed and New School has opened, there will be approximately 2,435-2,475 total students served in the building. The projected utilization rate for Q455 at that point is approximately 102-103%.

As noted previously, the DOE also anticipates posting an EIS during the 2012-2013 school year for the co-location of New School 2 beginning in the 2013-2014 school year. If that future EIS is approved, New School's incoming ninth grade cohort would be decreased by approximately 105-115 students, enabling New School 2 to absorb the seats lost by New School as it phases in to Q455. New School would continue to decrease its ninth grade enrollment by 105-115 students each year until New it reached full scale in 2016-2017 with approximately 420-460 students in grades nine through twelve. Since Since New School 2 would serve the same number of students as reduced from New School, there would be no net loss of seats in Q455.

Although New School (or a combination of New School and New School 2) plans to offer the same number of seats through the high school admissions process, the enrollment projections below assume that the ongoing trend of reduced enrollment in the building will continue. This is based on the forward promotion of all current cohorts, which are each smaller than the preceding one. However, the DOE has assumed next year's new ninth-grade enrollment will be the same size as the new ninth-grade enrollment is at Newton for 2011-2012. Thus, the DOE projects that this reduction would occur regardless of whether Newtown High School or New School is in the building. The DOE also projects that the enrollment will stabilize after 2016-2017. The estimated enrollment for both organizations in Q455 over a six-year period is shown in the tables below.

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
24Q455	Newtown High School	2,457	-	-	-	-	-
24Q366	New School ²⁷	-	2,435 – 2,475	2,245 – 2,285	2,145 – 2,185	1,905 – 1,945	1,800 – 1,840
24QTBD	New School ²⁸	-	-	105 - 115	210 - 230	315 - 345	420 - 460
Total Building Enrollment		2,457	2,435 – 2,475	2,350 – 2,400	2,355 – 2,415	2,220 – 2,290	2,220 – 2,290
Utilization		103%	102% - 103%	98% - 100%	98% - 101%	93% - 96%	93% - 96%

If this proposal is approved, there will be sufficient space to accommodate New School and New School 2 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, if this proposal is approved, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the

²⁷ All projections referenced for the 2013-2014 school year and beyond reflect the forward promotion of cohorts by grade using the audited October 31, 2011 register for the base year.

²⁸ Enrollment projections are based on a standard phase-in plan of 4 sections per entry grade in the first year. Actual enrollment in 2013-2014, however, will depend on applicant demand.

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 projected enrollment of New School is expected to remain similar to that of Newtown High School, if this proposal is approved. Thus, New School's room allocation is expected to remain the same as Newtown High School's current room allocation in 2012-2013. If New School 2 is proposed in 2012-2013, that EIS would include a detailed description of room allocations for New School and New School 2 throughout the course of New School 2's phase-in.

Building Safety and Security

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

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

C. Community

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

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

Impact on High School Seat Capacity in Queens

Queens seats eliminated by Newtown High School's closure will be recovered by the opening of New School. As a result, the proposal to close Newtown High School is not expected to yield a net loss of high school seats in building Q455 or in Queens.

Specifically, in Queens:

- In 2011-2012, there are currently 18,036 total seats available for new ninth-grade students in Queens high schools.²⁹
- In 2011-2012, there are 18,299 new ninth-grade students enrolled in Queens high schools.
- Therefore, there is currently a deficit of 263 seats for new ninth-grade students in Queens high schools.

Specifically, in the Q455 building:

- Newtown High School is currently serving 377 new ninth-grade students.
- The proposed opening of New School in building Q455 is projected to create 357-397 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Newtown High School will be recovered through the opening of New School.

In short, the proposal to close Newtown High School is not expected to yield a net loss of seats in Queens or in building Q455.

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

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

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

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

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

²⁹ The 2012-2013 ninth grade seat availability figure is based on data from the Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the High School Admissions Process or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

Changes to Queens High Schools

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

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

If New School 2 is proposed and the DOE reduces New School's enrollment, this would occur in a 1:1 ratio and would not impact high school seat capacity in Queens.

In 2012-2013:

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

In 2013-2014:

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

Detailed information about all City high schools and the High School Admissions Process is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Programs>.

³⁰ The DOE anticipates posting a proposal to re-site Eagle Academy III from building Q059 to Q633 for the 2012-2013 school year for a PEP vote on April 26, 2012.

Impact on CTE Seat Capacity in Queens

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

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

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building Q455.

IV. Enrollment, Admissions and School Performance Information

Newtown High School

Admissions Data

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

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (audited)	2,457
2012-13 (proj.)	-
2013-14 (proj.)	-
2014-15 (proj.)	-
2015-16 (proj.)	-
2016-17 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ³¹	7%
Percentage of Students with Individualized Education Programs ³²	12%
Percentage of English Language Learner Students ³³	31%
Percentage of Students Eligible for Free or Reduced Lunch ³⁴	60%

School Performance Data

Q455 Newtown High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score		P	UD
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	64%	67%	70%
4 Year Graduation Rate	53%	57%	62%
6 Year Graduation Rate	60%	64%	65%
% Graduating with a Regents Diploma	30%	36%	48%
Attendance Rate	84%	85%	84%
2010-2011 State Accountability Status³⁵			
Restructuring (advanced) Comprehensive			

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Newtown High School	9-12: High School Admissions Process Admissions Methods: Limited Unscreened, Audition, Zoned

³¹ Students receiving ICT or SC services as percentage of total students from the 2011-2012 Audited Register

³² Students with IEPs as percentage of total students from the 2011-2012 Audited Register

³³ ELL students as percentage of total students from the 2011-2012 Audited Register

³⁴ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

³⁵ This status is determined by SED under the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/irs/accountability>

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (audited)	-
2012-13 (proj.)	2,435 – 2,475
2013-14 (proj.) ³⁶	2,245 – 2,285
2014-15 (proj.)	2,145 – 2,185
2015-16 (proj.)	1,905 – 1,945
2016-17 (proj.)	1,800 – 1,840

Demographic Data³⁷

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with Individualized Education Programs	12%
Percentage of English Language Learner Students	31%
Percentage of Students Eligible for Free or Reduced Lunch	60%

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 Newtown High School and the opening of New School are implemented, the DOE will cease to allocate funds to Newtown High School 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 \$10,245,189 - \$10,413,488. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

³⁶ All projections referenced for the 2013-2014 school year and beyond reflect the forward promotion of cohorts by grade using the audited October 31, 2011 register for the base year

³⁷ This table includes the anticipated demographic data for New School based on the current student population at Newtown High School, but actual demographic data may differ

As discussed above, at the beginning of this school year Newtown High School was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received \$1,800,000 in Restart money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including Newtown High School. 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, Newtown High School is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluation. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%³⁸ 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, Transformation, and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Restart model in the event the DOE and UFT reach an agreement on teacher evaluations. Under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel requirements) or the Restart model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school's chances for receiving SIG funding.

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

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

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

³⁸ Federal guidance suggests that teachers hired during the initial implementation of SIG may count towards this 50% requirement. The DOE is awaiting guidance from SED on whether SED will permit recently hired teachers to count towards the staff turnover requirement.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Newtown High School will be excessed in the closure.³⁹ This process will occur at the end of the 2011-2012 school year.

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

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

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

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

As part of the Restart model this year, Newtown High School had funding to hire Master and Turnaround teachers.⁴⁰ 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.

B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing New School to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

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

³⁹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

⁴⁰ 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.

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

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

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

As with all other schools Citywide, New School may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Newtown High School is not currently eligible for Title I funding. Since New School is expected to serve the same population as Newtown High School, at approximately the same enrollment levels, the DOE does not anticipate that New School will receive Title I funding as if this proposal is approved.

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

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

C. Administration

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

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

If approved, this proposal will not impact the administration of the other organizations in the Q455 building.

D. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices as a result of this proposal.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the Q455 building.

VII. Building Information

Building		Q455
Type of Building		High school
Year Built		1921
Overall BCAS rating		2.49
2010-2011 Target Building Utilization		120%
2010-2011 Target Building Capacity		2,396
FY 2011 Maintenance Costs	Labor	\$52,010
	Materials	\$29,598
	Maintenance and repair contracts	\$34,205
	Service contracts	\$10,502
	Custodial operations costs—Materials	\$18,381
	Custodial operations costs—Custodial Allocation	\$431,055
FY2011 Energy Costs	Electric	\$192,804
	Gas	\$156,366
	Oil	\$20,666
Projects completed during the current or prior school year		Floors, IEH PO 18-Cafeteria
Projects proposed in the capital plan		Floors
Accessibility of the building		Building is not functionally programmatically accessible

Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs
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APPENDIX
CTE Career Pathway: Information Technology

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	561	546	103%	N/A	0%	81%	Web Design	Transfer School	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Computer Science Institute	Educational Option	In Development
02M542	Manhattan	Manhattan Bridges High School	525 WEST 50TH STREET	541	565	96%	A	1%	73%	Academy of Information Technology/AOIT	Screened: Language & Academics	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10%	6%	Cisco	Educational Option, Screened	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10%	6%	A+ Computer Repair	Educational Option, Screened	In Development
03M479	Manhattan	Beacon High School	227-243 WEST 61ST STREET	1161	809	144%	A	1%	0%	Digital Media	Screened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Information Technology	Educational Option, Zoned	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Web Design	Educational Option, Zoned	New (to process)
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	334	439	76%	A	0%	88%	Academy of Information Technology/AOIT	Screened: Language	In Development
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1120	944	119%	C	8%	12%	Cisco	Screened	In Development

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10X524	Bronx	Crotona International High School	2474 CROTONA AVENUE	85	N/A	N/A	N/A	0%	98%	Computer Software and Media Applications	Screened: Language	TBD
11X275	Bronx	High School of Computers and Technology	800 EAST GUN HILL ROAD	540	426	127%	A	14%	10%	A+ Computer Repair	Limited Unscreened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	A+ Computer Repair	Educational Option, Screened	Approved
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Cisco	Educational Option, Screened	New (to process)
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Web Design	Educational Option, Screened	New (to process)
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Cisco	Educational Option, Screened	Approved
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Information Technology	Screened, Zoned	In Development
17K122	Brooklyn	Pathways in Technology Early College High School (P-Tech)	150 ALBANY AVENUE	104	N/A	N/A	N/A	11%	2%	TBD	Limited Unscreened	TBD
18K563	Brooklyn	It Takes a Village Academy	5800 TILDEN AVENUE	378	709	53%	A	11%	30%	Cisco	Limited Unscreened	New (to process)

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CTE Career Pathway: Information Technology

18K617	Brooklyn	High School for Innovation in Advertising and Media	1600 ROCKAWAY PARKWAY	305	388	79%	N/A	13%	8%	Digital Media	Limited Unscreened	In Development
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Electrical Installation	Educational Option, Screened	In Development
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Academy of Information Technology/AOIT	Limited Unscreened	In Development
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Academy of Information Technology/AOIT	Limited Unscreened	New (to process)
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Information Technology	Limited Unscreened	New (to process)
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2567	2010	128%	C	11%	17%	Business Information Technology	Audition, Educational Option, Screened, Zoned	In Development
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Computer Science Institute	Educational Option, Screened	In Development
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18%	3%	A+ Computer Repair	Educational Option	In Development
21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21ST AVENUE	863	839	103%	C	14%	9%	Digital Media	Educational Option	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Information Technology	Screened, Zoned	In Development
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Information Technology/AOIT	Educational Option, Limited Unscreened,	In Development

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CTE Career Pathway: Information Technology

											Zoned	
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	New Media	Educational Option, Screened	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Computer Graphics	Educational Option, Screened	In Development
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	A+ Computer Repair	Educational Option, Screened	Under Review
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Computer Programmer	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Cisco	Audition, Educational Option, Screened, Zoned	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Cisco	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Web Design	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	A+ Computer Repair	Educational Option, Screened	Approved
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Apple Certification	Educational Option	In Development

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30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Cisco	Educational Option	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Web Design	Educational Option	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	New Media	Educational Option, Screened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Cisco	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	CISCO Networking Academy	Educational Option, Screened	Approved
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Cisco	Phasing out	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Electrical Installation	Phasing out	New (to process)

APPENDIX
CTE Career Pathway: Manufacturing Product

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	561	546	103%	N/A	0%	81%	Robotics	Transfer School	In Development
02M542	Manhattan	Manhattan Bridges High School	525 WEST 50TH STREET	541	565	96%	A	1%	73%	Academy of Engineering	Screened: Language & Academics	In Development
02M551	Manhattan	The Urban Assembly New York Harbor School	10 South Street slip 7	428	423	101%	A	13%	4%	Robotics	Limited Unscreened	In Development
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Architecture	Audition	Approved
10X213	Bronx	Bronx Engineering and Technology Academy	99 TERRACE VIEW AVENUE	431	504	86%	C	17%	16%	PLTW	Limited Unscreened	In Development
13K419	Brooklyn	Science Skills Center High School for Science, Technology and the Creative Arts	49 FLATBUSH AVENUE EXTENSION	489	664	74%	A	8%	7%	PLTW	Educational Option, Screened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	CADD	Educational Option, Screened	New (to program)
14K558	Brooklyn	Williamsburg High School for Architecture and Design	257 NORTH 6 STREET	499	552	90%	A	14%	7%	Architecture	Limited Unscreened	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Robotics	Screened, Zoned	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Robotics	Screened	New (to program)

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CTE Career Pathway: Manufacturing Product

26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Robotics	Educational Option, Screened, Zoned	New (to process)
27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104TH STREET	920	941	98%	A	3%	0%	Architecture	Screened	In Development
27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104TH STREET	920	941	98%	A	3%	0%	Academy of Engineering	Screened	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	CADD	Audition, Educational Option, Screened, Zoned	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Robotics	Educational Option, Screened	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Mechanical Drafting	Educational Option, Screened	In Development

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

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

APPENDIX

Transitional Bilingual Programming - Spanish

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
24Q485	Grover Cleveland High School	Spanish	21-27 Himrod Street	Educational Option, Limited Unscreened, Zoned
24Q550	High School for Arts and Business	Spanish	105-25 Horace Harding Expy N	Educational Option
25Q460	Flushing High School	Spanish	35-01 Union Street	Educational Option, Zoned
27Q475	Richmond Hill High School	Spanish	89-30 114 Street	Educational Option, Zoned
27Q480	John Adams High School	Spanish	101-01 Rockaway Boulevard	Educational Option, Unscreened
28Q505	Hillcrest High School	Spanish	160-05 Highland Avenue	Audition, Educational Option, Screened, Zoned
30Q445	William Cullen Bryant High School	Spanish	48-10 31 Avenue	Screened, Unscreened
30Q450	Long Island City High School	Spanish	14-30 Broadway	Screened, Zoned
30Q555	Newcomers High School	Spanish	28-01 41 Avenue	Screened: Language
75Q721	John F. Kennedy Jr. School	Spanish	57-12 94 Street	N/A

APPENDIX

Transitional Bilingual Programming - Chinese

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
25Q460	Flushing High School	Chinese	35-01 Union Street	Educational Option, Zoned
26Q415	Benjamin N. Cardozo High School	Chinese	57-00 223Rd Street	Audition, Educational Option, Limited Unscreened, Screened
26Q430	Francis Lewis High School	Chinese	58-20 Utopia Parkway	Educational Option, Screened, Zoned
30Q555	Newcomers High School	Chinese	28-01 41 Avenue	Screened: Language