

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of W. H. Maxwell Career and Technical Education High School (19K660) and Opening of New School (19K482) in Building K660 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close W. H. Maxwell Career and Technical Education High School (19K660, “W. H. Maxwell”), an existing district high school in building K660 (“K660”), located at 145 Pennsylvania Avenue, Brooklyn, NY 11207, within the geographical confines of Community School District 19. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace W. H. Maxwell with New School (19K482, “New School”), a new district high school which will serve students in grades nine through twelve in building K660.

If this proposal is approved, W. H. Maxwell 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

In addition, K660 houses a Living for the Young Family Through Education (“LYFE”) program.

W. H. Maxwell currently offers five Career and Technical Education (“CTE”) pathways.² It admits students through the Citywide High School Admissions Process through an educational option method. Additional information about CTE programming and the High School Admissions Process is contained in Section III 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 W. H. Maxwell and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in building K660. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including W. H. Maxwell staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. By improving the quality of teaching and learning in the school, DOE also will increase New School’s chance of receiving up to \$2,000,000 in supplemental federal funding per year under the federal School Improvement Grant (“SIG”) program.³ New School will build on the strongest elements of W. H. Maxwell

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

² Students enrolled in a 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. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into sixteen career clusters identified at the federal level. 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.

³ Because this school is not currently implementing a School Improvement Grant (“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

and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of W. H. Maxwell with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

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

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

School Improvement Grants

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

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization (“EPO”) that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student supports similar to those developed in Transformation, but also replace at least half of the school’s staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled in other existing schools.⁷

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to improve with the supports provided for within the Transformation and Restart models were selected to implement one of those models in school year 2011-2012. Following SED’s review and approval, 19

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.

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

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

⁶ SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of a model. W. H. Maxwell has not yet been placed into a SIG model meaning that New School will be eligible for three years of funding.

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

schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools that the DOE concluded were not able to quickly improve student performance were assigned to implement the phase in/phase out version of the Turnaround model, where one or more new schools replace the PLA school over a number of years, while the PLA school stops accepting students and phases out gradually. In the remaining 10 schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each of those schools so that they could begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to W.H. Maxwell specifically, the DOE decided not to apply to put W.H. Maxwell in a SIG model this year. The DOE wanted to collect additional information to determine the most appropriate intervention for the school. As such, W.H. Maxwell was provided with \$300,000 in Title I funding.

When W.H. Maxwell's Progress Report for the 2010-2011 school year was released in Fall 2011, it received an A grade, an improvement from a B grade in 2009-2010 and a D grade in 2008-2009. While this improvement is important, there are also signs that W.H. Maxwell requires additional intervention to continue to improve. Although students' attendance, credit accumulation, Regents results, and the graduation rate improved, all are still low when compared with Citywide averages. Moreover, the school's Quality Review in 2010-2011 found that there was wide variation in the quality of the faculty's practice, part of the reason the school earned an overall rating of "Developing." In addition, the school still remains on the State's PLA list, indicating that it continues to require additional and significant support.

The DOE concluded that the students at W.H. Maxwell would benefit from a more intensive intervention. Closing W.H. Maxwell and replacing it with a new school will allow new staff to be put in place who can build on the recent improvements at W.H. Maxwell and accelerate the pace and degree of improvement.

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

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

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

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

Through the process described above for hiring instructional staff in a new school, the DOE historically has demonstrated an ability to hire high quality teaching staff into the new school and not rehire staff from the closing school who do not meet the new school's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility for the Transformation or Restart models if a final agreement is reached on teacher evaluations. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for New School, seeking to secure SIG funding necessary 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 W. H. Maxwell and will admit future new 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 W. H. Maxwell, and replace those interventions that have been less effective. New School will build upon the best elements of W. H. Maxwell 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 W. H. Maxwell

SED identifies high schools as PLA if their four-year graduation rate is below 60 percent for three years in a row, or if their students' performance on the English and Math Regents exams is among the lowest five percent of schools in New York State and the school's results have not improved significantly in the previous three years. W.H. Maxwell was identified as a PLA school in 2009-2010 and again in 2010-2011 because of its four-year graduation rate.

Despite poor performance in past years, more recent data indicate that W.H. Maxwell has shown some improvement. Still, student achievement is not as strong as it needs to be, and the rate of improvement is too slow. The closure of W.H. Maxwell and opening of New School will preserve the elements of W.H. Maxwell that have led to its recent gains, while giving New School the ability to accelerate the pace of change.

- Graduation rates at W.H. Maxwell have been consistently low for years. In 2010-2011, W.H. Maxwell's four-year graduation rate (including August graduates) was 61% —below the Citywide graduation rate of 65.1% and in the bottom 27% of schools Citywide.⁹
- If Regents diplomas alone counted toward graduation—as will be the case for most students in the 2012-2013 school year—the four-year graduation rate at W.H. Maxwell would drop to just 43%, putting the school in the bottom 20% of high schools Citywide.
- On the other hand, the graduation rate at W.H. Maxwell has shown some increase in the past few years, rising from 43% in 2007-2008 to 61% in 2010-2011. Moreover, the school's 2010-2011 graduation rate was in the top 30% in its peer group, indicating the school is having some success graduating students relative to other schools with similar students.

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

- Additionally, the school has been able to graduate an increasing number of students in six years. The 2010-2011 six-year graduation rate was 52%, notably higher than the 2007-2008 six-year graduation rate of 46%. The DOE believes that with new programs and a push to improve teacher quality, the New School could expand this recent improvement in overall student outcomes.
- W.H. Maxwell also appears to be having some success in graduating students with disabilities in self-contained special education classrooms. 62% of such students graduated in four years, placing the school in the 92nd percentile Citywide for this measure. The DOE will seek to preserve W.H. Maxwell’s efforts to support these students in New School, while implementing new supports to assist other student populations who continue to struggle at W.H. Maxwell, including other students with disabilities.
- 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. W.H. Maxwell earned an overall A grade on its 2010-2011 annual Progress Report, an important achievement. However, the Progress Report also identified areas in which W.H. Maxwell needs to improve: it received a C grade on Student Performance, and a C grade on School Environment.
- The low School Environment score is driven in part by student attendance. W.H. Maxwell’s attendance rate remains below that of most high schools. The 2010-2011 attendance rate was 77%, putting W.H. Maxwell in the bottom 7% of City high schools in terms of attendance.
- Furthermore, W. H. Maxwell was rated “Developing” (D) on its most recent Quality Review in 2010-2011.¹⁰ Quality Reviews evaluate how well schools are organized to support student learning. The review cited a number of serious concerns, including the inadequate differentiation of instruction to support individual student needs and uneven levels among staff of analysis of student work and data to allow teachers to modify teaching practice to support students’ individualized needs.
- First-year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 70% of first-year students at W.H. Maxwell 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 W.H. Maxwell in the bottom 24% of high schools Citywide.
- On the other hand, Regents exam outcomes at W.H. Maxwell indicate success in specific subjects. As measured by the weighted Regents pass rate, the school is showing success in helping students to pass Regents exams; Weighted Regents pass rate results in U.S. History, Math and Science were in the top 10% Citywide. The DOE will seek to preserve W.H. Maxwell’s more effective instructional programs in the New School, while also implementing new programs to improve instruction in other subjects.

The chart below summarizes key performance data for W.H. Maxwell over the past three years:

| W. H. Maxwell Career and Technical Education High School | 2008-2009 | 2009-2010 | 2010-2011 |
|---|-----------|-----------|-----------|
| <i>School Performance and Progress</i> | | | |
| Overall Progress Report Grade | D | B | A |
| Progress Report Progress Grade | C | B | A |

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

| | | | |
|---|--|-----|-----|
| Progress Report Performance Grade | F | F | C |
| Progress Report Environment Grade | D | D | C |
| Quality Review Score | P | | D |
| Key Components of Performance and Progress | | | |
| % 10+ Credit Accumulation in Year 1 | 66% | 74% | 70% |
| 4 Year Graduation Rate | 43% | 54% | 61% |
| 6 Year Graduation Rate | 49% | 46% | 52% |
| % Graduating with a Regents Diploma | 17% | 22% | 43% |
| Attendance Rate | 72% | 74% | 77% |
| 2010-2011 State Accountability Status¹² | Restructuring (advanced) Comprehensive | | |

Overview of Past Strategic Improvement Efforts at W. H. Maxwell

For the past several years, the DOE has sought to support W. H. Maxwell 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 leadership staff to help them set clear goals for the school and improve student performance, including around implementing Common Core Learning Standards.
- Supported school leadership in designing systems and procedures to analyze student data, including credit accumulation and Regents results, in order to improve instructional goal-setting and student performance.
- Trained principal and assistant principals in making strategic organizational decisions to strengthen student work, and in methods to improve teacher effectiveness and student learning through use of protocol for analyzing student work, providing effective feedback, and teacher teams.
- Assisted staff in preparing for the Quality Review and in analyzing results of the Quality Review in order to make modifications that promote student achievement.

Instructional Support:

- Supported teachers and staff in supporting English Language Learner (“ELL”) students and special education students, including differentiating instruction, data analysis, and other supports and strategies for improving instruction and plans for ELL and special education students.
- Provided professional development to teachers in curriculum mapping, integrating Common Core Learning Standards to increase rigor in the classroom, and creating a learning environment that promotes student achievement.

Operational Support:

- Advised school staff on budgeting, human resources, teacher recruitment and building management.
- Assisted teachers and staff with data management systems targeted at promoting student achievement.

Student Support:

- Coached counselors and staff in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving school-based social and emotional supports.

¹¹ Not all schools receive a Quality Review every year.

¹² This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Website at <http://www.p12.nysed.gov/irs/accountability>.

- Assisted school counselors and staff in developing strategies and practices for improving student attendance and targeting attendance concerns.
- Facilitated partnerships with organizations like Brooklyn Empowerment Neighborhood Initiative (BENI) and Standing Together Achieve Real Results (STARR) to provide students with recreational programming, including step, dance, film, and communications programs, as well as mentoring.

The DOE has determined that even with these supports, however, W. H. Maxwell cannot improve student achievement quickly enough. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending W. H. Maxwell 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 W. H. Maxwell access to an improved faculty.

Prior to issuing this proposal, the DOE met with the W. H. Maxwell community. On January 23, 2012, Brooklyn High School Superintendent Karen Watts met with W. H. Maxwell’s School Leadership Team (“SLT”), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

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

II. Proposed or Potential Use of Building

K660 has a target capacity of 1,041 students.¹³ (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 529 total students,¹⁴ yielding a utilization rate of 51%.¹⁵

If this proposal is approved, W. H. Maxwell will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open as of September 2012. Seats in New School will be guaranteed for all students currently enrolled in W. H. Maxwell who do not graduate by the beginning of the 2012-2013 school year. Over a two-year period, the proposed grade spans for the schools in the building are as follows:

| DBN | School Name | Grade Spans | |
|--------|--|-------------|-----------|
| | | 2011-2012 | 2012-2013 |
| 19K660 | W. H. Maxwell Career and Technical Education High School | 9-12 | - |
| 19K482 | New School | - | 9-12 |

If this proposal is approved, New School will serve approximately 510-550 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 371 students currently in grades nine through eleven at W.H. Maxwell, as well as an expectation of holdover students who need extra time to graduate. This approximates enrollment levels in W. H. Maxwell, which is currently

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 are 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.

serving 529 students.¹⁶

If this proposal is approved, once W. H. Maxwell is closed and New School is opened, there will be approximately 510-550 students served in the K660 building in 2012-2013, yielding a projected utilization rate of 49-53%. Therefore, the building has adequate capacity to accommodate New School and the LYFE program after the closure of W. H. Maxwell.

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

| DBN | School Name | 2011-2012 Audited Register | 2012-2013 Projected Enrollment |
|----------------------------------|--|----------------------------|--------------------------------|
| 19K660 | W. H. Maxwell Career and Technical Education High School | 529 | - |
| 19K482 | New School | - | 510 - 550 |
| Total Building Enrollment | | 529 | 510 - 550 |
| Utilization | | 51% | 49% - 53% |

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.

The DOE anticipates that building K660 will still have excess space once New School opens. Any DOE proposal to site additional school organizations into this space would be described in a separate Educational Impact Statement (“EIS”), and be subject to Panel approval.

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.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at W. H. Maxwell 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 W.H. Maxwell. These structural and programmatic changes will be enabled and supported by New School's hiring process, which will allow New School to screen and hire those teachers with the specific skills and talent necessary to properly implement these changes. This will give all students currently attending W.H. Maxwell who do not graduate by the beginning of the 2012-2013 school year access to an improved faculty.

Given the changes that must be made in order to ensure that New School is able to more quickly and effectively meet the needs of the students currently attending W.H. Maxwell, 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 W.H. Maxwell and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of W.H. Maxwell with new staff and new programmatic elements in a new school.

W.H. Maxwell currently offers iZone, Small Learning Communities ("SLCs"), and CTE programming. Based on available resources and student needs, new elements planned for New School include but are not limited to: a new school mission focused on medical and health careers, changes to instructional model and curricula (including CTE programming), changes to admissions programs, expanded online learning opportunities, and a new flexible school schedule.

W. H. Maxwell currently partners with several organizations. If this proposal is approved, the DOE will work to ensure the smooth transition of these existing partnerships from W. H. Maxwell to New School.

W. H. Maxwell 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. As with all schools Citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources.

New School Mission

New School will focus on preparing students for success in the field of medicine through the following career pathways: Medical Information Systems (currently offered by W.H. Maxwell), Vision Technology (currently offered by W.H. Maxwell), and Sports Medicine (a new program). New School will foster purposeful learning in these areas of healthcare to ensure that students are prepared for college study and careers in these medical fields. W. H. Maxwell's Health Careers SLCs, which was the most successful of the school's SLCs, will serve as the model for New School. As explained below, New School may not offer the Apparel Design or Communications Media programs offered by W.H. Maxwell, and may either modify or cease offering the Cosmetology program which is also currently available at W.H. Maxwell.

New school will promote equity, excellence, high expectations, and a positive educational environment by creating a community in which each individual is valued and respected. Students will become agents of their own learning and take on challenges to preserve and overcome obstacles to become productive citizens in their community.

New School's vision is to create a rigorous academic community where a comprehensive and multifaceted instructional model promotes student participation, educational advancement, and positive change in society. As part of this vision, students will be expected to meet or exceed required performance standards, as well as pass career and professional exit exams. Each career pathway will structure its practices so that it builds on the seven elements of effective small learning communities: instructional focus, autonomy, personalization, professional development, identity, accountability, and leadership. With staff as role models, all students will be prepared for collegiate learning opportunities and meet the rigorous demands of the global 21st Century workforce.

Instructional Model and Curricula

Based on an assessment of student needs, New School will pursue instructional strategies to ensure that the curriculum in all disciplines will be updated, thereby increasing the level of text complexity for students. In all subject areas, students will be taught to read, write, and comprehend complex, subject-specific informational texts independently and proficiently. Building knowledge in the disciplines through literacy will be paramount. Teachers, across all content areas, will emphasize literacy experiences as they plan coherent instruction.

Increased emphasis will be placed on the formation of interdisciplinary lessons designed to increase the instructional outcomes in the building. Content area teachers will work very closely with Health Career teachers to ensure that activities and assignments will be developed with the student's career interest in mind. For example, a vision technology student will complete a mathematical assignment on inequalities while learning about the lensometer. Students will use rational numbers to calculate refractive conditions, and thus, determine the appropriate visual correction. In Global Studies, a research assignment about Nicolaus Copernicus will teach students about how he used optics and refraction in his formation of the "heliocentric theory." English Language Arts teachers will ask students to write an informative essay on the relationship between lensometry and glasses. In Art, students will design and label the parts of the eye. Health and Physical Education will examine the relationships between good nutrition and its physical impact on one's health and debate which method can best achieve cardiovascular health with respect to diabetic retinopathies and other diseases. In Science, students can learn about the relationship between the nervous system and ocular disorders.

New School will also expand W.H. Maxwell's practice of infusing blended learning (i.e.: using a teacher and computer program to lead instruction) and technology (e.g.: using SMART boards and laptop computers) into the classroom, so that multifaceted instruction will become the norm. To assist students in meeting their instructional goals, classroom instruction will provide support for various learning styles with multiple access points into curricula. Learning will be student-centered and teachers will facilitate and promote student interests through questioning and probing student thinking. Ample professional development will be provided to teachers to develop strong questioning techniques. Students will build their capacity to meet the new demands of their teachers to be reflective and critical thinkers.

New School will raise expectations of learning and achievement for every student, which will reinforce the school's instructional philosophy. Students will be fully aware of the criteria and performance standards by which their work will be evaluated. Teachers will also give immediate written and oral feedback to students based on a rubric to establish clear guidelines and consistency, thus allowing the students to make use of the feedback in their learning. Students will be encouraged to demonstrate attention to detail.

Teacher teams will meet to discuss how to support struggling students by using student work, data analysis, and the inquiry method to engage in meaningful conversations. The instructional adjustments will be closely monitored through formative classroom assessments and then best practices will be shared across grades and content areas. Teachers will be supported in this work through various professional developments, trainings and instructional coaches.

CTE Programs

W.H. Maxwell offers five CTE programs in the following three career clusters:

- Arts, A/V Technology & Communication
- Health Science
- Marketing Sales and Services

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

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

Maxwell currently offers five CTE pathways in three career clusters. Two pathways are approved by the State, and three are in development and not yet approved by the State:

| Career Cluster | CTE Pathway | Status |
|--------------------------------------|----------------------------|----------------|
| Arts, A/V Technology & Communication | Apparel Design | In Development |
| Arts, A/V Technology & Communication | Communication Media | In Development |
| Health Science | Medical Billing and Coding | In Development |
| Health Science | Vision Lab Tech | Approved |
| Marketing Sales and Services Cluster | Cosmetology | Approved |

Students currently enrolled in CTE programming at W.H. Maxwell would have the opportunity to enroll in CTE programming at New School. However, as described earlier, New School’s mission will be framed around medical sciences, and as such, it will not likely offer the same CTE programs as W.H. Maxwell.

New School is planning to continue the Medical Billing and Coding and Vision Lab Tech programs. This means that New School will pursue State approval of the Medical Billing and Coding program, which currently is in development. The Office of Postsecondary Readiness (“OPSR”) will support the leadership of New School as the school works to gain State approval.

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.

The DOE has also been informed by SED that for approved CTE programs in schools proposed for closure and immediate replacement, the programs would continue to be approved provided the factors underlying approval, such as CTE curriculum, partner relationships, postsecondary articulation agreements, and certain other elements contributing to program quality, are incorporated in New School. As a result, the DOE anticipates that the Vision Lab Tech, which currently has State approval, would continue to be approved at New School, and that New School would be able to offer CTE-endorsed diplomas to its New School graduates, including students who formerly attended W.H. Maxwell.

In regards to the current Cosmetology program at W.H. Maxwell, New School is assessing whether the current course of study and technical training can be re-aligned with the new medical science and healthcare mission of New School so that there is an emphasis on preparing students to become certified Paramedical Estheticians.

Pending an ongoing assessment, New School is also considering eliminating the Apparel Design program and the Communication Media program. Both of these are currently in development, but are not aligned with the mission of New School. If New School determines not to offer any of these programs, they will cease to be an option for new students starting in the 2013-2014 school year. The programs would be phased out gradually. Students currently enrolled in the Cosmetology program would continue to have the opportunity to graduate with a CTE-endorsed diploma.

Finally, New School will explore adding a new Sports Medicine CTE program.

As discussed above, in general, students who are enrolled in CTE programs which are "in development" (meaning they are not yet approved by the State), do not graduate with CTE-endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at Maxwell will be supported as they progress toward graduation, but they may not graduate with a CTE endorsement if the program is not approved by the time they graduate. The DOE will support New School in the program approval process as necessary.

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

Admissions Programs

Maxwell currently admits students through five admission programs, all of which admit students through the educational option method. Two of these are aligned with the two CTE programs that New School is considering eliminating: the Apparel Design Technology program in the Visual Art & Design Interest Area and the Communications Media/Broadcasting Journalism program in the Communications Interest Area. (Please note that Admissions Programs' Interest Areas are avenues through which students apply to a school; CTE pathways may or may not align with admissions programs.)

If New School eliminates the CTE programs as described above, New School would also no longer admit new ninth-grade students through these programs beginning in the 2013-2014 school year.

iZone Program

Maxwell participated in iLearnNYC during the 2011-2012 school year and applied and was selected again to participate in the program for the 2012-2013 school year. If this proposal is approved, New School would participate in iLearnNYC in the same manner as planned for Maxwell. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone

schools personalize learning by choosing the ideas, technologies, and tools that work best for their school community. As an iZone school, Maxwell participates in iLearnNYC, which allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

iLearnNYC provides access to a state-of-the-art online and blended learning platform that aggregates content from 14 vendors, allows for authoring of online content, offers the Turnitin plagiarism checker and a grade book, and facilitates cross-school collaboration around instruction and best practices. Schools participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools, and they receive professional development based on individual school needs. iLearnNYC schools also receive hardware, facilities, and technical support for the online and blended courses.

As noted, if this proposal is approved, the program acceptance granted again to Maxwell would be transferred to New School.

Supports for Students with Disabilities and English Language Learners

If this proposal is approved, New School will offer English as a Second Language (“ESL”) programming, and will take measures to hire dual certified teachers to support English Language Learners (“ELLs”). This will allow New School to help ELL students increase their acquisition of English. Additionally, pending an assessment of needs and resources, ELL students will be offered supplemental academic services to ensure they are meeting grade standards. ELLs will also receive socio-emotional support from their cohorts for peer-to-peer encouragement as well as support from their advisors and community-based organizations to ensure outside distractions do not hinder their efforts in the classroom.

All students with disabilities will continue to receive mandated services in accordance with their Individual Education Programs (“IEPs”). In alignment to NYCDOE expectations, New School will focus on supporting students with disabilities to move across the special education continuum, so that students who initially require a restrictive instructional setting (self-contained setting) can transition to a least restrictive instructional setting (integrated with general education peers), while still meeting the mandates of students’ IEPs. Additionally, all students with disabilities would have an individualized graduation plan that is informed by their IEP that will help facilitate the academic intervention services designated for these students. As an added measure, New School plans to implement strategies to create flexible scheduling that will ensure the delivery of mandated services in order to strengthen areas in need and challenge students.

School Schedule

New School plans to adopt a flexible scheduling model to support high-quality academic experiences for its school community. Staff and students will move through an extended-day, four days a week time schedule and will use their fifth day to work on problem-based learning through independent workshop studios. New School will work with staff and leaders to make adjustments to the school schedule in order to maximize student learning opportunities.

In order to foster personalization and accountability within student groups (or cohorts), staff members will “loop” with their students from grade to grade. For example, the ninth grade English teacher will become the tenth grade English teacher the following school year in order to teach the same students. Looping enables staff members to maximize their efforts in improving student achievement by building supportive relationships and getting to know their students’ needs better. This practice supports the goal of students viewing staff members as role models. This practice is not currently in place at Maxwell High School and will be a consideration in New School’s hiring strategies.

As needed, New School will utilize the School-based Options (“SBO”) process, which allows individual schools to modify provisions in the collective bargaining agreement or DOE regulations as related to class

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

Human Capital

Currently, W.H. Maxwell is partnering with Breakthrough Education Strategies with its 9th and 10th grade students. To date it has helped improved scholarship rates, reduce behavioral problems, and improve attendance with in those grades. With this in mind, New School will consider expanding this program to include other grades. The school is also using Achieve 3000 – a reading intervention program that is both research-based and uses a RTI model which supports multi-tiered intervention model with increasing intensity of services, high-quality research-based classroom instruction, universal screening of academics, and continuous monitoring of student progress.

In addition, W.H. Maxwell is working with Teaching Matters, which previously offered the “Using Data for Meaningful Instruction” workshop series. This workshop series helped W.H. Maxwell analyze student data/work more deeply and use these new understandings to drive instructional outcomes.

Moving forward, New School will partner with High Schools that Work, Medgar Evers College, and Teachers College to deliver professional development services such as executive coaching, workshops, webinars, modeling, and mentoring. New School will also work to deepen elements of professional development, which have been successful and strengthen those components, which have not resulted in strong student outcomes. For example, the new partners will provide professional development in Literacy Skills and Writing Skills. This training will include Understanding Literary Elements and Genres, Analytical Language Activities, Using Technology to Support Writing, Acquiring Literacy Skills through Writing, Improving Comprehension through Writing, Supporting Differentiated Instruction, and lessons that support the writing process. Training will begin in the fall of 2012 and will include on-site support, coaching, consultation, and follow up workshops. New School will also work with staff and leaders to conduct ongoing needs assessments and would make adjustments as necessary in order to maximize teacher’s professional growth and, in turn, student outcomes.

Additionally, New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the NYC Teaching Residency for School Turnaround,¹⁸ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo a school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to The Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include PLA schools) by providing them with tax-free grants for up to four consecutive years.

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

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

feedback to teachers. New School will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the Danielson framework.

Socio-emotional Supports

At New School, students will be assigned to advisors that will support their socio-emotional needs and offer ways to persevere through the academic challenges of the curriculum and instruction. Continuity of service is a key principle of New School’s model, embedding supports within the academy structures. Student cohorts will move through their school schedule together and will foster a community of learning. There will be time in their schedules to provide peer-to-peer support and guidance.

New School also plans to strengthen partnerships that Maxwell currently has in place. For example, New School will revamp the Academic-Professional Advisory Council (“APAC”) to develop a more involved council that offers student career guidance and internship opportunities. New School will also work with a highly successful community-based organization (“CBO”) to strategically support parent engagement. In addition, the CBO will support New School in developing prevention programs and intervention strategies to support student achievement.

Maxwell does not currently partner with external agencies to provide mental health or wellness services. New School may partner with community-based mental health services to provide a school-based mental health service in the building that would be available to all students on a daily basis, or will partner with off-site agencies that could provide services on-site on a weekly basis.

New School will continue to work with the Office of School and Youth Development (“OSYD”) in supporting student safety and attendance, as Maxwell had begun doing, such as by offering a Safety Planning professional development and participation General Response Protocol pilot program. . New School will investigate new strategies in expanding upon these safety support mechanisms.

Impact on Partnerships

In addition to the partnerships described above, according to the 2011-2012 High School Directory, W.H. Maxwell has partnerships with the following organizations:

| Community-Based Organizations | Hospital Outreach | Higher Education Institutions |
|---|---|--|
| Brooklyn Community Service Center, Partnership With Children, STARR, Incorporated, Leadership Program, New York University (NYU) Creative Arts Team, National Conference for Community and Justice, National Foundation for Teaching Entrepreneurship (NFTE), HELP USA, Cypress Hills Development Corporation | Brookdale University Hospital and Medical Center, Brooklyn Hospital Center, Downstate Medical Center, Kings County Hospital Center, St. Mary’s Hospital | St. John’s University, Fashion Institute of Technology (FIT), New York City College of Technology, Kingsborough Community College, Medgar Evers College, The ARTS Institute, Pratt Institute, Touro College, Technical Career Institutes (TCI) College of Technology, Brooklyn College |
| Cultural/Arts Organizations | Not-for-Profit | Corporate or Financial Institutions |
| Brooklyn Arts Council, Graphic Arts Educational Advisory Commission, Art Directors Students League, Brooklyn Museum of Art (Digital Photography Program), Summer Arts Institute | United Way, Community Board 5, Local Government Agencies | Long Island Beauty School, Christine Valmy, Rainbow Shops, Hair Design Institute, USA Today, Reliable Optics Lab |

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

Impact on Sports and Extra-curricular Programming¹⁹

According to the High School Directory, W. H. Maxwell currently offers the following sports, extracurricular activities, and clubs:²⁰

| Student Leadership & Support | Academic | Artistic | Clubs |
|---|---|--|--|
| Skills USA, Distributive Education Club of America (DECA), Health Occupations Students of America (HOSA), Desairologist Registry Program (Funeral Service Professional specializing in Cosmetology), Formal Peer Mediation/Conflict Resolution, National Honor Society, National Thespian Society, Student Government Association, Teen Summit, Brooklyn Student Activity Council | School Newspaper, Medical Journal, Fashion Magazine | Advertising Design, Art, Drama, Modern Dance, Ballet, Music, Scrapbooking, Choir | Yearbook, Computer, Math, Geography, Parenting, Cosmetology, International, Journalism, Cheerleading, Performing Arts, Fashion |

| PSAL Sports - Boys | PSAL Sports - Girls | PSAL Sports - Co-ed |
|----------------------|----------------------------------|---------------------|
| Baseball, Basketball | Basketball, Softball, Volleyball | Bowling |

If this proposal is approved, New School is expected to offer the same sports, extracurricular activities, and clubs as W. H. Maxwell. The availability of the PSAL program for the schools in K660 is expected to remain the same despite the closure of W. H. Maxwell and opening of New School.

If this proposal is approved, New School is expected to offer the same extra-curricular activities and clubs as are now offered at W. H. Maxwell. 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.

Impact on LYFE Program

The Living for the Young Family Through Education (LYFE) program supports pregnant and parenting students enrolled in a DOE school by providing childcare and referral services. Social workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of W. H. Maxwell. The LYFE program serves students in this school, but may also serve students in other schools in the surrounding community as well.

Since the 2009-2010 school year, the central LYFE program in District 79 has managed the individual sites both fiscally and programmatically. All LYFE staff members are supervised by the program’s director and assistant principals. The LYFE program leaders are the rating officers for the field staff.

If this proposal is approved, the LYFE program in the building will continue to operate. It is expected to remain in the building and will continue to provide services as long as there is a need and demand for the program. The LYFE program is not expected to lose any space or reduce the services offered as a result of this proposal.

The following other buildings in Brooklyn also house LYFE programs:

¹⁹ Athletic and extracurricular offerings reflect those listed for W. H. Maxwell in the 2011-2012 Directory of High Schools.

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

| Building ID | Building Name | Building Address | LYFE Hours of Operation |
|-------------|--|---------------------------|-------------------------|
| K480 | Bushwick High School | 400 IRVING AVENUE | 8:00am - 3:35PM |
| K440 | Prospect Heights High School | 883 CLASSON AVENUE | 8:00am - 3:40pm |
| K450 | Grand Street Campus (Old E. D. High School) | 850 GRAND STREET | 8:30am - 4:00pm |
| K913 | EBC High School for Public Service - Bushwick | 1155 DEKALB AVENUE | 8:00am - 3:50pm |
| K420 | Franklin K. Lane High School | 999 JAMAICA AVENUE | 7:30am - 3:20pm |
| K485 | High School of Telecommunication Arts and Technology | 350 67 STREET | 7:30am - 4:00pm |
| K625 | Paul Robeson High School | 150 ALBANY AVENUE | 8:00am - 5:30pm |
| K435 | Thomas Jefferson High School | 400 PENNSYLVANIA AVENUE | 7:30am - 3:50pm |
| K455 | Boys & Girls High School | 1700 FULTON STREET | 8:00am - 3:05pm |
| K871 | Downtown Brooklyn Access | 67-69 SCHERMERHORN STREET | 7:50am - 4:00pm |

Enrollment Options for Current W. H. Maxwell Students

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

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

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

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

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. In addition, all students in non-terminal grades who currently attend Title I Schools in Need of Improvement

("SINI") Year 2 status or worse (including PLA schools), such as W. H. Maxwell, are also eligible to apply for a transfer to another non-SINI school through the DOE's No Child Left Behind ("NCLB") Public School Choice Process. More information about this process can be found at the DOE's Web site at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

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

Impact on Students with Disabilities and ELL Students

W. H. Maxwell 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 Individualized Education Programs ("IEPs"). W. H. Maxwell currently offers English as a Second Language ("ESL") services. If this proposal is approved, ELL students at New School will continue to receive mandated services.

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

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

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

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

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

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

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

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

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

W. H. Maxwell admits students as part of the Citywide High School Admissions Process. W. H. Maxwell admits students the following programs through an educational option admissions method: Communications Media/Broadcasting Journalism in the Communications interest area, Medical/Billing and Coding in the Health Professions interest area, Vision Technology in the Health Professions interest area, Cosmetology in the Cosmetology interest area, and Apparel Design Technology in the Visual Art and Design interest area. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If students score in the top 2% on their previous year's English Language Arts reading exam and list an educational option program as their first choice, they are guaranteed a match to that program. Please note that Admissions Programs' Interest Areas are avenues through which students apply to a school; CTE pathways may or may not align with admissions programs.

Like W. H. Maxwell, New School is anticipated to admit students through the Citywide High School Admissions Process, with educational option admissions methods. These five admissions programs are: Communications Media/Broadcasting Journalism (Communications Interest Area), Medical/Billing and Coding (Health Professions Interest Area), Vision Technology (Health Professions Interest Area), Cosmetology (Cosmetology Interest Area), and Apparel Design Technology (Visual Art & Design Interest Area). As described earlier, the two of these programs that align with CTE programs under consideration for elimination may, in the future, be eliminated from New School. All programs will exist at New School otherwise.

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

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

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. As of the October 31, 2011 audited register, W. H. Maxwell has a total of 102 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);²¹ 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 is 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.²² In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

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

| | Over-The-Counter | High School Admissions Process |
|-----------|------------------|--------------------------------|
| 9th Grade | 17 | 85 |

²¹ 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.

²² 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, W. H. Maxwell admitted 10 OTC students in grades 10-12 as well:

| | Over-the-Counter |
|--------------------------|------------------|
| 10th Grade ²³ | 6 |
| 11th Grade | 3 |
| 12th Grade | 1 |

Of the 85 ninth-grade students who were admitted through the High School Admissions Process, 26% are students with disabilities and ten or fewer are ELL students.

Schools with Programs Similar to W. H. Maxwell’s Program Offerings²⁴

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 Brooklyn high schools, some of which offer academic programs and pathways similar to those currently available at W. H. Maxwell. 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 as the Appendix is a list of schools with programs in the same “Interest Areas” as the interest areas currently offered at W. H. Maxwell. In addition, the respective percentages of students with disabilities and ELL students that attend each of these schools are included in this appendix, so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

B. Schools

If this proposal is approved, in 2012-2013, once W. H. Maxwell has closed and New School has opened, there will be approximately 510-550 total students served in the building. The projected utilization rate for K660 at that point is approximately 49-53%. The estimated enrollment for New School in K660 over a two-year period is shown in the tables below.

| W. H. Maxwell | Total Enrollment (Grades 9-12) |
|-------------------|--------------------------------|
| 2011-12 (audited) | 529 |
| 2012-13 (proj.) | - |

| New School | Total Enrollment (Grades 9-12) |
|-------------------|--------------------------------|
| 2011-12 (audited) | - |
| 2012-13 (proj.) | 510 – 550 |

If this proposal is approved, there will be sufficient space to accommodate New School pursuant to the Citywide Instructional Footprint (the “Footprint”). There will also be sufficient space to continue to house the LYFE program. (Please visit the New York City Department of Education website to access the

²³ In addition to admitting 6 OTC students in the tenth grade, W. H. Maxwell also admitted 7 tenth-grade students through the High School Admissions Process.

²⁴ Similar programs are defined as those in the same “interest area” as listed in the High School Directory.

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.

As indicated above, the enrollment of New School is expected to remain at or close to W. H. Maxwell's current level. Thus, the room allocation of the school's space in the building is expected to remain the same as W. H. Maxwell's.

It is likely that there will be a significant amount of underutilized space in building K660. The DOE will monitor enrollment in New School in the upcoming school years. Any proposal to co-locate additional schools in the building would be described in an EIS and subject to PEP approval.

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 that goal by allowing the students currently enrolled in W. H. Maxwell 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 W. H. Maxwell and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, W. H. Maxwell needs more aggressive intervention in order to accelerate the rate of improvement and give its students the best chance to succeed. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

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

Impact on High School Seat Capacity in Brooklyn

Brooklyn seats eliminated by W. H. Maxwell's closure will be recovered by the opening of New School. As a result, the proposal to close W. H. Maxwell is not expected to yield a net loss of high school seats in building K660 or in Brooklyn.

Specifically, in Brooklyn:

- There will be 23,706 total seats available for new ninth-grade students in Brooklyn high schools in 2012-2013.²⁵
- In 2011-2012, there are only 21,220 new ninth-grade students enrolled in Brooklyn high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 2,486 seats for new ninth-grade students in Brooklyn high schools.

Specifically, in the K660 building:

- W. H. Maxwell is currently serving 102 new ninth-grade students.
- The proposed opening of New School in building K660 is projected to create 82-122 ninth-grade seats.
- This means that the seats available to new ninth-grade students that will be eliminated by the closure of W. H. Maxwell will be recovered through the opening of New School.

In short, the proposal to close W. H. Maxwell is not expected to yield a net loss of seats in Brooklyn or in building K660. There will continue to be an excess of seat capacity in Brooklyn high schools.

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

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

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

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

In short, these proposals are not expected to yield a net loss of seats in Brooklyn. There will continue to be

²⁵ 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 High School Admissions Process or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

an excess of seat capacity in Brooklyn high schools.

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X660. This proposal is not expected to impact the site accessibility of the X660 building.

Impact on CTE Seat Capacity in Brooklyn

As discussed previously, New School has not yet determined whether and to what extent it will continue to offer the Cosmetology, Apparel Design and Communications Media programs. The Decisions to alter the number of CTE programs offered are based on labor market trends, student needs and demand, and a school’s overall mission and theme. Traditionally, when the DOE works with a school to eliminate one or more of its CTE programs, decisions are implemented on a one-year delay. This is based on the timing of such decisions as compared to the various deadlines in the High School Admissions Process. As described above, students who entered CTE programs that are discontinued in subsequent years have the opportunity to complete the anticipated coursework in these programs.

If a needs assessment determines that the Apparel Design, Communication Media, and/or Cosmetology programs will be eliminated, these programs would no longer be an option for new students starting in the 2013-2014 school year. The programs would be phased out gradually. Students currently enrolled in the Cosmetology program would continue to have the opportunity to graduate with a CTE-endorsed diploma. New School is also planning to explore adding a new Sports Medicine CTE program.

For descriptions of approved and pending proposals that impact CTE seats in Brooklyn, please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>. Also, as mentioned earlier, the list of schools in the City that also provide CTE programs in W. H. Maxwell’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 K660. This proposal is not expected to impact the site accessibility of the K660 building.

IV. Enrollment, Admissions and School Performance Information

W. H. Maxwell

Admissions Data

| | |
|---|--|
| Current Admissions | 9-12: High School Admissions Process; Admissions Methods: Educational Option |
| Admissions After Proposed Closure of W. H. Maxwell | N/A |

Enrollment Data

| W. H. Maxwell | Total Enrollment (Grades 9-12) |
|---------------------|--------------------------------|
| 2011-12 (audited) | 529 |
| 2012-13 (projected) | - |

Demographic Data

| | |
|---|-----|
| Percentage of Students Receiving ICT or SC services ²⁶ | 23% |
| Percentage of Students with Individualized Education Programs ²⁷ | 28% |
| Percentage of English Language Learner Students ²⁸ | 6% |
| Percentage of Students Eligible for Free or Reduced Lunch ²⁹ | 80% |

School Performance Data

| W. H. Maxwell | 2008-2009 | 2009-2010 | 2010-2011 |
|---|--|-----------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | D | B | A |
| Quality Review Score | P | | D |
| Key Components of Performance and Progress | | | |
| % 10+ Credit Accumulation in Year 1 | 66% | 74% | 70% |
| 4 Year Graduation Rate | 43% | 54% | 61% |
| 6 Year Graduation Rate | 49% | 46% | 52% |
| % Graduating with a Regents Diploma | 17% | 22% | 43% |
| Attendance Rate | 72% | 74% | 77% |
| 2010-2011 State Accountability Status³⁰ | Restructuring (advanced) Comprehensive | | |

New School

Admissions Data

| | |
|---|--|
| Current Admissions | N/A |
| Admissions After Proposed Closure of W. H. Maxwell | 9-12: High School Admissions Process; Admissions Methods: Educational Option |

²⁶ Students receiving ICT or SC services as percentage of total students from the 2011 audited register.

²⁷ Students with Individualized Education Plans as percentage of total students from the 2011 audited register.

²⁸ English Language Learner students as percentage of total students from the 2011 audited register.

²⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

³⁰ This status is determined by SED under NCLB. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/irs/accountability>.

Enrollment Data

| New School | Total Enrollment (Grades 9-12) |
|---------------------|--------------------------------|
| 2011-12 (audited) | - |
| 2012-13 (projected) | 510 - 550 |

Demographic Data³¹

| | |
|---|-----|
| Percentage of Students Receiving ICT or SC services | 23% |
| Percentage of Students with Individualized Education Programs | 28% |
| Percentage of English Language Learner Students | 6% |
| Percentage of Students Eligible for Free or Reduced Lunch | 80% |

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 W. H. Maxwell and the opening of New School are implemented, the DOE will cease to allocate funds to W. H. Maxwell 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 \$2,145,810 - 2,314,109. The student achievement and need-based allocations are not taken into account in this estimate because they cannot be predicted with precision. 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.³²

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

³¹ This table includes anticipated demographic data for New School based on the current student population at W. H. Maxwell, but actual demographic data may differ.

³² 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. W.H. Maxwell has not yet been placed into a SIG model meaning that New School will be eligible for three years of funding.

services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization (“EPO”) that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student support similar to those developed in Transformation, but also replace at least half of the school’s staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.³³

If the rehiring process at New School results in a 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. Furthermore, if this proposal is approved, New School would be eligible for SIG funding under the Transformation model in the event the DOE and UFT reach an agreement on teacher evaluation. However, the DOE plans to proceed with this proposal whether or not New School becomes eligible for SIG funding.

With regard to staffing costs, current W. H. Maxwell teachers who are not hired at New School will remain in excess.³⁴

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 W. H. Maxwell will be excessed in the closure. This process will occur at the end of the 2011-2012 school year.

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 teachers from W. H. Maxwell apply, at least 50% of New School’s positions shall be selected from among the appropriately licensed most senior applicants from W. H. Maxwell 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 W. H. Maxwell 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.

³³ 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>.

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

As noted, current W. H. Maxwell 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.

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 budget for W. H. Maxwell is 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 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. W. H. Maxwell is currently eligible for Title I funding. Since New School is expected to serve the same population as W. H. Maxwell, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as W. H. Maxwell does, if this proposal is approved.

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

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

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

B. Administration

All school supervisor and/or administrator positions assigned to W. H. Maxwell 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 different assistant principals than W. H. Maxwell.

C. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. 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 K660 building.

VII. Building Information

| | |
|--|-------------|
| Building | K660 |
| Type of Building | High school |
| Year Built | 1913 |
| Overall BCAS rating | 2.16 |
| 2010-2011 Target Building Utilization | 73% |

| | | |
|---|--|---|
| 2010-2011 Target Building Capacity | | 1,041 |
| FY 2011 Maintenance Costs | Labor | \$19,582 |
| | Materials | \$5,865 |
| | Maintenance and repair contracts | \$124,113 |
| | Service contracts | \$16,480 |
| | Custodial operations costs—Materials | \$12,476 |
| | Custodial operations costs—Custodial Allocation | \$339,314 |
| FY2011 Energy Costs | Electric | \$302,494 |
| | Gas | \$170,232 |
| | Oil | \$17,306 |
| Projects completed during the current or prior school year | | No projects identified |
| Projects proposed in the capital plan | | No projects identified |
| Accessibility of the building | | Fully programmatically accessible |
| Building attributes | | Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs |

APPENDIX
Interest Area: Communications

| 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 |
|--------|---------------|--|---------------------------|--------------------|----------------------|------------------|---------------------------------|------|-------|---|--------------------|
| 11X455 | Bronx | Harry S Truman High School | 750 BAYCHESTER AVENUE | 1675 | 2902 | 58% | B | 15% | 10% | Television Production | Ed Option |
| 21K525 | Brooklyn | Edward R. Murrow High School | 1600 AVENUE L | 3939 | 3414 | 115% | B | 11% | 9% | Communication Arts | Ed Option |
| 06M463 | Manhattan | High School for Media and Communications | 549 AUDUBON AVENUE | 550 | 523 | 105% | C | 12% | 28% | Media and Communications Institute | Ed Option |
| 27Q400 | Queens | August Martin High School | 156-10 BAISLEY BOULEVARD | 985 | 1776 | 55% | D | 12% | 4% | Communication Arts Academy | Ed Option |
| 27Q480 | Queens | John Adams High School | 101-01 ROCKAWAY BOULEVARD | 3236 | 2773 | 117% | C | 9% | 17% | Media & Communication Arts Institute | Ed Option |
| 25Q425 | Queens | John Bowne High School | 63-25 MAIN STREET | 3522 | 2969 | 119% | B | 7% | 26% | Center for Writing | Ed Option |
| 31R440 | Staten Island | New Dorp High School | 465 NEW DORP LANE | 2544 | 3345 | 76% | A | 11% | 6% | Academy of Communication and Media Arts | Ed Option |
| 31R445 | Staten Island | Port Richmond High School | 85 ST JOSEPHS AVENUE | 2032 | 2093 | 97% | C | 13% | 6% | Television, Broadcasting and Media Arts | Ed Option |
| 31R460 | Staten Island | Susan E. Wagner High School | 1200 MANOR ROAD | 3182 | 2697 | 118% | A | 13% | 4% | Academy of Hospitality & Tourism | Ed Option |
| 11X545 | Bronx | Bronx Aerospace High School | 800 EAST GUN HILL ROAD | 403 | 399 | 101% | N/A | 21% | 15% | Bronx Aerospace High School | Limited Unscreened |
| 03M307 | Manhattan | Urban Assembly School for Media Studies, The | 122 AMSTERDAM AVENUE | 363 | 461 | 79% | A | 18% | 13% | The Urban Assembly School for Media Studies | Limited Unscreened |
| 26Q415 | Queens | Benjamin N. Cardozo High School | 57-00 223RD STREET | 3904 | 2674 | 146% | B | 7% | 6% | School of Journalism and Media Studies | Limited Unscreened |

APPENDIX
Interest Area: Communications

| | | | | | | | | | | | |
|--------|---------------|--|------------------------------|------|------|------|-----|-----|-----|--|--------------------|
| 29Q283 | Queens | Preparatory Academy for Writers: A College Board School | 143-10 SPRINGFIELD BOULEVARD | 457 | 638 | 72% | C | 10% | 2% | Preparatory Academy for Writers | Limited Unscreened |
| 27Q308 | Queens | Robert H. Goddard High School of Communication Arts and Technology | 138-30 LAFAYETTE STREET | 573 | 287 | 200% | N/A | 7% | 3% | Robert H. Goddard High School of Communication | Limited Unscreened |
| 25Q285 | Queens | World Journalism Preparatory: A College Board School | 34-65 192 STREET | 589 | 575 | 102% | A | 10% | 1% | World Journalism Preparatory | Limited Unscreened |
| 13K670 | Brooklyn | Benjamin Banneker Academy | 71-77 CLINTON AVENUE | 887 | 1027 | 86% | B | 1% | 0% | Media Communication | Screened |
| 15K463 | Brooklyn | Secondary School for Journalism | 237 7 AVENUE | 332 | 679 | 49% | B | 8% | 17% | Secondary School for Journalism | Screened |
| 09X365 | Bronx | Academy for Language and Technology | 1700 MACOMBS ROAD | 334 | 439 | 76% | A | 0% | 88% | National Academy Foundation Media Communications | Screened: Language |
| 21K525 | Brooklyn | Edward R. Murrow High School | 1600 AVENUE L | 3939 | 3414 | 115% | B | 11% | 9% | Bilingual Chinese Communication Arts | Screened: Language |
| 21K525 | Brooklyn | Edward R. Murrow High School | 1600 AVENUE L | 3939 | 3414 | 115% | B | 11% | 9% | Bilingual Spanish Communication Arts | Screened: Language |
| 31R450 | Staten Island | Curtis High School | 105 HAMILTON AVENUE | 2463 | 1698 | 145% | B | 9% | 6% | Journalism Institute | Unscreened |

APPENDIX
Interest Area: Cosmetology

| 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 |
|--------|---------------|---|--------------------|--------------------|----------------------|------------------|---------------------------------|------|-------|--------------------------------------|-------------------|
| 31R600 | Staten Island | Ralph R. McKee Career and Technical Education High School | 290 ST MARKS PLACE | 651 | 1072 | 61% | B | 16% | 3% | Cosmetology/Salon Management | Ed Option |
| 24Q600 | Queens | Queens Vocational and Technical High School | 37-02 47 AVENUE | 1351 | 1146 | 118% | B | 10% | 6% | Cosmetology Careers/Salon Management | Screened |

APPENDIX
Interest Area: Health Professions

| 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 |
|--------|----------|--|-------------------------|--------------------|----------------------|------------------|---------------------------------|------|-------|-------------------------------------|--------------------|
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Health Career Professions | Ed Option |
| 21K540 | Brooklyn | John Dewey High School | 50 AVENUE X | 2084 | 2479 | 84% | C | 7% | 20% | Health Careers Exploration Program | Ed Option |
| 20K445 | Brooklyn | New Utrecht High School | 1601 80 STREET | 3041 | 2225 | 137% | B | 12% | 24% | Medical & Health Careers | Ed Option |
| 14K474 | Brooklyn | PROGRESS High School for Professional Careers | 850 GRAND STREET | 1037 | 1056 | 98% | C | 9% | 16% | Medical Professions | Ed Option |
| 22K495 | Brooklyn | Sheepshead Bay High School | 3000 AVENUE X | 1884 | 2480 | 76% | D | 11% | 22% | Health Careers | Ed Option |
| 17K751 | Brooklyn | ACADEMY FOR HEALTH CAREERS | 150 ALBANY AVENUE | 136 | 98 | 139% | N/A | 14% | 8% | Academy for Health Careers | Limited Unscreened |
| 18K633 | Brooklyn | High School for Medical Professions | 1600 ROCKAWAY PARKWAY | 457 | 379 | 121% | N/A | 10% | 3% | High School for Medical Professions | Limited Unscreened |
| 19K510 | Brooklyn | World Academy for Total Community Health High School | 400 PENNSYLVANIA AVENUE | 360 | 512 | 70% | C | 15% | 4% | Medical Science | Limited Unscreened |
| 13K595 | Brooklyn | Bedford Academy High School | 1119 BEDFORD AVENUE | 366 | 300 | 122% | A | 0% | 1% | Health Professions | Screened |
| 13K670 | Brooklyn | Benjamin Banneker Academy | 71-77 CLINTON AVENUE | 887 | 1027 | 86% | B | 1% | 0% | Pre-Medicine | Screened |
| 17K546 | Brooklyn | High School for Public Service: Heroes of Tomorrow | 600 KINGSTON AVENUE | 411 | 554 | 74% | A | 1% | 0% | Medical Academy – HSPS | Screened |
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Bilingual Haitian Creole Program | Screened: Language |

APPENDIX

Interest Area: Visual Art and Design

| DBN | Borough | 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 |
|--------|----------|--|-----------------------|--------------------|----------------------|------------------|---------------------------------|------|-------|---|--------------------|
| 21K410 | Brooklyn | Abraham Lincoln High School | 2800 OCEAN PARKWAY | 2567 | 2010 | 128% | C | 11% | 17% | Professional Photography | Audition |
| 15K656 | Brooklyn | Brooklyn High School of the Arts | 345 DEAN STREET | 667 | 1099 | 61% | B | 2% | 0% | Art | Audition |
| 21K525 | Brooklyn | Edward R. Murrow High School | 1600 AVENUE L | 3939 | 3414 | 115% | B | 11% | 9% | Fine and Visual Arts | Audition |
| 14K071 | Brooklyn | Juan Morel Campos Secondary School | 215 HEYWARD STREET | 855 | 1376 | 62% | C | 16% | 25% | Visual Art and Design | Audition |
| 13K265 | Brooklyn | Dr. Susan S. McKinney Secondary School of the Arts | 101 PARK AVENUE | 436 | 1035 | 42% | B | 13% | 4% | Visual Arts | Audition |
| 16K594 | Brooklyn | Gotham Professional Arts Academy | 265 RALPH AVENUE | 282 | 222 | 127% | F | 13% | 2% | Gotham Professional Arts Academy | Limited Unscreened |
| 18K617 | Brooklyn | High School for Innovation in Advertising and Media | 1600 ROCKAWAY PARKWAY | 305 | 388 | 79% | N/A | 13% | 8% | High School for Innovation in Advertising and Media | Limited Unscreened |
| 21K559 | Brooklyn | Life Academy High School for Film and Music | 2630 BENSON AVENUE | 246 | 381 | 65% | B | 19% | 5% | Life Academy High School for Film and Music | Limited Unscreened |
| 13K605 | Brooklyn | George Westinghouse Career and Technical Education High School | 105 JOHNSON STREET | 905 | 1380 | 66% | D | 12% | 2% | Design Systems | Screened |

APPENDIX
 CTE Pathway: Arts, AV Technology and Communications

| 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 |
|--------|---------------|---|----------------------------|--------------------|----------------------|------------------|-------------------------|------|-------|---|------------------------------|----------------|
| 31R600 | Staten Island | Ralph R. McKee Career and Technical Education High School | 290 ST MARKS PLACE | 651 | 1072 | 61% | B | 16% | 3% | Graphic Design | Educational Option, Screened | Approved |
| 02M625 | Manhattan | High School of Graphic Communication Arts | 439 WEST 49TH STREET | 1394 | 1822 | 77% | F | 13% | 9% | Commercial Arts and Illustration | Educational Option | Approved |
| 28Q620 | Queens | Thomas A. Edison Career and Technical Education High School | 165-65 84 AVENUE | 2238 | 1767 | 127% | A | 8% | 1% | Graphic Arts | Educational Option, Screened | Approved |
| 28Q620 | Queens | Thomas A. Edison Career and Technical Education High School | 165-65 84 AVENUE | 2238 | 1767 | 127% | A | 8% | 1% | Commercial Arts and Illustration | Educational Option, Screened | Approved |
| 02M630 | Manhattan | Art and Design High School | 1075 SECOND AVENUE | 1321 | 1481 | 89% | B | 6% | 2% | Graphic Design and Illustration | Audition | Approved |
| 02M630 | Manhattan | Art and Design High School | 1075 SECOND AVENUE | 1321 | 1481 | 89% | B | 6% | 2% | Cartoon and Animation, Interactive Tech | Audition | Approved |
| 02M519 | Manhattan | Talent Unlimited High School | 317 EAST 67 STREET | 486 | 618 | 79% | B | 0% | 0% | Drama | Audition | Approved |
| 02M615 | Manhattan | Chelsea Career and Technical Education High School | 131 AVENUE OF THE AMERICAS | 460 | 779 | 59% | B | 10% | 6% | Desktop Publishing | Educational Option, Screened | In Development |
| 02M600 | Manhattan | The High School of Fashion Industries | 225 WEST 24 STREET | 1593 | 1928 | 83% | A | 7% | 3% | Commercial Arts and Illustration | Audition | In Development |
| 21K620 | Brooklyn | William E. Grady Career and Technical Education High School | 25 BRIGHTON 4TH ROAD | 912 | 1454 | 63% | B | 18% | 3% | Audio Visual | Educational Option | In Development |
| 02M625 | Manhattan | High School of Graphic Communication Arts | 439 WEST 49TH STREET | 1394 | 1822 | 77% | F | 13% | 9% | Media Journalism | Educational Option | In Development |
| 02M630 | Manhattan | Art and Design High School | 1075 SECOND AVENUE | 1321 | 1481 | 89% | B | 6% | 2% | Photography and Film Editing | Audition | In Development |

APPENDIX
CTE Pathway: Arts, AV Technology and Communications

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|--------|---------------|---|------------------------------|------|------|------|-----|-----|-----|------------------------|--|----------------|
| 02M630 | Manhattan | Art and Design High School | 1075 SECOND AVENUE | 1321 | 1481 | 89% | B | 6% | 2% | Commercial Photography | Audition | In Development |
| 02M630 | Manhattan | Art and Design High School | 1075 SECOND AVENUE | 1321 | 1481 | 89% | B | 6% | 2% | Apparel Design | Audition | In Development |
| 30Q301 | Queens | Academy for Careers in Television and Film | 36-41 28 STREET | 413 | 439 | 94% | N/A | 10% | 3% | Film/Video Production | Limited Unscreened | In Development |
| 24Q550 | Queens | High School for Arts and Business | 105-25 HORACE HARDING EXPY N | 826 | 574 | 144% | A | 7% | 13% | Graphic Design | Educational Option | In Development |
| 24Q550 | Queens | High School for Arts and Business | 105-25 HORACE HARDING EXPY N | 826 | 574 | 144% | A | 7% | 13% | Graphic Design | Educational Option | In Development |
| 14K478 | Brooklyn | The High School for Enterprise, Business and Technology | 850 GRAND STREET | 971 | 866 | 112% | A | 9% | 10% | Technical Theatre | Educational Option, Screened | In Development |
| 26Q495 | Queens | Bayside High School | 32-24 CORP KENNEDY STREET | 3278 | 2235 | 147% | A | 10% | 6% | Digital Communicaton | Audition, Educational Option, Limited Unscreened, Screened | In Development |
| 31R450 | Staten Island | Curtis High School | 105 HAMILTON AVENUE | 2463 | 1698 | 145% | B | 9% | 6% | Media Studies | Educational Option, Screened, Unscreened | In Development |
| 22K405 | Brooklyn | Midwood High School | 2839 BEDFORD AVENUE | 3816 | 2409 | 158% | C | 4% | 4% | Media Production | Screened, Unscreened | In Development |
| 27Q400 | Queens | August Martin High School | 156-10 BAISLEY BOULEVARD | 985 | 1776 | 55% | D | 12% | 4% | Media Production | Educational Option, Limited Unscreened, Screened | In Development |
| 28Q505 | Queens | Hillcrest High School | 160-05 HIGHLAND AVENUE | 3039 | 2704 | 112% | A | 6% | 15% | Film/Video Production | Audition, Educational Option, Screened, Zoned | In Development |

APPENDIX
 CTE Pathway: Arts, AV Technology and Communications

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|--------|---------------|--|-----------------------|------|------|------|---|-----|-----|-----------------------|--|----------------|
| 31R455 | Staten Island | Tottenville High School | 100 LUTEN AVENUE | 3835 | 3491 | 110% | B | 10% | 1% | E-Commerce | Educational Option, Limited Unscreened, Screened, Unscreened | In Development |
| 11X455 | Bronx | Harry S Truman High School | 750 BAYCHESTER AVENUE | 1675 | 2902 | 58% | B | 15% | 10% | Media Production | Educational Option, Screened, Zoned | In Development |
| 16K455 | Brooklyn | Boys and Girls High School | 1700 FULTON STREET | 1507 | 3439 | 44% | F | 15% | 3% | Graphic Arts | Screened, Zoned | In Development |
| 03M485 | Manhattan | Fiorello H. LaGuardia High School of Music & Art and Performing Arts | 100 AMSTERDAM AVENUE | 2601 | 2099 | 124% | A | 0% | 0% | Dance | Audition | In Development |
| 03M485 | Manhattan | Fiorello H. LaGuardia High School of Music & Art and Performing Arts | 100 AMSTERDAM AVENUE | 2601 | 2099 | 124% | A | 0% | 0% | Drama | Audition | In Development |
| 03M485 | Manhattan | Fiorello H. LaGuardia High School of Music & Art and Performing Arts | 100 AMSTERDAM AVENUE | 2601 | 2099 | 124% | A | 0% | 0% | Technical Theatre | Audition | In Development |
| 30Q501 | Queens | Frank Sinatra School of the Arts High School | 35-12 35TH AVENUE | 756 | 746 | 101% | B | 0% | 0% | Dance | Audition | In Development |
| 30Q501 | Queens | Frank Sinatra School of the Arts High School | 35-12 35TH AVENUE | 756 | 746 | 101% | B | 0% | 0% | Drama | Audition | In Development |
| 11X418 | Bronx | Bronx High School for the Visual Arts | 2040 ANTIN PL | 473 | 486 | 97% | C | 15% | 5% | Graphic Design | Limited Unscreened | In Development |
| 10X437 | Bronx | Fordham High School for the Arts | 500 EAST FORDHAM ROAD | 384 | 422 | 91% | A | 22% | 13% | Drama | Audition | In Development |
| 30Q502 | Queens | Information Technology High School | 21-16 44TH ROAD | 912 | 759 | 120% | B | 12% | 10% | Film/Video Production | Educational Option | In Development |
| 25Q285 | Queens | World Journalism Preparatory: A College Board School | 34-65 192 STREET | 589 | 575 | 102% | A | 10% | 1% | Media Journalism | Limited Unscreened | In Development |
| 18K567 | Brooklyn | Brooklyn Theatre Arts High School | 6565 FLATLANDS AVENUE | 377 | 608 | 62% | A | 15% | 5% | Drama | Limited Unscreened | In Development |

APPENDIX
 CTE Pathway: Arts, AV Technology and Communications

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|--------|---------------|---|---------------------------|------|------|------|-----|-----|-----|-----------------------|--|------------------|
| 18K567 | Brooklyn | Brooklyn Theatre Arts High School | 6565 FLATLANDS AVENUE | 377 | 608 | 62% | A | 15% | 5% | Technical Theatre | Limited Unscreened | In Development |
| 21K559 | Brooklyn | Life Academy High School for Film and Music | 2630 BENSON AVENUE | 246 | 381 | 65% | B | 19% | 5% | Film/Video Production | Limited Unscreened | In Development |
| 31R440 | Staten Island | New Dorp High School | 465 NEW DORP LANE | 2544 | 3345 | 76% | A | 11% | 6% | Digital Communicaton | Educational Option, Screened, Unscreened | In Development |
| 01M515 | Manhattan | Lower East Side Preparatory High School | 145 STANTON STREET | 561 | 546 | 103% | N/A | 0% | 81% | Technical Theatre | Transfer School | In Development |
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Dance | Educational Option, Screened | New (to process) |
| 26Q495 | Queens | Bayside High School | 32-24 CORP KENNEDY STREET | 3278 | 2235 | 147% | A | 10% | 6% | Audio Engineer | Audition, Educational Option, Limited Unscreened, Screened | New (to process) |
| 31R450 | Staten Island | Curtis High School | 105 HAMILTON AVENUE | 2463 | 1698 | 145% | B | 9% | 6% | Audio Engineer | Educational Option, Screened, Unscreened | New (to process) |
| 31R450 | Staten Island | Curtis High School | 105 HAMILTON AVENUE | 2463 | 1698 | 145% | B | 9% | 6% | Dance | Educational Option, Screened, Unscreened | New (to process) |
| 31R450 | Staten Island | Curtis High School | 105 HAMILTON AVENUE | 2463 | 1698 | 145% | B | 9% | 6% | Graphic Design | Educational Option, Screened, Unscreened | New (to process) |
| 31R450 | Staten Island | Curtis High School | 105 HAMILTON AVENUE | 2463 | 1698 | 145% | B | 9% | 6% | Film/Video Production | Educational Option, Screened, Unscreened | New (to process) |
| 08X405 | Bronx | Herbert H. Lehman High School | 3000 EAST TREMONT AVENUE | 3405 | 3096 | 110% | F | 16% | 10% | Media Production | Educational Option, Zoned | New (to process) |

APPENDIX
 CTE Pathway: Arts, AV Technology and Communications

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|--------|-----------|--|-------------------------|------|------|------|---|-----|-----|------------------------|--------------------|------------------|
| 16K455 | Brooklyn | Boys and Girls High School | 1700 FULTON STREET | 1507 | 3439 | 44% | F | 15% | 3% | Graphic Design | Screened, Zoned | New (to process) |
| 16K455 | Brooklyn | Boys and Girls High School | 1700 FULTON STREET | 1507 | 3439 | 44% | F | 15% | 3% | Film/Video Production | Screened, Zoned | New (to process) |
| 14K454 | Brooklyn | Green School: An Academy for Environmental Careers | 223 GRAHAM AVENUE | 376 | 573 | 66% | B | 14% | 11% | Technical Theatre | Limited Unscreened | New (to process) |
| 25Q525 | Queens | Townsend Harris High School | 149-11 MELBOURNE AVENUE | 1140 | 906 | 126% | A | 0% | 0% | Media Journalism | Screened | New (to process) |
| 02M625 | Manhattan | High School of Graphic Communication Arts | 439 WEST 49TH STREET | 1394 | 1822 | 77% | F | 13% | 9% | Commercial Photography | Educational Option | Under Review |

APPENDIX
CTE Pathway: Health Science

| 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 |
|---------|---------------|--|---------------------|--------------------|----------------------|------------------|-------------------------|------|-------|-----------------------------------|--|----------------|
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Vision Lab Tech | Educational Option, Screened | Approved |
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Nursing Assistant | Educational Option, Screened | Approved |
| 13K605 | Brooklyn | George Westinghouse Career and Technical Education High School | 105 JOHNSON STREET | 905 | 1380 | 66% | D | 12% | 2% | Vision Lab Tech | Educational Option, Screened | Approved |
| 31R450 | Staten Island | Curtis High School | 105 HAMILTON AVENUE | 2463 | 1698 | 145% | B | 9% | 6% | Practical Nursing | Educational Option, Screened, Unscreened | Approved |
| 31R450 | Staten Island | Curtis High School | 105 HAMILTON AVENUE | 2463 | 1698 | 145% | B | 9% | 6% | Nursing Assistant | Educational Option, Screened, Unscreened | Approved |
| 22K495 | Brooklyn | Sheepshead Bay High School | 3000 AVENUE X | 1884 | 2480 | 76% | D | 11% | 22% | Nursing Assistant | Educational Option, Zoned | Approved |
| 31R455 | Staten Island | Tottenville High School | 100 LUTEN AVENUE | 3835 | 3491 | 110% | B | 10% | 1% | Medical Lab and Allied Health Pro | Educational Option, Limited Unscreened, Screened, Unscreened | Approved |
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Dental Lab Tech. | Educational Option, Screened | Approved |
| 08X650* | Bronx | Jane Addams High School for Academic Careers | 900 TINTON AVENUE | 706 | 1241 | 57% | F | 15% | 12% | Nursing Assistant | Screened | In Development |
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Medical Assistant | Educational Option, Screened | In Development |

APPENDIX
CTE Pathway: Health Science

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|---------|---------------|---|------------------------------|------|------|------|---|-----|-----|----------------------------|--|------------------|
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Practical Nursing | Educational Option, Screened | In Development |
| 02M460* | Manhattan | Washington Irving High School | 40 IRVING PLACE | 955 | 1988 | 48% | F | 13% | 20% | Health Professions | Educational Option, Screened | In Development |
| 20K445 | Brooklyn | New Utrecht High School | 1601 80 STREET | 3041 | 2225 | 137% | B | 12% | 24% | Medical Billing and Coding | Educational Option, Limited Unscreened, Zoned | In Development |
| 21K410 | Brooklyn | Abraham Lincoln High School | 2800 OCEAN PARKWAY | 2567 | 2010 | 128% | C | 11% | 17% | Veterinary Science | Audition, Educational Option, Screened, Zoned | In Development |
| 27Q480 | Queens | John Adams High School | 101-01 ROCKAWAY BOULEVARD | 3236 | 2773 | 117% | C | 9% | 17% | Medical Lab Assistant | Educational Option, Unscreened | In Development |
| 22K495 | Brooklyn | Sheepshead Bay High School | 3000 AVENUE X | 1884 | 2480 | 76% | D | 11% | 22% | Medical Billing and Coding | Educational Option, Zoned | In Development |
| 28Q505 | Queens | Hillcrest High School | 160-05 HIGHLAND AVENUE | 3039 | 2704 | 112% | A | 6% | 15% | Medical Assistant | Audition, Educational Option, Screened, Zoned | In Development |
| 28Q505 | Queens | Hillcrest High School | 160-05 HIGHLAND AVENUE | 3039 | 2704 | 112% | A | 6% | 15% | EMT | Audition, Educational Option, Screened, Zoned | In Development |
| 31R455 | Staten Island | Tottenville High School | 100 LUTEN AVENUE | 3835 | 3491 | 110% | B | 10% | 1% | Dental Assistant | Educational Option, Limited Unscreened, Screened, Unscreened | In Development |
| 02M420 | Manhattan | High School for Health Professions and Human Services | 345 EAST 15TH STREET | 1728 | 1140 | 152% | B | 8% | 4% | Medical Lab Assistant | Educational Option, Screened | In Development |
| 29Q272 | Queens | George Washington Carver High School for the Sciences | 143-10 SPRINGFIELD BOULEVARD | 466 | 676 | 69% | B | 8% | 2% | Veterinary Science | Limited Unscreened | In Development |
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Medical Lab Assistant | Educational Option, Screened | New (to process) |

APPENDIX
CTE Pathway: Health Science

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|--------|----------|---|-------------------------|------|------|------|-----|-----|-----|---|---|------------------|
| 28Q620 | Queens | Thomas A. Edison Career and Technical Education High School | 165-65 84 AVENUE | 2238 | 1767 | 127% | A | 8% | 1% | Medical Lab and Allied Health Pro | Educational Option, Screened | New (to process) |
| 26Q430 | Queens | Francis Lewis High School | 58-20 UTOPIA PARKWAY | 4133 | 2358 | 175% | A | 10% | 13% | EMT | Educational Option, Screened, Zoned | New (to process) |
| 28Q505 | Queens | Hillcrest High School | 160-05 HIGHLAND AVENUE | 3039 | 2704 | 112% | A | 6% | 15% | Medical Lab Assistant | Audition, Educational Option, Screened, Zoned | New (to process) |
| 28Q505 | Queens | Hillcrest High School | 160-05 HIGHLAND AVENUE | 3039 | 2704 | 112% | A | 6% | 15% | Nursing Assistant | Audition, Educational Option, Screened, Zoned | New (to process) |
| 18K563 | Brooklyn | It Takes a Village Academy | 5800 TILDEN AVENUE | 378 | 709 | 53% | A | 11% | 30% | Medical Lab Assistant | Limited Unscreened | New (to process) |
| 17K751 | Brooklyn | ACADEMY FOR HEALTH CAREERS | 150 ALBANY AVENUE | 136 | 98 | 139% | N/A | 14% | 8% | Medical Records Administration | Limited Unscreened | New (to process) |
| 17K751 | Brooklyn | ACADEMY FOR HEALTH CAREERS | 150 ALBANY AVENUE | 136 | 98 | 139% | N/A | 14% | 8% | Radiologic Technology/Science Radiography | Limited Unscreened | New (to process) |
| 17K751 | Brooklyn | ACADEMY FOR HEALTH CAREERS | 150 ALBANY AVENUE | 136 | 98 | 139% | N/A | 14% | 8% | Emergency Medical Technician | Limited Unscreened | New (to process) |
| 19K502 | Brooklyn | FDNY High School for Fire and Life Safety | 400 PENNSYLVANIA AVENUE | 370 | 436 | 85% | N/A | 17% | 5% | Emergency Medical Technology/Technician | Limited Unscreened | New (to process) |
| 17K600 | Brooklyn | Clara Barton High School | 901 CLASSON AVENUE | 1566 | 1699 | 92% | C | 11% | 9% | Dental Assistant | Educational Option, Screened | Under Review |

APPENDIX
 CTE Pathway: Marketing Sales and Services

| 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 |
|--------|---------------|---|--------------------|--------------------|----------------------|------------------|-------------------------|------|-------|----------------------------------|--|----------------|
| 31R600 | Staten Island | Ralph R. McKee Career and Technical Education High School | 290 ST MARKS PLACE | 651 | 1072 | 61% | B | 16% | 3% | Cosmetology | Educational Option, Screened | Approved |
| 79M645 | Manhattan | School for Cooperative Technical Education | 321 EAST 96 STREET | 456 | 502 | 91% | N/A | N/A | N/A | Hair Stylist | N/A | Approved |
| 24Q600 | Queens | Queens Vocational and Technical High School | 37-02 47 AVENUE | 1351 | 1146 | 118% | B | 10% | 6% | Cosmetology | Educational Option, Screened | Approved |
| 02M600 | Manhattan | The High School of Fashion Industries | 225 WEST 24 STREET | 1593 | 1928 | 83% | A | 7% | 3% | Visual and Fashion Merchandising | Audition | Approved |
| 79M645 | Manhattan | School for Cooperative Technical Education | 321 EAST 96 STREET | 456 | 502 | 91% | N/A | N/A | N/A | Cosmetology | Phasing out | In Development |
| 14K610 | Brooklyn | Automotive High School | 50 BEDFORD AVENUE | 692 | 968 | 71% | C | 18% | 5% | Marketing | Educational Option, Limited Unscreened | In Development |
| 02M600 | Manhattan | The High School of Fashion Industries | 225 WEST 24 STREET | 1593 | 1928 | 83% | A | 7% | 3% | Fashion Design | Audition | In Development |
| 02M600 | Manhattan | The High School of Fashion Industries | 225 WEST 24 STREET | 1593 | 1928 | 83% | A | 7% | 3% | Visual and Fashion Merchandising | Audition | In Development |
| 02M520 | Manhattan | Murry Bergtraum High School for Business Careers | 411 PEARL STREET | 2035 | 2104 | 97% | D | 11% | 10% | Marketing | Educational Option | In Development |

APPENDIX
 CTE Pathway: Marketing Sales and Services

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

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

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