

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of William E. Grady Career and Technical Education High School (21K620) and Opening and Co-Location of New School (21K428) with a District 75 Inclusion Program (75K370) in Building K620 Beginning in 2012-2013**

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

The New York City Department of Education (“DOE”) is proposing to close William E. Grady Career and Technical Education High School (21K620, “William E. Grady”), an existing district high school in building K620 (“K620”), located at 25 Brighton 4<sup>th</sup> Road, Brooklyn, NY 11235, within the geographical confines of Community School District 21. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace William E. Grady with New School (21K428, “New School”), a new district high school serving students in grades nine through twelve in building K620.

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

William E. Grady is co-located with P.S. 370, a District 75 inclusion program at William E. Grady (75K370, “P.S. 370”) that currently serves grades nine through twelve. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. In addition, K620 houses an Alternate Learning Center (88K984, “ALC”).<sup>2</sup>

P.S. 370 is an inclusion program.<sup>3</sup> In an inclusion program, a student with special education needs receives services in a general education classroom along with general education students. Students in the 75K370 program in building K620 are enrolled in William E. Grady general education classes based on their Individualized Education Program (“IEP”) recommendations and receive special education Teacher Support Services (“SETSS”) from a District 75 Special Education teacher. Students are admitted to P.S. 370 through the District 75 placement process, described in more detail in Section III of this proposal. If this proposal is approved, P.S. 370 will continue to exist after William E. Grady closes and will be associated with New School

<sup>1</sup> Summer school sites are determined yearly by the DOE. If this proposal is approved, students in William E. Grady 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> ALCs are intended to provide an educational setting for students who are on a Superintendent’s suspension for up to 90 days and are designed to enroll a maximum of 80 students.

<sup>3</sup> The main site for 75K370 is P370K @ The Jim Thorpe School, which serves middle and high school-aged students at 3000 West 1<sup>st</sup> Street, Brooklyn, NY 11224, in Brooklyn’s Community School District 21, and the four other sites are: (1) P370K @ New Utrecht High School, which serves high school-aged students at 1601 80<sup>th</sup> St, Brooklyn, NY 11214; (2) P370K @ P163K, which serves early childhood-aged students at 109 Bay 14<sup>th</sup> St, Brooklyn, NY 11214; (3) P370K @ PB70, which serves elementary school-aged students at 50 Avenue P, Brooklyn, NY 11204; and (4) P370K @ P100K, which serves early childhood and elementary school-aged students at 2951 W 3<sup>rd</sup> St, Brooklyn, NY 11224.

If this proposal is approved, beginning in September 2012, the students in P.S. 370 who receive instruction in the inclusion setting will do so in New School general education classes.

William E. Grady offers five Career and Technical Education (“CTE”) career clusters in six career pathways.<sup>4</sup> It admits students through the Citywide High School Admissions Process through an educational option method. Additional information about CTE programming and the High School Admissions Process is contained in Section III of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing William E. Grady and replacing it with New School, the DOE is seeking to improve educational quality in the K620 building. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including William E. Grady staff members 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 \$1,167,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of William E. Grady and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of William E. Grady with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

### *Background on the DOE Decision-Making Process*

#### **PLA Identification**

Each year, the New York State Education Department (“SED”) designates a number of schools as Persistently Lowest Achieving (“PLA”) based on their low graduation rates or poor academic performance.<sup>5</sup> (The standards for the PLA designation are described in more detail below.) William E. Grady was first designated as PLA during the 2009-2010 school year and then again during the 2010-2011 school year.<sup>6</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.

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

<sup>5</sup> For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 43 in New York City.

<sup>6</sup> For more information, please visit: <http://www.p12.nysed.gov/pla/>.

### School Improvement Grants

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (known as School Improvement Grants, or SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.<sup>7</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 the Transformation model, 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>8</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 improve with the supports provided for within the Transformation and Restart models were selected to implement one of those models in school year 2011-2012. Following SED’s review and approval, 19 schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools which the DOE concluded were not able to quickly improve student performance were assigned to implement the phase in/phase out version of the Turnaround model, where one or more new schools replace the PLA school over a number of years, while the PLA school stops accepting students and phases out gradually. In the remaining 10 schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each one of these schools to support them to begin some initial improvement work and plan for more intensive intervention in subsequent years

With respect to William E. Grady specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made William E. Grady eligible for up to \$1,167,000 in SIG funding per year for three school years. However, William E. Grady’s continuing eligibility for these funds under the Transformation model was conditioned upon the DOE and the UFT agreeing by January 1, 2012 to implement of a new teacher evaluation system.

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<sup>7</sup> SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of any SIG model. William E. Grady was first placed into a SIG model in 2010-2011 which means that New School will be eligible for one year of SIG funding.

<sup>8</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>

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

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

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

William E. Grady'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. While the school's performance declined from 2008-2009 to 2009-2010, there were some indicators of the potential for improved performance, including an increase in the four- and six-year graduation rate in 2009-2010. The DOE determined that the Transformation model, a relatively less intensive intervention, was the best fit for the school. The DOE hoped this model would accelerate the rate of progress at the school. While the school's 2010-2011 performance did improve, there were signs that William E. Grady required additional intervention to continue to improve. Graduation outcomes, credit accumulation, and attendance remained low on an absolute basis. Based on this most recent data, and 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 they faced, the DOE believes that students at William E. Grady would be better served by implementation of a more intensive intervention. Thus, the DOE decided to propose that William E. Grady be closed and replaced with a new school that would incorporate the strongest elements of William E. Grady, while also allowing new staff to be put in place who can accelerate the improvement in 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.<sup>9</sup> 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.

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<sup>9</sup> The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed below) for addressing the problems of PLA schools supported by federal SIG funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

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 Transformation model if a final agreement is reached on teacher evaluations. In conjunction with this proposal, the DOE will submit a new SIG application to SED for William E. Grady and New School, seeking to continue SIG funding under an available model, so that the schools can receive funds 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. 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 William E. Grady, including those who have not met graduation requirements by June 2012, and will admit future new ninth-grade students through the High School Admissions Process. New School will be able to continue and augment those supports that are currently demonstrating some success at William E. Grady, and replace those interventions that have been less effective. New School will build upon the best elements of William E. Grady 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 William E. Grady*

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

Despite poor performance in past years, more recent data indicates that William E. Grady 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 William E. Grady and opening of New School will preserve the elements of William E. Grady that have led to its recent gains, while giving New School the ability to accelerate the pace of change.

- Four-year graduation rates at William E. Grady have been consistently low, 52% or less, for over five years. In 2010-2011, William E. Grady's four-year graduation rate (including August graduates) was 50% — well below the Citywide graduation rate of 65.1% and in the bottom 9% Citywide.<sup>10</sup>
- The school has been able to graduate an increasing number of students in six years. The 2010-2011 six year graduation rate was 64%, notably higher than the 2007-2008 six year graduation rate of 53%. The

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<sup>10</sup> Throughout this EIS, New York City's graduation rate calculation is used for individual school's graduation rates for all years, which is reported on the DOE Progress Reports. For New York City, the most recent graduation rate available is New York State's calculation for DOE students, which was 65.1% for the class of 2010. New York State's calculation of New York City's 2011 citywide graduation rate will not be available until New York State completes the verification of the graduation rate and releases it in spring 2012. New York City and New York State graduation rates both include August graduates and are generally similar.

DOE believes that with new programs and a push to improve teacher quality, the New School could expand this recent improvement in overall student outcomes.

- Moreover, William E. Grady appears to be having some success in graduating students with disabilities served in self contained classrooms. Forty-eight percent of these students graduated in four years, in the top 17 percent Citywide for self-contained students. The DOE will seek to preserve William E. Grady’s efforts to support these students in the New School, while implementing new supports to assist other student populations who continue to struggle at William E. Grady, including over-age students.
- 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 William E. Grady would drop to just 43%, putting the school in the bottom 21% 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 66% of first-year students at William E. Grady 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 William E. Grady in the bottom 17% of high schools Citywide.
- While overall first year credit accumulation at William E. Grady is low, Regents exam outcomes indicate some success in a number of subjects, including Global History, US History and Science. The DOE will seek to preserve William E. Grady’s instructional programs in those areas in the New School, while also implementing new programs to improve instruction in other subjects.
- 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. William E. Grady earned an overall B grade on its 2010-2011 annual Progress Report, a strong improvement over its D grade on the 2009-2010 Progress Report. The 2010-2011 Progress Report also identified areas in which William E Grady needs to improve; the school received a C grade on Student Performance.
- The school’s overall Quality Review score was a Proficient (P), indicating some strengths in the way the school is organized to support student learning.<sup>11</sup> With the new supports and restructuring available, we expect that the New School will be able to effectively leverage these areas of strength while improving student outcomes for all students.
- The school’s attendance rate remains below that of most high schools. The 2010-2011 attendance rate was 80%, putting William E. Grady in the bottom 15% of City high schools in terms of attendance.
- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 68% of students reported feeling safe in the hallways, bathrooms, and locker rooms. This response is in the bottom 10% of high schools Citywide.

The chart below summarizes key performance data for William E. Grady over the past three years:

<b>William E. Grady</b>	2008-2009	2009-2010	2010-2011
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade	C	D	B
Progress Report Progress Grade	C	D	B
Progress Report Performance Grade	C	C	C
Progress Report Environment Grade	D	D	B

<sup>11</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 website at: <http://schools.nyc.gov/Accountability/tools/review>.

Quality Review Score <sup>12</sup>	---	UPF <sup>13</sup>	P
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	52%	49%	66%
4 Year Graduation Rate	50%	52%	50%
6 Year Graduation Rate	57%	65%	64%
% Graduating with a Regents Diploma	36%	39%	43%
Attendance Rate	82%	78%	80%
<b>2010-2011 State Accountability Status<sup>14</sup></b>	Restructuring (advanced) Comprehensive		

*Overview of Past Strategic Improvement Efforts at William E. Grady*

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

**Leadership Support:**

- Provided leadership training for the assistant principals to help them set clear goals for classroom management with the goal of improving student outcomes.
- Coached and trained leadership on implementing plans in support of citywide instructional initiative.
- Provided ongoing professional development for Special Education support of Compliance Assurance Plan designated by SED.

**Instructional Support:**

- Supported and trained teachers in classroom engagement strategies as a way to deepen instructional expectations, student interest, and classroom rigor.
- Trained teachers 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 the necessary standards and expected student outcomes.
- Offered training for staff on successful ways to assess student progress through rigorous tasks and use the information to inform and improve teacher practice.

**Operational Support:**

- Advised school staff on budgeting, human resources, programming, and scheduling.
- Supported school staff on developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.

**Student Support:**

- Facilitated comprehensive supports to review disciplinary and procedural protocols targeted at improving the school learning environment and impacting student outcomes.
- Facilitated the development of a meaningful and rich relationship with various community based organizations, including Good Shepherd Services and St. Johns University, in order to connect students with mentoring opportunities, counseling services, and extended day programs.

<sup>12</sup> Not all schools receive a Quality Review every year.

<sup>13</sup> The Quality Review designation “UPF” refers to Underdeveloped with proficient features.

<sup>14</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 Website at <http://www.p12.nysed.gov/irs/accountability>.

Even with these supports, however, the DOE has determined that William E. Grady does not have the capacity to improve student achievement at an adequately fast pace. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending William E. Grady 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 William E. Grady access to an improved faculty.

Prior to issuing this proposal, the DOE met with the William E. Grady community. On January 31, 2012, Brooklyn High School Superintendent Aimee Horowitz met with William E. Grady'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

K620 has a target capacity of 1,511 students.<sup>15</sup> (The concept of "target capacity" is explained below.) In 2011-2012, the building is serving 942-962<sup>16</sup> total students,<sup>17</sup> yielding a utilization rate of 62-64%.<sup>18</sup>

If this proposal is approved, William E. Grady will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open for September 2012. Seats in the school will be guaranteed for all students currently enrolled in William E. Grady who do not graduate by June 2012. P.S. 370 will continue to serve students in grades nine through twelve.

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

DBN	School Name	Grade Spans	
		2011-2012	2012-2013
21K620	William E. Grady Career and Technical Education High School	9-12	-
21K428	New School	-	9-12
75K370	P.S. 370 @ William E. Grady HS	9-12	9-12
88K984	ALC 88K984	N/A	N/A

If this proposal is approved, New School will serve approximately 890-930 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 707 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 William E. Grady, which is currently serving 912 students.

P.S. 370 is serving 10 students in 2011-2012, and the DOE projects that the enrollment of this school will

<sup>15</sup> 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book")

<sup>16</sup> The number of students served in the building fluctuates because the ALC serves students on Superintendent's suspension.

<sup>17</sup> 2011-2012 Audited Register.

<sup>18</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.

remain at or close to its current level.<sup>19</sup> ALC 88K984 is serving 20-40 students in 2011-2012, and the DOE projects that the enrollment of this program will remain at or close to its current level.

If this proposal is approved, once William E. Grady is closed and New School is opened, there will be approximately 917-982 students served in K620 in 2012-2013, yielding a projected utilization rate of 61-65%. Therefore, the building has adequate capacity to accommodate New School, P.S. 370, and ALC 88K984 after the closure of William E. Grady.

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

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
21K620	William E. Grady	912	-
21K428	New School	-	890 - 930
75K370	P.S. 370	10	7 - 12
88K984	ALC - Grady High School	20 - 40	20 - 40
<b>Total Building Enrollment</b>		942 - 962	917 - 982
<b>Utilization</b>		62% - 64%	61% - 65%

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

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

The DOE anticipates that building K620 will still have excess space once New School opens. Any DOE proposal to site additional school organizations into this space will be described in a separate EIS, and be subject to Panel approval.

<sup>19</sup> Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

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

#### A. Students

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

The school currently offers CTE programming. Details are included below about these programs, whether they will be implemented in New School, and if so whether any changes to these programs are anticipated.

Pending an ongoing needs assessment, new elements planned for New School include but are not limited to: enhanced CTE programming; expansion of the academy structure; a new vocabulary initiative and revitalized math instruction aligned to the Common Core Learning Standards; changes to the structure of the school day schedule; increased use of technology to support student learning; expanded partnerships to increase college readiness; and additional academic supports.

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

William E. Grady 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 quality educational experiences for students in order to develop college and career readiness skills; close the achievement gap; and increase graduation rates for all. New School will build upon the work of William E. Grady by enhancing CTE offerings, redesigning and realigning the curriculum to reflect the Common Core Learning Standards, and offering a supportive and nurturing environment that prepares students academically, emotionally, and socially for postsecondary success. The goals of New School are to:

- Offer new CTE programs in Health Careers, such as Emergency Medical Services, and ensure that all current programs obtain state certification. Media and Dramatic Arts will offer a high-quality elective track with further exploration of certification.
- Study employment trends and emerging career fields in Health Careers in order to maintain relevancy.
- Continue to provide high-quality programming in Heating Ventilation/Air Conditioning ("HVAC") for students currently enrolled.

- Explore the addition of Web Design as a standalone offering and an Entrepreneurship/Virtual Enterprise program in the Business Management and Administration career cluster

New School will also develop an alternative programming structure allowing for common planning and curriculum and professional development around the Common Core and add alternative pathways to graduation by implementing evening, weekend and digital programs.

#### Instructional Model, Curricula, and School Design

New School will implement an academy structure across all grade levels. Currently, only freshmen and sophomores are served within an academy structure. At New School, academies at every level will have a dedicated assistant principal, guidance counselor, teachers, and support staff. Academies will integrate CTE programming within their structure. Grade-specific teams will be able to get to know their students well, and quickly share and coordinate academic and guidance supports.

Through the academy structure, New School will align math and English Language Arts instruction to the Common Core Learning Standards. In ELA, there will be a balancing of informational and non-fiction texts with fiction. An independent reading component will be added to the overall school curriculum to promote student engagement with literature and content-based texts. Additionally, a new vocabulary initiative will be implemented. New School will also include an expanded Writing Center, offering students support and tutoring services.

In math, writing will be incorporated to develop student capacity for solving real-world problems. Furthermore, students will maintain math portfolios to track their progress and organize their materials, including study guides.

Teachers in the new school will administer school-developed Common Core assessments three times per year in the four core content areas—math, science, social studies, and English. Results of these assessments will drive curriculum redesign and form the basis of content-based inquiry.

Under the Transformation model, William E. Grady began enhancing its use of technology as an educational platform. More classrooms were equipped with computers and SmartBoards to support curriculum developed using computer-based programs; allow for daily digital learning instruction; support online learning for credit recovery and accumulation; and aid with differentiating instruction. At New School, there will be an increased use of technology. New School will seek to offer laptop carts in all classrooms and to have Kindle e-readers begin to replace textbooks.

New School will seek to expand partnerships with industry and postsecondary institutions to increase student postsecondary readiness. Aside from supporting students' CTE experiences by providing exposure to professionals who can give insight into the fields and opportunities for work-based learning, these partnerships may facilitate participation in college preparatory activities and establish mentorships with college students or professionals to advise New School students on building skills to succeed in higher education and the workplace.

#### CTE Programs

William E. Grady offers CTE programs in the following career clusters:

- Architecture and Construction
- Arts, A/V Technology and Communication
- Hospitality and Tourism
- Information Technology
- Transportation, Distribution and Logistics

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into 16 career clusters identified at the federal level.<sup>20</sup> Students who successfully complete a course of study in an “approved” CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

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

State approval of CTE programs requires the following four stages:

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

William E. Grady currently offers five CTE career clusters in six CTE pathways. Two of William E. Grady’s programs are approved by the state, three programs are in development and not yet approved by the State, and one program is new to the process.

Career Cluster	CTE Pathway	Status
Architecture and Construction	Construction Technology	Approved
Architecture and Construction	Heating Ventilation/Air Conditioning	Approved
Arts, A/V Technology & Communication	Audio Visual	In Development
Hospitality and Tourism	Culinary Arts	New (to process)
Information Technology	A+ Computer Repair	In Development
Transportation, Distribution and Logistics	William E. Grady Technician	In Development

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

Regarding the two approved programs, the DOE has been informed by SED that for approved CTE programs in schools proposed for closure and immediate replacement, the programs would continue to be approved provided the factors underlying approval, such as CTE curriculum, partner relationships, postsecondary articulation agreements, and certain other elements contributing to program quality, are incorporated in New School.

As a result, the DOE anticipates that the two programs that currently have State approval would continue to be approved at New School, and New School would be able to offer CTE-endorsed diplomas to its New School graduates. The Office of Postsecondary Readiness (“OPSR”) will support the leadership of New

<sup>20</sup> “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.

School to gain state approval for the Culinary Arts and William E. Grady Technician program.

As discussed above, in general, students who are enrolled in CTE programs that are “in development” (meaning they are not yet approved by the State) or “new to the process” (meaning the school has not yet begun seeking approval by the State) at Grady, or at other schools Citywide, do not graduate with CTE-endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at Grady will be supported as they progress toward graduation, but they may not graduate with a CTE endorsement if the program is not approved by the time they graduate. The DOE will support New School in the program approval process as necessary.

New School is also contemplating some changes to its CTE programs. Pending an ongoing needs assessment, New School may make some strategic adjustments to its CTE program offerings in the following ways.

- As discussed above, New School is planning to explore adding an Emergency Medical Technician (“EMT”) program in the Health Science career cluster. Labor market data indicate that healthcare is poised for dramatic growth over the next decade, and EMT is an attainable first job for high school graduates that articulates to a number of career pathways within the industry.
- New School is planning to explore adding a new, stand-alone Web Design program. This will be a two-year Adobe-certified program where students learn Flash, Dreamweaver, and Fireworks. Students will be able to take exams in Dreamweaver (tenth grade year) and Flash (eleventh grade year). Game design via Flash may possibly be added to the program for the twelfth grade class, as well as an Entrepreneurship/Virtual Enterprise program in the Business Management and Administration career cluster. Virtual Enterprises is a proven model that provides students with opportunities to simulate real business experience relevant to a wide range of in-demand career pathways under the mentorship of professionals in the field.
- Pending a needs assessment, New School may consider consolidating the Construction Technology and Heating Ventilation/Air Conditioning (“HVAC”) pathways within the Architecture and Construction career cluster. In that scenario, HVAC would continue to be offered as a strand in the Architecture and Construction career cluster and would not be a separate CTE pathway. The HVAC program is currently approved. However, career opportunities in HVAC are projected for limited growth within the next few years, and New York City students interested in this subject will have a range of other options.

If a needs assessment determines that the approved HVAC program will be eliminated as an option for new students starting in the 2013-2014 school year, this program would be phased out gradually, allowing students currently enrolled in the program to continue to have the opportunity to graduate with a CTE-endorsed diploma. New students could still choose HVAC as a strand within Construction Technology.

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

#### [School Schedule](#)

New School will have an alternative schedule that includes sufficient time for teachers to strategically plan instruction.

One day per week, students will be released early to allow for targeted professional development for teachers in the areas of Common Core, the Charlotte Danielson Framework and CTE integration. New School will program increased regularly scheduled time for professional development focusing on Common Core Learning Standards and curriculum mapping between CTE and core academic areas.

The first period common planning/professional period currently in place at William E. Grady will be increased at New School to include a weekly two-hour session.

New School will develop an evening and weekend program to target overage and under-credited students, and ensure their successful progress to graduation.

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

#### Academic Supports

Within the academy structure, New School will offer student-run resource centers in all content areas along with after-school tutoring. New School will also seek to offer tutoring for students who have not passed Regents exams.

There will be a focus on the use of data in the classroom to target students in the “lowest third.” Professional development will be offered on the analysis of this data, its implications for instruction, and the practical planning of classroom instruction.

Effective academic intervention strategies in place at William E. Grady will be enhanced at New School. This includes the expansion of the current ninth and tenth grade honors tracks into all four years. Advanced Placement Course offerings will be expanded to include Science/Psychology. In addition, New School will expand on current successful Attendance Improvement Dropout Prevention (AIDP) initiatives to focus on improving attendance and academic performance of students at risk of dropping out.

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

New School will offer Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) and Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive mandated services in accordance with their Individualized Education Programs (“IEPs”).

New School will continue to offer English as a Second Language (“ESL”). Mandated services for English Language Learners (“ELL”) in all academies will be strategically programmed to support acquisition of the English language. These supports are currently in place at William E. Grady.

Based on student needs and mandated services and to the extent possible and where appropriate, New School will change from offering solely stand-alone ESL classes and also offer push-in ESL services in areas identified of low achievement at William E. Grady, including Global History and advanced level Sciences.

### Human Capital

Under the Transformation model, William E. Grady began practicing the use of the domains of teacher effectiveness based on the Danielson Framework for Professional Practice as a means to support teacher observation, feedback and development. New School will continue and fully implement the Danielson Framework for its faculty.

Teachers in the New School will engage in the inquiry process within their content areas to focus on instructional strategies for developing literacy skills.

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

New School will also be able to utilize the NYC Teaching Residency for School Turnaround<sup>21</sup> which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to the Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include Persistently Lowest Achieving schools) by providing them with tax-free grants for up to four consecutive years.

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

### Socio-Emotional Student Supports

New School aims to include parents and families in actively supporting their children's learning. It will continue successful programs that Grady has implemented, such as hosting breakfasts and workshops to familiarize parents on graduation requirements, financial aid, gang awareness, and other topics relevant to students' lives.

In addition to traditional forms of communication such as newsletters, direct letters, and phone calls, New School will adopt online platforms in place at William E. Grady, such as Skedula and Pupilpath, to share information on students' performance and progress and increase parental outreach and involvement in their students' success. New School will continue to offer adult education in CTE areas to parents and members of the community via the night school program in place on the campus.

New School also aims to offer family overnight trips to colleges across the tri-state area through the academy structure and plan educational and team building retreats for staff and students.

William E. Grady 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>22</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

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<sup>21</sup> <http://nycteachingresidency.ttrack.org/>

<sup>22</sup> Information about this program is available at: <http://www.opt-osfns.org/osfns/>.

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 Programs School Wellness Council Grant Program to support the work of the Council.<sup>23</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.

**Impact on Partnerships**

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

Community-Based Organizations	Higher Education Institutions	Cultural/Arts Organizations
St. John's University, Friends of Kaiser Park, Brighton Neighborhood Association, Good Shepherd Services	St. John's University, DeVry University, New York City College of Technology, Kingsborough Community College, Polytechnic University, Universal Technical Institute (UTI), Institute for Design and Construction, Rochester Institute of Technology (RIT), Art Institute	Lincoln Center for the Performing Arts, Theatre Development Fund, Brooklyn Public Library
Not-for-Profit	Corporate or Financial Institutions	Other
Salt and Sea Mission, Friends of Kaiser Park, Help USA	Greater New York Automobile Dealers Association (GNYADA), National Automotive Technician Education Foundation, Bay Ridge Subaru, Plaza Toyota, Plaza Hyundai, Bay Ridge Honda, New York Oil Heat Association, National Oil Heat Research Alliance, Operating Engineers of America/Local 30, Careers through Culinary Arts Program (C-CAP), Building Trades Council, Carrier Corporation, Construction Skills, Smalls Electric, Division of School Facilities	Smalls Electrical Construction, Inc.

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

**Impact on Sports and Extra-curricular Programming<sup>24</sup>**

According to the High School Directory, William E. Grady currently offers the following sports, extracurricular activities, and clubs:<sup>25</sup>

<sup>23</sup> Information about this program is available at:

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

<sup>24</sup> Athletic and extracurricular offerings reflect those listed for William E. Grady in the 2011-2012 Directory of High Schools.

<sup>25</sup> <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

Student Leadership & Support	Academic	Artistic	Clubs
Student Government, Skills USA, Peer Mediation and Conflict Resolution, Work-Based Learning, Construction Skills, MOUSE Squad	For Inspiration and Recognition of Science and Technology (FIRST) Robotics, C-CAP, National Honor Society	Dance, Art Club, Web Design, Fashion Design	Explorers, Student Government, Yearbook, Creative Writing, Women's Empowerment, Robotics, Gay Straight Alliance

PSAL Sports <sup>26</sup> - Boys	PSAL Sports - Girls
Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Football & JV Football, Handball, Indoor Track, Outdoor Track, Soccer, Volleyball, Wrestling	Basketball, Bowling, Cross Country, Indoor Track, Outdoor Track, Softball, Volleyball

If this proposal is approved, New School is expected to offer the same student athletics as William E. Grady offers. The availability of the PSAL program for the schools in K620 is expected to remain the same despite the closure of William E. Grady and opening of New School. As noted previously, P.S. 370 students are enrolled in William E. Grady’s general education classes. As such, P.S. 370 inclusion students may also participate in extracurricular activities, sports, or clubs that William’s E. Grady offers. Similarly, P.S. 370 students will continue to be able to participate in extracurricular activities, sports, or clubs that will be offered by New School, if this proposal is approved.

The DOE anticipates that New School will offer the same extracurricular activities and clubs as are offered by William E. Grady. As with all schools citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources.

*Impact on Alternate Learning Center*

As noted earlier, K620 also houses an Alternate Learning Center, which typically enrolls approximately 20-40 students with an average daily attendance rate of 33%, ALCs provide a safe and high-quality instructional program to students who have received a Superintendent’s suspension. This is a personalized and differentiated educational program that includes social and emotional development to prepare students for their return to their home schools. The DOE does not anticipate that students attending the ALC will be adversely impacted by this proposal, as there will continue to be sufficient space in the building to accommodate the program.

*Impact on P.S. 370*

P.S. 370 is an existing District 75 program that serves a total of 10 students in grades nine through twelve at the K620 location. 75K370 currently has six sites in Brooklyn, including the one at K620.<sup>27</sup> The 75K370

<sup>26</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.

<sup>27</sup> The main site for 75K370 is P370K @ The Jim Thorpe School, which serves middle and high school-aged students at 3000 West 1<sup>st</sup> Street, Brooklyn, NY 11224, in Brooklyn’s Community School District 21, and the four other sites are: (1) P370K @ New Utrecht High School, which serves high school-aged students at 1601 80<sup>th</sup> St, Brooklyn, NY 11214; (2) P370K@ P163K, which serves early childhood-aged students at 109 Bay 14<sup>th</sup> St, Brooklyn, NY 11214; (3) P370K@ PB70, which serves

sites collectively serve kindergarten through twelfth grade students with a range of disabilities.<sup>28</sup> Students are placed in District 75 programs based on their individual needs and recommended special education services.

As discussed previously, this proposal is not expected to impact academic or extracurricular program offerings or partnerships at P.S. 370. Students have access to the activities at William E. Grady and currently participate in basketball. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of William E. Grady and proposed opening of New School will not impact the enrollment or admissions at P.S. 370.

If this proposal is approved, all District 75 students enrolled in William E. Grady will be served in an equivalent program in New School. District 75 students who receive District 75 SETSS services in middle school participate in an application process administered by District 75 for a high school inclusion program. For more information regarding this application process please refer to the following Website: <http://schools.nyc.gov/Offices/District75/default.htm>.

Below is a list of other high schools in Brooklyn that currently offer District 75 inclusion programs to which students can apply:

District	District 75 Program	High School with Inclusion Program
21	H410K	Abraham Lincoln High School
20	H445K	New Utrecht High School
20	H485K	Telecommunications Arts & Technical High School
22	H495K	Sheepshead Bay High School <sup>29</sup>
21	H525K	Edward R. Murrow High School
15	H527K	I.S. 527
15	H519K	Cobble Hill School of American Studies <sup>30</sup>
17	H531K	I.S. 531
22	H535K	Leon Goldstein High School
17	H544K	International Arts Business High School <sup>31</sup>
17	H600K	Clara Barton High School
13	H605K	George Westinghouse Vocational High School
15	H667K	Sunset Park High School
21	H690K	Brooklyn Studio Secondary School

### *Enrollment Options for Current William E. Grady Students*

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

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

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elementary school-aged students at 50 Avenue P, Brooklyn, NY 11204; and (4) P370K @ P100K, which serves early childhood and elementary school-aged students at 2951 W 3<sup>rd</sup> St, Brooklyn, NY 11224.

<sup>28</sup> School-reported data.

<sup>29</sup> In a separate EIS, the DOE is proposing to close Sheepshead Bay High School and replace it with New School (22K453).

<sup>30</sup> In a separate EIS, the DOE is proposing to close Cobble Hill School of American Studies and replace it with New School (15K413).

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 William E. Grady 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 William E. Grady who have not yet taken part in this process but now wish to do so may submit an application during Round Two of the High School Admissions Process in March.

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

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. In addition, all students in non-terminal grades who attend Title 1 Schools in Need of Improvement (“SINI”) Year 2 status or worse (including PLA schools), such as William E. Grady, 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 William E. Grady and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

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

As stated above, P.S. 370 is an existing District 75 inclusion program that serves 10 students in grades nine through twelve at the K620 location. Students are placed in District 75 programs based on their individual needs and recommended special education services. If this proposal is approved, all District 75 students enrolled in William E. Grady will be served in an equivalent program in New School.

William E. Grady currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained special education (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). William E. Grady currently offers English as a Second Language (“ESL”) services. If this proposal is approved, English Language Learner (“ELL”) students at New School will continue to receive mandated services.

Students with IEPs, with the exception of students whose IEPs recommend placement in a District 75 school or a non-public school, may apply to a new school for tenth grade through the High School Admissions Process to the same extent as all other current ninth-graders.

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

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

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

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

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

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

High school students with IEPs, with the exception of those whose IEPs recommend placement in a District 75 program or a non-public school, are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs.

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

William E. Grady admits students as part of the Citywide High School Admissions Process. This proposal will not affect the admissions criteria or processes for any organization in the building other than William E. Grady. If this proposal is approved and New School decides to alter its CTE programming, New School may make corresponding changes to its admissions programs.

William E. Grady admits students through an educational option admissions method, for all eight programs that are offered: Culinary Arts program in the Culinary Arts interest area, A+ Computer Repair in the Computer Science & Technology interest area, Media and Dramatic Arts program in the Film/Video interest area, Carpentry program in the Engineering interest area, Electrical Installation in the Engineering interest area, Air Conditioning and Refrigeration in the Engineering interest area, William E. Grady Technology in the Engineering interest area, and Plumbing and Heating in the Engineering interest area. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If students score in the top 2% on their previous year's English Language Arts reading exam and list an educational option program as their first choice, they are guaranteed a match to that program. Please note that Admissions Programs' Interest Areas are avenues through which students apply to a school; CTE pathways may or may not align with admissions programs.

Students are admitted to District 75 programs (including P.S. 370) through referrals from the District 75 Placement Office and are offered a placement based on the geographic location of where the student lives, program outlined in their IEP, and seat availability.

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

Students who listed William E. Grady 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 William E. Grady 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 audited register, William E. Grady has a total of 167 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>32</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 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>33</sup> In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

<sup>32</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.

<sup>33</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”).

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 William E. Grady through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	13	154

Additionally, William E. Grady admitted 13 OTC students in grades ten through twelve:

	Over-the-Counter
10th Grade <sup>34</sup>	9
11th Grade	4
12th Grade	---

Of the 154 ninth-grade students who were admitted through the High School Admissions Process, 23% are students with disabilities and 4% are ELL students. Of the 13 students who arrived over-the-counter, 15% are ELL students.<sup>35</sup>

### *Schools with Programs Similar to William E. Grady’s Program Offerings<sup>36</sup>*

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

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

<sup>34</sup> In addition to admitting nine OTC students in the tenth grade, William E. Grady also admitted ten tenth-grade students through the High School Admissions Process.

<sup>35</sup> Students with disabilities as a percentage of total OTC ninth-grade students at William E. Grady 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 William E. Grady students from the 2011-2012 Audited Register

<sup>36</sup> Similar programs are defined as those in the same “interest area” as listed in the High School Directory.

### B. Schools

In 2012-2013, once William E. Grady has closed and New School has opened, there will be approximately 917-982 total students served in the building. The projected utilization for K620 at that point is approximately 61-65%. The estimated enrollment for all four organizations in K620 over a two-year period is shown in the tables below.

William E. Grady	Total Enrollment
2011-12 (audited)	912
2012-13 (proj.)	-

New School	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	890 - 930

75K370 <sup>37</sup>	Total Enrollment
2011-12 (audited)	10
2012-13 (proj.)	7 - 12

ALC 88K984	Total Enrollment
2011-12 (audited)	20 - 40
2012-13 (proj.)	20 - 40

If this proposal is approved, there will be sufficient space to accommodate New School and 75K370 pursuant to the Citywide Instructional Footprint (the “Footprint”). There will also be sufficient space to continue to house the ALC program. (Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative. For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

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

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

<sup>37</sup> All District 75 projections referenced for the 2012-13 school year and beyond assume that total enrollment on October 31, 2011 will be sustained.

from all co-located schools, in conjunction with the DOE's Office of Space Planning.

As indicated above, the enrollments of all programs in the building are expected to remain at or close to their current levels. Thus, the room allocations of all programs in the building are expected to remain the same.

There is sufficient space in K620 to accommodate New School, ALC, and P.S. 370. If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning will also work with the schools at K620 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

### *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 William E. Grady 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 William E. Grady and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, William E. Grady needs a more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in William E. Grady by implementing the Transformation model. However, based on the school's most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

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

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

Brooklyn seats eliminated by William E. Grady's closure will be recovered by the opening of New School. As a result, the proposal to close William E. Grady is not expected to yield a net loss of high school seats in building K620 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>38</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 K620:

- William E. Grady is currently serving 167 new ninth-grade students.
- The proposed opening of New School in K620 is projected to create 147-187 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of William E. Grady will be recovered through the opening of New School.

In short, the proposal to close William E. Grady is not expected to yield a net loss of seats in Brooklyn or in K620. There will continue to be an excess of seat capacity in Brooklyn high schools.

William E. Grady 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 nine 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 nine schools will be recovered through the opening of the nine 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.

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-grade students, and so it has not been included in the calculations above. However, the replacement school is projected to serve

<sup>38</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.

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 or in K620. Again, there will continue to be an excess of seat capacity in Brooklyn high schools.

*Impact on CTE Seat Capacity in Brooklyn*

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

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building K620. This proposal is not expected to impact the site accessibility of the K620 building.

**IV. Enrollment, Admissions and School Performance Information**

*William E. Grady*

Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process; Admissions Methods: Educational Option
<b>Admissions After Proposed Closure of William E. Grady</b>	N/A

Enrollment Data

	<b>Total Enrollment</b>
2011-12 (audited)	912
2012-13 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services <sup>39</sup>	18%
Percentage of Students with Individualized Education <sup>40</sup>	24%
Percentage of English Language Learner Students <sup>41</sup>	3%
Percentage of Students Eligible for Free or Reduced Lunch <sup>42</sup>	84%

<sup>39</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

<sup>40</sup> Students with IEPs as percentage of total students from the 2011-2012 Audited Register.

<sup>41</sup> ELL students as percentage of total students from the 2011-2012 Audited Register.

<sup>42</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

William E. Grady High School	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	D	B
Quality Review Score	---	UPF	P
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	52%	49%	66%
4 Year Graduation Rate	50%	52%	50%
6 Year Graduation Rate	57%	65%	64%
% Graduating with a Regents Diploma	36%	39%	43%
Attendance Rate	82%	78%	80%
<b>2010-2011 State Accountability Status<sup>43</sup></b>	Restructuring (advanced) Comprehensive		

75K370

Admissions Data

<b>Current Admissions</b>	District 75 Placement Process
<b>Admissions After Proposed Closure of William E. Grady</b>	District 75 Placement Process

Enrollment Data

	Total Enrollment
2011-12 (audited)	10
2012-13 (proj.)	7-12

Demographic Data<sup>44</sup>

Percentage of Students Receiving ICT or SC services	100%
Percentage of Students with Individualized Education Programs	100%
Percentage of English Language Learner Students	19%
Percentage of Students Eligible for Free or Reduced Lunch	72%

School Performance Data

This District 75 program does not receive a Progress Report because it is only given to schools programs that serve at least 50 students in third through eighth grades who annually take the standard New York State Math and ELA exams. P.S. 370 has under 50 students and, therefore, does not meet this criteria.

75K370 received a Quality Review score of Proficient in 2008-2009.

<sup>43</sup> This status is determined by SED under NCLB. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/irs/accountability>.

<sup>44</sup> These percentages are not site specific and represent program 75K370 as a whole.

*New School*

Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions After Proposed Closure of William E. Grady</b>	9-12: High School Admissions Process Admissions Method: Educational Option

Enrollment Data

	<b>Total Enrollment</b>
2011-12 (audited)	-
2012-13 (proj.)	890-930

Demographic Data<sup>45</sup>

Percentage of Students Receiving ICT or SC services	18%
Percentage of Students with Individualized Education Programs	24%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	84%

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 William E. Grady and the opening of New School are implemented, the DOE will cease to allocate funds to William E. Grady 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 \$3,744,648-\$3,912,947. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

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

As discussed above, at the beginning of this school year William E. Grady was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received \$1,167,000 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

<sup>45</sup> Demographic data for New School is anticipated based on the current student population at William E. Grady, but actual demographic data may differ.

Restart schools in the City, including William E. Grady. 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, William E. Grady is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%<sup>46</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 under the Turnaround model. 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 William E. Grady 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 William E. Grady or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

Current William E. Grady teachers who are not hired at New School will remain in excess.<sup>47</sup>

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.

This proposal is not expected to impose any costs on or affect the funding of the other programs located in K620.

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

### A. Personnel Needs

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 William E. Grady apply, at least 50% of New

<sup>46</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>47</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

School's positions shall be selected from among the appropriately licensed most senior applicants from William E. Grady 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 William E. Grady teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. Staff will be selected by a Personnel Committee typically consisting of two Union representatives designated by the UFT president, two representatives designated by the Chancellor or superintendent, and the principal.

Current William E. Grady 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 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, William E. Grady had funding to hire Master and Turnaround teachers.<sup>48</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.

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

## **B. Cost of Instruction**

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

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for William E. Grady and P.S. 370 are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

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

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

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<sup>48</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.

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 and P. S. 370 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. William E. Grady is currently eligible for Title I funding. Since P. S. 370's enrollment is expected to be unchanged by this proposal, the DOE anticipates that the school will receive approximately the same amount of Title I funding next year. Since New School is expected to serve the same population as William E. Grady, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as William E. Grady does, if this proposal is approved.

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

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

If approved, this proposal will not impact the costs of instruction of the other existing organizations in the K620.

### **C. Administration**

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

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

If approved, this proposal will not impact the administration of the other organizations in the K620.

### **D. Transportation**

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at any of the organizations in K620 as a result of this proposal.

**E. Other Support Services**

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the K620 building.

**VII. Building Information**

<b>Building</b>	K620	
<b>Type of Building</b>	High school	
<b>Year Built</b>	1956	
<b>Overall BCAS rating</b>	2.56	
<b>2010-2011 Target Building Utilization</b>	78%	
<b>2010-2011 Target Building Capacity</b>	1,511	
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$76,120
	<b>Materials</b>	\$30,267
	<b>Maintenance and repair contracts</b>	\$31,308
	<b>Service contracts</b>	\$6,210
	<b>Custodial operations costs—Materials</b>	\$16,634
	<b>Custodial operations costs—Custodial Allocation</b>	\$467,436
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$203,769
	<b>Gas</b>	\$8,854
	<b>Oil</b>	\$203,726
<b>Projects completed during the current or prior school year</b>		No projects identified
<b>Projects proposed in the capital plan</b>	Classroom connectivity, IP surveillance camera installation. 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

Interest Area: Computer Science & Technology

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%	Career and Computer Technology Academy	Ed Option
13K595	Brooklyn	Bedford Academy High School	1119 BEDFORD AVENUE	366	300	122%	A	0%	1%	Technology	Screened
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Information Technology	Screened
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Computer Science/Networking	Ed Option
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Institute for Computer and Technology	Screened
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	399	663	60%	B	11%	5%	Computer Technology	Ed Option
17K122	Brooklyn	Pathways in Technology Early College High School (P-Tech)	150 ALBANY AVENUE	104	293	N/A	N/A	11%	2%	Pathways in Technology Early College High School	Limited Unscreened
17K590	Brooklyn	Medgar Evers College Preparatory School	1186 CARROLL STREET	1103	906	122%	B	0%	0%	Math and Technology	Screened
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Computer Science	Ed Option
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Machine Tool Design and Manufacturing	Screened
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Electronics Technology and Networking	Screened
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Commercial Electrician with Motor Control Technology	Screened
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Pre-Engineering	Screened

APPENDIX

Interest Area: Computer Science & Technology

19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Academy of Innovative Technology	Limited Unscreened
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Computer Science Institute	Screened
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Information Technology	Screened

APPENDIX

Interest Area: Culinary 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
02M288	Manhattan	Food and Finance High School	525 WEST 50TH STREET	431	603	71%	A	17%	2%	Food and Finance High School	Limited Unscreened
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Culinary Arts	Ed Option
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Culinary Arts	Ed Option
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Culinary Arts Academy	Limited Unscreened
30Q450	Queens	Long Island City High School	14-30 BROADWAY	3282	2110	156%	C	11%	14%	Culinary Institute	Screened
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13%	6%	Culinary Arts	Limited Unscreened

APPENDIX  
Interest Area: Engineering

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
13K419	Brooklyn	Science Skills Center High School for Science, Technology and the Creative Arts	49 FLATBUSH AVENUE EXTENSION	489	664	74%	A	8%	7%	Project Lead the Way	Screened
13K670	Brooklyn	Benjamin Banneker Academy	71-77 CLINTON AVENUE	887	1027	86%	B	1%	0%	Pre-Engineering	Screened
13K674	Brooklyn	CITY POLYTECHNIC HIGH SCHOOL OF ENGINEERING, ARCHITECTURE, AND TECHNOLOGY	105 JOHNSON STREET	335	234	143%	N/A	15%	4%	City Polytechnic High School of Engineering, Architecture and Technology	Limited Unscreened
14K558	Brooklyn	Williamsburg High School for Architecture and Design	257 NORTH 6 STREET	499	552	90%	A	14%	7%	Architecture	Limited Unscreened
14K610	Brooklyn	William E. Grady High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	William E. Grady Service Center Specialist	Ed Option
14K610	Brooklyn	William E. Grady High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	William E. Grady Business Technology, Computer Repair & Electronics	Ed Option
14K610	Brooklyn	William E. Grady High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Auto Body Repair Technician	Ed Option
14K610	Brooklyn	William E. Grady High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Pre-Engineering	Limited Unscreened
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Transit Transportation Technology	Screened

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 CTE Pathway: Architecture & Construction

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
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Film/Video Production	Audition
09X414	Bronx	Jonathan Levin High School for Media and Communications	240 EAST 172 STREET	372	498	75%	C	13%	40%	Jonathan Levin High School for Media and Communications	Ed Option
11X253	Bronx	Bronx High School for Writing and Communication Arts	800 EAST GUN HILL ROAD	411	473	87%	C	13%	9%	Bronx High School for Writing & Communication Arts	Limited Unscreened
12X478	Bronx	THE CINEMA SCHOOL	1551 EAST 172ND STREET	223	167	134%	N/A	0%	4%	The Cinema School	Screened
17K537	Brooklyn	High School for Youth and Community Development at Erasmus	911 FLATBUSH AVENUE	374	496	75%	C	15%	9%	Media	Limited Unscreened
30Q301	Queens	Academy for Careers in Television and Film	36-41 28 STREET	413	439	94%	N/A	10%	3%	Academy for Careers in Television and Film	Limited Unscreened
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35TH AVENUE	756	746	101%	B	0%	0%	Film and Media Arts	Audition

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CTE Pathway: Architecture & Construction

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
07X522	Bronx	Bronx Design and Construction Academy	333 EAST 151 STREET	135	N/A	N/A	N/A	24%	21%	TBD	Limited Unscreened	TBD
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151 STREET	668	1303	51%	C	18%	10%	Carpentry	Screened	In Development
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151 STREET	668	1303	51%	C	18%	10%	Electrician	Screened	In Development
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151 STREET	668	1303	51%	C	18%	10%	Plumbing	Screened	In Development
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151 STREET	668	1303	51%	C	18%	10%	Heating Ventilation/Air Conditioning	Screened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Electrician	Educational Option, Screened	Approved
14K586	Brooklyn	Lyons Community School	223 GRAHAM AVENUE	516	610	85%	A	15%	15%	Carpentry	Limited Unscreened	New (to process)
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Plumbing	Educational Option, Screened	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Electrician	Educational Option, Screened	Under Review
27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104TH STREET	920	941	98%	A	3%	0%	Construction Technology	Screened	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Electrician	Educational Option, Screened	In Development

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31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	Construction Technology: Carpentry	Educational Option, Screened	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Plumbing	N/A	Approved
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Building Maintenance	Phasing out	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Carpentry	Phasing out	New (to process)

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 CTE Pathway: Arts, AV Technology and Communications

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	561	546	103%	N/A	0%	81%	Technical Theatre	Transfer School	In Development
02M519	Manhattan	Talent Unlimited High School	317 EAST 67 STREET	486	618	79%	B	0%	0%	Drama	Audition	Approved
02M600	Manhattan	The High School of Fashion Industries	225 WEST 24 STREET	1593	1928	83%	A	7%	3%	Commercial Arts and Illustration	Audition	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10%	6%	Desktop Publishing	Educational Option, Screened	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13%	9%	Commercial Arts and Illustration	Educational Option	Approved
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13%	9%	Media Journalism	Educational Option	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13%	9%	Commercial Photography	Educational Option	Under Review
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Graphic Design and Illustration	Audition	Approved
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Cartoon and Animation, Interactive Tech	Audition	Approved
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Photography and Film Editing	Audition	In Development
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Commercial Photography	Audition	In Development
02M630	Manhattan	Art and Design High School	1075 SECOND AVENUE	1321	1481	89%	B	6%	2%	Apparel Design	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2601	2099	124%	A	0%	0%	Dance	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	100 AMSTERDAM AVENUE	2601	2099	124%	A	0%	0%	Drama	Audition	In Development
03M485	Manhattan	Fiorello H. LaGuardia High School of Music & Art and	100 AMSTERDAM	2601	2099	124%	A	0%	0%	Technical Theatre	Audition	In Development

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CTE Pathway: Arts, AV Technology and Communications

		Performing Arts	AVENUE									
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Media Production	Educational Option, Zoned	New (to process)
10X437	Bronx	Fordham High School for the Arts	500 EAST FORDHAM ROAD	384	422	91%	A	22%	13%	Drama	Audition	In Development
11X418	Bronx	Bronx High School for the Visual Arts	2040 ANTIN PL	473	486	97%	C	15%	5%	Graphic Design	Limited Unscreened	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Media Production	Educational Option, Screened, Zoned	In Development
14K454	Brooklyn	Green School: An Academy for Environmental Careers	223 GRAHAM AVENUE	376	573	66%	B	14%	11%	Technical Theatre	Limited Unscreened	New (to process)
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Technical Theatre	Educational Option, Screened	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Graphic Arts	Screened, Zoned	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Graphic Design	Screened, Zoned	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Film/Video Production	Screened, Zoned	New (to process)
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Dance	Educational Option, Screened	New (to process)
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	377	608	62%	A	15%	5%	Drama	Limited Unscreened	In Development
18K567	Brooklyn	Brooklyn Theatre Arts High School	6565 FLATLANDS AVENUE	377	608	62%	A	15%	5%	Technical Theatre	Limited Unscreened	In Development
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Communication Media	Educational Option	In Development

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CTE Pathway: Arts, AV Technology and Communications

19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Apparel Design	Educational Option	In Development
21K559	Brooklyn	Life Academy High School for Film and Music	2630 BENSON AVENUE	246	381	65%	B	19%	5%	Film/Video Production	Limited Unscreened	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Media Production	Screened, Unscreened	In Development
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Graphic Design	Educational Option	In Development
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Graphic Design	Educational Option	In Development
25Q285	Queens	World Journalism Preparatory: A College Board School	34-65 192 STREET	589	575	102%	A	10%	1%	Media Journalism	Limited Unscreened	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Media Journalism	Screened	New (to process)
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Digital Communication	Audition, Educational Option, Limited Unscreened, Screened	In Development
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Audio Engineer	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Media Production	Educational Option, Limited Unscreened, Screened	In Development

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CTE Pathway: Arts, AV Technology and Communications

28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Film/Video Production	Audition, Educational Option, Screened, Zoned	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Graphic Arts	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Commercial Arts and Illustration	Educational Option, Screened	Approved
30Q301	Queens	Academy for Careers in Television and Film	36-41 28 STREET	413	439	94%	N/A	10%	3%	Film/Video Production	Limited Unscreened	In Development
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35TH AVENUE	756	746	101%	B	0%	0%	Dance	Audition	In Development
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35TH AVENUE	756	746	101%	B	0%	0%	Drama	Audition	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Film/Video Production	Educational Option	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Digital Communication	Educational Option, Screened, Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Media Studies	Educational Option, Screened, Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Audio Engineer	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Dance	Educational Option, Screened, Unscreened	New (to process)

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 CTE Pathway: Arts, AV Technology and Communications

31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Graphic Design	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Film/Video Production	Educational Option, Screened, Unscreened	New (to process)
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	E-Commerce	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	Graphic Design	Educational Option, Screened	Approved

APPENDIX  
CTE Pathway: Hospitality and Tourism

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

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CTE Pathway: Hospitality and Tourism

22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Athletic Training	Educational Option, Zoned	In Development
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Hospitality and Tourism	Educational Option, Limited Unscreened, Zoned	New (to process)
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Athletic Training	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Culinary Arts	Educational Option, Limited Unscreened, Screened	In Development
27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2504	2211	113%	D	9%	17%	Academy of Hospitality and Tourism	Educational Option, Zoned	In Development
30Q450	Queens	Long Island City High School	14-30 BROADWAY	3282	2110	156%	C	11%	14%	Culinary Arts	Screened, Zoned	Approved
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Culinary Arts	Educational Option, Screened, Unscreened	In Development
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13%	6%	Academy of Hospitality and Tourism	Educational Option, Limited Unscreened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Culinary Arts	Educational Option, Limited Unscreened, Screened, Unscreened	Under Review

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CTE Pathway: Hospitality and Tourism

31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Academy of Hospitality and Tourism	Audition, Educational Option, Screened, Unscreened	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Culinary Arts	Phasing out	In Development

APPENDIX  
CTE Pathway: Information and Technology

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
01M515	Manhattan	Lower East Side Preparatory High School	145 STANTON STREET	561	546	103%	N/A	0%	81%	Web Design	Transfer School	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Computer Science Institute	Educational Option	In Development
02M542	Manhattan	Manhattan Bridges High School	525 WEST 50TH STREET	541	565	96%	A	1%	73%	Academy of Information Technology/AOIT	Screened: Language & Academics	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10%	6%	Cisco	Educational Option, Screened	In Development
02M615	Manhattan	Chelsea Career and Technical Education High School	131 AVENUE OF THE AMERICAS	460	779	59%	B	10%	6%	A+ Computer Repair	Educational Option, Screened	In Development
03M479	Manhattan	Beacon High School	227-243 WEST 61ST STREET	1161	809	144%	A	1%	0%	Digital Media	Screened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Information Technology	Educational Option, Zoned	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Web Design	Educational Option, Zoned	New (to process)
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	334	439	76%	A	0%	88%	Academy of Information Technology/AOIT	Screened: Language	In Development
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1120	944	119%	C	8%	12%	Cisco	Screened	In Development

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10X524	Bronx	Crotona International High School	2474 CROTONA AVENUE	85	N/A	N/A	N/A	0%	98%	Computer Software and Media Applications	Screened: Language	TBD
11X275	Bronx	High School of Computers and Technology	800 EAST GUN HILL ROAD	540	426	127%	A	14%	10%	A+ Computer Repair	Limited Unscreened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	A+ Computer Repair	Educational Option, Screened	Approved
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Cisco	Educational Option, Screened	New (to process)
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Web Design	Educational Option, Screened	New (to process)
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 GRAND STREET	971	866	112%	A	9%	10%	Cisco	Educational Option, Screened	Approved
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Information Technology	Screened, Zoned	In Development
17K122	Brooklyn	Pathways in Technology Early College High School (P-Tech)	150 ALBANY AVENUE	104	N/A	N/A	N/A	11%	2%	TBD	Limited Unscreened	TBD
18K563	Brooklyn	It Takes a Village Academy	5800 TILDEN AVENUE	378	709	53%	A	11%	30%	Cisco	Limited Unscreened	New (to process)
18K617	Brooklyn	High School for Innovation in Advertising and Media	1600 ROCKAWAY PARKWAY	305	388	79%	N/A	13%	8%	Digital Media	Limited Unscreened	In Development

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19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Electrical Installation	Educational Option, Screened	In Development
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Academy of Information Technology/AOIT	Limited Unscreened	In Development
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Academy of Information Technology/AOIT	Limited Unscreened	New (to process)
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Information Technology	Limited Unscreened	New (to process)
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2567	2010	128%	C	11%	17%	Business Information Technology	Audition, Educational Option, Screened, Zoned	In Development
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Computer Science Institute	Educational Option, Screened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Information Technology	Screened, Zoned	In Development
24Q455	Queens	Newtown High School	48-01 90 STREET	2457	2396	103%	C	7%	31%	New Media	Audition, Educational Option, Screened, Zoned	Approved
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Information Technology/AOIT	Educational Option, Limited Unscreened, Zoned	In Development
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	New Media	Educational Option, Screened	Approved

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24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Computer Graphics	Educational Option, Screened	In Development
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	A+ Computer Repair	Educational Option, Screened	Under Review
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Computer Programmer	Audition, Educational Option, Limited Unscreened, Screened	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Cisco	Audition, Educational Option, Screened, Zoned	In Development
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Cisco	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Web Design	Educational Option, Screened	Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	A+ Computer Repair	Educational Option, Screened	Approved
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Apple Certification	Educational Option	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Cisco	Educational Option	In Development
30Q502	Queens	Information Technology High School	21-16 44TH ROAD	912	759	120%	B	12%	10%	Web Design	Educational Option	In Development

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31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	New Media	Educational Option, Screened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Cisco	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	CISCO Networking Academy	Educational Option, Screened	Approved
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Cisco	Phasing out	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			Electrical Installation	Phasing out	New (to process)

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DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M551	Manhattan	The Urban Assembly New York Harbor School	10 South Street slip 7	428	423	101%	A	13%	4%	Vessel Engineering	Limited Unscreened	In Development
02M551	Manhattan	The Urban Assembly New York Harbor School	10 South Street slip 7	428	423	101%	A	13%	4%	Professional Diver	Limited Unscreened	In Development
02M551	Manhattan	The Urban Assembly New York Harbor School	10 South Street slip 7	428	423	101%	A	13%	4%	Marine Technology & Transportation	Limited Unscreened	In Development
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151 STREET	668	1303	51%	C	18%	10%	Collision Repair	Screened	In Development
07X600	Bronx	Alfred E. Smith Career and Technical Education High School	333 EAST 151 STREET	668	1303	51%	C	18%	10%	William E. Grady Technician	Screened	In Development
14K610	Brooklyn	William E. Grady High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	William E. Grady Technician	Educational Option, Limited Unscreened	Approved
14K610	Brooklyn	William E. Grady High School	50 BEDFORD AVENUE	692	968	71%	C	18%	5%	Collision Repair	Educational Option, Limited Unscreened	In Development
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	Transit Technology	Educational Option, Screened	In Development
24Q610	Queens	Aviation Career & Technical Education High School	45-30 36 STREET	2195	1558	141%	A	3%	3%	Airframe and Powerplant	Screened	Approved
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Aviation Technology	Educational Option, Limited Unscreened, Screened	In Development

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28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	William E. Grady Technician	Educational Option, Screened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	William E. Grady Technician	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 ST MARKS PLACE	651	1072	61%	B	16%	3%	William E. Grady Technician	Educational Option, Screened	In Development
79M645	Manhattan	School for Cooperative Technical Education	321 EAST 96 STREET	456	502	91%	N/A			William E. Grady Technician	Phasing out	In Development