

EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of Flushing High School (25Q460) and Opening of New School (25Q363) in Building Q460 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close Flushing High School (25Q460, “Flushing”), an existing district high school in building Q460 (“Q460”), located at 35-01 Union Street, Flushing, NY 11354 within the geographical confines of Community School District 25. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Flushing with New School (25Q363, “New School”), a new district high school serving students in grades nine through twelve in building Q460.

If this proposal is approved, Flushing 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 seats and automatically enrolled in New School.¹

Q460 also houses a Young Adult Borough Center (“YABC”) program, an Alternate Learning Center (88Q994, “ALC”) that students attend while they are suspended from school,² and a Learning to Work (“LTW”) Program. The DOE anticipates relocating this ALC from Q460 before the beginning of the 2012-2013 school year.

Flushing admits students through the Citywide High School Admissions Process through the educational option and zoned admissions methods. Flushing also offers three Career and Technical Education (“CTE”) programs.³ Additional information about the High School Admissions Process and CTE programming is contained in Sections III.A of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing Flushing and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in building Q460. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Flushing staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. By improving the quality of teaching and learning in the school, DOE also will increase New School’s chance of receiving up to \$1,800,000 in supplemental federal funding under the federal School Improvement Grant

¹ Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Flushing 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 YABCs are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

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

(“SIG”) program. New School will build on the strongest elements of Flushing and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of Flushing with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

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

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

School Improvement Grants

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (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 schools⁶.

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

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

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and

⁴ For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 43 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. Flushing was first placed into a SIG model in 2010-2011 meaning that New School will be eligible for one year of funding.

⁷ 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>

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

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

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

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

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

A major factor in the DOE's decision making was Flushing's most recent Progress Report, released at the end of October 2011. The previous decision to implement the Transformation model at the school was predicated on some positive trends in student graduation rates between 2008-2009 and 2009-2010 which, despite overall progress report decline, led the DOE to determine that the Transformation model, which along with Restart is a relatively less intensive intervention, was the best fit for the school. However, Flushing's metrics declined during the 2010-2011 school year and based on this most recent data, the DOE believes that students at Flushing would be better served by implementation of a more intensive intervention. This is because the data show that the school was struggling even more than the DOE had thought at the time it chose the Transformation model for the school. The DOE also received feedback from members of the New York State Board of Regents that the pace of change in some Transformation and Restart schools was not quick enough to meet the challenges faced by the school. Thus, the DOE decided to propose that Flushing be closed and replaced with a new school that would incorporate the strongest elements of Flushing, while also allowing new staff to be put in place.

When the DOE placed Flushing in the Transformation model, it hoped that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation/Restart models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would best support student outcomes. Even though the DOE and UFT have recently moved closer to an agreement on

evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two more years for poor performing teachers to be removed from the classroom. The continuing lack of a new teacher evaluation system led the DOE to further examine other options that were available to improve teacher quality

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. 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.

As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the Transformation model if a final agreement is reached on teacher evaluations. In conjunction with this proposal, the DOE will submit a new SIG application to SED for Flushing and New School, seeking to continue the SIG funding necessary to build on the work that began under the old model and to implement new and revamped programs in New School to improve student achievement even further and more quickly. However, the DOE intends to proceed with this proposal regardless of whether SIG funding is available because it believes that the proposed staff, structural, and programmatic changes at New School will better serve students.

New School will guarantee a seat for all students currently attending Flushing and will admit future new ninth grade students through the Citywide High School Admissions Process. New School will be able to continue and augment those supports that are currently demonstrating some success at Flushing, and replace those interventions that have been less effective. New School will build upon the best elements of Flushing 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 Flushing

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

Flushing has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school continues to require significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing Flushing and opening New School. The new structural and programmatic elements that are part of this

proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Graduation rates at Flushing have been consistently low for years. In 2010-2011, Flushing’s four-year graduation rate (including August graduates) was 60% —below the Citywide graduation rate of 65.1% and in the bottom 27% Citywide.⁸
- The DOE’s annual 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. Flushing earned an overall D grade on its 2010-2011 annual Progress Report, with an D grade on Student Progress, an F grade on Student Performance, and a D grade on School Environment.
- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 67% of students reported feeling safe in the hallways, bathrooms, and locker rooms. This response is in the bottom 8% of high schools Citywide. In addition, only 70% of teachers reported that order and discipline were maintained at the school.
- Flushing was rated “Developing” (D) on its most recent DOE Quality Review in 2010-2011. Quality Reviews evaluate how well schools are organized to support student learning. Flushing’s 2010-2011 Quality Review cited a number of serious concerns, including inadequate differentiation of instruction to support individual student needs and the need to develop a rigorous and engaging curriculum.
- 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 66% of first-year students at Flushing 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 Flushing in the bottom 15% of high schools Citywide.

Despite a number of challenges the school has faced, some data indicates that elements of Flushing High School are worth preserving in the new school.

- The graduation rate at Flushing High School has shown some improvement in the past few years, rising from 54% in 2007-2008 to 60% in 2010-2011. Additionally, the school has been able to graduate an increasing number of students in six years. The 2010-2011 six year graduation rate was 63%, notably higher than the 2007-2008 six year graduation rate of 55%. 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.
- Flushing High School appears to be having some success in graduating overage students. 43% of over-age students graduated in four years, in the 68th percentile Citywide for over-age students. The DOE will seek to preserve Flushing High School’s efforts to support these students in the New School, while

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

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

implementing new supports to assist other student populations who continue to struggle at Flushing High School, including students with disabilities.

- While the school’s overall Quality Review score was a Developing, the Review indicated some areas of strength, such as maintaining a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults, and integrating child/youth development, support services and partnerships with families and outside organizations. With the new supports and restructuring available under the Turnaround model, we expect that the New School will be able to effectively leverage these areas of strength while improving student outcomes for all students.

The chart below summarizes key performance data for Flushing High School over the past three years:

Flushing High School	2008-2009	2009-2010	2010-2011
<i>School Performance and Progress</i>			
Overall Progress Report Grade	B	C	D
Progress Report Progress Grade	B	C	D
Progress Report Performance Grade	D	D	F
Progress Report Environment Grade	C	C	D
Quality Review Score		P	D
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	61%	62%	66%
4 Year Graduation Rate	55%	60%	60%
6 Year Graduation Rate	58%	63%	63%
% Graduating with a Regents Diploma	44%	49%	53%
Attendance Rate	85%	87%	84%
<i>2010-2011 State Accountability Status¹⁰</i>	Restructuring (advanced) Comprehensive		

¹⁰ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Website at: <http://www.p12.nysed.gov/irs/accountability>.

Overview of Past Strategic Improvement Efforts at Flushing

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

Leadership Support:

- Provided leadership training, mentoring, and coaching for the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan and Language Allocation Plan.
- Coached and trained leadership on implementing plans in support of citywide instructional initiative.

Instructional Support:

- Trained leadership on implementing plans in support of citywide instructional initiatives, including implementing Common Core Learning Standards.
- Trained leadership in use of data to meet graduation targets.
- On-going support for instructional and administrative staff to navigate the SESIS (Special Education Student Information System), identify migration issues, clerical issues, updates, and notification of upcoming events, such as webcasts.

Operational Support:

- Advised school staff on budgeting, grants, human resources, teacher recruitment, and building management.
- Supported school staff on developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.
- Supported school staff in Special Education compliance issues, including timely writing of Individualized Education Programs ("IEPs"), alternative assessments and other supports, and strategies for improving instruction and plans for students with disabilities.
- Provide specialized support for English Language Learners ("ELLs") and ensure they meet graduation standards.

Student Support:

- Facilitated comprehensive supports to review disciplinary and procedural protocols targeted at improving the school learning environment and impacting student outcomes. Specifically, safety support was provided to school leadership through Central safety walkthroughs aimed at improving procedural protocols.

Even with these supports, however, the DOE has determined that Flushing does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending Flushing 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 Flushing access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Flushing community. On January 18, 2012, Deputy Cluster Leader Thomas Fox met with Flushing'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

Q460 has a target capacity of 2,020 students.¹¹ (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 3,052 total students,¹² yielding a utilization rate of 151%.¹³

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

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

		Grade Spans	
DBN	School Name	2011-2012	2012-2013
25Q460	Flushing High School	09-12	-
25Q363	New School	-	09-12

If this proposal is approved, New School will serve approximately 3,035-3,075 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 2,587 students currently enrolled in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. This approximates enrollment levels in Flushing, which is currently serving 3,052 students.

If this proposal is approved, once Flushing is closed and New School is opened, there will be approximately 3,035-3,075 students served in the Q460 in 2012-2013, yielding a projected utilization rate of 150-152%.

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
25Q460	Flushing High School	3,052	-
25Q363	New School	-	3,035 3,075
Total Building Enrollment		3,052	3,035 3,075
Utilization		151%	150% - 152%

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

¹¹ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”).

¹² 2011-2012 Audited Register.

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

given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described below. For example, Flushing utilizes a split-schedule, in which students attend school at different times of the day, so not all students are in the building at the same time. Additional information on the schedule is in section III.B.

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.

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

A. Students

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

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

Flushing currently offers Small Learning Communities, bilingual programming, CTE programming, and

iZone programming. Details are included below about each of these programs, whether they will be implemented in New School, and if so whether any changes to these programs are anticipated.

Based on available resources, student interest and the availability of SIG funding, new elements planned for New School include but are not limited to: changes to the structure of the school day schedule, addition of small learning communities (i.e.: institutes), new curricula and instructional methods, and additional socio-emotional supports for students.

New School Mission

The mission of New School is to prepare students to graduate high school with the essential and critical skills required for post-secondary and career success, and a well-developed concept of individual and civic responsibility. New School will build a vibrant, international community of students, educators, families, and community leaders working together to develop active, independent learners and productive global citizens.

The school's programs will provide a rigorous standards-based education built on the premise that all students have the ability to meet the academic, technological, and societal demands of the 21st Century. The vision is that graduates of the New School will demonstrate college and career readiness, technological proficiency, critical problem solving abilities, a collaborative spirit, and a commitment to civic duty. All adult stakeholders, including school administrators, teachers, and support staff, will accept responsibility for creating a safe and nurturing learning environment for students in which these goals can be achieved. Adult stakeholders will also provide leadership and serve as role models for the young people we serve.

New School's mission differs from Flushing's mission in several ways. These include a commitment to establishing and maintaining high academic expectations and rigor for all, providing differentiated, scaffolded support to special needs and at-risk students, strategic planning and inquiry-based targeted intervention for all learners, and a shared leadership model that holds all stakeholders accountable for student success.

Instructional Model and Curricula

Under Transformation, Flushing began a partnership this past year with the Southern Regional Education Board: High Schools That Work ("HSTW"). HSTW is a national not-for-profit educational reform organization that works with districts and schools across 16 states to implement proven school and classroom practices enabling students to learn at high levels.

Through their partnership, Flushing had begun implementing Small Learning Communities ("SLCs") to provide more structured communities of learning for students. Pending an ongoing needs assessment, New School will plan to expand SLC development and implementation with the foundational support of HSTW. Through a fully-implemented SLC structure, New School will promote shared leadership and greater accountability for student learning on the part of all stakeholders, common planning time, inquiry work, ongoing assessment and targeted interventions, and regular community Town Hall meetings.

Specifically, in preparing students for post-secondary success, New School will seek to develop College and Career Exploration SLCs in the 9th grade, and College and Career Pathways SLCs for grades 10-12, with appropriate course sequences and advanced placement opportunities. New School will also based on a needs assessment, explore the possibility of implementing career technical programs leading to industry certification where appropriate. Programs that will be offered will allow for career exploration along with critical technical training specific to each CTE pathway.

Within the SLC structure, New School will establish and support high academic expectations and rigor for all students through Common Core Learning Standards-based curriculum, interdisciplinary project- and problem-based learning, and infusion of critical literacy skills across the disciplines. The Common Core Learning Standards will be integrated into the curriculum through the Bill and Melinda Gates Foundation Literacy Design Collaborative across content areas to develop a literate student body, and through the Math Design Collaborative. These “collaboratives” are part of initiative to develop instructional tools for teachers striving to teach to the new standards.

Flushing has also been working with an educational organization that provides professional development, capacity and leadership building for educational leaders, to develop a new curriculum in every subject area that focuses on improving literacy skills for every student, in conjunction with curriculum mapping to embed Common Core Learning Standards. These efforts will be further strengthened at New School in conjunction with support from school leadership experts, such as HSTW and ASCD, so that faculty is well-prepared to design and deliver lessons in all subject areas that strengthen foundational literacy skills.

By providing multiple feedback measures for progress for students and adults, New School will seek to establish and communicate clear expectations for success for students, parents, and teachers, along with accountability measures that hold students to these expectations. Feedback measures will include data analysis systems capturing formative data to help teachers monitor student progress achievement and drive instruction. “Safety nets,” or systems that identify early warning signs of low-performance, will be put in place to trigger interventions throughout the marking quarters and opportunities for catch up and revising assignments and assessments for mastery/proficiency. A clear, standards-based grading policy and process for school-wide implementation will help New School ensure student achievement is being consistently tracked.

Additionally, New School will emphasize Habits of Success, HSTW’s set of key characteristics and skills of successful students, across content areas in grades 9-12 to improve student achievement in courses as well as on standardized exams. There will be a system of formative assessments and extra help to support students with completing accelerated programs of study with high-level academic and technical content. These may include interim assessments by SLC or department, review of Acuity data, SLC weekly case conferencing meetings with guidance counselors on potentially at-risk students, marking period review of scholarship reports, annual review of Regents scores, and review of student progress in inquiry-based studies. Each 9th grade student will complete a rigorous capstone project at the end of the school year that will assist with the selection of their 10th-12th SLCs.

Under the Transformation model, Flushing has been implementing strategies to support students in need of credit recovery. This will be enhanced at New School by providing credit recovery opportunities through afterschool and Saturday programs.

[CTE Programs](#)

Flushing currently offers CTE programs in the following career clusters:

- Business Management and Administration
- Law and Public Safety

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

level.¹⁴ 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 always do so.

State approval of CTE programs requires the following four stages:

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

Flushing offers three CTE programs. All three programs at Flushing are in development and are not yet approved by the State:

Career Cluster	CTE Pathway	Status
Business Management and Administration	Entrepreneurship/Virtual Enterprise	In Development
Law and Public Safety	Law Academy/Legal Studies	In Development
	Law Enforcement	In Development

Students enrolled in CTE programming at Flushing would have the opportunity to enroll in the same CTE programming at New School.

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

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) or “new to the process” (meaning the school has not yet begun seeking approval by the state) at Flushing or at other schools Citywide, do not graduate with CTE endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at New School will be supported as they progress toward graduation, but 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 Flushing’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

¹⁴ “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.

Offices, or on the DOE's Web site at:

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

iZone Program

Flushing participated in iLearnNYC during the 2011-2012 school year and applied and was selected to participate in iLearnNYC for the 2012-2013 school year as well. If this proposal is approved, New School would participate in iLearnNYC in the same manner as Flushing has and was planning for the 2012-2013 school year. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase student 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, Flushing 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 gradebook, 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.

If this proposal is approved, the program acceptance granted again to Flushing would be transferred to New School.

School Schedule

To promote school-wide collaboration and common planning and teamwork within the SLCs, New School will more strategically program common planning time. Teachers will focus on the development of common lessons, units, and assessment, case conferencing with guidance staff, deans, and other support staff, weekly inquiry work, ongoing assessment of areas of need and strategic planning, and team review of protocols for reviewing student work. SLC Directors will seek to foster a more efficient use of staff time, including coordinating daily schedules and establishing protocols for holding meetings in order to maximize planning and student learning.

To allow for additional instructional time for students in need of extra support, New School will review data on Saturday program and extended day opportunities to determine past efficacy and identify new structures, strategies, or supports that would make the programs more effective for meeting the needs of our students. Additionally, as provided at Flushing, New School will continue to provide double periods of ELA and Algebra I and II for 9th grade students.

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

Academic Supports and Interventions

As discussed above, New School will increase the use of formative data in common planning team and school leadership meetings, inquiry group work, and within the classroom. In these settings, formal and informal formative student data will be analyzed to assess student progress and make determinations about where timely interventions should be deployed, including tutoring and student conferencing.

Fully implemented SLCs at the New School will use formative and summative student data to drive instructional interventions, create strategic plans for bridging the achievement gap for student subgroups such as learners at different levels of credit accumulation identified in School Report Cards, Progress Reports, and other school data, and provide appropriate professional development for school leaders and teachers to address deficit areas.

New School will also seek to expand course options to include a full menu of college and career-ready academic courses that provide students across ability levels with rigorous options for post-secondary education, including Advanced Placement classes.

Several academic supports for different subgroups – implemented by Flushing through its Transformation work – will be strengthened by New School. This includes expanding the use of technology for credit recovery, accrual, catch up and language acquisition with online programs that support student learning and assessment for a variety of course subjects, such as Achieve 3000, Rosetta Stone, Castle Learning and APEX, and creating a stronger accountability system to ensure that all ELLs and students with disabilities are receiving appropriate mandated services.

Support for Students with Disabilities and ELLs

Given the percentage of ELLs that will attend New School (based on enrollment at Flushing), New School will seek to implement new literacy goals and strategies across the curriculum for academic language acquisition for ELLs. It will structure a cohesive language acquisition approach to teaching English to speakers of other languages while supporting content mastery. New School will develop a clear system of differentiated, scaffolded support and inclusive structures for students with special needs. These would include emphasis on high quality Native Language Arts (“NLA”), implementing the citywide NLA curriculum, emphasizing academic vocabulary acquisition in both ESL and NLA in both Spanish and Chinese, adding a Heritage Language program in both Spanish and Chinese as an academic support to ELL and post ELL students as well as use of Achieve 3000.

Flushing has been working with HSTW and its network on programming for ELL students and students with disabilities, and New School will carefully review the recommendations for implementation, including integration of ELLs and students with disabilities across SLCs, as well as targeted intervention for subgroups that have been identified as being at-risk.

Flushing currently offers a transitional bilingual program in Spanish and a program in Chinese. New School will also offer these transitional bilingual programs. For a list of other Queens high schools that offer transitional bilingual programs in either language, please see the appendix.

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

Human Capital

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 Turnaround¹⁵ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to The Teachers of Tomorrow (“TOT”), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include persistently low achieving schools) by providing them with tax-free grants for up to four consecutive years.

Within the SLCs at New School, a more cohesive structure of distributive leadership will be implemented by focusing on the dual role of Assistant Principals as SLC Directors and clarifying administrative, supervisory, and instructional roles. Each SLC will be bolstered by implementing consistent team protocols, aligning resources, and creating an ongoing evaluation process to measure success. New School will build internal capacity of school leadership and extended staff to increase student achievement and graduation rates using HSTW’s Key Practices and Core Beliefs.

Fostering professional learning has been a core focus of Flushing’s improvement efforts under the Transformation model; New School will ensure that the faculty receives ongoing support for their professional growth. New School will expand on work begun at Flushing with content trainers and coaches regarding augmenting professional learning strategies, incorporating Common Core Learning Standards in the curriculum, promulgating inquiry work including data use and root cause analyses for planning improved instruction and interventions, and strengthening project- and problem-based learning and problem-based learning student work. Ongoing coaching and training will be provided on differentiated instruction so that teachers are prepared to meet the spectrum of intellectual, learning styles, and multiple intelligences of students. A new feature will be the establishment of demonstration classrooms, which will be developed along with regularly scheduled opportunities for teachers to observe and confer with other teachers.

New School may also pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness work into the professional development framework. As part of this effort, New School leadership will plan to seek learning opportunities, such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal, and written feedback to teachers. The 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. Flushing has been working with its faculty to develop a common language centered around the definition of good teaching as defined by the research of Charlotte Danielson. New School will seek to strengthen this work.

As part of New School’s emphasis on embedding literacy across the curriculum, professional development will be expanded on literacy strategy implementation and coaching. The school will also employ and support teachers on a backward design approach to develop units of study that include lesson plans focusing on Hess’ Cognitive Rigor Matrix, which combines two widely accepted measures of describing cognitive rigor—Bloom’s Taxonomy of Educational Objectives and Webb’s Depth of Knowledge Levels—to help analyze instruction, and effective common assessments.

¹⁵ <http://nycteachingresidency.ttrack.org/>

To address the unique needs of ELLs, New School will require ESL training for all teachers through the implementation of F-ELL (Former ELL), Heritage, and ELL initiatives around literacy. Flushing has provided professional development for instruction of ELLs and students with disabilities. New School will provide additional onsite support for teachers in implementation of the network's coaching model around integration of academic vocabulary into ELL and students with disabilities instruction.

Socio-Emotional Student Supports

Through the SLC structures, New School plans to involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration. New School will continue the practice of scheduling annual meetings with students and parents via SLCs to review progress and credit accumulation. In addition, New School will hold regular case conferences utilizing individual student data through all SLCs to improve parent and student engagement, responsibility, and mentoring responsibilities. Work begun by Flushing in partnership with New York University Metropolitan Center for Urban Education will be expanded at New School, with a focus on building capacity to help faculty develop professional learning communities and provide onsite support for at-risk students.

Flushing has been working closely with a number of community-based organizations ("CBOs") to provide extracurricular support that New School will build upon to ensure that students have positive social and emotional resources alongside their academic experience. Specific partnerships are discussed below.

Flushing has worked with CBOs to address unique challenges for at-risk students who have been held over, are parents, or recently incarcerated including intervention and awareness workshops on gang involvement, drug and alcohol use, teen pregnancy, and parenting. These sessions will encourage parents and families to attend, as well as school faculty. New School will also begin to hold quarterly Town Hall meetings at which the partners will be invited to present on specific topics and have them sponsor and attend school events. New School will develop an advisory committee, which has not been in place at Flushing, with the representatives from various CBOs for ongoing feedback, evaluation of existing challenges and programs, and establishing new ones as necessary. This may also include establishing new partnerships as well, based on school community needs and the available local resources. New School will also expand collaboration with local organizations and businesses for Community Watch and Safe Haven for students en route to school and home.

Special events such as assemblies and guest speakers will be offered to encourage student responsibility and provide models of success and resilience for on-track as well as at-risk students. The school will work with local organizations and the Sports and Arts in the Schools program to provide athletics, clubs, and other afterschool opportunities to keep students engaged in the school community. New School will seek to provide mentors for students through CBOs and internal staff, a support structure which is not currently in place at Flushing.

To help students to develop an aptitude for civic duty as well as college and career readiness skills, New School will seek to provide structured community service and internship opportunities in collaboration with CBOs and industry partners.

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

Impact on Partnerships at Flushing and New School

According to the 2011-2012 High School Directory, Flushing has partnerships with:

Community-Based Organizations	Hospital Outreach	Higher Education Institutions	Cultural/Arts Organizations	Not-for-Profit	Corporate or Financial Institutions	Financial Institutions	Other
Child Center of New York, United Way, Young Men's Christian Association (YMCA), Young Women's Christian Association (YWCA), Asian Americans for Equality (AAFE), Bill & Melinda Gates Foundation, Deutsche Bank	Elmhurst Hospital Center, Flushing Hospital Medical Center, New York Hospital Queens (NYHQ)	Queens College, Hunter College, LaGuardia Community College, Queensborough Community College, New York University (NYU), Hofstra University, St. John's University, John Jay College of Criminal Justice	Flushing Town Hall, Queens Council of the Arts, Lincoln Center for the Performing Arts, The Oratorio Society	The After-School Corporation, New York Junior Tennis League, Row New York, The Latimer House, United Way, New York Cares	Patterson, Belknap, Webb & Tyler LLP, Michael C. Fina	Queens County Savings Bank, Flushing Savings Bank	REACH (Rewarding Achievement)

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

Impact on Sports and Extracurricular Offerings at Flushing¹⁶

According to the High School Directory, Flushing currently offers the following sports, extracurricular activities, and clubs:¹⁷

Extracurricular			
Student Leadership & Support	Academic	Artistic	Clubs
Attendance Intervention Program, Champion's Club - a five day after-school program which includes tutoring, sports, arts and music; Unidos(Peer Mentoring), Youth Development Program, Freshmen Advisories, Advancement via Individual Determination (AVID)	Arista, TRI-M (Music Honor Society), Math Team, Law Team, Virtual Enterprise, Mock Trial, Moot Court, Debate Team, Journalism, Year Book	Arts, Beginning Vocal, Honors Chorus, Professional Chorus, Concert and Jazz Bands, Guitar, Piano, Art Studio, Painting and Drawing, Cartooning, Set Design, Play Production	School Newspaper "Forum", Yearbook, Korean, Chinese, Asian, Multicultural, Prom Committee, Leadership, ASPIRA, Leo's, Health, Art, Griffin

¹⁶ Athletic and extracurricular offerings reflect those listed for Flushing in the 2011-2012 Directory of High Schools.

¹⁷ <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

PSAL Sports - Boys	PSAL Sports - Girls	School Sports
Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Football, Handball, Indoor Track, JV Football, Outdoor Track, Soccer, Tennis, Volleyball, Wrestling	Basketball, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, Softball & JV Softball, Tennis, Volleyball & JV Volleyball, Wrestling	Weight Training, Basketball, Table Tennis, Yoga, Softball, Volleyball, Crew, Wrestling

If this proposal is approved, New School is expected at minimum to offer the same extracurricular activities and clubs now offered at Flushing High School, if not more, and the same student athletics as Flushing offers. As with all schools citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

Enrollment Options for Current Flushing Students

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

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

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Throughout the City, students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Flushing 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 Flushing 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 Flushing cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in New School. In addition, all students in non-terminal grades who currently attend Title 1 Schools in Need of Improvement (“SINI”)

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

Impact on Students with Disabilities and English Language Learners

Flushing currently offers ICT classes, SC classes, and SETSS. If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their IEPs. Flushing currently offers English as a Second Language ("ESL") services; it also offers transitional bilingual programs in Spanish and Chinese. If this proposal is approved, ELL students at New School will continue to receive mandated services.

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

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

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

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

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

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

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

High school students with IEPs are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

Flushing admits students to three programs through an educational option admissions method. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If students score in the top 2% on their previous year's English Language Arts reading

exam and list an educational option program as their first choice, they are guaranteed a match to that program.

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

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

Students who listed Flushing 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 Flushing 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, Flushing has a total of 165 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);¹⁸ or
- Did not participate in the High School Admissions Process for some other reason.

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

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

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of

¹⁸ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

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

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

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

	High School Admissions Process	Over-the-Counter
9th Grade	706	100

Additionally, Flushing admitted 107 OTC students in grades 10-12 as well:

	Over-the-Counter
10th Grade ²⁰	57
11th Grade	40
12th Grade	10

Of the 706 ninth-grade students who were admitted through the High School Admissions Process, 8% are students with disabilities and 16% are ELL students. Of the 100 students who arrived over-the-counter, 5% are students with disabilities and 34% are ELL students.²¹ The DOE anticipates New School would have OTC admissions comparable to Flushing.

Impact on YABC Program

YABCs are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after

¹⁹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over age and under-credited”).

²⁰ In addition to admitting 57 OTC students in the tenth grade, Flushing also admitted 20 tenth-grade students through the High School Admissions Process.

²¹ Students with disabilities as a percentage of total OTC ninth-grade students at Flushing from the 2011-2012 Audited Register . This count does not include students receiving SETSS or students receiving speech or language services. ELL students as a percentage of total OTC ninth-grade students at Flushing students from the 2011-2012 Audited Register .

they have earned all of their credits and passed all of the required exams while attending the YABC. To view a list of YABCs Citywide, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

If this proposal is approved, the YABC program in the building will continue to operate in the Q460 building and will not be affected by the proposed closure and opening. Once the closure of Flushing and the opening of New School are complete, the YABC program is expected to remain in the building and will continue to provide services as long as there is demand for the program.

Impact on LTW Program

Finally, there is also a part-time Learning to Work (“LTW”) Program located in the Q460 building. Learning to Work is a part-time evening program where community-based organization personnel work collaboratively with all students to set and achieve individual academic, workplace, and personal goals. These programs run Monday through Thursday out of school hours. There is no anticipated impact on the LTW program as a result of this proposal.

Impact on Alternative Learning Center

The Q460 also houses an ALC, which typically enrolls 20 - 40 students with an average daily attendance rate of 31%, and which, at the time of this posting, enrolls approximately 33 students. ALCs provide a safe and high-quality instructional program to students who have received a superintendent’s suspension. This is a personalized and differentiated educational program that includes social and emotional development to prepare students for their return to their home schools.

The DOE anticipates relocating the ALC before the beginning of the 2012-2013 school year.

B. Schools

In 2012-2013, once Flushing has closed, and New School has opened, there will be approximately 3,035-3,075 total students served in the building. The projected utilization for Q460 at that point is approximately 150-152%. The estimated enrollment for the organizations in Q460 over a two-year period is shown in the table below.

25Q460

	Total Enrollment
2011-12 (audited)	3,052
2012-13 (proj.)	-

25Q363

	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	3,035 - 3,075

Currently, building Q460 is overcrowded and does not have enough space pursuant to the Citywide Instructional Footprint (the “Footprint”). Flushing currently manages its overcrowding by serving students

on split-schedules. This means that the school operates a longer school-day than usual. For example, many high schools operate on a schedule that contains eight periods in the day. Flushing, however, operates on a schedule that contains eleven periods in the day, or 37% more time. Students are in school for only eight periods, i.e. from first to eighth periods, from second to ninth periods, or from third to tenth periods. Split-scheduling enables the same number of classrooms to meet the instructional space needs of a larger number of students.

There will be sufficient space to continue to house the YABC program, as that program operates during the evening. The LTW program does not have any space beyond what is allocated to the YABC. As previously noted, the DOE anticipates relocating the ALC before the beginning of the 2012-2013 school year. (Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

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

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

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

As indicated above, if this proposal is approved and the ALC is relocated, there would be only one organization in Q460. If this proposal is approved, although the building is over-utilized, New School administration will be able to use all building resources to meet the needs of its students.

Building Safety and Security

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

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

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children’s needs. This proposal is intended to meet this goal by allowing the students currently enrolled in Flushing who will not be graduating 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 Flushing and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, Flushing needs more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in Flushing by implementing the Transformation model. However, based on the school's most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

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

Impact on High School Seat Capacity in Queens

High School seats eliminated by Flushing's closure will be recovered by the opening of New School. As a result, the proposal to close Flushing is not expected to yield a net loss of high school seats in building Q460 or in Queens.

Specifically, in Queens:

- In 2011-2012, there are currently 18,036 total seats available for new ninth-grade students in Queens high schools.²²
- In 2011-2012, there are 18,299 new ninth-grade students enrolled in Queens high schools.
- Therefore, there is currently a deficit of 263 seats for new ninth-grade students in Queens high schools.

Specifically, in the Q460 building:

- Flushing is currently serving 806 new ninth-grade students.
- The proposed opening of New School in building Q460 is projected to create 786 - 826 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Flushing will be recovered through the opening of New School.

In short, the proposal to close Flushing is not expected to yield a net loss of seats in Queens or in building Q460.

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

- These eight schools are currently serving 4,276 total new ninth-grade students.
- The proposed opening of the eight replacement high schools in Queens is projected to create 4,116 – 4,436 seats available to new ninth-grade students.
- This means that the seats in Queens high schools eliminated by the closure of these eight schools

²² The 2012-2013 ninth grade seat availability figure is based on data from the Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the High School Admissions Process or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

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 Queens.

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

These changes are detailed in the chart below:

Proposed Changes to Queens High Schools					
DBN	School Name	Building	Impact on 9th Grade Seat Capacity 2012-2013	Impact on 9th Grade Seat Capacity 2013-2014	Admissions Method
High School Grade Expansions					
28Q167	Metropolitan Expeditionary Learning School	Q686	108		Limited Unscreened
29Q327	Eagle Academy for Young Men III ²³	Q633		81	Limited Unscreened
New Schools Proposed to Open in new Construction					
30QTBD	TBD	Q404		81-108	TBD
27QTBD	TBD	Q636		81-108	TBD
Total Proposed Change in 9th Grade Seat Capacity			108	243-297	

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

In 2012-2013:

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

In 2013-2014:

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

Detailed information about all City high schools and the High School Admissions Process is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough

²³ The DOE anticipates posting a proposal to re-site Eagle Academy III from building Q059 to Q633 for the 2012-2013 school year for a PEP vote on April 26, 2012.

Enrollment Offices, or on the DOE’s Web site at:
<http://schools.nyc.gov/ChoicesEnrollment/High/Programs>.

Impact on CTE Seat Capacity in Queens

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

For descriptions of approved and pending proposals that impact CTE seats in Queens, please visit:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>. Also, as mentioned earlier, the list of schools in the City that also provide CTE programs in Flushing’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 Q460. This proposal is not expected to impact the site accessibility of the Q460 building: this building is not functionally programmatically accessible.

IV. Enrollment, Admissions and School Performance Information

Flushing

Admissions Data

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

Enrollment Data

25Q460

	Total Enrollment
2011-12 (audited)	3052
2012-13 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services ²⁴	8%
Percentage of Students with Individualized Education Programs ²⁵	12%
Percentage of English Language Learner Students ²⁶	20%
Percentage of Students Eligible for Free or Reduced Lunch ²⁷	74%

School Performance Data

Q460 Flushing High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	D
Quality Review Score		P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	61%	62%	66%
4 Year Graduation Rate	55%	60%	60%
6 Year Graduation Rate	58%	63%	63%
% Graduating with a Regents Diploma	44%	49%	53%
Attendance Rate	85%	87%	84%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Flushing	9-12: High School Admissions Process Admissions method: Educational Option, Zoned

²⁴ Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

²⁵ Students with IEPs as percentage of total students from the 2011-2012 Audited Register.

²⁶ ELL students as percentage of total students 2011-2012 Audited Register.

²⁷ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Enrollment Data

New School – 25Q363

	Total Enrollment
2011-12 (unaudited)	-
2012-13 (proj.)	3035 - 3075

Demographic Data²⁸

Percentage of Students Receiving ICT or SC services	8%
Percentage of Students with Individualized Education Programs	12%
Percentage of English Language Learner Students	20%
Percentage of Students Eligible for Free or Reduced Lunch	74%

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 Flushing and the opening of New School are implemented, the DOE will cease to allocate funds to Flushing 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 \$12,769,671 - 12,937,970. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

As discussed above, at the beginning of this school year Flushing was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received \$1,800,000 in Transformation money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in

²⁸ Demographic data include for New School is anticipated based on the current student population at Flushing, but actual demographic data may differ.

the City, including Flushing. While the two sides have made progress in their negotiations, at present there is still no agreement on an acceptable teacher evaluation system. As a result, Flushing is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

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

The DOE will submit an application to SED to award SIG funding to New School pursuant to the applicable model. In that application, the DOE will also ask that SED restore SIG funding to Flushing for the remainder of the current grant year and provide funding to New School in the subsequent years of the grant. However, the DOE plans to proceed with this proposal whether or not either Flushing or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

In regards to staffing costs, current Flushing teachers who are not hired at New School will remain in excess.

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

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Flushing will be excessed in the closure.³⁰ This process will occur at the end of the 2011-2012 school year.

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

²⁹ Federal guidance suggests that teachers hired during the initial implementation of SIG may count towards this 50% requirement. The DOE is awaiting guidance from SED on whether SED will permit recently hired teachers to count towards the staff turnover requirement.

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

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

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

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

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

B. Cost of Instruction

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

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for Flushing 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. Flushing is currently eligible for Title I funding. Since New School is expected to serve the same population as Flushing, at approximately the same enrollment levels, the DOE anticipates that New School will receive approximately the same amount of Title I funding as Flushing 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 career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2012, only officially approved programs will be eligible for this funding. If this proposal is approved, New School will be able to apply for State approval of its CTE Pathways, and if those programs are approved, New School will be eligible for VTEA funding. The amount of VTEA funding will vary depending on enrollment each year.

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

C. Administration

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

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

If approved, this proposal will not impact the administration of the other organizations in the Q460 building.

D. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at any of the school organizations in the Q460 building as a result of this proposal.

E. Other Support Services

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

Building Information

Building		Q460
Type of Building		High school
Year Built		1915
Overall BCAS rating		2.53
2010-2011 Target Building Utilization		151%
2010-2011 Target Building Capacity		2020
FY 2011 Maintenance Costs	Labor	\$56,967
	Materials	\$17,591
	Maintenance and repair contracts	\$80,731
	Service contracts	\$4,412
	Custodial operations costs—Materials	\$18,214
	Custodial operations costs—Custodial Allocation	\$566,911
FY 2011 Energy Costs	Electric	\$256,653
	Gas	\$2,048
	Oil	\$325,781
Projects completed during the current or prior school year	Lighting Fixtures	Lighting Fixtures
Projects proposed in the capital plan		Classroom connectivity, New/Retrofit Telephone/Intercom Systems
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs

APPENDIX
 Bilingual Programs - Chinese

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
24Q455	Newtown High School	Chinese	48-01 90 Street	Audition, Educational Option, Screened, Zoned
26Q415	Benjamin N. Cardozo High School	Chinese	57-00 223Rd Street	Audition, Educational Option, Limited Unscreened, Screened
26Q430	Francis Lewis High School	Chinese	58-20 Utopia Parkway	Educational Option, Screened, Zoned
30Q555	Newcomers High School	Chinese	28-01 41 Avenue	Screened: Language

APPENDIX
Bilingual Programs - Spanish

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
24Q455	Newtown High School	Spanish	48-01 90 Street	Audition, Educational Option, Screened, Zoned
24Q485	Grover Cleveland High School	Spanish	21-27 Himrod Street	Educational Option, Limited Unscreened, Zoned
24Q550	High School for Arts and Business	Spanish	105-25 Horace Harding Expy N	Educational Option
27Q475	Richmond Hill High School	Spanish	89-30 114 Street	Educational Option, Zoned
27Q480	John Adams High School	Spanish	101-01 Rockaway Boulevard	Educational Option, Unscreened
28Q505	Hillcrest High School	Spanish	160-05 Highland Avenue	Audition, Educational Option, Screened, Zoned
30Q460	William Cullen Bryant High School	Spanish	48-10 31 Avenue	Screened, Unscreened
30Q450	Long Island City High School	Spanish	14-30 Broadway	Screened, Zoned
30Q555	Newcomers High School	Spanish	28-01 41 Avenue	Screened: Language
75Q721	John F. Kennedy Jr. School	Spanish	57-12 94 Street	N/A

APPENDIX
Interest Area: Business

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
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Academy of Finance and Enterprise	Limited Unscreened
24Q455	Queens	Newtown High School	48-01 90 STREET	2457	2396	103%	C	7%	31%	Business Institute	Ed Option
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Careers in Business	Screened
26Q435	Queens	Martin Van Buren High School	230-17 HILLSIDE AVENUE	2264	2265	100%	D	7%	10%	School of Business and Computer Studies	Ed Option
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117%	C	9%	17%	Adams Business Institute	Ed Option
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Biz/Tech	Ed Option
29Q496	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116TH AVENUE	337	509	66%	C	9%	7%	Business and Computers	Ed Option

APPENDIX
Interest Area: Business

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

APPENDIX

Interest Area: Health Professions

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Report Grade	% SE	% ELL	Program Name	Admission Method
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Sports Medicine & Management	Ed Option
27Q309	Queens	Academy of Medical Technology: A College Board School	8-21 BAY 25 STREET	519	374	139%	N/A	13%	11%	Academy of Medical Technology: A College Board School	Limited Unscreened
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117%	C	9%	17%	Health Careers	Ed Option
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Health Careers Institute	Ed Option
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Pre-Med Program	Screened
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Med-Pharmaceutical/Bio-Technology	Screened
28Q680	Queens	Queens Gateway to Health Sciences Secondary School	160-20 GOETHALS AVENUE	783	636	123%	B	2%	0%	Queens Gateway to Health Sciences	Screened

APPENDIX

Interest Area: Law and Government

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
26Q415	Queens	Benjamin N. Cardozo High School	57-00 223RD STREET	3904	2674	146%	B	7%	6%	Mentor Law and Humanities Institute	Ed Option
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Jacob K. Javits Law Institute	Ed Option
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	International & Cultural Relations	Limited Unscreened
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Business and Law Scholars Academy	Ed Option
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Law & Humanities Institute	Ed Option
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Academy of Public Service and Law	Ed Option
28Q690	Queens	High School for Law Enforcement and Public Safety	116-25 GUY R BREWER BOULEVARD	531	891	60%	B	12%	2%	Law Enforcement and Public Safety	Screened
29Q494	Queens	Law, Government and Community Service High School	207- 01 116TH AVENUE	436	452	96%	D	8%	3%	Law, Government and Community Service	Ed Option
30Q460	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107%	C	9%	18%	Mentor Law and Forensic Science Institute	Screened

APPENDIX
CTE Career Pathway Business Management

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
02M316	Manhattan	Urban Assembly School of Business for Young Women, the	26 BROADWAY	373	460	81%	B	12%	3%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M392	Manhattan	MANHATTAN BUSINESS ACADEMY	351 WEST 18 STREET	327	257	127%	N/A	13%	10%	Business/Virtual Enterprise	Limited Unscreened	In Development
02M393	Manhattan	BUSINESS OF SPORTS SCHOOL	439 WEST 49TH STREET	300	239	126%	N/A	14%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	796	733	109%	B	8%	6%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	796	733	109%	B	8%	6%	Academy of Finance	Educational Option	New (to process)
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 WEST 49TH STREET	125	N/A	N/A	N/A	9%	9%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Academy of Finance	Educational Option	In Development
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	713	535	133%	C	9%	10%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 AMSTERDAM AVENUE	412	376	110%	C	13%	15%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
03M494	Manhattan	High School of Arts and Technology	122 AMSTERDAM AVENUE	592	676	88%	C	10%	11%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development

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05M367	Manhattan	Academy for Social Action: A College Board School	509 WEST 129 STREET	415	327	127%	C	15%	10%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development
09X412	Bronx	Bronx High School of Business	240 EAST 172 STREET	390	507	77%	C	21%	24%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14%	7%	Academy of Finance	Limited Unscreened	In Development
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1120	944	119%	C	8%	12%	Entrepreneurship/Virtual Enterprise	Screened	New (to process)
10X433	Bronx	High School for Teaching and the Professions	2780 RESERVOIR AVENUE	469	614	76%	B	11%	18%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	3905	3455	113%	F	11%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	In Development
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Entrepreneurship/Virtual Enterprise	Screened, Zoned	New (to process)
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	New (to process)
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)

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20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Academy of Finance	Audition, Screened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Entrepreneurship/Virtual Enterprise	Audition, Screened, Zoned	In Development
21K348	Brooklyn	High School of Sports Management	2630 BENSON AVENUE	361	493	73%	B	16%	2%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Academy of Finance	Educational Option, Screened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Financial Management	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Business Institute	Educational Option, Zoned	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Academy of Finance	Limited Unscreened	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Finance	Educational Option, Limited Unscreened, Zoned	New (to process)
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Entrepreneurship/Virtual Enterprise	Educational Option	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Accounting	Educational Option, Screened	Approved

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26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117%	C	9%	17%	Entrepreneurship/Virtual Enterprise	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Business Institute	Audition, Educational Option, Screened, Zoned	In Development
29Q496	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116TH AVENUE	337	509	66%	C	9%	7%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
30Q460	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107%	C	9%	18%	Entrepreneurship/Virtual Enterprise	Screened, Unscreened	Approved
30Q555	Queens	Newcomers High School	28-01 41 AVENUE	903	896	101%	A	0%	93%	Entrepreneurship/Virtual Enterprise	Screened: Language	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Unscreened	Approved
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13%	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Academy of Finance	Educational Option, Limited Unscreened, Screened, Unscreened	In Development

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31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Academy of Finance	Audition, Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Unscreened	New (to process)

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

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10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14%	7%	Law Academy/Legal Studies	Limited Unscreened	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Law Enforcement	Educational Option, Screened, Zoned	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Computer Forensics	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Enforcement	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Academy/Legal Studies	Educational Option	In Development
15K519	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	634	864	73%	B	15%	8%	Law Academy/Legal Studies	Educational Option	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Law Academy/Legal Studies	Screened, Zoned	New (to process)
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	399	663	60%	B	11%	5%	Law Academy/Legal Studies	Educational Option, Screened	In Development
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	414	455	91%	A	18%	9%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Law Academy/Legal Studies	Limited Unscreened	In Development

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18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	295	414	71%	N/A	11%	12%	Law Program	Limited Unscreened	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Law Academy/Legal Studies	Audition, Screened, Zoned	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Law Academy/Legal Studies	Screened, Unscreened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Law Academy/Legal Studies	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Law Academy/Legal Studies	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Criminal Justice	Educational Option, Screened, Zoned	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened	In Development

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27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2504	2211	113 %	D	9%	17%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117 %	C	9%	17%	Law Academy/Legal Studies	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188 %	A	8%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112 %	A	6%	15%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
30Q460	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107 %	C	9%	18%	Law Academy/Legal Studies	Screened, Unscreened	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Computer Forensics	Educational Option, Screened, Unscreened	New (to process)
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Law Academy/Legal Studies	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145 %	B	9%	6%	Law Enforcement	Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118 %	A	13%	4%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Unscreened	In Development

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Sources:	
2011-12 Enrollment	October 31, 2011 Audited Register
2010-11 Organization Capacity (Org Capacity)	2010-2011 Blue Book
2011-12 Organization Utilization (Org Util)	All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the October 31, 2011 Audited Register. This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the October 31, 2011 Audited Register.
Progress Report	2010-2011 Progress Report Grade
2011 Seat Target	Program Seat Target for September 2011
2011 Applicants	Program Applicants for September 2011
Admissions	Process by which students are admitted to the school

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

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