EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of Alfred E. Smith Career and Technical Education High School (07X600) and the Opening and Co-Location of New School (07X576) with Bronx Design and Construction Academy (07X522) and Bronx Haven High School (07X381) in Building X600 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to close Alfred E. Smith Career and Technical Education High School (07X600, "Alfred E. Smith"), an existing district high school in building X600 ("X600" or "Smith Campus"), located at 333 East 151st Street, Bronx, NY 10451, within the geographical confines of in Community School District 7. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Alfred E. Smith with New School (07X576, "New School"), a new district high school serving students in grades nine through twelve in building X600.

If this proposal is approved, Alfred E. Smith 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]

Alfred E. Smith is co-located with: Bronx Design and Construction Academy (07X522, "BDCA"), an existing district high school, which currently serves students in ninth grade and is phasing in to X600 gradually by adding one grade level every year until reaching its full grade span of 9-12 in 2014-2015; and Bronx Haven High School (07X381, "Bronx Haven"), an existing transfer high school which currently serves students in ninth through twelfth grades.[2] A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. In addition, the Smith campus houses a Young Adult Borough Center ("YABC").[3]

Alfred E. Smith currently offers five Career and Technical Education ("CTE") programs to eleventh- and twelfth-grade students and two CTE programs to ninth- through twelfth-grade students.[4] Both Alfred E. Smith and BDCA admit students through the Citywide High School Admissions Process; Alfred E. Smith through a Screened method and BDCA through a Limited Unscreened method.

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[1] Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Alfred E. Smith 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] While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

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

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

Bronx Haven has a rolling admissions policy, accepting students throughout the year who are 16 years of age and older and who have attended another New York City high school for at least one year. Additional information about CTE programming and the High School Admissions Process is contained in Section III.A of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing Alfred E. Smith and replacing it with New School, the DOE is seeking to expeditiously improve educational quality on the Smith Campus. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Alfred E. Smith staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE's existing contract with the United Federation of Teachers ("UFT"), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. Doing this important work to improve the quality of teaching and learning in the school, will also maximize New School's chance of receiving up to $2,000,000 in supplemental federal funding under the federal School Improvement Grant ("SIG") program.[5] New School will build on the strongest elements of Alfred E. Smith and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Alfred E. Smith with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

Each year, the New York State Education Department ("SED") designates a number of schools as Persistently Lowest achieving ("PLA") based on their low graduations rates or poor academic performance.[6] (The standards for the PLA designation are described in more detail below.) Alfred E. Smith was first designated as PLA during the 2010-2011 school year.[7]

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 SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.

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

[5] Because Alfred E. Smith is not currently implementing a SIG model, the DOE has not yet determined the exact allocation that New School would be eligible to receive if the DOE were to apply to SED to implement a SIG model at this school. $2,000,000 represents the maximum annual State award for any one PLA school. Actual allocations are calculated on a per-pupil basis based on a weighted Fair Student Funding ("FSF") formula. Current allocations for New York City schools implementing a SIG model range from $800,000-$1,800,000 per year.

[6] 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.

[7] For more information, please visit: http://www.p12.nysed.gov/pla/.

services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization ("EPO") that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student support services 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.[8]

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

With respect to Alfred E. Smith specifically, the DOE decided not to put Alfred E. Smith in a SIG model for this current school year. The DOE made the decision not to assign Alfred E. Smith to a SIG model because existing efforts to improve performance at Alfred E. Smith were underway, including the phasing out of some existing CTE programs and a strategic reduction of enrollment in order to improve Alfred E. Smith's learning environment.

Alfred E. Smith's most recent Progress Report was released at the end of October 2011, after the DOE's decision to not implement a model at the school. Alfred E. Smith's overall performance did not improve adequately during the 2010-2011 school year and based on this most recent data, the DOE believes that students at Alfred E. Smith would be better served by implementation of a more intensive intervention. Thus, the DOE decided to propose that Alfred E. Smith be closed and replaced with a new school that would incorporate the strongest elements of Alfred E. Smith, while also allowing new staff to be put in place.

By closing Alfred E. Smith 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 intervention strategy with the DOE's most recent assessment of the steps which must be taken to improve performance at the school and (2) be able to immediately increase the quality of teachers serving students currently attending Alfred E. Smith.

[8] 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

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[9]. 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 has historically demonstrated an ability to hire high quality teaching staff into the new school and not rehire ineffective staff from the closing school. 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. Therefore, in conjunction with this proposal, the DOE will submit a SIG application to SED for New School, seeking to obtain SIG funding to implement new and revamped programs in New School to improve student achievement. 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 Alfred E. Smith 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 Alfred E. Smith, and replace those interventions that have been less effective. New School will build upon the best elements of Alfred E. Smith 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 Alfred E. Smith

SED identifies high schools as PLA if they have a State graduation rate below 60% for three consecutive school years or if performance and improvement on the English and Math Regents exams are below a defined threshold. Alfred E. Smith was identified as a PLA school in 2010-2011 because of its consistently low four-year graduation rate.

Alfred E. Smith has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school continues to require significant intervention to improve student

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

outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing Alfred E. Smith and opening New School. The new structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Graduation rates at Alfred E. Smith have been consistently low for years. In 2010-2011, Alfred E. Smith's four-year graduation rate (including August graduates) was 54% — well below the Citywide graduation rate of 65.1% and in the bottom 14% Citywide.[10]
- 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 Alfred E. Smith would drop to just 31%, putting the school in the bottom 6% 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. Alfred E. Smith earned an overall C grade on its 2010-2011 annual Progress Report, with a C grade on Student Progress and Student Performance, and an F grade on School Environment.
- The school's attendance rate remains among the lowest among high schools. The 2010-2011 attendance rate was 73%, putting Alfred E. Smith in the bottom 2% 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 67% of teachers reported that discipline and order were maintained at the school.
- Alfred E. Smith was rated "Developing" (D) on its most recent Quality Review in 2010-2011.[11] Quality Reviews evaluate how well schools are organized to support student learning. Alfred E. Smith's 2010-2011 Quality Review cited a number of serious concerns, including the need to extend curriculum development to ensure alignment with State standards.
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 71% of first-year students at Alfred E. Smith earned at least 10 credits. (The Progress Report defines students earning 10 or more credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subjects: Math, English, Science and/or Social Studies.) This rate of credit accumulation puts Alfred E. Smith in the bottom 25% of high schools Citywide.

Despite a number of challenges the school has faced, some data indicates that elements of Alfred E. Smith are worth preserving in the new Turnaround school.

- Alfred E. Smith appears to be having some relative success in graduating students with disabilities in self-contained classroom settings. In 2011, 34% of students in self-contained classroom settings

[10] Throughout this EIS, individual school's graduation rates for all years are those reported on the NYCDOE Progress Reports. For the citywide graduation rate, the most recent result available is New York State's calculation for the class of 2010, which was 65.1%. 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. The Progress Report and New York State graduation rates both include August graduates and are generally similar.

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

graduated in four years, putting Alfred E. Smith among in the top 25% of high schools Citywide that graduate students from these classroom settings. The DOE will seek to preserve Alfred E. Smith's efforts to support these students in New School, while implementing new supports to assist other student populations who continue to struggle at Alfred E. Smith, including students with disabilities in others settings, English language learners and Black and Hispanic males.

- While the school's overall Quality Review score was "Developing," (D) the Review indicated some areas of strength, such as school programs and partnerships which promote students' personal growth and development while including their families. With the new supports and restructuring available, we expect that 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 Alfred E. Smith over the past three years:

Alfred E. Smith Career and Technical Education High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Progress Report Progress Grade	C	C	C
Progress Report Performance Grade	B	F	C
Progress Report Environment Grade	D	B	F
Quality Review Score	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	57%	63%	71%
4 Year Graduation Rate	46%	44%	54%
6 Year Graduation Rate	57%	47%	54%
% Graduating with a Regents Diploma	26%	21%	31%
Attendance Rate	77%	77%	73%
2010-2011 State Accountability Status[12]	Restructuring (advanced) Comprehensive		

[12] This status is determined by the SED under the No Child Left Behind Act. For more information, please visit the SED's Website at http://www.p12.nysed.gov/irs/accountability.

Overview of Past Strategic Improvement Efforts at Alfred E. Smith

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

Leadership Support:

- Provided leadership training, coaching, and mentoring for the principal and assistant principals to help them set clear goals for the school, including designing plans to improve instruction and develop teacher practice.
- Provided ongoing professional development for Special Education staff to support the Compliance Assurance Plan designated by SED.

Instructional Support:

- Trained leadership on implementing plans in support of Citywide instructional initiatives, including implementing Common Core Learning Standards and supporting college and career readiness.
- Supported school staff in special education compliance issues, including timely writing of Individualized Education Plans ("IEPs"), alternative assessments and other supports, and strategies for improving instruction and plans for students with disabilities.
- Offered training for staff on successful ways to assess student progress through rigorous tasks and use the information to inform and improve teacher practice.

Operational Support:

- Advised school staff on budgeting and human resources issues.
- Provided ongoing support to improve attendance.

Student Support:

- Facilitated comprehensive supports to review disciplinary and procedural protocols targeted at improving the school learning environment and impacting student outcomes. The ultimate impact of these protocols would be more time spent in the classrooms thus increasing a student's instructional time and a safer school environment.

Additionally, during the 2009-2010 school year, the DOE engaged with the Alfred E. Smith community to discuss potential significant interventions for the school. Due to poor performance, the DOE initially proposed to phase out the school. However, after further discussions with the school community, the DOE withdrew the phase out proposal and instead worked with the school to reduce enrollment and eliminate several CTE programs, so that the school could focus on improving academic outcomes by focusing on a smaller cohort of students, and strengthening itself around the two remaining CTE programs.

At the same time, the DOE worked with community partners to develop and site a new school on the Smith Campus. BDCA was approved by the Panel for Educational Policy ("PEP") at its March 1, 2011 meeting and opened in September 2011 to offer some of the CTE programming that was eliminated from Alfred E. Smith. The proposal to co-locate BDCA was can be found here:
http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Mar12011Proposals.htm

Even with these supports and structural interventions, however, the DOE has determined that Alfred E. Smith does not have the capacity to quickly improve student achievement. Rather, the DOE believe that the most expeditious way to improve the educational program for the students currently attending Alfred E. Smith 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 Alfred E. Smith access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Alfred E. Smith community. On Thursday, January 26, 2012, representatives from the DOE met with Alfred E. Smith'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.

II. Proposed or Potential Use of Building

X600 has a target capacity of 1,508 students.[13] (The concept of "target capacity" is explained below.) In 2011-2012, the building is serving 945 total students,[14] yielding a utilization rate of 63%.[15] This means that the building is "underutilized" and has extra space to accommodate students.

If this proposal is approved, Alfred E. Smith will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open for September 2012. Seats in the school will be guaranteed for all students currently enrolled in Alfred E. Smith who do not graduate by June 2012. BDCA will continue to phase in as planned, adding one grade per year and completing phase-in during the 2014-2015 school year.

Bronx Haven will continue to serve students in grades nine through twelve.

Over a 4-year period, the proposed grade spans for the schools in the building are as follows:

		Grades Spans			
DBN	**School Name**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
07X600	Alfred E. Smith Career and Technical Education High School	9-12	-	-	-
07X576	New School	-	9-12	9-12	9-12
07X522	Bronx Design and Construction Academy	9	9-10	9-11	9-12
07X381	Bronx Haven High School	9-12	9-12	9-12	9-12

[13] 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book")
[14] 2011-2012 Audited Register.
[15] All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of the 2011 audited register. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building...

If this proposal is approved, New School will serve approximately 550-650 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 385 students currently in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. This represents a decrease in enrollment levels from Alfred E. Smith, which is currently serving 668 students. This decrease is the result of the enrollment reduction that the DOE implemented beginning in the 2010-2011 school year, as a part of the decision to narrow the instructional focus at Alfred E. Smith.

BDCA is projected to serve 500-600 students in grades nine through twelve when it completes its phase-in and reaches full scale in 2014-2015. Bronx Haven is serving 142 students in 2011-2012. The school will add approximately 25 students in each of the next two years, and in 2013-2014, when it reaches full scale, it will then serve 175-200 students.[16]

If this proposal is approved, once Alfred E. Smith is closed and New School is opened, with the continued phase-ins of BDCA and Bronx Haven, there will be approximately 950-1,175 students served in the Smith Campus in 2012-2013, yielding a projected utilization rate of 63-78%. In 2014-2015, after Alfred E. Smith has completed its enrollment reduction and BDCA and Bronx Haven have completed their phase-ins, there will be approximately 1,175-1,400 students in the building yielding a projected utilization rate of 78-93%. Therefore, the building has adequate capacity to accommodate New School and the continued phase-ins of BDCA and Bronx Haven after the closure of Alfred E. Smith.

Over a four-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	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
07X600	Alfred E. Smith Career and Technical Education High School	668	-	-	-
07X576	New School	-	550 - 650	525 - 625	500 - 600
07X522	Bronx Design and Construction Academy	135	250 - 350	375 - 475	500 - 600
07X381	Bronx Haven High School	142	150 - 175	175 - 200	175 - 200
Total Building Enrollment		945	950 - 1,175	1,075 – 1,300	1,175 – 1,400
Utilization		63%	63% - 78%	71% - 86%	78% - 93%

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

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

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

Any DOE proposal to place additional school organizations into the Smith Campus will be described in a separate EIS, and be subject to PEP approval.

Further, the YABC will continue to operate in the X600 without impact.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at Alfred E. Smith 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 Alfred E. Smith. These structural and programmatic changes will be supported by New School's hiring process which will allow the DOE to put in place a process to screen and hire those teachers with the specific skills and talent necessary to properly implement these changes. This will give all non-graduating students currently attending Alfred E. Smith 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 Alfred E. Smith, 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 Alfred E. Smith and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Alfred E. Smith with new staff and new programmatic elements in a new school.

The school currently offers bilingual programming and CTE programming. Details are included below about each of these programs and their implementation in New School.

New elements planned for New School include but are not limited to: new instructional approaches aligned to the Common Core Learning Standards; extended learning time opportunities for students, including longer class periods; new admissions programs that are designed to help the school attract more students; and organizational improvements including an academy structure that will create smaller learning environments for students.

Alfred E. Smith currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations.

Alfred E. Smith 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 extra-curricular activities and clubs.

New School Mission

Currently Alfred E. Smith provides students with academic and vocational education focusing on automotive trades, pre-engineering, and building trades to prepare students for college and technical careers.

To reflect the evolving industry and workplace demands that students will inevitably encounter in the 21st Century, New School will prepare students for higher education and career opportunities through a richer academic experience infused with contemporary CTE pathways. New School will give students exposure to CTE fields through dedicated "academies" such as Automotive, Architecture, and other careers. Extensive coursework and training in the school combined with outside internships, mentoring, and field study opportunities will define the student experience. CTE themes will be infused into all core subjects in alignment with the Common Core Learning Standards, allowing for interdisciplinary coursework and reinforcing the connection between school experiences and post-secondary opportunities.

Instructional Model, Curricula, and Organizational Design

New School will emphasize an interdisciplinary approach to core subject mastery and CTE skill-building. Teachers will work on incorporating and infusing the Common Core Learning Standards into the curriculum for a rigorous instructional experience that consistently encourages higher-level thinking and the refinement of critical literacy and numeracy skills. Students will be expected to demonstrate and apply skills from their core subject classes into their CTE studies, and vice versa. Taking advantage of the content linkages between their classes, core subject area teachers and CTE teachers will frequently collaborate and design integrated instruction that fosters more student-centered learning.

Academies for each CTE program will be created to help create smaller communities of scholars and teachers within the school. Student affiliation with their academy will promote a sense ownership and pride in their own learning experiences. The academy structure will also enable teachers to develop, through inquiry-based collaboration, instructional strategies focused on a set group of students. Teacher planning and collaboration opportunities will be programmed in to the school schedule, allowing teachers to meet and discuss student progress, examine student work, and discuss curricula.

New School will explore designing schedules so students take core courses within their own academies as well as in other academies, so students feel connected to their classmates and feel a sense of belonging to the school community at large. Additionally, to strengthen students' awareness of and planning for options after high school, the New School will collaborate with local business and colleges, as well as community organizations, to design career development activities aligned to their CTE studies and academies. Such opportunities may include internships, job search and interviewing practice, mentorships, college site visits,

and guest speakers. New School will provide a career orientation program for 9th graders to help them learn about career pathways and make educated decisions about their post-secondary plans. Strategic partnerships will be a focal point of New School's instructional model.

To track student trajectories, New School will seek to use student portfolios. These portfolios will collect formative and summative student achievement information and highlight progress and achievements in student coursework.

New School also plans to implement a school-wide grading policy using the theory of Douglas Reeves – which posits that school-wide implementation of a consistent and effective grading system will have an immediate impact on reducing failures and improving student achievement, teacher morale, student behavior, and parental engagement – and support faculty in using a series of differentiated assessments in order to determine student mastery of core competencies. New School will foster a culture of learning as a process so that students understand that their work can be improved on an ongoing basis all disciplines. An online grade book system will be required of all teachers. Students and parents will have access to the grade books in order to keep track of their progress. The online grade book system will also be able to be used for communication between parents, students, and teachers.

Currently, Alfred E. Smith uses the traditional 40-minute class schedule, which limits opportunities for teachers to offer creative and intensive activities for students to complete. At New School, classes of at least 60 minutes will be used to help promote hands-on and student-centered learning.

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

CTE Programs

Alfred E. Smith currently offers CTE programs in the following career clusters:

- Architecture and Construction
- Scientific Research and Engineering
- Transportation, Distribution and Logistics

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.[17] Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

"Approved" CTE programs of study have been reviewed and approved by the DOE and SED, which

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

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

State approval of CTE programs requires the following four stages:

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

Alfred E. Smith currently offers five CTE programs to students in grades eleven and twelve only, and two CTE programs to students in grades nine through twelve. All of Alfred E. Smith's programs are in development and are not yet approved by the State:

Career Cluster	CTE Pathway	State Approval Status	Program Status
Architecture and Construction	Carpentry	In Development	Phasing Out
	Electrician	In Development	Phasing Out
	Heating Ventilation/ Air Conditioning	In Development	Phasing Out
	Plumbing	In Development	Phasing Out
Scientific Research and Engineering	Pre-Engineering	In Development	Phasing Out
Transportation, Distribution and Logistics	Automotive Technician	In Development	Admits New 9th Grade Students
	Collision Repair	In Development	Admits New 9th Grade Students

Students enrolled in CTE programming at Alfred E. Smith will have the opportunity to enroll in CTE programming at New School.

New School will continue to offer the two programs currently available to incoming ninth-graders at Alfred E. Smith: the Automotive Technician program and the Collision Repair program. Both programs are in development. The Office of Postsecondary Readiness ("OPSR") will support the leadership of New School to gain state approval for these two programs. However, students not graduate from New School with a CTE endorsement if the program is not approved by the time they graduate.

Some Alfred E. Smith eleventh and twelfth grade students are currently enrolled in the Carpentry, Electrician, Heating Ventilation/Air Conditioning, Plumbing, and Pre-Engineering programs, which are not state-approved. If this proposal is approved, students enrolled in the five programs that are phasing out will be supported as they progress toward graduation at New School, but they will not graduate with a CTE endorsement because New School will not be pursuing State approval for these programs.

Also mentioned earlier, a new school on the Smith campus, BDCA, offers programming that is in the process of phasing out at Alfred E. Smith. New School will not offer the programs which are the process of phasing out to new ninth graders, nor will it seek state approval for them. However, those students who are currently enrolled in these programs at Smith and would be enrolled next year in these programs at New School can still continue their coursework.

For students who fall behind or do not graduate by June 2014 when these five programs will be completely phased-out, there are options within District 79's Alternative Programs for 18-22 year-old students, as well as adult education programs that offer CTE instruction. For additional information about District 79, please visit the DOE's Web site at http://schools.nyc.gov/Offices/District79/SchoolsProgramsServices/default.htm. For additional information about Adult Education, please visit the DOE's Web site at http://schools.nyc.gov/NR/exeres/085256FE-5C53-41BC-8533-36B4F4049462.htm.

As discussed above, in general, students who are enrolled in CTE programs that are "in development" (meaning they are not yet approved by the State) at Alfred E. Smith, or at other schools Citywide, do not graduate with CTE-endorsed diplomas.

Under the National Academy Foundation, which has a four year career-based curriculum, New School may also explore creating a new career cluster theme of medical services. A medical services themed CTE program may help New School to diversify the Smith Campus.

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

Admissions Programs

Alfred E. Smith currently admits students through two separate admission programs. The National Automotive Technicians Education Foundation ("NATEF") Automotive Technology program, which falls under the Engineering Interest Area (separate from the Engineering career cluster discussed above) admits students through a screened admission method with academic screening criteria, described in detail below. New School will convert this admissions program from a screened method to a limited unscreened method, thereby encouraging a larger group of students to apply to the school. This change will also build on efforts to focus CTE programming at Alfred E. Smith by allowing New School to welcome and serve a wider range of students who might be interested in the kind of focused CTE programming the school will provide.

Similarly, the second program through which Alfred E. Smith admits students is the Bilingual Spanish NATEF Automotive Technology program, also in the Engineering Interest Area. This program admits students through a screened method that selects students based on both language and academic criteria. New School will continue the Bilingual admissions program, but the program will only screen for language and will otherwise be limited unscreened. Again, this is to allow the school to serve students regardless of their academic outcomes during middle school.

Support for Students with Disabilities and English Language Learners

Alfred E. Smith currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained special education ("SC") classes, and Special Education Teacher Support Services ("SETSS"). If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their IEPs.

New School will seek to improve the ICT model by providing professional development and training for all teachers, to ensure effective and collaborative instruction by both teachers in the classroom.

Alfred E. Smith currently offers English as a Second Language ("ESL") services. Alfred E. Smith also offers a transitional bilingual program in Spanish in grades nine through twelve. If this proposal is approved, English Language Learner ("ELL") students at New School will continue to receive mandated services.

A push-in resource model, in which ESL teachers work with ELLs in their regular classrooms, will be implemented in order to provide academic support while allowing students to maximize credit accumulation and take full advantage of the CTE programs being offered.

For ELL students, classes will be designed to improve language skills while providing content rich instruction. Push-in ELL teachers will be used in all classes in order to maximize student ability to participation. Rosetta Stone, a software for language learning, will be used for both classroom instruction and to reinforce individual learning, allowing students to progress at their own pace at school or at home.

Human Capital

At New School, inquiry teams and all teacher teams involved in instructional planning will be trained to incorporate the Common Core Learning Standards throughout all classes and coursework. New School will emphasize professional development for teachers regarding strategies for integrating core subject competencies into CTE classes. These strategies will be aimed at reinforcing students' learning and ability to apply their knowledge across subject areas.

Alfred E. Smith has provided professional development for staff in both academic and CTE content as well as instructional strategies. New School will build a professional development structure that takes advantage of resources within the school, including teachers and administrators sharing best practices, as well as external expertise from industry and educational partners. Professional development will encompass curriculum mapping for all disciplines, helping teachers understand what their students are learning and the skills needed in all classes, designing and using project assessments and hands-on coursework, and targeted support for individual teachers, departments, and grade teams.

New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools.

New School will also be able to utilize the NYC Teaching Residency for School Turnaround [18] which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to The Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include PLA schools) by providing them with tax-free grants for up to four consecutive years.

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

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

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 enhance student support through counseling in both group and individual settings. It will expand partnerships Alfred E. Smith has in place with mental health, mentoring, and support organizations to ensure New School students and their families have access to resources to support their overall wellness.

Parents will be encouraged to become active members of New School's Parent Association and School Leadership Team. The parent coordinator will be a vital participant in the school's culture – helping to build a strong bridge between the school, the community, and parents. New School will seek opportunities to celebrate its diverse student population through outside cultural events such as concerts, museum visits, and library experiences.

To provide college and career readiness activities in alignment with the school's CTE programs, New School will strengthen partnerships with local businesses, colleges, and community-based organizations already established under Alfred E. Smith. While some internship and participatory learning experience opportunities are in place at Alfred E. Smith, New School will provide more formal activities for all students to participate in to help them explore and plan their post-secondary options. Through collaboration with these strategic partners, New School will provide opportunities for students to practice and demonstrate their social and work skills in professional and higher education settings, such as on-the-job training, job shadowing, mock interviews and college visits.

Impact on Partnerships

According to the 2011-2012 High School Directory, Alfred E. Smith has partnerships with:

- **Community-Based Organizations:** Hudson Valley Blood Services, ASPIRA
- **Hospital Outreach:** Lincoln Hospital
- **Higher Education Institutions:** Hostos Community College, Bronx Community College, Fordham University, Columbia University, Lincoln Technical Institute, Universal Technical Institute
- **Cultutal/Arts Organizations:**Project Arts, New York Historical Society
- **Not-for-Profit:** US Department of Labor, Occupational Safety and Health Administration (OSHA), Occupational Hazards, Posse Foundation
- **Corporate/Financial Institutions:** International Business Machines (IBM), Bavarian Motor Works (BMW), Star Nissan, Lexus of Manhattan, LaSorsa Buick, Toyota of Manhattan, Turner Construction, New York Building Congress, School Construction Authority, Ace Mentoring

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

The other schools currently located on the Smith campus already have established relationships with several partners, including some whose work is directly connected to the missions and themes of those schools. The DOE anticipates that those partnerships will be unaffected by closure of Alfred E. Smith and co-location of New School.

Impact on Sports and Extra-curricular Programming[19]

According to the High School Directory, Alfred E. Smith currently offers the following sports, extracurricular activities, and clubs:[20]

Sports	Extra-Curricular Activities	Clubs:
• PSAL Sports[21] – Boys Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Football & JV Football, Golf, Gymnastics, Handball, Soccer, Tennis, Volleyball, Wrestling • PSAL Sports – Girls Volleyball • PSAL Sports – Co-ed Outdoor Track • School Sports Jiu-Jitsu, Intramural Sports	• StudentLeadership & Support: ○ Skills USA ○ Automotive Youth Educational System (AYES) ○ Internships ○ Co-op Education • Academic: ○ PSAT &SAT prep • Artistic: ○ Shakespeare Competition ○ Poetry Competition ○ Spelling Bee	• International Robotics • Chess • Leadership • Wrestling • Book

Currently, all schools on the Smith campus participate in the PSAL program. If this proposal is approved, the DOE anticipates that this same opportunity will exist for students across X600, including students attending New School. The availability of the PSAL program for the schools in X600 is expected to remain the same despite the closure of Alfred E. Smith and opening of New School.

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

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

Impact on Students Attending Other Schools on the Smith Campus

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools on the Smith campus. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of Alfred E. Smith and proposed

[19] Athletic and extracurricular offerings reflect those listed for Alfred E. Smith in the 2011-2012 Directory of High Schools.
[20] http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm.
[21] PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

opening of New School will not impact the enrollment or admissions at other schools located on the Smith Campus.

Enrollment Options for Current Alfred E. Smith Students

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

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

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

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

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

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

Impact on Students with Disabilities and English Language Learners

Alfred E. Smith currently offers ICT classes, SC special education classes, and SETSS. If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their IEPs. Alfred E. Smith currently offers ESL services. Alfred E. Smith also offers a transitional bilingual program in Spanish in grades nine through twelve. If this proposal is approved, ELL students at New School will continue to receive mandated services.

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

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

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

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

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

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

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

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

Both Alfred E. Smith and BDCA admit students as part of the Citywide High School Admissions Process. This proposal will not affect the admissions criteria or processes for any organization in the building other than Alfred E. Smith.

Alfred E. Smith has two programs which screen students: one program screens academically and the other program screens for both language and academics. Both admissions programs fall under the Engineering Interest Area. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay, additional diagnostic test, or other criteria.

Currently, Alfred E. Smith's NATEF Automotive Technology program screens for:

- English (75-100), Math (75-100), Social Studies (75-100), Science (75-100)
- Standardized Test Scores: Math Levels 3-4, English Language Arts Levels 3-4
- Review of Attendance and Punctuality

Currently, Alfred E. Smith's Bilingual Spanish NATEF Automotive Technology program screens for:

- Language
- English (75-100), Math (75-100), Social Studies (75-100), Science (75-100)
- Standardized Test Scores: Math Levels 3-4, English Language Arts Levels 3-4
- Review of Attendance and Punctuality

As mentioned above, both of these admissions programs will continue in New School, but New School will have different admissions methods for these two programs. The NATEF Automotive Technology program will no longer be screened and admit students through a limited unscreened admissions method. The Bilingual Spanish NATEF Automotive Technology program will no longer have an academic screen; it will only screen for language.

A limited unscreened program gives priority to students who demonstrate interest in the school by attending a school's Information Session or Open House events or visiting the school's exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority for admission to the school's program(s).

BDCA has a limited unscreened admissions method. This proposal will not affect the admissions process for BDCA.

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 Alfred E. Smith, the student will instead be matched to New School.

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

Admissions Impact for Future High School Students – Transfer School Students

As previously discussed, Bronx Haven is a transfer school. This proposal will not affect the admissions process for transfer school students applying to Bronx Haven. Transfer schools do not participate in the High School Admissions Process. Transfer schools accept students who have been enrolled in high school in New York City for at least one year and who are behind in high school or at risk of dropping out.

Each transfer school has its own admissions criteria. Bronx Haven has a rolling admission policy, accepting students throughout the year who are 16 years of age and older and who have attended another New York City high school for at least one year.

Students can refer to the following website for more information about applying to a transfer school: http://www.goingforme.org/. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain options to students.

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. As of the October 31, 2011 audited register, Alfred E. Smith has a total of 73 new ninth-grade students. New ninth-grade students enter the school through two methods:

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

OTC placement is a term that refers to the method of enrolling students who need a school assignment

because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the beginning of the school year. Most of these students fall into one of four categories:

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

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

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

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

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

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

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

	Over-The-Counter	High School Admissions Process
9th Grade	10	63

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

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

Additionally, Alfred E. Smith admitted 7 OTC students in grades 10-12 as well:

	Over-The-Counter
10th Grade[24]	3
11th Grade	3
12th Grade	1

Of the 63 ninth-grade students who were admitted through the High School Admissions Process, 17% are students with disabilities and ten or fewer are ELL students. Of the ten students who arrived over-the-counter, ten or fewer are students with disabilities and ten or fewer are ELL students.[25]

Schools with Programs Similar to Alfred E. Smith's Program Offerings[26]

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

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

Impact on YABC Program

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

If this proposal is approved, the YABC program in the building will continue to operate in the X600 building and will not be affected by the proposed closure and opening. Once the closure of Alfred E. Smith and the opening of New School are complete, the YABC program is expected to remain in the building and will continue to provide services as long as there is demand for the program.

B. Schools

In 2012-2013, once Alfred E. Smith has closed, New School has opened, and BDCA continues to phase in,

[24] In addition to admitting three OTC students in the 10th grade, Alfred E. Smith also admitted one 10th grade students through the High School Admissions process.

[25] Students with disabilities as a percentage of total OTC ninth-grade students at Alfred E. Smith from the 2011-2012 audited register. This count does not include students receiving SETSS or students receiving speech or language services. ELL students as a percentage of total OTC ninth-grade students at Alfred E. Smith students from the 2011-2012 audited register.

[26] Similar programs are defined as those in the same "interest area" as listed in the High School Directory.

and Bronx Haven continues expand, there will be approximately 950-1,175 total students served in the building. The projected utilization for X600 at that point is approximately 63-78%. In 2014-2015, after Alfred E. Smith has completed its enrollment reduction and BDCA has completed its phase-in, there will be approximately 1,175-1,400 students in the buildings, yielding a projected utilization rate of 78-93%. The estimated enrollment for all four organizations in X600 over a four-year period is shown in the tables below.

Alfred E. Smith	**Total Enrollment**
2011-12 (audited)	668
2012-13 (proj.)	-
2013-14 (proj.)	-
2014-15 (proj.)	-

New School	**Total Enrollment**
2011-12 (audited)	-
2012-13 (proj.)	550 - 650
2013-14 (proj.)	525 - 625
2014-15 (proj.)	500 - 600

BDCA	**Total Enrollment**
2011-12 (audited)	135
2012-13 (proj.)	250 - 350
2013-14 (proj.)	375 - 475
2014-15 (proj.)	500 - 600

Bronx Haven	**Total Enrollment**
2011-12 (audited)	142
2012-13 (proj.)	150 - 175
2013-14 (proj.)	175 - 200
2014-15 (proj.)	175 - 200

If this proposal is approved, there will be sufficient space to accommodate New School, BDCA, and Bronx Haven pursuant to the Citywide Instructional Footprint (the "Footprint"). There will also be sufficient space to continue to house the YABC program. (Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/community/planning/default.htm.)

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

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

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

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

As indicated above, the enrollment of New School will decrease in line with the projections previously made for Alfred. E. Smith and contained in the proposal to co-locate BDCA on the Smith Campus, which was approved by the PEP on March 1, 2011. Both BDCA and Bronx Haven are still expanding, and their enrollments are expected to increase according to the projections contained in last year's co-location proposal. Therefore, room allocations of all three schools in the building are expected to be made according to the information in that approved EIS.

As indicated previously, if this proposal is approved, the YABC program in the X600 building will continue to operate there and will not be affected by the proposed closure and opening.

Building Safety and Security

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

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

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. This proposal is intended to meet this goal by allowing the students currently enrolled in Alfred E. Smith 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 Alfred E. Smith and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, Alfred E. Smith needs more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in Alfred E. Smith by implementing an enrollment reduction and narrowing the school's focus on automotive CTE programming. . However, based on the school's most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

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

Impact on High School Seat Capacity in the Bronx

The Bronx seats eliminated by Alfred E. Smith's closure will be recovered by the opening of New School. As a result, the proposal to close Alfred E. Smith is not expected to yield a net loss of high school seats in building X600 or in the Bronx.

Specifically, in the Bronx:

- There will be 15,670 total seats available for new ninth-grade students in Bronx high schools in 2012-2013.[27]
- In 2011-2012, there are only 14,959 new ninth-grade students enrolled in Bronx high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 711 seats for new ninth-grade students in Bronx high schools.

Specifically, in the X600 building:

- Alfred E. Smith is currently serving 73 new ninth-grade students
- The proposed opening of New School in building X600 is projected to create 53-93 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by to the closure of Alfred E. Smith will be recovered through the opening of New School.

In short, the proposal to close Alfred E. Smith is not expected to yield a net loss of seats in the Bronx or in

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

building X600. There will continue to be an excess of seat capacity in Bronx high schools.

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

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

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

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X600.

Impact on CTE Seat Capacity in the Bronx

There will be no change in the number of new ninth-grade CTE seats available as a result of this proposal. New School plans to offer the same CTE programs to new ninth-grade students that were previously offered at Alfred E. Smith to new ninth-grade students. As a result, this proposal has no impact on CTE seats in the Bronx.

For descriptions of approved and pending proposals that impact CTE seats in the Bronx, please visit: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm. Also, as mentioned earlier, the list of schools in the City that also provide CTE programs in Alfred E. Smith's pathways can be found in the appendix. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X600.

IV. Enrollment, Admissions and School Performance Information

Alfred E. Smith

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Screened
Admissions After Proposed Closure of Alfred E. Smith	N/A

Enrollment Data

	Total Enrollment
2011-12 (audited)	668
2012-13 (proj.)	-
2013-14 (proj.)	-
2014-15 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services[28]	18%
Percentage of Students with Individualized Education Programs[29]	25%
Percentage of English Language Learner Students[30]	10%
Percentage of Students Eligible for Free or Reduced Lunch[31]	85%

School Performance Data

Alfred E. Smith Career and Technical Education High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	57%	63%	71%
4 Year Graduation Rate	46%	44%	54%
6 Year Graduation Rate	57%	47%	54%
% Graduating with a Regents Diploma	26%	21%	31%
Attendance Rate	77%	77%	73%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

BDCA

Admissions Data

Current Admissions	Grades 9: High School Admissions Process; Admissions Method: Limited Unscreened

[28] Students receiving ICT and SC services as percentage of total students from the 2011 audited register.
[29] Students with Individualized Education Plan as percentage of total students from the 2011 audited register.
[30] English Language Learner students as percentage of total students from the 2011 audited register.
[31] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Admissions After Proposed Closure of Alfred E. Smith	Grades 9: High School Admissions Process; Admissions Method: Limited Unscreened

Enrollment Data

	Total Enrollment
2011-12 (audited)	135
2012-13 (proj.)	250 - 350
2013-14 (proj.)	375 - 475
2014-15 (proj.)	500 - 600

Demographic Data

Percentage of Students Receiving ICT or SC services	24%
Percentage of Students with Individualized Education Programs	24%
Percentage of English Language Learner Students	21%
Percentage of Students Eligible for Free or Reduced Lunch	60%

School Performance Data

This school opened in 2010 and does not yet have Progress Report data.

Bronx Haven

Admissions Data

Current Admissions	School-based rolling admissions: students must be 16 years of age or older and attended another high school for at least one year
Admissions After Proposed Closure of Alfred E. Smith	School-based rolling admissions: students must be 16 years of age or older and attended another high school for at least one year

Enrollment Data

	Total Enrollment
2011-12 (audited)	142
2012-13 (proj.)	150-175
2013-14 (proj.)	175 -200
2014-15 (proj.)	75 - 200

Demographic Data

Percentage of Students Receiving ICT or SC services	8%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	69%

School Performance Data

Bronx Haven High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade		B	C
Quality Review Score		P	D
Key Components of Performance and Progress			
6 Year Graduation Rate	-	54%	57%
Change in Attendance Rate	-	-1%	-6%
2010-2011 State Accountability Status	-		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Alfred E. Smith	9-12: High School Admissions Process; Admissions Methods: Limited Unscreened, Limited Unscreened with screen for language

Enrollment Data

	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	550 - 650
2013-14 (proj.)	525 - 625
2014-15 (proj.)	500 - 600

Demographic Data[32]

Percentage of Students Receiving ICT or SC services	18%
Percentage of Students with Individualized Education Programs	25%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	85%

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 Alfred E. Smith and the opening of New School are implemented, the DOE will cease to allocate funds to Alfred E. Smith, and will allocate funds instead to New School.

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

Estimated FSF for New School in its first year is $2,734,856 - $2,734,856. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (known as SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.[33]

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 evaluation 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.

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

[32] Demographic data included for New School is anticipated based on the current student population at Alfred E. Smith, but actual demographic data may differ.
[33] 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.

If the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding of up to $ 2,000,000 per year for 3 years under the federal Turnaround model.

However, the DOE plans to proceed with this proposal whether or not either Alfred E. Smith or New School becomes eligible for SIG funding under the Turnaround model.

Current Alfred E. Smith 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.

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 Alfred E. Smith will be excessed in the closure.[34] 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 Alfred E. Smith apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from Alfred E. Smith 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 Alfred E. Smith teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. Staff will be selected by a Personnel Committee typically consisting of two Union representatives designated by the UFT president, two representatives designated by the Chancellor or superintendent, and the principal. If, as a result of the hiring process, the staff at New School does not meet SED's requirement for teacher turnover, the SIG application for New School may be denied.

Current Alfred E. Smith teachers who are not hired at New School will remain in excess.

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

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

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

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

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

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

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

As with all other schools Citywide, New School, BDCA, and Bronx Haven 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. Alfred E. Smith, Bronx Haven, and BDCA are currently eligible for Title I funding. Since BDCA and Bronx Haven's enrollments are expected to be unchanged by this proposal, the DOE anticipates that the closing of Alfred E. Smith and immediate opening of New School will not impact the amount of Title I funding theses schools will receive next year. Since New School is expected to serve the same population as Alfred E. Smith, at reduced enrollment levels pursuant to the previously implemented enrollment reduction, the DOE anticipates that New School will receive roughly the same amount of Title I funding as Alfred E. Smith would have, if this proposal is approved.

In addition, schools with CTE programs like New School and BDCA 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 and BDCA will be able to apply for State approval of their CTE Pathways, and if those programs are approved, the schools will be eligible for VTEA funding. The amount of VTEA funding will vary depending on enrollment each year.

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

If approved, this proposal will not impact the costs of instruction of the other existing organizations on the Smith Campus.

C. Administration

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

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

If approved, this proposal will not impact the administration of the other organizations in the X600 building.

D. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf. There will be no change to existing transportation practices at any of the school organizations in the X600 building as a result of this proposal.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the X600 building.

VII. Building Information

Building		X600
Type of Building		High school
Year Built		1932
Overall BCAS rating		2.8
2010-2011 Target Building Utilization		72%
2010-2011 Target Building Capacity		1508
FY 2011 Maintenance Costs	**Labor**	$111,435
	Materials	$66,190
	Maintenance and repair contracts	$66,575
	Service contracts	$8,105
	Custodial operations costs—Materials	$19,878

	Custodial operations costs—Custodial Allocation	$572,123
FY2011 Energy Costs	**Electric**	$183,630
	Gas	$2,609
	Oil	$299,793
Projects completed during the current or prior school year		Interior Spaces Ceiling Only, Restructuring - Upgrade Exisiting Auditorium, CTF-Room Conversion, IEH PO18-Room: 211, 209A, 209B, 26
Projects proposed in the capital plan		Educational Enhcancements-School Improvement and Restructuring, Upgrade Rm 137-Upgrade existing hydraulic lift, lighting/electrical & exhaust systems, Building upgrade - Elevators & Escalators, System Replacements - Heating Plant Upgrade
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, & Science Labs

APPENDIX
Transitional Bilingual Programming - Spanish

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
07X547	New Explorers High School	Spanish	730 Concourse Village West	Limited Unscreened
08X432	BRONX BRIDGES HIGH SCHOOL	Spanish	1980 Lafayette Avenue	Screened: Language
10X440	DeWitt Clinton High School	Spanish	100 West Mosholu Parkway South	Educational Option, Screened
12X446	Arturo A. Schomburg Satellite Academy Bronx	Spanish	1010 Rev. J. A. Polite Avenue	Transfer School
75X754	J. M. Rapport School Career Development	Spanish	470 Jackson Avenue	N/A

APPENDIX
CTE Career Pathway: Engineering

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
07X522	Bronx	Bronx Design and Construction Academy	333 EAST 151 STREET	135	0	N/A	N/A	24%	21%	Building Construction and Technology	Limited Unscreened
10X213	Bronx	Bronx Engineering and Technology Academy	99 TERRACE VIEW AVENUE	431	504	86%	C	17%	16%	Bronx Engineering & Technology Academy (BETA)	Limited Unscreened
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Pre-Engineering and Applied Mathematics	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 2011-12 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.
% 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.

APPENDIX
CTE Career Pathway: Architecture & Construction

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
07X522	Bronx	Bronx Design and Construction Academy	333 EAST 151 STREET	135	N/A	N/A	N/A	24%	21%	TBD	Limited Unscreened	TBD
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Electrician	Educational Option, Screened	Approved
14K586	Brooklyn	Lyons Community School	223 GRAHAM AVENUE	516	610	85%	A	15%	15%	Carpentry	Limited Unscreened	New (to process)
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18%	3%	Construction Technology	Educational Option	Approved
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18%	3%	Heating Ventilation/Air Conditioning	Educational Option	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Plumbing	Educational Option, Screened	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Electrician	Educational Option, Screened	Under Review
27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104TH STREET	920	941	98%	A	3%	0%	Construction Technology	Screened	In Development

28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Electrician	Educational Option, Screened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	Construction Technology: Carpentry	Educational Option, Screened	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A	0%	0%	Plumbing	N/A	Approved
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A	0%	0%	Building Maintenance	Phasing out	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A	0%	0%	Carpentry	Phasing out	New (to process)

APPENDIX
CTE Career Pathway: Science Research & Engineering

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
05M692	Manhattan	High School for Mathematics, Science and Engineering at City College	240 CONVENT AVE	405	451	90%	A	0%	0%	Engineering	Test	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Engineering	Educational Option, Zoned	New (to process)
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Engineering	Educational Option, Screened, Zoned	In Development
13K430	Brooklyn	Brooklyn Technical High School	29 FT GREENE PLACE	5311	4074	130%	B	0%	0%	Engineering	Test	In Development
13K674	Brooklyn	CITY POLYTECHNIC HIGH SCHOOL OF ENGINEERING, ARCHITECTURE, AND TECHNOLOGY	105 JOHNSON STREET	335	234	143%	N/A	15%	4%	Civil Engineering	Limited Unscreened	In Development
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Pre Engineering	Educational Option, Limited Unscreened	In Development

19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Pre Engineering	Educational Option, Screened	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Engineering	Screened, Unscreened	Approved
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Pre Engineering	Educational Option, Limited Unscreened, Zoned	New (to process)
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Electrical Engineering	Educational Option, Screened	Approved
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Bio-Med Tech	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	BioTechnology	Educational Option, Screened, Zoned	New (to process)

28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	BioTechnology	Audition, Educational Option, Screened, Zoned	New (to process)
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13%	6%	Bio-Med Tech	Educational Option, Limited Unscreened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	Architectural Engineering Technology/Technician	Educational Option, Screened	Approved
31R605	Staten Island	Staten Island Technical High School	485 CLAWSON STREET	1104	1122	98%	A	0%	0%	Engineering	Test	In Development

APPENDIX
CTE Career Pathway: Transportation Distribution and Logistics

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
02M551	Manhattan	The Urban Assembly New York Harbor School	10 South Street slip 7	428	423	101%	A	13%	4%	Vessel Engineering	Limited Unscreened	In Development
02M551	Manhattan	The Urban Assembly New York Harbor School	10 South Street slip 7	428	423	101%	A	13%	4%	Professional Diver	Limited Unscreened	In Development
02M551	Manhattan	The Urban Assembly New York Harbor School	10 South Street slip 7	428	423	101%	A	13%	4%	Marine Technology & Transportation	Limited Unscreened	In Development
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Automotive Technician	Educational Option, Limited Unscreened	Approved
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Collision Repair	Educational Option, Limited Unscreened	In Development
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Transit Technology	Educational Option, Screened	In Development
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18%	3%	Automotive Technician	Educational Option	In Development
24Q610	Queens	Aviation Career & Technical Education High School	45-30 36 STREET	2195	1558	141%	A	3%	3%	Airframe and Powerplant	Screened	Approved
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Aviation Technology	Educational Option, Limited Unscreened, Screened	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Automotive Technician	Educational Option, Screened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Automotive Technician	Educational Option, Limited Unscreened, Screened, Unscreened	In Development

31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	Automotive Technician	Educational Option, Screened	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Automotive Technician	Phasing out	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.