

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Closure of Franklin Delano Roosevelt High School (20K505) and Opening of New School (20K417) in Building K505 Beginning in 2012-2013**

### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to close Franklin Delano Roosevelt High School (20K505, “Franklin D. Roosevelt,”) an existing district high school in building K505 (“K505”), located at 5800 20<sup>th</sup> Avenue, Brooklyn, N.Y 11204, within the geographical confines of Community School District 20. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Franklin D. Roosevelt with New School (20K417, “New School”), a new district high school which will serve students in grades nine through twelve in building K505.

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

Franklin D. Roosevelt admits students through the Citywide High School Admissions Process through education option, limited unscreened, and zoned admissions methods. K505 also houses a Young Adult Borough Center (“YABC”).<sup>2</sup>

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 Franklin D. Roosevelt and replacing it with New School, the DOE is seeking to expeditiously improve educational quality on the Franklin D. Roosevelt campus. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Franklin D. Roosevelt staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. Doing this important work to improve the quality of teaching and learning in the school, DOE also will maximize New School’s chance of receiving up to \$1,494,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Franklin D. Roosevelt and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Franklin D. Roosevelt with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

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<sup>1</sup> Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Franklin D. Roosevelt 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>.

<sup>2</sup> 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.

## Background on the DOE Decision-Making Process

### PLA Identification

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

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, known as SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.<sup>5</sup>

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

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

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

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<sup>3</sup> For the 2009-2010 school year, SED identified fifty-seven PLA schools across the State, including thirty-four in New York City. For the 2010-2011 school year, SED identified sixty-seven PLA schools across the State, including fifty-four in New York City.

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

<sup>5</sup> 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. Franklin D. Roosevelt was first placed into a SIG model in 2010-2011 meaning that New School will be eligible for one year of funding.

<sup>6</sup> 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>

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 so those schools could begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to Franklin D. Roosevelt specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made Franklin D. Roosevelt eligible for up to \$1,494,000 in SIG funding per year. However, as explained below, Franklin D. Roosevelt's continuing eligibility for these funds under the Transformation model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement a new teacher evaluation system.

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

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

After this further consideration, the DOE concluded that Franklin D. Roosevelt, along with a number of other PLA schools, should be closed and replaced with a new school that would incorporate the strongest elements of Franklin D. Roosevelt, while also allowing new staff to be put in place. By closing Franklin D. Roosevelt and opening a new school, the DOE will (1) align the DOE's intervention strategy with the school's most recent performance data and the DOE's most recent assessment of the steps which must be taken to improve performance at the school and (2) be able to immediately increase the quality of teachers serving students currently attending Franklin D. Roosevelt.

Franklin D. Roosevelt's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Transformation model at the school. That decision was predicated on some positive trends in student progress between 2008-2009 and 2009-2010 which led the DOE to determine that the Transformation model, which along with Restart is a relatively less intensive intervention, was the best fit for the school. While the improvement in Franklin D. Roosevelt's metrics in 2010-2011 was important, there were also signs that Franklin D. Roosevelt required additional intervention to continue to improve. Four and six year graduation rates and first year credit accumulation are still low compared to citywide averages. The DOE believes that students at Franklin D. Roosevelt would be better served at this time by implementation of a more intensive intervention. 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 these schools. Thus, the DOE decided to propose that Franklin D. Roosevelt be closed and replaced with a new school that would incorporate the strongest elements of Franklin D. Roosevelt, while also allowing new staff to be put in place to accelerate the pace of improvement.

When the DOE placed Franklin D. Roosevelt 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 and Restart models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would best support student outcomes. Even though the DOE and 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 years for poor performing teachers to be removed from the classroom. Given the downturn in Franklin D. Roosevelt's data discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

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

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

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

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high-quality teaching staff into the new school and not rehire staff from the closing school who do not meet the New School's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the existing SIG model if a final agreement is reached on teacher evaluations. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for Franklin D. Roosevelt and New School, seeking to continue SIG funding necessary to build on the work that began under the old model and implement new and revamped programs in New School to improve student achievement even further. 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 Franklin D. Roosevelt and will admit 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 Franklin D. Roosevelt, and replace those interventions that have been less effective. New School will build upon the best elements of Franklin D. Roosevelt 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 Franklin D. Roosevelt*

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. Franklin D. Roosevelt was identified as a PLA school in 2009-2010 because of

its consistently low four-year graduation rate.

Data indicates that Franklin D. Roosevelt has shown some improvement. Still, student achievement is not as strong as it needs to be, and the rate of improvement is too slow. The closure of Franklin D. Roosevelt and opening of New School will preserve the elements of Franklin D. Roosevelt that have led to its gains, while giving New School the opportunity to accelerate the pace of change.

- Graduation rates at Franklin D. Roosevelt have been consistently low for over five years. In 2010-2011, Franklin D. Roosevelt's four-year graduation rate (including August graduates) was 59% — well below the Citywide graduation rate of 65.1% and in the bottom 24% Citywide.<sup>7</sup> However, the graduation rate at Franklin D. Roosevelt has increased in the past few years, rising from 49% in 2007-2008 to 59% in 2010-2011. The DOE believes that with new programs and a push to improve teacher quality, the New School could expand this recent improvement in graduation rates.
- Moreover, Franklin D. Roosevelt appears to be having some success in graduating over-age students. In 2011, 58% of over-age students graduated in four years, in the top 17% Citywide for this measure. The DOE will seek to preserve Franklin D. Roosevelt's efforts to support these students in the New School, while implementing new supports to assist other student populations who continue to struggle at Franklin D. Roosevelt, including students with disabilities, black and Hispanic males, and English language learners.
- If Regents diplomas alone counted toward graduation—as will be the case for most students in the 2011-2012 school year—the four-year graduation rate at Franklin D. Roosevelt would drop to just 51%, putting the school in the bottom 37% of high schools Citywide.
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 70% of first-year students at Franklin D. Roosevelt 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 Franklin D. Roosevelt in the bottom 25% of high schools Citywide.
- However, students' Regents exam outcomes as measured by weighted Regents pass rates indicate some success in a number of specific subjects including English, Math and Social Studies. The DOE will seek to preserve Franklin D. Roosevelt's instructional programs in those areas in the New School, while also implementing new programs to improve instruction so that all students are more likely to earn credits and graduate on time.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Franklin D. Roosevelt earned an overall B grade on its 2010-2011 annual Progress Report, with a B grade on Student Progress, a C grade on Student Performance, and a B grade on School Environment.

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<sup>7</sup> Throughout this EIS, individual school's graduation rates for all years are those reported on the NYCDOE Progress Reports. For the citywide graduation rate, the most recent result available is New York State's calculation for the class of 2010, which was 65.1%. New York State's calculation of New York City's 2011 citywide graduation rate will not be available until New York State completes the verification of the graduation rate and releases it in spring 2012. The Progress Report and New York State graduation rates both include August graduates and are generally similar.

- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 80% of students reported feeling safe in the hallways, bathrooms, and locker rooms. This response is in the bottom 41% of high schools Citywide.
- Franklin D. Roosevelt was rated “Proficient” (P) on its most recent Quality Review in 2010-2011. Quality Reviews evaluate how well schools are organized to support student learning<sup>8</sup>. The Review indicated some areas of strength; for example, that school leadership effectively uses classroom observations and students’ outcomes to promote professional development that impacts the growth of teachers and students. Despite being “Proficient” overall, however, Franklin D. Roosevelt’s Quality Review cited a number of serious concerns at the school, including the need to build on the work of the City’s Transformation model to develop coherent and rigorous curricula that demand higher order thinking of students at all levels across all subjects, and strengthen pedagogy to ensure instruction is differentiated. With the new supports and restructuring available if this proposal is approved, DOE expects that the New School will be able to effectively leverage areas of strength while improving upon areas of weakness to raise student outcomes for all students.

The chart below summarizes key performance data for Franklin D. Roosevelt over the past three years:

<b>K505 Franklin D. Roosevelt</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	B
Progress Report Progress Grade	B	B	B
Progress Report Performance Grade	C	C	C
Progress Report Environment Grade	B	B	B
Quality Review Score <sup>9</sup>	----	WD	P
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	69%	76%	70%
4 Year Graduation Rate	50%	55%	59%
6 Year Graduation Rate	63%	64%	64%
% Graduating with a Regents Diploma	40%	40%	51%
Attendance Rate	86%	86%	85%
<b>2010-2011 State Accountability Status<sup>10</sup></b>	Restructuring (advanced) Comprehensive		

### Overview of Past Strategic Improvement Efforts at Franklin D. Roosevelt

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

<sup>8</sup> 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 Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

<sup>9</sup> Not all schools receive a Quality Review every year.

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

**Leadership Support:**

- Coached and trained leadership on implementing new strategies for improved classroom management as a way to improve the school learning environment and improve student outcomes.
- Provided leadership with extensive introduction to citywide instructional initiatives.
- Provided year-round support aimed at improving administrative functioning at the school.
- Advised staff on strategies to improve support for English Language Learners in the classroom.

**Instructional Support:**

- Trained leadership on implementing plans in support of citywide instructional initiatives, including implementing Common Core Learning Standards.
- Supported the school in assessment design, curriculum mapping, and student feedback as tools aimed at meeting expected student outcomes in alignment with State and City standards.
- Supported and trained teachers in classroom engagement strategies as a way to deepen instructional expectations, student interest, and classroom rigor.

**Operational Support:**

- Advised school staff on budgeting, human resources, and programming.
- Supported school staff in Special Education compliance issues, including timely writing of Individualized Education Plans, alternative assessments and other supports and strategies for improving instruction and plans for students with disabilities.

**Student Support:**

- Facilitated comprehensive supports to review safety and security protocol targeted at improving the school learning environment and impacting student outcomes.
- Facilitated the development of a meaningful and rich relationship with the Chinese Planning Council in order to provide students and families with social services and after school programs.

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

Prior to issuing this proposal, the DOE met with the Franklin D. Roosevelt community. On January 23, 2012, High School Superintendent Aimee Horowitz met with Franklin D. Roosevelt'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

K505 has a target capacity of 2,630 students.<sup>11</sup> (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 3,084 total students,<sup>12</sup> yielding a utilization rate of 117%.<sup>13</sup>

If this proposal is approved, Franklin D. Roosevelt 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 new school will be guaranteed for all students currently enrolled in Franklin D. Roosevelt who do not graduate by the beginning of the 2012-2013 school year.

Over a 2-year period, the proposed grade spans for the schools in the building are as follows:

DBN	School Name	Grades Spans	
		2011-2012	2012-2013
20K505	Franklin Delano Roosevelt High School	9-12	-
20K417	New School	-	9-12
20K658	Franklin Delano Roosevelt YABC <sup>14</sup>	-	-

If this proposal is approved, New School will serve approximately 3,065-3,105 students in grades nine through twelve beginning in the 2012-2013 school year.<sup>15</sup> This includes a guaranteed seat for the 2,460 students currently in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. This approximates enrollment levels in Franklin D. Roosevelt, which currently serves 3,084 students.

If this proposal is approved, once Franklin D. Roosevelt is closed and New School is opened there will be approximately 3,065-3,105 students served in building K505 in 2012-2013, yielding a projected utilization rate of 117-118%.

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

<sup>11</sup> 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”)

<sup>12</sup> 2011-2012 Audited Register.

<sup>13</sup> 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.

<sup>14</sup> YABCs do not organize students by grade level. They serve students who have at least 17 credits, finished four years of high school, and are at least 17 years old.

<sup>15</sup> Because YABCs only offers evening classes, and therefore does not contribute to building capacity during the school day, its enrollment is not included in the calculation of the building utilization.

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
20K505	Franklin Delano Roosevelt High School	3,084	-
20K417	New School	-	3,065 - 3,105
<b>Total Building Enrollment</b>		3,084	3,065 – 3,105
<b>Utilization</b>		117%	117% - 118%

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.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. Further, the YABC will continue to operate in the building without impact.

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

#### A. Students

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

The school currently offers iZone programming and bilingual programming in Spanish and Chinese. If this proposal is approved New School does not plan to offer iZone programming next year because Franklin D. Roosevelt was not selected to continue to participate for the 2012-2013 school year. However, New School may elect to pursue opportunities to implement iZone programming in the future. New School will continue to offer bilingual programming. Additional details regarding New School's bilingual programming are included below.

Based on need assessments and the availability of resources, and if this proposal is approved, new elements planned for New School include but are not limited to: changes to the structure of the school day schedule; the addition of grade-level small learning communities; alignment of instruction to the Common Core Learning Standards; new study hall periods and opportunities for student support and enrichment; and the addition of further supports and services for English Language Learners.

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

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

### [New School Mission](#)

The mission of New School is to provide an environment that enables all students to grow academically, socially, culturally, and acquire the skills and knowledge necessary to become college and career ready. Whereas Franklin D. Roosevelt has always provided a comprehensive instructional program, the new school will implement new organizational structures designed to develop a shared instructional approach among all administrators and teachers in order to ensure that students reach academic excellence and higher achievement.

Currently, Franklin D. Roosevelt serves its ninth and tenth graders within grade-level small learning communities. New School will expand this school structure, organizing its eleventh and twelfth grades into grade-level small learning communities as well. In New School, all students will benefit from the focus and intimacy of small learning communities, while still enjoying the choices, options, and diversity that a large comprehensive high school provides.

To the maximum extent possible, teachers at New School will be assigned to teach students in only one grade level and provide instruction in the same content throughout the day. This practice will allow teachers to become true experts in their specific subject area and grade-level needs, refocusing the amount of planning time required by teachers who teach multiple subject areas, and ultimately maximizing student learning time.

These communities will be exemplary, interdisciplinary, small learning communities within the larger comprehensive high school that is New School. Each learning community will address the academic, social emotional, and physical needs of the learners for each grade level, ninth through twelfth. Each grade-level community will work independently to support instructional innovation and continuous improvement for each grade level. At New School, each grade-level community will develop curricula, instructional strategies, innovative assessments, and promote student engagement tailored to the unique needs of that community's students and the community's identity.

### Instructional Model and Curricula

In order to enrich traditional instruction and make learning more relevant, New School will implement a project-based learning component that requires students to complete projects that demonstrate mastery of content standards and applicability of that learning in real world contexts. Project-based learning is an instructional approach built upon real world authentic learning activities that leverage each student's individual interests to maximize motivation and learning in the classroom. These activities and projects will be designed to answer a question or solve a complex problem such as using algebra to create new bus routes for an urban city or using chemistry principles to design a water purification system. Project-based learning will promote the development of communication and presentation skills, organization and time management skills, self-assessment and reflection skills, and group participation and leadership skills.

In order to ensure proficiency in core subject areas and ensure that students are meaningfully engaged, coursework will be interdisciplinary in nature and framed around projects. Each project will also focus on literacy development since the current school population of Franklin D. Roosevelt is more than 40% English Language Learners ("ELLs"), and if approved, New School anticipates serving a similar population. Instruction will focus less on remediation of basic skills and more on an alignment of instruction to the Common Core Learning Standards. New School also plans to pursue strategies to implement a pre-assessment for all students, which would be used as a platform for making decisions about compacting coursework and enriching curriculum choices.

### Grade-Level Small Learning Communities

As discussed above, New School will expand the existing ninth and tenth grade-level communities structure that currently exists at Franklin D. Roosevelt into the eleventh and twelfth grades. The goal is to improve learning for all students by providing consistent curriculum and assessment throughout the school year and throughout the entire high school experience; ensuring common collaboration time for teachers; promoting the use of student data to drive intervention and differentiate instruction; and by utilizing grade-specific advisory classes as a means to support student achievement. Grade-level communities will structure their instructional periods using "block scheduling," where students have longer blocks of instructional time and are able to stay with the same teacher for the same subject throughout the year, instead of switching after each semester or marking period. Again, this existing structure in two grades at Franklin D. Roosevelt has yielded some success; therefore this practice will be expanded to include the eleventh and twelfth grades. By remaining with the same teachers for the entire school year, learning will become more personalized with increased opportunities for individualized support.

Each grade-level community will, to the greatest possible extent, incorporate common planning time for teachers to further formulate instructional strategies and goals. The different grades will have students

assigned to specific lunch periods. During those lunch periods, specific classes offered for those grades will not be programmed. Teachers teaching within those grades will be freed up for common planning time to the greatest possible extent. Given the anticipated large ELL population, each grade-level community will also ensure that literacy is infused throughout the curriculum.

### School Schedule

New School will seek to create grade-level study hall periods before and after the school day, which will be staffed by content-area teachers, an ELL specialist, and a special education teacher. The study halls will operate three days per week (Tuesday, Wednesday, and Thursday) for a period of one hour. No School-based Options (“SBO”) vote will be needed to implement these grade-level study hall periods; this process is discussed in further detail below. New School would seek to compensate teachers through per session funds consistent with the Department of Education guidelines.

Based on resources and needs, New School will pursue expanded opportunities for teachers performing tutoring duties during student lunch periods. Tutoring will be available for all grade levels and all subject disciplines. Students who cannot attend study halls before or after their school day will be encouraged to attend.

New School will also seek to expand extended-day learning opportunities through more Internet-based instructional programs such as Compass.<sup>16</sup> New School will seek to operate an extended day program three days per week (Tuesday, Wednesday, and Thursday) for a period of one hour. All subjects will be offered, but geared towards the specific needs of the students that attend.

New School will continue to host Mathematics and ELL Academies on Saturdays, a practice currently in place at Franklin D. Roosevelt. The program currently operates on Saturdays from 8:00 a.m. to 1:00 p.m. It is open to all students who choose to attend, and is not restricted to struggling students only. The school will continue and expand weeknight Parent Academy to integrate parents’ needs with the needs of students.

As needed, New School will utilize the 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 their days, 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 and April of each year. The principal and union chapter leader must agree to the proposed modification, which is then presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all schools, including PLA schools.

Based on available resources and needs, New School will continue holding Teacher Inquiry meetings every Friday. At Franklin D. Roosevelt, an SBO vote allowed for a schedule change to make Fridays a Teacher Inquiry Day. Teachers currently meet every Friday in collaborative inquiry groups to help create instructional strategies, goals, and assessments to drive learning. The SBO allowed for a one-hour block of time for teachers on an A.M. schedule and a one-hour block of time for teachers on a P.M. schedule. Collaborative inquiry is a sustained process of investigation and action by a group of educators that empowers teachers to improve student achievement and close the achievement gap. In inquiry meetings, teachers evaluate the effectiveness of their collective work through the lens of student work and data. New School will seek to continue this practice via the SBO process.

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<sup>16</sup> For more information for about Compass Learning visit: <http://www.compasslearning.com/>

### Supports for Students with Disabilities and English Language Learners

New School will offer Integrated Co-Teaching (“ICT”) classes, Self-Contained special education (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). These supports are currently in place at Franklin D. Roosevelt High School.

Students with disabilities will continue to receive mandated services in accordance with their Individualized Education programs. To that end, the following existing programs at Franklin D. Roosevelt will be continued and expanded:

Incoming Level 1 students with disabilities are and will continue to be assigned to support classes utilizing Wilson Reading Program and Achieve 3000. Wilson provides intensive reading intervention through multi-sensory instruction, repetition, sound syllable segmentation, reading and spelling control and pacing mastery. The program emphasizes decoding, encoding/spelling, and comprehension through controlled passages. Students who read at or above the third grade level are programmed for Achieve 3000. This program is a data driven, internet standards-based program that works to build students’ reading comprehension.

Through a hands-on transitional career program, students with disabilities would gain transferable, marketable skills while working on building their reading, writing, and math skills along with being exposed to other content area subjects. The goals of the transition program are to provide students with academic and real world job skills that are necessary to compete in today’s workforce. Students in the program create a hands-on screen printing business, which gives them the opportunity to perform typical duties and responsibilities of a real work setting. This allows students to use tools and equipment in a simulated work environment and build social and communication skills used in the workplace.

To increase overall credit accumulation and attendance, the school-based special education team currently offers and will seek to continue to offer the following:

- Credit Recovery through Achieve 3000 and Destination Math
- Saturday Literacy Program
- Data Based Differentiated Instruction
- Assigning students to the Least Restrictive Environment
- Special Education teachers who provide academic intervention
- Parental Outreach through teachers, attendance coordinator and Guidance Counselor
- School Assessment Team consisting of two psychologists and a social worker
- Related Service Providers consisting of two speech teachers and four counselors

As discussed above, Franklin D. Roosevelt currently offers English as a Second Language (“ESL”) services and transitional bilingual programs in Spanish and Chinese. New School will continue offering the transitional bilingual programs in Spanish and Chinese and ESL programming. For a list of Brooklyn high schools which offer transitional bilingual programming in either Spanish or Chinese, please see the appendix.

New School will offer mandated services for ELL students including ESL. Classes for ELL students will be strategically programmed to support their acquisition of the English language. These types of differentiated supports are currently in place at Franklin D. Roosevelt High School. Pending available funding and resources and a needs assessment of the ELL population, New School will leverage technology and language acquisition software, such as Rosetta Stone and e-Reader tablets, to supplement daily instruction and assist students in acquiring academic and colloquial English language skills and comprehension. New School will continue professional development partnerships begun under Franklin D. Roosevelt, with Learning Village and The Center for Applied Linguistics, to provide rigorous professional development for teachers who support and teach English Language Learners.

### Human Capital

Although a significant amount of time and resources has been invested in professional development, it has not translated into sufficiently rapid increased student achievement at Franklin D. Roosevelt. If approved, New School will work to deepen elements of professional development that have been successful and strengthen those components that have not resulted in strong student outcomes. For example, currently Franklin D. Roosevelt High School is using a research-based coaching tool for teacher evaluation in frequent informal and formal observations. New School will intensify and strengthen this work.

New School will also take a new approach to the delivery of professional development. Teachers will be asked to participate in specific professional development institutes based on individual professional goals and student performance data reviews. Teachers will work in teacher teams to build both their individual capacity and their teams' capacity to address school and student achievement goals. Observations will be used to implement strategies acquired through professional development sessions in classroom instruction.

Franklin D. Roosevelt has offered and New School will continue to offer regular access to professional development opportunities, including access to DOE talent coaches and Children First Network- and cluster-provided professional development, as well as outside consultant-facilitated professional development workshops. New School also plans to contract with a new professional development provider, Teaching Matters. Consultants from Teaching Matters will work with new teachers to increase the quality and rigor of their instruction in the classroom.

The following is a list of professional development providers that Franklin D. Roosevelt currently works with and will continue in the New School:

- AUSSIE: Three consultants from AUSSIE (Australian United States Services in Education) will continue to support the development of curriculum maps based on the Common Core Learning Standards in Mathematics, Science, and Social Studies and assist teachers during Inquiry Team Meetings.
- Achieve 3000: A consultant from Achieve 3000 will work with teachers of students with learning disabilities to incorporate the Achieve 3000 program into their literacy instruction. Achieve 3000 is an internet-based reading program for increasing comprehension fluency, vocabulary and reading proficiency.
- Promethean: Promethean has provided teachers with an orientation on the use of the Promethean Board (commonly referred to as SmartBoards) for classroom instruction.

Based on available resources and needs assessments, New School will 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 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 a research based framework for teaching.

New School will also 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. 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 Lowest Achieving schools) by providing them with tax-free grants for up to four consecutive years.

### Socio-Emotional Student Supports

Franklin D. Roosevelt has recently partnered with the Chinese American Planning Council (CAPC) to provide social-emotional and academic supports to the largest body of ELL students at the school, Asian Americans. The CAPC counselor is at the school every Monday, Tuesday, and Wednesday from 8:00 a.m. to 4:00 p.m. CAPC also provides services to students and their families every Thursday and Friday at the organization's central Brooklyn office from 9:00 a.m. to 5:00 p.m. The CAPC provides the following students and family support services:

- Education and parenting workshops
- Counseling services
- Academic support, college applications, and career choice assistance
- Case management and group services
- Interpretation services

New School plans to continue partnering with CAPC and proposes to expand the services offered by the CAPC, as well as search for other outside agencies to assist any different demographics of its anticipated student population.

Franklin D. Roosevelt does not currently offer the Breakfast in the Classroom program. New School will pursue offering this program, which ensures all students begin their instructional day with a free, nutritious meal.<sup>17</sup> The free breakfast campaign is based on scientific research that links children's nutrition with improved academic performance and psychological well-being. By offering Breakfast in the Classroom, New School will support improved attendance, punctuality and behavior, and support students' attention, memory, and achievement.

Additionally, New School will also pursue opportunities in creating a School Wellness Council. New School may apply for a grant through the Office of School Wellness Program's School Wellness Council Grant Program to support the work of the Council.<sup>18</sup> 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.

### Partnerships

In addition any above mentioned partnerships, according to the 2011-2012 High School Directory, Franklin D. Roosevelt has partnerships with:

- **Community-Based Organizations:** Brooklyn Chinese-American Association, Chinese-American Planning Council, Jewish Board of Family and Children's Services, New York City Department for the Aging
- **Higher Education Institutions:** Kingsborough Community College
- **Other:** Boston Consulting Group

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<sup>17</sup> For more information about Breakfast in the Classroom visit the website: : <http://www.opt-osfns.org/osfns/>

<sup>18</sup> For more information about the School Wellness Council Program, visit the website: <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>.

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

**Sports and Extra-curricular Programming**<sup>19</sup>

According to the High School Directory, Franklin D. Roosevelt currently offers the following sports, extracurricular activities, and clubs:<sup>20</sup>

Sports	Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> <li>• <u>PSAL Sports</u><sup>21</sup> – Boys Baseball, Basketball &amp; JV Basketball, Bowling, Cricket, Football, Football &amp; JV Football, Handball, Outdoor Track, Soccer, Tennis, Volleyball, Wrestling</li> <li>• <u>PSAL Sports</u> – Girls Basketball, Bowling, Handball, Outdoor Track, Soccer, Softball, Tennis, Volleyball</li> <li>• <u>PSAL Sports</u> – Co-ed N/A</li> <li>• <u>School Sports</u> N/A</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Student leadership &amp; Support:</u> <ul style="list-style-type: none"> <li>○ Peer Mediation and Negotiation</li> <li>○ Peer Tutoring</li> </ul> </li> <li>• <u>Academic:</u> <ul style="list-style-type: none"> <li>○ Debate Team</li> <li>○ Intel</li> <li>○ Math Team</li> <li>○ National Honor Society</li> <li>○ Mock Trial</li> <li>○ Newspaper</li> </ul> </li> <li>• <u>Artistic:</u> <ul style="list-style-type: none"> <li>○ FDR Theatre Guild</li> <li>○ Yearbook</li> </ul> </li> </ul>	<p>Over 30 after-school clubs, including:</p> <ul style="list-style-type: none"> <li>• Anime</li> <li>• Art</li> <li>• Cheerleaders</li> <li>• Chess</li> <li>• Chinese Culture</li> <li>• Christian</li> <li>• Computer Service Squad</li> <li>• Drama</li> <li>• Environmentalist</li> <li>• Film</li> <li>• Hispanic</li> <li>• Jewish</li> <li>• Muslim Student Association</li> <li>• My Generation</li> <li>• Multicultural</li> </ul>

If this proposal is approved, New School is expected to offer the same student athletics as Franklin D. Roosevelt offers. If this proposal is approved, the availability of the PSAL program is expected to remain the same despite the closure of Franklin D. Roosevelt and opening of New School.

In addition, if this proposal is approved, New School is expected at minimum to offer the same extracurricular activities and clubs now offered at Franklin D. Roosevelt, if not more.

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

<sup>19</sup> Athletic and extracurricular offerings reflect those listed for Franklin D. Roosevelt in the 2011-2012 Directory of High Schools.

<sup>20</sup> To view the High School Directory, visit the website: <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

<sup>21</sup> PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

### *Impact on Students with Disabilities and English Language Learners*

Franklin D. Roosevelt 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. Franklin D. Roosevelt currently offers English as a Second Language (“ESL”) services and transitional bilingual or dual-language programs in Spanish and Chinese for students in grades nine through twelve. New School will continue offering the transitional bilingual or dual-language programs in Spanish and Chinese and ESL programming. If this proposal is approved, all 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 Options for Current Franklin D. Roosevelt Students*

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

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

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Throughout the City, students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Franklin D. Roosevelt 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 Franklin D. Roosevelt 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 Franklin D. Roosevelt 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 I Schools in Need of Improvement (“SINI”) Year 2 status or worse (including PLA schools), such as Franklin D. Roosevelt, are also eligible to apply for a transfer to another non-SINI school through the DOE’s existing No Child Left Behind (“NCLB”) Public School Choice Process. More information about this process can be found at the DOE’s Web site at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

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

## *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 have received match results by 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 (with certain exceptions) in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to a general education environment to the greatest extent possible consistent with their needs.

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

Franklin D. Roosevelt admits students as part of the Citywide High School Admissions Process.

Franklin D. Roosevelt admits students through an educational option admissions method for its Business Careers/Computer Technology programs and its Math/Science Academy. 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.

Franklin D. Roosevelt also admits students through a limited unscreened admissions method for its Performing Arts program. A limited unscreened program gives priority to students who demonstrate interest in the school by attending a school's Information Session or Open House events or visiting the school's exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority for admission to the school's program(s). Franklin D. Roosevelt's admission priorities for admission in to the performing arts program allows preference to students who live in the zoned area, and then to Brooklyn residents who attend an information session.

Finally, Franklin D. Roosevelt also admits students through a zoned admissions method for its academic

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

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on April 26, 2012, any student who is matched to Franklin D. Roosevelt will instead be matched to New School.

If this proposal is approved, New School will continue to admit students through the same admissions methods as Franklin D. Roosevelt: a zoned admissions method, a limited unscreened admissions method to the Performing Arts program, and an educational option admissions method to the Business Careers/Computer Technology program and Math/Science Academy.

Students who listed Franklin D. Roosevelt 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 Franklin D. Roosevelt 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, Franklin D. Roosevelt has a total of 664 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);<sup>22</sup> 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

<sup>22</sup> 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.

results of the admissions process.

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

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

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

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

	Over-The-Counter	High School Admissions Process
<b>9<sup>th</sup> Grade</b>	97	567

Additionally, Franklin D. Roosevelt admitted 111 OTC students in grades 10-12:

	Over-The-Counter
<b>10<sup>th</sup> Grade</b> <sup>24</sup>	90
<b>11<sup>th</sup> Grade</b>	13
<b>12<sup>th</sup> Grade</b>	8

Of the 567 ninth-grade students who were admitted through the High School Admissions Process, 9% are students with disabilities and 23% are ELL students. Of the 97 students who arrived over-the-counter, 8% are students with disabilities and 79% are ELL students.<sup>25</sup>

<sup>23</sup> 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”).

<sup>24</sup> In addition to admitting 90 students in the 10th grade, Franklin D. Roosevelt also admitted 27 tenth-grade students through the High School Admissions process.

<sup>25</sup> Students with disabilities as a percentage of total OTC ninth-grade students at Franklin D. Roosevelt 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 Franklin D. Roosevelt students from the 2011-2012 audited register.

*Impact on YABC Program*

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

As indicated previously, if this proposal is approved, the YABC program in the K505 building will continue to operate there and will not be impacted by the proposed closure and opening. Once the closure of Franklin D. Roosevelt and the opening of New School are complete, the YABC program is expected to remain in the building and will continue to provide services as long as there is demand for the program.

**B. Schools**

In 2012-2013, once Franklin D. Roosevelt has closed, and New School has opened, there will be approximately 3,065 – 3,105 total students served in the building. The projected utilization for K505 at that point is approximately 117-118%. The estimated enrollment for the one organization in K505 over a two-year period is shown in the tables below.

Franklin D. Roosevelt	Total Enrollment (Grades 9-12)
2011-12 (audited)	3,084
2012-13 (proj.)	-

New School	Total Enrollment (Grades 9-12)
2011-12 (audited)	-
2012-13 (proj.)	3,065 - 3,105

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

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

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

The Footprint allocates the number of baseline classrooms for student support services, resource rooms,

and administrative space based on the grades a school serves and its enrollment at scale.

As indicated previously, if this proposal is approved, the YABC program in the K505 building will continue to operate there and will not be affected by the proposed closure and opening.

As noted, building K505 has a building utilization rate in excess of 100%. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. Additionally, some schools may manage 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. 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. Based on needs and resources, schools may elect to operate on a schedule that contains ten periods in the day, or 25% more time. Split-scheduling enables the same number of classrooms to meet the instructional space needs of a larger number of students enrolled.

### *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 Franklin D. Roosevelt 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 Franklin D. Roosevelt and replace it with New School best meets the needs of the community. As discussed above, based on the school’s recent performance, Franklin D. Roosevelt 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 Franklin D. Roosevelt 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 more rapidly. 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.

This proposal is not expected to impact the ability of community members and organizations to obtain

school building use permits at building K505.

### *Impact on High School Seat Capacity in Brooklyn*

Brooklyn seats eliminated by Franklin D. Roosevelt's closure will be recovered by the opening of New School. As a result, the proposal to close Franklin D. Roosevelt is not expected to yield a net loss of high school seats in building K505 or in Brooklyn.

Specifically, in Brooklyn:

- There will be 23,706 total seats available for new ninth-grade students in Brooklyn high schools in 2012-2013.<sup>26</sup>
- In 2011-2012, there are only 21,220 new ninth-grade students enrolled in Brooklyn high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 2,486 seats for new ninth-grade students in Brooklyn high schools.

Specifically, in the K505 building:

- Franklin D. Roosevelt is currently serving 664 new ninth-grade students.
- The proposed opening of New School in building K505 is projected to create 644-684 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Franklin D. Roosevelt will be recovered through the opening of New School.

In short, the proposal to close Franklin D. Roosevelt is not expected to yield a net loss of seats in Brooklyn or in building K505. There will continue to be an excess of seat capacity in Brooklyn high schools.

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

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

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

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

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

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<sup>26</sup> The 2012-2013 ninth grade seat availability figure is based on data from the Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). This figure also accounts for phase-outs and replacements, grade expansions or truncations, and new schools. Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the HSAP or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

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

## IV. Enrollment, Admissions and School Performance Information

### Franklin D. Roosevelt

#### Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process; Admissions Methods: Educational Option, Limited Unscreened, Zoned
<b>Admissions After Proposed Closure of Franklin D. Roosevelt</b>	N/A

#### Enrollment Data

Franklin D. Roosevelt	Total Enrollment (Grades 9-12)
2011-12 (audited)	3,084
2012-13 (proj.)	-

#### Demographic Data

<b>Percentage of Students Receiving ICT or SC services<sup>27</sup></b>	9%
<b>Percentage of Students with Individualized Education Programs<sup>28</sup></b>	12%
<b>Percentage of English Language Learner Students<sup>29</sup></b>	40%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>30</sup></b>	79%

<sup>27</sup> Students receiving ICT and SC services as percentage of total students from the 2011 audited register.

<sup>28</sup> Students with Individualized Education Programs as percentage of total students from the 2011 audited register.

<sup>29</sup> English Language Learner students as percentage of total students from the 2011 audited register.

<sup>30</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

<b>K505 Franklin Delano Roosevelt High School</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	B
Quality Review Score	----	WD	P
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	69%	76%	70%
4 Year Graduation Rate	50%	55%	59%
6 Year Graduation Rate	63%	64%	64%
% Graduating with a Regents Diploma	40%	40%	51%
Attendance Rate	86%	86%	85%
<b>2010-2011 State Accountability Status</b>	Restructuring (advanced) Comprehensive		

*New School*

Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions After Proposed Closure of Franklin D. Roosevelt</b>	9-12: High School Admissions Process; Admissions Methods: Educational Option, Limited Unscreened, Zoned

Enrollment Data

	<b>Total Enrollment (Grades 9-12)</b>
2011-12 (audited)	-
2012-13 (proj.)	3,065 - 3,105

Demographic Data<sup>31</sup>

<b>Percentage of Students Receiving ICT or SC services</b>	9%
<b>Percentage of Students with Individualized Education Programs</b>	12%
<b>Percentage of English Language Learner Students</b>	40%
<b>Percentage of Students Eligible for Free or Reduced Lunch</b>	79%

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 Franklin D. Roosevelt and the opening of New School are implemented, the DOE will cease to allocate funds to Franklin D. Roosevelt, 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 \$12,895,896 - \$13,064,194. 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.

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

As discussed above, at the beginning of this school year Franklin D. Roosevelt was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received \$1,494,000 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 the City, including Franklin D. Roosevelt. 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, Franklin D. Roosevelt 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

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<sup>31</sup> This table includes anticipated demographic data for New School based on the current student population at Franklin D. Roosevelt, but actually demographic data may differ.

Transformation and Restart, but also replaces at least 50%<sup>32</sup> 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 Franklin D. Roosevelt 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 Franklin D. Roosevelt or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

Current Franklin D. Roosevelt 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 Franklin D. Roosevelt will be excessed in the closure.<sup>33</sup> 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 Franklin D. Roosevelt apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from Franklin D. Roosevelt who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary, and paraprofessional positions are also subject to Article 18-D.

Hiring decisions for New School for all teachers, whether they concern current Franklin D. Roosevelt 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

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<sup>32</sup> 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.

<sup>33</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 Franklin D. Roosevelt teachers who are not hired at New School will remain in excess.

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

As part of the Transformation model this year, Franklin D. Roosevelt had funding to hire Master and Turnaround teachers.<sup>34</sup> These titles will not be available after the 2011-2012 school year due to the absence of an agreement with the UFT. While the positions will not be included at New School, the individual teachers in those positions currently will be welcome to apply to New School.

## **B. Cost of Instruction**

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

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for Franklin D. Roosevelt 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. Franklin D. Roosevelt is currently eligible for Title I funding. Since New School is expected to serve the same population as Franklin D. Roosevelt at

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<sup>34</sup> Master teachers serve as instructional leaders in their content area, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active developer, mentor, and coach of other teachers. Turnaround teachers are model educators in high need schools who help drive instructional improvement for their colleagues by maintaining a laboratory classroom, displaying exceptional results with their students, and facilitating lesson study with their peers—a teacher led professional development process

approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as Franklin D. Roosevelt does, if this proposal is approved.

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 Franklin D. Roosevelt 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 and/or assistant principals than Franklin D. Roosevelt.

**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/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

**E. Other Support Services**

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

**VII. *Building Information***

<b>Building</b>		K505
<b>Type of Building</b>		High school
<b>Year Built</b>		1965
<b>Overall BCAS rating</b>		2.61
<b>2010-2011 Target Building Utilization</b>		130%
<b>2010-2011 Target Building Capacity</b>		2,630
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$34,219
	<b>Materials</b>	\$19,575
	<b>Maintenance and repair contracts</b>	\$40,047
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs— Materials</b>	\$23,537
	<b>Custodial operations costs— Custodial Allocation</b>	\$548,016

<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$262,989
	<b>Gas</b>	\$3,065
	<b>Oil</b>	\$288,638
<b>Projects completed during the current or prior school year</b>		No projects identified
<b>Projects proposed in the capital plan</b>		Classroom connectivity, New/Retrofit Telephone/Intercom Systems
<b>Accessibility of the building</b>		Building is not functionally programmatically accessible
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs

APPENDIX  
 Transitional Bilingual Programming - Spanish

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
14K474	PROGRESS High School for Professional Careers	Spanish	850 Grand Street	Educational Option, Screened: Language
14K478	The High School for Enterprise, Business and Technology	Spanish	850 Grand Street	Educational Option, Screened
19K583	Multicultural High School	Spanish	999 Jamaica Avenue	Screened: Language
20K490	Fort Hamilton High School	Spanish	8301 Shore Road	Audition, Screened, Zoned
21K525	Edward R. Murrow High School	Spanish	1600 Avenue L	Audition, Educational Option, Screened: Language
22K495	Sheepshead Bay High School	Spanish	3000 Avenue X	Educational Option, Zoned
75K373	P.S. 373 - Brooklyn Transition Center	Spanish	185 Ellery Street	N/A
75K721	P.S. K721 - Brooklyn Occupational Training Center	Spanish	64 Avenue X	N/A

APPENDIX  
 Transitional Bilingual Programming - Chinese

<b>DBN</b>	<b>School Name</b>	<b>Bilingual Program</b>	<b>Address</b>	<b>School Admissions Method(s)</b>
20K445	New Utrecht High School	Chinese	1601 80 Street	Educational Option, Limited Unscreened, Zoned
20K490	Fort Hamilton High School	Chinese	8301 Shore Road	Audition, Screened, Zoned
21K525	Edward R. Murrow High School	Chinese	1600 Avenue L	Audition, Educational Option, Screened: Language
21K540	John Dewey High School	Chinese	50 Avenue X	Educational Option, Screened

APPENDIX  
CTE Career Pathway: 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
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Business & Finance	Ed Option
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1037	1056	98%	C	9%	16%	Business and Entrepreneurial Studies	Ed Option
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1037	1056	98%	C	9%	16%	General Business & Technology	Ed Option
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Institute of Business and Finance	Ed Option
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Medical Billing and Coding	Ed Option
16K688	Brooklyn	The Brooklyn Academy of Global Finance	125 STUYVESANT AVENUE	146	138	106%	N/A	15%	6%	Brooklyn Academy of Global Finance	Limited Unscreened
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1037	1056	98%	C	9%	16%	Bilingual Spanish Business and Entrepreneurial Studies	Screened: Language

Sources:	
2011-12 Enrollment	2011-12 Audited Register.
2010-11 Organization Capacity (Org Capacity)	School Capacity in 2010-2011 from the School Utilization Report ("Blue Book").
2011-12 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

APPENDIX  
CTE Career Pathway: Business

% Special Education (SE)	Students with disabilities as percentage of total students from the 2011-12 Audited Register. This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2011-12 Audited register.
Progress Report	2010-2011 Progress Report Grade.
2011 Seat Target	Program Seat Target for September 2011.
2011 Applicants	Program Applicants for September 2011.
Admissions	Process by which students are admitted to the school.

APPENDIX  
CTE Career Pathway: Performing Arts

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
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	667	1099	61%	B	2%	0%	Instrumental Music	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	667	1099	61%	B	2%	0%	Dance	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	667	1099	61%	B	2%	0%	Vocal Music	Audition
15K656	Brooklyn	Brooklyn High School of the Arts	345 DEAN STREET	667	1099	61%	B	2%	0%	Drama	Audition
17K548	Brooklyn	Brooklyn School for Music & Theatre	883 CLASSON AVENUE	399	480	83%	B	12%	1%	Performing and Visual Arts	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	3939	3414	115%	B	11%	9%	Vocal Music	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	3939	3414	115%	B	11%	9%	Instrumental Music	Audition
21K525	Brooklyn	Edward R. Murrow High School	1600 AVENUE L	3939	3414	115%	B	11%	9%	Studio Theatre	Audition
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Instrumental Music	Audition
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Vocal Music	Audition
14K071	Brooklyn	Juan Morel Campos Secondary School	215 HEYWARD STREET	855	1376	62%	C	16%	25%	Instrumental Music	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	436	1035	42%	B	13%	4%	Vocal Music	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	436	1035	42%	B	13%	4%	Dance	Audition
13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	436	1035	42%	B	13%	4%	Drama	Audition

APPENDIX  
CTE Career Pathway: Performing Arts

13K265	Brooklyn	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	436	1035	42%	B	13%	4%	Instrumental Music	Audition
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Performing and Visual Arts Institute	Ed Option
13K412	Brooklyn	Brooklyn Community High School of Communication, Arts and Media	300 WILLOUGHBY AVENUE	430	573	75%	C	12%	3%	Brooklyn Community High School of Communications, Arts and Media	Limited Unscreened
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	377	608	62%	A	15%	5%	Brooklyn Theatre Arts High School	Limited Unscreened
17K537	Brooklyn	High School for Youth and Community Development at Erasmus	911 FLATBUSH AVENUE	374	496	75%	C	15%	9%	Arts	Limited Unscreened
19K507	Brooklyn	Performing Arts and Technology High School	400 PENNSYLVANIA AVENUE	432	504	86%	B	15%	5%	Performing Arts and Technology High School	Limited Unscreened
19K683	Brooklyn	THE SCHOOL FOR CLASSICS: AN ACADEMY OF THINKERS, WRITERS AND PERFORMERS	370 FOUNTAIN AVENUE	311	397	78%	N/A	14%	9%	School for Classics: An Academy of Thinkers, Writers and Performers	Limited Unscreened
13K350	Brooklyn	Urban Assembly High School of Music and Art	49 FLATBUSH AVENUE EXTENSION	411	395	104%	D	21%	5%	The Urban Assembly School of Music and Art	Limited Unscreened

APPENDIX  
CTE Career Pathway: Science & Math

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
13K499	Brooklyn	ACORN Community High School	561 GRAND AVENUE	693	692	100%	B	14%	3%	Science Academy	Ed Option
13K419	Brooklyn	Science Skills Center High School for Science, Technology and the Creative Arts	49 FLATBUSH AVENUE EXTENSION	489	664	74%	A	8%	7%	Science Skills Center	Ed Option
17K547	Brooklyn	Brooklyn Academy of Science and the Environment	883 CLASSON AVENUE	458	525	87%	B	14%	7%	Science Exploration Program	Limited Unscreened
32K168	Brooklyn	Brooklyn School for Math and Research	400 IRVING AVENUE	42	779	N/A	N/A	2%	10%	Mathematics & Humanities	Limited Unscreened
18K563	Brooklyn	It Takes a Village Academy	5800 TILDEN AVENUE	378	709	53%	A	11%	30%	It Takes A Village Academy	Limited Unscreened
17K533	Brooklyn	School for Democracy and Leadership	600 KINGSTON AVENUE	382	688	56%	D	15%	4%	Math/Science Leadership	Limited Unscreened
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2567	2010	128%	C	11%	17%	Institute for Professions in Science	Screened
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Gateway Honors Health Professions	Screened
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Gateway: Mathematics and Science Institute for Pre-College Education	Screened
22K535	Brooklyn	Leon M. Goldstein High School for the Sciences	1830 SHORE BOULEVARD	1015	899	113%	A	3%	0%	Leon M. Goldstein High School for the Sciences	Screened

APPENDIX  
CTE Career Pathway: Science & Math

17K590	Brooklyn	Medgar Evers College Preparatory School	1186 CARROLL STREET	1103	906	122%	B	0%	0%	Science and Research	Screened
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Medical Science Institute	Screened
13K419	Brooklyn	Science Skills Center High School for Science, Technology and the Creative Arts	49 FLATBUSH AVENUE EXTENSION	489	664	74%	A	8%	7%	Gateway for Pre-College Education	Screened
17K543	Brooklyn	Science, Technology and Research Early College High School at Erasmus	911 FLATBUSH AVENUE	517	678	76%	B	2%	0%	Early College	Screened
14K614	Brooklyn	Young Women's Leadership School of Brooklyn	223 GRAHAM AVENUE	249	512	49%	N/A	10%	3%	The Young Women's Leadership School of Brooklyn	Screened
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Bilingual Haitian Creole Medical Science Institute	Screened: Language & Academics
13K430	Brooklyn	Brooklyn Technical High School	29 FT GREENE PLACE	5311	4074	130%	B	0%	0%	Science Engineering	Test

**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

## APPENDIX

### CTE Career Pathway: Science & Math

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.