

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of Richmond Hill High School (27Q475) and the Opening of a New School (27Q369) in Building Q475 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close Richmond Hill High School (27Q475, “Richmond Hill”), an existing district high school located in building Q475 (“Q475”) and transportable classroom unit Q944 (“Q944”), located at 89-30 114 Street, Queens, NY 11418, within the geographical confines of Community School District 27. Richmond Hill currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Richmond Hill with New School (27Q369, “New School”), a new district high school serving students in grades nine through twelve in Q475 and Q944.

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

Richmond Hill admits students through the Citywide High School Admissions Process through a zoned method and an educational option method, and offers two Career and Technical Education (“CTE”) pathways.² Additional information about CTE programming and the High School Admissions Process is contained in Section III of this proposal. New School is planning to continue programming in all of the same CTE career clusters that Richmond Hill currently offers and, therefore, students enrolled in CTE programming at Richmond Hill would have the opportunity to enroll in CTE programming at New School.

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 Richmond Hill and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in Q475 and Q944.

If this proposal is approved, New School will develop rigorous school-specific competencies to measure and screen prospective staff – including former Richmond Hill staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. By doing this important work to improve student outcomes, the DOE also will maximize New School’s chance of receiving up to \$1,800,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Richmond Hill and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of Richmond Hill 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 Richmond Hill who require summer school to meet promotion or graduation requirements would attend summer school in one of these sites. More information on summer school can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm>.

² Students enrolled in a high school which 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.) Richmond Hill was first designated as PLA during the 2009-2010 school year and was designated as PLA again in the 2010-2011 school year.⁴

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

School Improvement Grants

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

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

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

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to improve with the supports provided for within the Transformation and Restart models were selected to implement one of those models in school year 2011-2012. Following SED’s review and approval, 19 schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools which the DOE concluded were not able to quickly improve student performance were

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. Richmond Hill 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, “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>

assigned to implement the phase in/phase out version of the Turnaround model, where one or more new schools replace the PLA school over a number of years, while the PLA school stops accepting students and phases out gradually. In the remaining ten schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each of those ten schools to support them to begin some initial improvement work and plan for more intensive intervention in subsequent years.

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

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

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

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

Richmond Hill's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Restart model at the school. That decision was predicated on some positive trends in student progress between 2008-2009 and 2009-2010, which led the DOE to determine that the Restart model, which along with the Transformation model is a relatively less intensive intervention, was the best fit for the school. However, Richmond Hill's student progress, school environment, and performance declined and other metrics did not sufficiently improve during the 2010-2011 school year. Based on this most recent data, the DOE believes that students at Richmond Hill would be better served by implementation of a more intensive intervention. This is because the data showed that the school was struggling even more than the DOE had thought at the time it chose the Restart model for the school. The DOE also received feedback from members of the New York State Board of Regents that the pace of change in some Transformation and Restart schools was not quick enough to meet the challenges faced by the school. Thus, the DOE decided to propose that Richmond Hill be closed and replaced with a new school that would incorporate the strongest elements of Richmond Hill, while also allowing new staff to be put in place that can accelerate the pace of improvement.

When the DOE placed Richmond Hill in the Restart model, it hoped that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation and Restart models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would best support student outcomes. Even though the DOE and the UFT have recently moved closer to an agreement on evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and the UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the lack of

improvement in Richmond Hill's data discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

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

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

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

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

New School will guarantee a seat for all students currently attending Richmond Hill who do not graduate before the start of the 2012-2013 school year and will admit future new ninth-grade students through the Citywide High School Admissions Process. New School will be able to continue and augment those supports that are currently demonstrating some success at Richmond Hill, and replace those interventions that have been less effective. New School will build upon the best elements of Richmond Hill and will incorporate new elements to support student achievement. It will also fulfill the DOE's commitment to providing targeted support and greater accountability for teachers.

Performance and School Environment at Richmond Hill

SED identifies high schools as PLA if their four-year graduation rate is below 60 percent for three years in a row, or if their students' performance on the English and Math Regents exams is among the lowest five

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

percent of schools in New York State and the school's results have not improved significantly in the previous three years. Richmond Hill was identified as a PLA school in 2009-2010 and again in 2010-2011 because of its consistently low four-year graduation rate.

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

- Graduation rates at Richmond Hill have been consistently low for over five years. In 2010-2011, Richmond Hill's four-year graduation rate (including August graduates) was 59% — well below the Citywide graduation rate of 65.1% and in the bottom 22% 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 Richmond Hill would drop to just 49%, putting the school in the bottom 33% 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. Richmond Hill earned an overall D grade on its 2010-2011 annual Progress Report, with a C grade on Student Progress, an F grade on Student Performance, and an F grade on School Environment.
- The school's attendance rate remains below that of most high schools. The 2010-2011 attendance rate was 80%, putting Richmond Hill in the bottom 16% of City high schools in terms of attendance.
- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 70% of students reported feeling safe in the hallways, bathrooms, and locker rooms. This response is in the bottom 13% of high schools Citywide. In addition, only 68% of teachers reported that discipline and order were maintained at the school.
- Richmond Hill was rated “Developing” (D) on its most recent Quality Review in 2010-2011.⁹ Quality Reviews evaluate how well schools are organized to support student learning. Richmond Hill's 2010-2011 Quality Review cited a number of serious concerns, including the need to deepen student engagement by creating rigorous academic tasks based on State standards that are consistent across grades and subjects and meet the needs of a variety of learners, to broaden data utilization practices at the classroom level to ensure that the needs of student subgroups are identified and addressed, and to extend the use of the school's observation tool to foster the development of school-wide instructional practices and encourage teachers to reflect on their practice and professional growth to establish a coherent school culture.

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

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

Despite a number of challenges the school has faced, some data indicate that elements of Richmond Hill are worth preserving in New School.

- The graduation rate at Richmond Hill has shown some increase in the past few years, rising from 41% in 2007-2008 to 59% in 2010-2011. The DOE believes that with new programs and a push to improve teacher quality, the New School could expand this recent improvement to overall student outcomes.
- While the school’s overall Quality Review score was “Developing,” the Review indicated some areas of strength, such as administrative use of a wide range of assessment data to determine school-wide needs. 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 Richmond Hill High School over the past three years:

Richmond Hill	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Progress Report Progress Grade	B	B	C
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	B	D	F
Quality Review Score	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	74%	78%	76%
4 Year Graduation Rate	48%	57%	59%
6 Year Graduation Rate	60%	60%	60%
% Graduating with a Regents Diploma	25%	42%	49%
Attendance Rate	81%	83%	80%
2010-2011 State Accountability Status¹⁰	Restructuring (advanced) Comprehensive		

Overview of Past Strategic Improvement Efforts at Richmond Hill

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

Leadership Support:

- Provided extensive leadership training for the principal and assistant principals to help them set clear goals for the school while developing the school’s Comprehensive Education Plan and Language Allocation Plan.
- Coached and trained leadership on implementing plans in support of citywide instructional initiatives.
- Provided leadership training, coaching, and mentoring for the principal and assistant principals to help them design plans to improve instruction and develop teachers.
- Ongoing individual support and resources provided for professional development opportunities on youth development areas and developing a safe, supportive, and nurturing 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 Web site at <http://www.p12.nysed.gov/irs/accountability>.

- Ongoing workshops to connect administrators with other school leaders to learn effective practices that could be replicated.
- Supported leadership and staff in generating meaningful strategies for improving the quality of classroom visitations and instructional feedback, as a way to improve teacher practice and improve student outcomes.

Instructional Support:

- Trained leadership on implementing plans in support of citywide instructional initiatives, including implementing Common Core Learning Standards.
- Provided training for Assistant Principals, guidance counselors, and data specialists on how to use scholarship reports and graduation tracking systems.
- Supported and trained teachers in classroom engagement strategies as a way to deepen instructional expectations, student interest, and classroom rigor. Supported the school in assessment design, curriculum mapping, and student feedback as tools aimed at meeting the necessary standards and expected student outcomes.
- Met with Principal and Cabinet to provide suggestions on how to improve school procedures used to re-engage students returning from Long-term absence status.
- Provided SESIS (Special Education Student Information System) Training.

Operational Support:

- Provided one-on-one support to the Principal and school staff on budgeting, human resources, teacher recruitment, and compliance issues.
- Ongoing support for school staff on developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.
- Supported school staff in Special Education compliance issues, including timely writing of Individualized Education Programs (“IEPs”), alternative assessments and other supports, and strategies for improving instruction and plans for students with disabilities.
- Supported school staff in English Language Learner (“ELL”) compliance issues.
- Worked to create teacher teams to monitor ELLs in meeting graduation standards and Regents requirements.

Student Support:

- Provided trainings in crisis management, child abuse and neglect, suicide prevention and intervention, and overall school safety.
- Facilitated comprehensive supports to review disciplinary and procedural protocols targeted at improving the school learning environment and impacting student outcomes. Specifically, school staff was supported in initiatives to reduce suspensions through improving classroom management and the use of Positive Behavioral Intervention Strategies.

Even with these supports, however, the DOE has determined that Richmond Hill 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 Richmond Hill is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all non-graduating students currently attending Richmond Hill access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Richmond Hill community. On January 26, 2012, Queens High School Superintendent Juan Mendez met with Richmond Hill’s School Leadership Team (“SLT”), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

The DOE will seek and review further community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), Q475 and Q944 have a combined target capacity of 2,211 students. (The concept of “target capacity” is explained below.) In 2011-2012, Q475 and Q944 are serving 2,504 total students,¹¹ yielding a combined utilization rate of 113%.¹²

If this proposal is approved, Richmond Hill will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open for September 2012. Seats in New School will be guaranteed for all students currently enrolled in Richmond Hill who do not graduate by the start of the 2012-2013 school year.

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

Grade Spans			
DBN	School Name	2011-2012	2012-2013
27Q475	Richmond Hill	09-12	-
27Q369	New School	-	09-12

If this proposal is approved, New School will serve approximately 2,485-2,525 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 2,093 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 Richmond Hill, which is currently serving 2,504 students.

If this proposal is approved, once Richmond Hill is closed and New School is opened, there will be approximately 2,485-2,525 students served in Q475 and Q944 in 2012-2013, yielding a combined projected utilization rate of 112-114%.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded 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 below.

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

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
27Q475	Richmond Hill High School	2,504	-
27Q369	NEW SCHOOL	-	2,485 – 2,525
Total Building Enrollment		2,504	2,485 – 2,525
Utilization		113%	112% - 114%

¹¹ 2011-2012 Audited Register.

¹² All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of the 2011-2012 audited register. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

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

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

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded 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. New School will be allocated at least its baseline number of rooms pursuant to the DOE'S Instructional Footprint. Thus, Q475 and Q944 have sufficient capacity to accommodate this proposal.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at Richmond Hill and New School

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at Richmond Hill. These structural and programmatic changes will be supported by New School's hiring process, which will allow the DOE to screen and hire those teachers with the specific skills and talent necessary to properly implement them. This will give all students currently attending Richmond Hill who do not graduate before the start of the 2012-2013 school year access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that New School is able to effectively serve the needs of the students currently attending Richmond Hill, 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 Richmond Hill and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Richmond Hill with new staff and new programmatic elements in a new school.

Learning Communities (“SLCs”). Details are included below about each of these programs, whether they will be implemented in New School, and if so whether any changes to these programs are anticipated.

Based on available resources and student need, new elements planned for New School include but are not limited to: highly focused instruction, personalized support, and a challenging academic and career-technical curriculum through revamped SLCs; new approaches to professional development aligned to the Common Core Learning Standards; and the formation of committees which will develop a menu of resources to help students meet graduation requirements.

Richmond Hill 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, Richmond Hill was matched with an Educational Partnership Organization (“EPO”), Southern Regional Education Board: High Schools that Work (“HSTW”). New School plans to continue this partnership. More detailed information is included below.

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

[New School Mission](#)

The mission of Richmond Hill has been focused on providing services to students to prepare them for high school graduation. New School will think beyond high school and will seek to ensure students’ post-graduation success through rigorous, engaging instruction.

The mission of New School is to graduate all students prepared for college and to excel in our global society. One of the cornerstones of New School will be a commitment to provide high-quality instruction, personalized support, and a challenging academic and career-technical curriculum, in order to build the critical thinking skills necessary for all of its students’ post-secondary success.

Through the restructuring of its current SLCs into high-performing, more cohesive learning communities organized around career themes, students will become immersed in a challenging curriculum and have access to real-world learning experiences. The learning community environment at New School will also enable teachers to more easily share ideas, communicate frequently and productively, work collaboratively on teams, and be involved in the school’s decision-making process through distributive leadership.

[Southern Regional Education Board: High Schools That Work](#)

In the summer 2011, as a condition of implementing the federal Restart model, Richmond Hill began a partnership with an EPO, HSTW, a nonprofit, nonpartisan school support organization that works with school districts, administrators, and educators to implement proven school and classroom practices that enable students to learn at high levels. The HSTW theory of change is based upon the involvement of key groups to increase student achievement through the redesign of schools into Small Learning Communities which empowers these stakeholders.

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

Instructional Model and Curricula

The instructional program in many classes at Richmond Hill is not sufficiently student focused; lessons are often teacher-centric with insufficient opportunities for students to express their voice.

New School will employ an instructional model that engages students to apply and analyze facts and practice content-specific skills using their own opinions based upon research, arguments, and creative abilities. Student participation will be critical in lessons. Group work, project-based instruction, and “accountable talk” – which refers to the ways that teachers encourage students to think deeply, articulate their reasoning, and listen with purpose – will be central to the classroom experience.

Curricula will allow students to draw on problem solving, critical thinking and reasoning, and literacy skills. Students will be involved in an inquiry approach in which they will investigate and explore problems in all subject areas. Extended learning time will include instructional opportunities beyond the school day in differentiated venues (including online and hybrid learning), Saturday sessions and expanding the Achieve Now Academy (ANA) approach to catch under-credited students and provide them with additional credit acquisition opportunities.

New School will emphasize the integration of literacy skills across all content areas, with the expectation of student mastery of reading, writing, speaking, and listening. Under the Restart Model, Richmond Hill staff began working with HSTW on a school-wide literacy plan that embeds the Literacy Design Collaborative framework alongside the Common Core Learning Standards. New School will build upon these efforts.

Through partnership support from HSTW, Richmond Hill initiated structural changes to refine small learning communities to provide increased and more personalized attention and student engagement. New School will build upon these changes even further to implement a new strategy to improve the alignment of the small learning communities to the CTE programming and other cohesive courses of study, through strengthening the rigor of projects and integrating real world learning experiences into daily coursework.

Small Learning Communities (“SLCs”)

The SLCs at Richmond Hill are supported by a federally-funded grant, which was awarded through June 2013. The DOE has been informed by the U.S. Department of Education that, if this proposal is approved, the grant will be transferred from Richmond Hill to New School.

Currently, Richmond Hill has eight small learning communities. Two of these SLCs serve specific populations of students based on academic need: the Ninth Grade Academy, which supports ninth grade students in their transition from middle school to high school, and the Advance Academy for under-credited students. The six other Academies at Richmond Hill are organized around themes and interest areas: Law, Business, Forensics, Design, Engineering, and Health and Fitness. With the exception of the Ninth Grade Academy and the Advance Academy, all small learning communities will be organized around cohesive areas of study.

New School will take this realignment even further to ensure that each of the six theme-based SLCs provides instruction and training that will leave students prepared for a specific career pathway. In order to do this, New School will maintain the existing CTE programs at Richmond Hill and seek to add other structured programs of study that will provide students with industry-specific competencies and skills, which in may eventually lead to a formal CTE certification for certain programs.

CTE Programs

Richmond Hill currently offers two CTE programs in the following two career clusters:

- Hospitality and Tourism
- Law and Public Safety

Implemented at the high school level, a CTE program of study offers students a cohesive articulated

sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training, and/or entry into the workforce. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into 16 career clusters identified at the federal level.¹³ Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma that includes an industry-recognized certification upon graduation.

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

State approval of CTE programs requires the following four stages:

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

The two formal CTE programs at Richmond Hill are currently in development and not yet approved by the State:

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

New School is planning to continue programming in both of the CTE career clusters that Richmond Hill currently offers and, therefore, students enrolled in CTE programming at Richmond Hill will have the opportunity to enroll in CTE programming at New School. New School will pursue State approval of the two programs, which are currently in development. The Office of Postsecondary Readiness will support the leadership of New School as the school works to gain State approval. As discussed above, in general, students who are enrolled in CTE programs which are “in development” (meaning they are not yet approved by the State) at Richmond Hill, or at other schools Citywide, do not graduate with CTE-endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at Richmond Hill will be supported as they progress toward graduation, but they may not graduate with a CTE endorsement if the program is not approved by the time they graduate.

Furthermore, Richmond Hill has begun the process to create two new career-aligned programs of study, one in Finance (aligned to the Business and Finance SLC) and the other in Health Sciences (aligned to the Health and Fitness SLC). These programs are both in their initial year of planning with the National Academy Foundation. New School will seek to initiate an application for these two programs and turn them into formal CTE programs that will lead to CTE certification.

Finally, for the last three SLCs, New School will build upon the sequences of study that already exist at Richmond Hill and determine whether there is industry-related recognition that would be possible to

¹³ “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.

acquire for these programs. For example, the Forensics SLC at Richmond Hill has a three-year course sequence in development. Though there is no formal CTE certification for forensics careers (e.g. law enforcement), New School may pursue adding volunteer and work experience opportunities for students in this SLC. New School will consider similar career-based opportunities for students in the Design and Engineering SLCs.

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

Academic Interventions and Supports

Richmond Hill has offered the College Now program, which enables students to take college-level courses and be able to earn college credit while still in high school. New School will collaborate with York College to pursue additional course offerings, which would increase the number of students who will have access to College Now courses. This partnership with a local university will promote student immersion in college coursework.

To increase the rigor and quality of the subject areas and provide amplified opportunities for students who are excelling academically, New School will offer more Advanced Placement courses, specifically in the sciences, and develop higher-level individualized projects and research for advanced students. For example, students will complete senior projects with juried presentations. Student interest is significant in the selection of projects and detailed rubrics will be provided to guide the quality of the process and products.

As noted previously, New School will also ensure ample supports for struggling students by expanding the peer tutoring program during the school day, and expanding the after-school program and Saturday Institute to include Regents preparation, tutoring, and rigorous courses and programs to help seniors meet graduation requirements.

Advisory Program

New School will continue to provide advisories for "at risk" students to have an opportunity to develop a supportive relationship with a mentor. Within advisories, students can discuss school concerns, values, ethics, and social and emotional issues. Teachers will develop a common curriculum for the advisories. New School will build upon the HSTW national workshops and training provided to implement a robust curriculum and guidance program for the students to make productive personal, school and career choices.

New School will continue to use Daedalus, an online data program to provide students, parents, and teachers with immediate feedback on credit accumulation, performance on school-wide and standardized tests, and progress toward graduation for accurate and timely access on their status toward meeting graduation requirements. In addition, a graduation committee will be established to develop a menu of resources to help students meet graduation requirements (e.g. after-school and Saturday academy institutes, mentoring, on-line courses, coordinating double period blocks of English and Mathematics for struggling students).

School Schedule

New School will pursue implementing an optimal school schedule that provides extended instructional time and provides for common planning time that will give teachers time to collaborate and share ideas for daily and long-term planning. New School plans to put in place a flexible schedule that will give teachers more time to collaborate and share ideas for overall and day-to-day planning, such as a four-day week schedule and expanded two hour professional development blocks. The school will also ensure that students' learning time is maximized by coordinating double periods of English and Mathematics for struggling students and expanding the after-school and Saturday Institute to include Regents exam preparation, tutoring, and rigorous courses and programs to help students meet graduation requirements.

Additionally, Richmond Hill currently has a peer tutoring program that is offered during the school day. New School will expand the peer mentoring program so that it is also offered during lunch periods. In this new element of the program, academically successful seniors would mentor and tutor freshman students who are struggling in math and in other subjects.

As needed, New School will utilize the School-based Options (“SBO”) process, which allows individual schools to modify provisions in the collective bargaining agreement or DOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend the school 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

In the past, Richmond Hill partnered with various organizations to deliver professional development services such as curriculum writing, mapping, as well as leadership coaching for professional learning communities. Although a significant amount of time and resources have been dedicated towards implementing professional development, inputs have not translated into increased student achievement. New School will work to deepen elements of professional development that have been successful and strengthen those components that have not resulted in strong student outcomes. For example, New School will expand on Richmond Hill’s collaboration with HSTW to hone in on integration of literacy and problem-solving skills across the school curricula, use of technology in classroom instruction, and curriculum mapping and developing common assessments.

Teachers will be agents of New School’s focus on student-centered learning. Teachers will receive ongoing professional development to carry out project-based learning, differentiated instruction, and strategies for increasing student engagement and interest. Such professional development will include classroom management practices to establish a motivating learning environment that empowers students while ensuring positive behavior.

New strategies for teacher preparation that will be pursued pending the availability of SIG funding and ongoing needs assessments include teacher teaming, a method in which more than one teacher is present in the classroom providing student support and instruction. Sometimes referred to co-teaching, this new strategy will help to ensure that all students are fully supported and foster a more collaborative educational approach amongst staff. New School staff development will also include mentoring and inter-visitation, where teachers will visit their colleagues’ classes in order to observe different teaching techniques, styles of classroom management, and to further understand how students respond to different types of instruction. This strategy will be expanded to site visits to other successful schools so that both administrators and teaching staff can also learn from others and create opportunities for staff to expand their professional network. New School will also create an environment where staff will be encouraged to initiate their own professional development opportunities and supported in pursuing career growth opportunities.

Funding under the Restart model has enabled Richmond Hill to purchase more computer equipment for teachers to use during planning time and in the classroom. Pending available resources, New School will seek to increase the use of technology in the classroom as an instructional tool to engage students. Teachers at New School will have access to opportunities to explore creative and relevant platforms to connect with students and support them in their learning through technology. New School will continue the work with HSTW to develop a school-wide system for distributive leadership, including building effective teams and leadership capacity to proactively address, find support, and follow-up on problem areas within the school.

New School will also be able to utilize the NYC Teaching Residency for School Turnaround,¹⁴ 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.

New School may also pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness work into the professional development framework. As part of this effort, New School leadership will plan to seek learning opportunities, such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, oral and written feedback to teachers. New School will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the Danielson framework.

Socio-Emotional Student Supports

New School will provide multiple ways to engage and keep parents abreast of what is happening to their children and at New School. Aside from ensuring that student information is communicated to parents in a variety of different languages that reflect the school's diverse population, New School will seek to offer family-oriented features such as providing workshops on college planning and supporting their students to help them succeed in school, holding multicultural and academic fairs to showcase the school community and student work, and training families on how to access information regarding their students' achievement and progress online.

The implementation of a Ninth Grade Academy at Richmond Hill provided a much-needed community for incoming students to receive personalized attention including individualized annual plans. New School will continue this as part of its expansion of learning communities and also seek to implement a Summer Bridge program for incoming ninth-grade students to form collegial bonds and develop teamwork skills. Through the Summer Bridge program, New School will begin to instill literacy and problem-solving skills in rising ninth grade students and provide an opportunity for students to get acclimated to the rigors of high school, including new social and academic experiences.

New School will also continue to work with the Office of School and Youth Development in supporting student safety and attendance, such as implementing the Achieve Now Academy and the Chronic Absenteeism Pilot. The school will also expand its partnerships with local organization, including Partnership with Children and South Asian Youth Action. These organizations, among others, administer social and academic development programs that promote positive behavior.

New School will continue to provide breakfast to all students in the cafeteria prior to class and to provide bag breakfasts to students as they enter the building, as requested, to ensure all students begin their instructional day with a free, nutritious meal.¹⁵ We know that breakfast consumption is based on scientific research that links children's nutrition with improved academic performance and psychological well-being. Additionally, New School will also pursue opportunities in creating a School Wellness Council. New School may explore opportunities to apply for a grant through the Office of School Wellness Program's School Wellness Council Grant Program to support the work of the Council.¹⁶ 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

¹⁴ <http://nycteachingresidency.ttrack.org/>

¹⁵ <http://www.opt-osfns.org/osfns/>

¹⁶ <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

entire community. These wellness opportunities would be in alignment to the overall school’s mission and theme.

Impact on Partnerships

In addition to the partnerships noted above, according to the 2011-2012 High School Directory,¹⁷ Richmond Hill has partnerships with:

Community-Based Organizations	Hospital Outreach	Higher Education Institutions	Cultural/Arts Organizations	Not-for-Profit	Corporate or Financial Institutions	Other
Upward Bound, Richmond Hill Association	Jamaica Hospital Medical Center	York College, St. John’s University, Queens College, Vaughn College of Aeronautics and Technology	Jamaica Art Center, New York Philharmonic, The Metropolitan Opera, Town Hall, Japan Society	National Academy Foundation/ Travel and Tourism, South Asian Youth Action (SAYA!)	American Express	Queens District Attorney’s Office

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

Impact on Sports and Extracurricular Activities

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

Student Leadership & Support	Academic	Artistic	Clubs	PSAL Sports - Boys	PSAL Sports - Girls
Student Government, Leadership Program	National Honor Society	Mural Painting, Art Fair	Anime, Art, Bridge to Books, Key, Law, Peace, Peer Mediation, Conflict Resolution, Travel and Tourism, SAYA!	Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Handball, Indoor Track, Soccer, Swimming, Tennis, Volleyball	Basketball & JV Basketball, Bowling, Indoor Track, Outdoor Track, Soccer, Softball & JV Softball, Swimming, Tennis, Volleyball & JV Volleyball

¹⁷ The 2011-2012 High School Directory is available on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory>.

If this proposal is approved, New School is expected to offer the same student athletics as Richmond Hill offers. The availability of the PSAL program for the schools in Q475 is expected to remain the same despite the closure of Richmond Hill and opening of New School. As with all schools Citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources.

Enrollment Options for Current Richmond Hill Students

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

The DOE believes that New School will support student success at a level that the current school cannot, and, therefore, all students are encouraged to take advantage of their guaranteed seat in the new school. However, all students currently attending Title 1 schools that are in Improvement Year 2 status or worse (including PLA schools), like Richmond Hill, are eligible to apply for a transfer to another school through the DOE's existing No Child Left Behind ("NCLB") Public School Choice Process. More information about this process can be found at the DOE's Web site at:

<http://schools.nyc.gov/choicesenrollment/changingschools/default>.

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

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

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

Impact on Students with Disabilities and English Language Learners

Richmond Hill currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") classes, and Special Education Teacher Support Services ("SETSS"). If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their IEPs. Richmond Hill currently offers English as a Second Language ("ESL") services and a transitional bilingual program in Spanish. If this proposal is approved, ELL students at New School will continue to receive mandated services. New School will also continue to offer a transitional bilingual program in Spanish. For a list of Citywide High Schools that offer Bilingual programs, please see the appendix.

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

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. According to the 2011-2012 audited register, Richmond Hill has a total of 506 new ninth-grade students. New ninth-grade students enter the school through two methods:

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

The two methods are described below.

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 or the beginning of March 2012.

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

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

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

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

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

Richmond Hill also admits students through a zoned admissions method. The 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>.

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

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

Students who listed Richmond Hill on their high school admissions applications also currently have the opportunity to submit a new application during Round Two. Schools with available seats, as well as some new high schools designated to open throughout the City for the 2012-2013 school year, will be available for these students to consider in this round. If a student already received a match in Round One (whether to Richmond Hill 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

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);¹⁸ or
- Did not participate in the High School Admissions Process for some other reason.

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

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

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

Screened programs (those that have academic criteria) that have a two-year track record of not filling seats through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.¹⁹ 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,

¹⁸ 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.

¹⁹ 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”).

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 through an OTC placement, the following analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth-grade students arrived at Richmond Hill through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	84	422

Additionally, Richmond Hill admitted 85 OTC students in tenth through twelfth grades as well:

	OTC
10th Grade ²⁰	46
11th Grade	31
12th Grade	8

Of the 422 ninth-grade students who were admitted through the High School Admissions Process, 12% are students with disabilities and 18% are ELL students. Of the 84 ninth-grade students who arrived through an OTC placement, 25% are ELL students.²¹ The DOE anticipates that OTC placements at New School would be comparable.

B. Schools

In 2012-2013, once Richmond Hill has closed and New School has opened, there will be approximately 2,485-2,525 total students served in the building. The projected utilization for Q475 at that point is approximately 112%-114%. The current and estimated enrollment for both organizations in Q475 over a two-year period is shown in the table below:

27Q475

	Total Enrollment
2011-12 (audited)	2,504
2012-13 (projected)	-

27Q369

	Total Enrollment
2011-12 (audited)	-
2012-13 (projected)	2,485 - 2,525

If this proposal is approved, there will be sufficient space to accommodate New School in Q475 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools:

<http://schools.nyc.gov/community/planning/default.htm>.

²⁰ In addition to admitting 46 students through an OTC placement in the tenth grade, Richmond Hill also admitted 18 tenth grade students through the High School Admissions Process.

²¹ ELL students as a percentage of total OTC ninth-grade students at Richmond Hill from the 2011-2012 Audited Register.

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

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

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

Building Safety and Security

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

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

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children’s needs. This proposal is intended to meet this goal by allowing the students currently enrolled in Richmond Hill to benefit from a new school with a rigorously screened staff, a new mission and new vision, and new programs.

The DOE believes that this proposal to close Richmond Hill and replace it with New School best meets the needs of the community. As discussed above, based on the school’s recent performance, Richmond Hill needs a 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 Richmond Hill 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 Richmond Hill’s closure will be recovered by the opening of New School. As a result, the proposal to close Richmond Hill is not expected to yield a net loss of high school seats in building Q475 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.²²
- 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 Q475 and Q944:

- Richmond Hill is currently serving 506 new ninth-grade students.
- The proposed opening of New School in Q475 and Q944 is projected to create 486-526 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Richmond Hill will be recovered through the opening of New School.

In short, the proposal to close Richmond Hill is not expected to yield a net loss of seats in Queens or in building Q475.

Richmond Hill 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:

Proposed Changes to Queens High Schools

DBN	School Name	Building	Impact on 9th Grade Seat Capacity 2012-2013	Impact on 9th Grade Seat Capacity 2013-2014	Admissions Method
High School Grade Expansions					
28Q167	Metropolitan Expeditionary Learning School	Q686	108		Limited Unscreened
29Q327	Eagle Academy for Young Men III ²³	Q633		81	Limited Unscreened

²² The 2012-2013 ninth grade seat availability figure is based on data from the 2011-2012 Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). 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.

²³ 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.

New Schools Proposed to Open in New Construction					
30QTBD	TBD	Q404		81-108	TBD
27Q369	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.

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 there will still be a deficit of 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>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building Q475.

IV. Enrollment, Admissions and School Performance Information

Richmond Hill

Admissions Data

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

Enrollment Data

	Total Enrollment
2011-2012 (audited)	2,504
2012-2013 (projected.)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁴	9%
Percentage of Students with IEPs ²⁵	14%
Percentage of ELL Students ²⁶	17%
Percentage of Students Eligible for Free or Reduced Lunch ²⁷	68%

School Performance Data

Richmond Hill High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Quality Review Score	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	74%	78%	76%
4 Year Graduation Rate	48%	57%	59%
6 Year Graduation Rate	60%	60%	60%
% Graduating with a Regents Diploma	25%	42%	49%
Attendance Rate	81%	83%	80%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Richmond Hill	9-12: High School Admissions Process; Admissions Methods: Zoned, Educational Option with Zone Priority

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-2012 (audited)	-
2012-2013 (projected.)	2,485 – 2,525

Demographic Data²⁸

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with IEPs	14%
Percentage of ELL Students	17%
Percentage of Students Eligible for Free or Reduced Lunch	68%

²⁴ Students Receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.
²⁵ Students with Individualized Education Plan as percentage of total students from the 2011-2012 Audited Register.
²⁶ English Language Learner students as percentage of total students from the 2011-2012 Audited Register.
²⁷ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011
²⁸ Demographic data included for New School is anticipated based on the current student population at Richmond Hill, but actual demographic data may differ.

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 Richmond Hill and the opening of New School are implemented, the DOE will cease to allocate funds to Richmond Hill and will allocate funds instead to New School.

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

Estimated FSF for New School in its first year is \$11,801,953.35 – 11,970,252.15. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

As discussed above, at the beginning of this school year, Richmond Hill was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received \$1,800,000 in SIG money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was, and is, conditioned upon the implementation of a new teacher evaluation system. When the DOE and the UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including Richmond Hill. While the two sides have made progress in their negotiations, at present there is still no agreement on an acceptable teacher evaluation system. As a result, Richmond Hill is not currently receiving SIG funding and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, the Turnaround model does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%²⁹ of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding. Moreover, because the portions of the Turnaround, Transformation, and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Restart model in the event the DOE and UFT reach an agreement on teacher evaluations. Under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel requirements) or the Restart model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school’s chances for receiving SIG funding.

The DOE will submit an application to SED to award SIG funding to New School pursuant to the applicable model. In that application, the DOE will also ask that SED restore SIG funding to Richmond Hill for the remainder of the current grant year and provide funding to New School in the subsequent years of the grant. However, the DOE plans to proceed with this proposal regardless of Richmond Hill or New School’s eligibility for SIG funding under either the Restart or Turnaround models.

²⁹ 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 Richmond Hill will be excessed in the closure.³⁰ This process will occur at the end of the 2011-2012 school year.

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

Hiring decisions for New School for all teachers, whether they concern current Richmond Hill teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School's leadership. The priority will be to staff the school with the best teachers available. Staff will be 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 Richmond Hill teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve ("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.

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 Richmond Hill are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

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

While schools receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their

³⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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. Richmond Hill is not currently eligible for Title I funding. If New School meets Title I criteria, the size of their Title I funding awards will grow or shrink as their school population grows or shrinks.

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

As described above, Richmond Hill is currently participating in the federal SLC program, through which the school receives grant funding for the implementation of SLCs and activities to improve student academic achievement in large public high schools. Richmond Hill's funding was awarded through June 2013 but due to cuts by Congress, the performance period now ends in June 2012 with the possibility of a small amount of additional funding through June 2013. The U.S. Department of Education is no longer awarding new SLC grants. If this proposal is approved, there will be no impact on the school's existing SLC funding.

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 Richmond Hill will be excessed when the school is closed, if this proposal is approved. All excessing will take place in accordance with existing labor contracts.

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

D. Transportation

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

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved.

VII. Building Information

Building		Q475
Type of Building		High school
Year Built		1929
Overall BCAS rating		2.86
2010-2011 Target Building Utilization		132%
2010-2011 Target Building Capacity		2211
FY 2011 Maintenance Costs	Labor	\$119,603
	Materials	\$43,829
	Maintenance and repair contracts	\$389,606
	Service contracts	\$5,262
	Custodial operations costs—Materials	\$17,798
	Custodial operations costs—Custodial Allocation	\$511,732
FY2011 Energy Costs	Electric	\$262,616
	Gas	\$782
	Oil	\$357,172
Projects completed during the current or prior school year		LL 41/16 Compliance, Ext Masonry/Windows/Roofs, PBX Installation, IEH PO 18-Rooms 304, 308
Projects proposed in the capital plan		Exterior Masonry, Areaway Gratings, Areaway Slab, Areaway Walls, Cornice, Exterior Walls, Louver, Roofs, Windows, IP Surveillance Camera Installation
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

APPENDIX
Bilingual Programs: Spanish

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
24Q550	High School for Arts and Business	Spanish	105-25 Horace Harding Expy N	Educational Option
28Q505	Hillcrest High School	Spanish	160-05 Highland Avenue	Audition, Educational Option, 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
CTE Career Pathway: Humanities & Interdisciplinary

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
24Q267	Queens	High School of Applied Communication	30-20 THOMSON AVENUE	378	333	114%	A	8%	11%	High School of Applied Communication	Limited Unscreened
24Q293	Queens	Civic Leadership Academy	45-10 94TH STREET	442	504	88%	N/A	10%	9%	Civic Leadership Academy	Limited Unscreened
24Q296	Queens	Pan American International High School	45-10 94TH STREET	363	476	76%	D	0%	92%	Pan American International High School	Screened: Language
24Q299	Queens	Bard High School Early College II	30-20 THOMSON AVENUE	630	625	101%	A	0%	0%	Bard High School Early College Queens	Screened
24Q520	Queens	Middle College High School at LaGuardia Community College	45-35 VAN DAM STREET	497	516	96%	C	8%	0%	Middle College High School at LaGuardia Community College	Screened
24Q530	Queens	International High School at LaGuardia Community College	31-10 THOMSON AVENUE	492	289	170%	A	0%	77%	International High School at LaGuardia Community College	Screened: Language
24Q560	Queens	Robert F. Wagner, Jr. Secondary School for Arts and Technology	47-07 30 PLACE	592	601	99%	C	8%	4%	Arts and Technology for New Students	Ed Option
24Q585	Queens	Maspeth High School	91-30 METROPOLITAN AVENUE	248	397	N/A	N/A	8%	5%	Maspeth High School	Limited Unscreened
25Q252	Queens	Queens School of Inquiry, The	158-40 76 ROAD	587	431	136%	N/A	6%	3%	Queens School of Inquiry	Screened
25Q263	Queens	Flushing International High School	144-80 BARCLAY AVENUE	417	445	94%	B	0%	89%	Flushing International High School	Screened: Language
25Q281	Queens	East-West School of International Studies	46-21 COLDEN STREET	607	558	109%	B	7%	14%	East-West School of International Studies	Limited Unscreened
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Intensive Academic Humanities	Screened
25Q670	Queens	Robert F. Kennedy Community High School	75-40 PARSONS BOULEVARD	718	515	139%	C	8%	8%	Community Service and Learning	Ed Option
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	University Scholars	Screened
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Humanities & Historical Research	Screened
27Q260	Queens	Frederick Douglass Academy VI High School	8-21 BAY 25 STREET	419	475	88%	C	10%	4%	Frederick Douglass Academy VI High School	Limited Unscreened

APPENDIX
CTE Career Pathway: Humanities & Interdisciplinary

27Q262	Queens	Channel View School for Research	100-00 BEACH CHANNEL DRIVE	634	927	68%	A	8%	1%	Channel View School for Research	Limited Unscreened
27Q323	Queens	Scholars' Academy	320 BEACH 104TH STREET	1062	1122	95%	A	0%	0%	Scholars' Academy	Screened
27Q324	Queens	ROCKAWAY PARK HIGH SCHOOL FOR ENVIRONMENTAL SUSTAINABILITY	100-00 BEACH CHANNEL DRIVE	199	153	130%	N/A	12%	8%	Rockaway Park High School for Environmental Sustainability	Limited Unscreened
27Q351	Queens	Rockaway Collegiate High School	100-00 BEACH CHANNEL DRIVE	93	64	N/A	N/A	18%	9%	Rockaway Collegiate High School	Limited Unscreened
27Q480 ³¹	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117%	C	9%	17%	Law and International Studies Institute	Ed Option
28Q167	Queens	METROPOLITAN EXPEDITIONARY LEARNING SCHOOL	91-30 METROPOLITAN AVENUE	342	811	42%	N/A	12%	2%	Metropolitan Expeditionary Learning School	Limited Unscreened
28Q284	Queens	York Early College Academy	108-35 167 STREET	489	478	102%	N/A	6%	0%	York Early College Academy	Screened
28Q310	Queens	Queens Collegiate: A College Board School	167-01 GOTHIC DRIVE	522	242	216%	N/A	6%	8%	Queens Collegiate: A College Board School	Limited Unscreened
28Q325	Queens	HILLSIDE ARTS & LETTERS ACADEMY	167-01 GOTHIC DRIVE	199	133	150%	N/A	11%	13%	Hillside Arts & Letters Academy	Limited Unscreened
28Q328	Queens	HIGH SCHOOL FOR COMMUNITY LEADERSHIP	167-01 GOTHIC DRIVE	169	107	158%	N/A	7%	27%	High School for Community Leadership	Limited Unscreened
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	School for the Humanities, Arts & Writing	Screened
28Q896	Queens	Young Women's Leadership School, Queens	150-91 87 ROAD	508	483	105%	C	0%	3%	The Young Women's Leadership School, Queens	Screened
29Q259	Queens	Pathways College Preparatory School: A College Board School	109-89 204 STREET	546	589	93%	B	11%	2%	Pathways College Preparatory School, A College Board School	Limited Unscreened
29Q265	Queens	Excelsior Preparatory High School	143-10 SPRINGFIELD BOULEVARD	428	561	76%	B	14%	2%	Excelsior Preparatory High School	Limited Unscreened
29Q326	Queens	CAMBRIA HEIGHTS ACADEMY	188-04 91st Avenue	144	333	43%	N/A	11%	2%	Cambria Heights Academy	Limited Unscreened
30Q286	Queens	Young Women's Leadership School, Astoria	23-15 NEWTOWN AVENUE	495	550	90%	N/A	3%	5%	The Young Women's Leadership School, Astoria	Screened

³¹ In a separate EIS, the DOE is proposing to close John Adams High School and replace it with New School (27Q570).

APPENDIX
CTE Career Pathway: Humanities & Interdisciplinary

30Q450 ³²	Queens	Long Island City High School	14-30 BROADWAY	3282	2110	156%	C	11%	14%	West Queens Center for the Humanities and the Sciences	Screened
30Q555	Queens	Newcomers High School	28-01 41 AVENUE	903	896	101%	A	0%	93%	Newcomers High School	Screened: Language
30Q575	Queens	Academy of American Studies	28-04 41 AVENUE	702	458	N/A	B	5%	6%	Academy of American Studies	Ed Option
30Q575	Queens	Academy of American Studies	28-04 41 AVENUE	702	458	N/A	B	5%	6%	Intensive Academic Humanities	Screened
30Q580	Queens	Baccalaureate School for Global Education	34-12 36 AVENUE	440	397	111%	B	0%	0%	International Baccalaureate Program	Screened

Sources:	
2011-12 Enrollment	2011-12 Audited Register.
2010-11 Organization Capacity (Org Capacity)	School Capacity in 2010-2011 from the School Utilization Report ("Blue Book").
2011-12 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2011-12 Audited Register. This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2011-12 Audited register.
Progress Report	2010-2011 Progress Report Grade.
2011 Seat Target	Program Seat Target for September 2011.
2011 Applicants	Program Applicants for September 2011.
Admissions	Process by which students are admitted to the school.

³² In a separate EIS, the DOE is proposing to close Long Island City High School and replace it with New School (30Q365).

APPENDIX
CTE Career Pathway: Hospitality and Tourism

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
01M509	Manhattan	Marta Valle High School	145 STANTON STREET	362	539	67%	C	18%	12%	Culinary Arts	Educational Option	New (to process)
02M288	Manhattan	Food and Finance High School	525 WEST 50TH STREET	431	603	71%	A	17%	2%	Culinary Arts	Limited Unscreened	Approved
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	713	535	133%	C	9%	10%	Academy of Hospitality and Tourism	Educational Option	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Culinary Arts	Educational Option, Screened, Zoned	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Culinary Arts	Educational Option, Screened	New (to process)
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Academy of Hospitality and Tourism	Educational Option, Screened	Approved
15K497	Brooklyn	School for International Studies	284 BALTIC STREET	484	760	64%	N/A	9%	15%	Culinary Arts	Screened	New (to process)
17K408	Brooklyn	Academy of Hospitality and Tourism	911 FLATBUSH AVENUE	299	357	84%	B	9%	14%	Academy of Hospitality and Tourism	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Culinary Arts	Limited Unscreened	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Academy of Hospitality and Tourism	Educational Option, Limited Unscreened, Zoned	In Development
21K620 ³³	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18%	3%	Culinary Arts	Educational Option	New (to process)

³³ In a separate EIS, the DOE is proposing to close William E. Grady Career and Technical Education High School and replace it with New School (21K428).

APPENDIX
CTE Career Pathway: Hospitality and Tourism

22K495 ³⁴	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Athletic Training	Educational Option, Zoned	In Development
24Q485 ³⁵	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Hospitality and Tourism	Educational Option, Limited Unscreened, Zoned	New (to process)
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Athletic Training	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
27Q400 ³⁶	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Culinary Arts	Educational Option, Limited Unscreened, Screened	In Development
30Q450	Queens	Long Island City High School	14-30 BROADWAY	3282	2110	156%	C	11%	14%	Culinary Arts	Screened, Zoned	Approved
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Culinary Arts	Educational Option, Screened, Unscreened	In Development
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13%	6%	Academy of Hospitality and Tourism	Educational Option, Limited Unscreened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Culinary Arts	Educational Option, Limited Unscreened, Screened, Unscreened	Under Review
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Academy of Hospitality and Tourism	Audition, Educational Option, Screened, Unscreened	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Culinary Arts	Phasing out	In Development

³⁴ In a separate EIS, the DOE is proposing to close Sheepshead Bay High School and replace it with New School (22K453).

³⁵ In a separate EIS, the DOE is proposing to close Grover Cleveland High School and replace it with New School (24Q367).

³⁶ In a separate EIS, the DOE is proposing to close August Martin High School and replace it with New School (27Q368).

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DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Law Enforcement	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Law Academy/Legal Studies	Educational Option	In Development
02M625 ³⁷	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13%	9%	Law Enforcement	Educational Option	In Development
06M467	Manhattan	High School for Law and Public Service	549 AUDUBON AVENUE	690	527	131%	A	11%	32%	Law Academy/Legal Studies	Educational Option	In Development
08X405 ³⁸	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Computer Forensics	Educational Option, Zoned	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 STORY AVENUE	361	362	100%	B	14%	14%	Law Academy/Legal Studies	Limited Unscreened	In Development
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	697	552	126%	B	13%	10%	Law Academy/Legal Studies	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14%	7%	Law Academy/Legal Studies	Limited Unscreened	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Law Enforcement	Educational Option, Screened, Zoned	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development

³⁷ In a separate EIS, the DOE is proposing to close High School of Graphic Communication Arts and replace it with New School (02M536).

³⁸ In a separate EIS, the DOE is proposing to close Herbert H. Lehman High School and replace it with New School (09X405).

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14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Computer Forensics	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Enforcement	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Academy/Legal Studies	Educational Option	In Development
15K519 ³⁹	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	634	864	73%	B	15%	8%	Law Academy/Legal Studies	Educational Option	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Law Academy/Legal Studies	Screened, Zoned	New (to process)
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	399	663	60%	B	11%	5%	Law Academy/Legal Studies	Educational Option, Screened	In Development
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	414	455	91%	A	18%	9%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	295	414	71%	N/A	11%	12%	Law Program	Limited Unscreened	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Law Academy/Legal Studies	Audition, Screened, Zoned	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Law Academy/Legal Studies	Screened, Unscreened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Law Academy/Legal Studies	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Law Academy/Legal Studies	Educational Option, Zoned	In Development

³⁹ In a separate EIS, the DOE is proposing to close Cobble Hill School of American Studies and replace it with New School (15K413).

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25Q460	Queens ⁴⁰	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Law Enforcement	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Law Academy/Legal Studies	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Criminal Justice	Educational Option, Screened, Zoned	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened	In Development
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117%	C	9%	17%	Law Academy/Legal Studies	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
30Q445 ⁴¹	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107%	C	9%	18%	Law Academy/Legal Studies	Screened, Unscreened	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Computer Forensics	Educational Option, Screened, Unscreened	New (to process)
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Law Academy/Legal Studies	Educational Option, Screened,	New (to process)

⁴⁰ In a separate EIS, the DOE is proposing to close Flushing High School and replace it with New School (25Q363).

⁴¹ In a separate EIS, the DOE is proposing to close William Cullen Bryant High School and replace it with New School (30Q364).

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											Unscreened	
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Law Enforcement	Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Unscreened	In Development

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.