

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of John Dewey High School (21K540) and the Opening and Co-Location of New School (21K415) with a District 75 Inclusion Program 75K721 (P721K@K540) in Building K540 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close John Dewey High School (21K540, “John Dewey High School”) an existing district high school in building K540 (“K540” or “Dewey Campus”), located at 50 Avenue X, Brooklyn, NY 11223 in Community School District 21. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace John Dewey High School with New School (21K415, “New School”), a new district high school serving students in grades nine through twelve in K540.

If this proposal is approved, John Dewey High School will close at the conclusion of the 2011-2012 school year. All current students who have not graduated before the start of the 2012-2013 school year will be guaranteed a seat and automatically enrolled in New School.¹

John Dewey High School is co-located in K540 with P721K@K540 (75K721, “P721K@K540”), a District 75 inclusion program.² A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. In an inclusion program, students are enrolled in John Dewey High School’s general education classes, and depending on their individual needs, receive Special Education Teacher Support Services (“SETSS”). Students are admitted to P721K@K540 through the District 75 placement process, which is described in more detail in Section III of this proposal. If this proposal is approved, P721K@K540 students will be enrolled in general education classes offered by New School and will continue to receive all mandated services.

John Dewey High School currently admits students through the Citywide High School Admissions Process via four admissions programs: 1) an Experimental School program in the Humanities and Interdisciplinary interest area that admits students through an educational option method; 2) Bilingual Chinese Experimental School program in the Humanities and Interdisciplinary interest area with a screened admissions method based on language; 3) Health Careers Exploration Program in the Health Professions interest area with an Ed. Opt admissions method; and 4) a Computer Science Institute in the Computer Science & Technology interest area with a screened admissions method. John Dewey High School also offers two Career and Technical Education (“CTE”) programs in the Business Management and Administration and the Information Technology career clusters.³ Additional information about CTE programming and the High

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

² 75K721 serves students at two sites: P721K@K540, which is discussed in this proposal, and at P721K@Roy Campanella OTC, which serves high school-aged students at 64 Avenue X, Brooklyn, NY 11223, in Brooklyn’s Community School District 21. This proposal is only anticipated to impact P721K@K540.

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

School Admissions Process are 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 John Dewey High School and replacing it with New School, the DOE is seeking to expeditiously improve educational quality on the John Dewey High School campus. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including John Dewey High School staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. Doing this important work to improve the quality of teaching and learning in the school, DOE also will maximize New School’s chance of receiving up to \$1,650,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of John Dewey High School and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of John Dewey High School with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

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

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

School Improvement Grants

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

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization (“EPO”) that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and

⁴ For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.

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

⁶ SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of a model. John Dewey High School was first placed into a SIG model in 2011-2012 meaning, that New School will be eligible for two years of funding.

student supports similar to those developed in Transformation, but also replace at least half of the school's staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.⁷

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

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and 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 ten schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each of these ten schools to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to John Dewey High School specifically, the DOE applied to SED to place the school into the Restart model. SED approved the application, which made John Dewey High School eligible for up to \$1,650,000 in SIG funding per year for three school years. However, as explained below, John Dewey High School's continuing eligibility for these funds under the Restart model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement a new teacher evaluation system.

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

After SED informed the DOE that the Transformation and Restart models were no longer available to New York City schools and that funding had been suspended, the DOE began to look at alternative approaches it could take to ensure that the supports and funding started under 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 examine other options that were available to improve teacher quality.

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

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

John Dewey High School's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Restart model at the school. That decision was predicated on some positive trends in student progress between 2008-2009 and 2009-2010, including increasing 4-year and 6-year graduation rates, which led the DOE to determine that the Restart model, which along with the Transformation model is a relatively less intensive intervention, was the best fit for the school. However, John Dewey High School's metrics did not improve sufficiently during the 2010-2011 school year, and based on this most recent data, the DOE believes that students at John Dewey High School would be better served by implementation of a more intensive intervention. The DOE also received feedback from members of the New York State Board of Regents that the pace of change in some Transformation and Restart schools was not quick enough to meet the challenges faced by the school. Thus, the DOE decided to propose that John Dewey High School be closed and replaced with a new school that would incorporate the strongest elements of John Dewey High School while also allowing new staff to be put in place who can accelerate the pace of improvement.

When the DOE placed John Dewey High School in the Restart model, it hoped that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation and Restart models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would best support student outcomes. Even though the DOE and the UFT have recently moved closer to an agreement on evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and the UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the inadequate pace of improvement in John Dewey High School's data discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

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

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

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

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

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high-quality teaching staff into the new school and not rehire staff from the closing school who do not meet the new school's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the existing SIG model if a final agreement is reached on teacher evaluations. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for John Dewey High School and New School, seeking to continue SIG funding necessary to build on the work that began under the old model and implement new and revamped programs in New School to improve student achievement even further. However, the DOE intends to proceed with this proposal regardless of whether SIG funding is available, because it believes that the proposed staff, structural, and programmatic changes at New School will better serve students.

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

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. John Dewey High School was identified as a PLA school in 2009-2010 and again in 2010-2011 because of its consistently low four-year graduation rates.

John Dewey High School has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school requires more significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing John Dewey High School and opening New School. The new structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- 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. John Dewey High School earned an overall C grade on its 2010-2011 annual Progress Report, with a C grade on Student Progress, a D grade on Student Performance, and an F grade on School Environment. John Dewey High School has earned an overall C grade on its last four Progress Reports.
- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 77% of students reported feeling safe in the hallways, bathrooms, and locker rooms. In addition, only 58% of teachers reported that discipline and order were maintained at the school. This response is in the bottom 25% of high schools Citywide.
- John Dewey High School was rated "Developing" (D) on its most recent Quality Review in 2010-2011.⁹ Quality Reviews evaluate how well schools are organized to support student learning. John Dewey High School's 2010-2011 Quality Review cited a number of serious concerns, including

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

inadequate differentiation of instruction to support individual student needs, and uneven levels among staff of analysis of student work and data to allow teachers to modify teaching practice to support students' individualized needs.

- 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 61% of second-year students at John Dewey High School 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 John Dewey High School in the bottom 19% of high schools Citywide.

Despite a number of challenges the school has faced, some data indicates that certain elements of John Dewey High School are worth preserving in New School.

- The graduation rate at John Dewey High School has shown some increase in the past few years, rising from 55% in 2007-2008 to 66% in 2010-2011. Additionally, the school has been able to graduate an increasing number of students in six years. The 2010-2011 six year graduation rate was 72%, higher than the 2007-2008 six year graduation rate of 66%.¹⁰ The DOE believes that with new programs and a push to improve teacher quality, the New School could expand this recent improvement in overall student outcomes.
- John Dewey High School appears to be having some success in graduating over-age students. Forty-nine percent of over-age students graduated in four years, which is in the 73rd percentile Citywide for this measure. The DOE will seek to preserve John Dewey High School's efforts to support these students in New School, while implementing new supports to assist other student populations who continue to struggle at John Dewey High School, including Black and Hispanic males.
- Attendance rates at the school remain relatively strong at 89%, indicating that students continue to come to school eager to learn. Improving instruction and school organization at the New School could result in increased learning for the many students currently attending John Dewey High School who would now attend New School.

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

K540 John Dewey High School	2008-2009	2009-2010	2010-2011
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	C	C
Progress Report Progress Grade	D	C	C
Progress Report Performance Grade	D	D	D
Progress Report Environment Grade	D	F	F
Quality Review Score	UPF	P	D
<i>Key Components of Performance and Progress</i>			

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

% 10+ Credit Accumulation in Year 1	57%	67%	78%
4 Year Graduation Rate	57%	63%	66%
6 Year Graduation Rate	66%	69%	72%
% Graduating with a Regents Diploma	49%	52%	59%
Attendance Rate	87%	89%	89%
2010-2011 State Accountability Status¹¹	Corrective Action (year 2) Comprehensive		

Overview of Past Strategic Improvement Efforts at John Dewey High School

For the past several years, the DOE has sought to support John Dewey High School in order to ensure that it was equipped to provide a quality education for its students.

Leadership Support:

- Provided leadership training for the principal and school leadership to help them set clear goals for the school and implement the citywide instructional expectations.
- Coordinated professional development for school leaders to implement strategies to improve instruction, including aligning teacher practice with the Danielson framework, ensuring teachers receive actionable feedback, and utilizing inquiry teams of teachers to analyze student work.

Instructional Support:

- Provided professional development to teachers to align curriculum maps to the Common Core Learning Standards.
- Supported teachers and staff in supporting English Language Learner (“ELL”) students, including compliance, scheduling needs, data analysis, and other supports and strategies for improving instruction and plans for ELL students.
- Offered professional development to teacher teams on successful ways to promote student progress through teacher collaboration and analysis of student work to inform and improve teacher practice

Operational Support:

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

Student Support:

- Coached counselors and staff in comprehensive guidance programs and evidence based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Assisted school counselors and staff in developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.
- Supported the school in service management, ensuring partnerships with non-profit organizations like Council for Unity and Aspira that promote leadership development, peer mediation, gang prevention, and service learning.^{12,13}

¹¹ 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 John Dewey High School does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve the educational program at John Dewey High School 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 students who will not graduate before the start of the 2012-2013 school year access to an improved faculty.

Prior to issuing this proposal, the DOE met with the John Dewey High School community. On January 24, 2011 Brooklyn /Staten Island High School Superintendent Aimee Horowitz met with John Dewey High School’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”):

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

II. Proposed or Potential Use of Building

K540 has a target capacity of 2,479 students.¹⁴ (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 2,102 total students,¹⁵ yielding a utilization rate of 85%.¹⁶ This means that the building is “underutilized” and has extra space to accommodate students.

If this proposal is approved, John Dewey High School 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 New School will be guaranteed for all students currently enrolled in John Dewey High School who do not graduate by the start of the 2012-2013 school year. P721K@K540 will continue to serve students in grades nine through twelve.

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

DBN	School Name	2011-2012	2012-2013
21K540	John Dewey High School	9-12	-
21K415	New School	-	9-12
P721K@K540	District 75 Program	9-12	9-12

If this proposal is approved, New School will serve approximately 2,065-2,105 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 1,636 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 John Dewey High School, which is currently serving 2,084 students.

If this proposal is approved, once John Dewey High School is closed and New School is opened, there will

¹² For more information about Council for Unity visit the website: <http://www.councilforunity.org/aboutUs.php>

¹³ For more information about Aspira, visit the website: <http://www.aspira.org/en/aspira-new-york>

¹⁴ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”).

¹⁵ 2011-2012 Audited Register.

¹⁶ 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.

be approximately 2,078 – 2,123 students served in the Dewey Campus in 2012-2013, yielding a projected utilization rate of 84%-86%. Therefore, the building has adequate capacity to accommodate New School and P721K@K540 after the closure of John Dewey High School

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
21K540	John Dewey High School	2,084	-
21K415	New School	-	2,065 – 2,105
P721K@K540	District 75 Program	18	13-18
Total Building Enrollment		2,102	2,078-2,123
Utilization		85%	84%-86%

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 goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at John Dewey High School 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 John Dewey High School. These structural and programmatic changes will be enabled and supported by New School’s hiring process which will allow the DOE to screen and hire those teachers with the specific skills and talent necessary to properly implement these changes.

This will give all students currently attending John Dewey High School and those who do not graduate by the beginning of the 2012-2013 school year access to an improved faculty.

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

John Dewey High School currently offers five sequences of courses associated with a particular subject matter. Three of these are aligned to a specific admissions method: Computer Science Institute; Health Occupations; and Bilingual Chinese and ESL program. Two sequences of courses, Academy of Finance, a CTE program, and the Culinary program, a CTE-like program, are not aligned to particular admissions programs. Details are included below about each of these programs, whether they will be implemented in New School, and if so whether any changes to these programs are anticipated.

Based on available resources and student needs, new elements planned for New School include but are not limited to: a deepened partnership with Institute for Student Achievement ("ISA"), the addition of new admissions programs and changes to admissions seat targets for New School, addition and refinement of Small Learning Communities ("SLCs"), implementation of new instructional models and curricula, additional support for students with disabilities and English Language Learners, and expanded socio-emotional supports for students.

John Dewey High School currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations. In addition to traditional partnerships, as a Restart school, John Dewey High School was matched with an EPO, ISA. New School plans to continue and expand upon this partnership. More detailed information is included below.

John Dewey High School 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.

Impact on Programs at John Dewey High School

School Mission

The mission of New School is to prepare students for college and careers utilizing a caring and knowledgeable professional staff that is committed to the growth of each child. At the core of this new school is the belief in the capacity of school practitioners to know their students well and to develop close and caring relationships with them and their colleagues so that they can leverage higher levels of commitment and achievement from students and faculty.

The mission of John Dewey High School is to provide the opportunities and tools that enable students to be successful in the workplace of the 21st century.

New School will build on John Dewey's core principle that students learn through doing and by incorporating their own experiences into their education. In this way, New School will seek to offer an innovative educational experience to students by empowering them to make decisions regarding their

education, by enabling them to grow at their own rate in an atmosphere of dynamic interchange, and by providing an extended day for their academic cultural and social enrichment.

ISA's work with the New School as its EPO will also enable the school to become a high-performing educational community focused on changing the life trajectories of its students.

[Partnership with Institute for Student Achievement \(ISA\)](#)

In September 2011, as a condition of implementing the federal Restart model, John Dewey High School began a partnership with ISA, a New York City-based nonprofit EPO. Under the Restart model, ISA was working closely with John Dewey High School's leadership to make recommendations for specific interventions to raise student achievement at the school and to provide support services including hands-on support to improve the skills of teachers and school leaders, strategies to increase parent involvement, and cultural and academic intervention programs.

At this time, New School is planning to continue and expand the partnership with ISA. This will allow New School to build upon efforts started at John Dewey High School to create a productive environment in which students thrive academically, socially, and emotionally. ISA will be working with school leadership to refine and implement the ambitious plans for New School. In addition, within the improved structures and systems of New School, ISA will continue the important work it had started to develop highly-effective teachers and strong accountability systems to ensure all students are on track for success.

[Instructional Model and Curricula](#)

Under Restart, ISA's strategic partner, the National Center for Restructuring Education, Schools and Teaching (NCREST) at Teachers' College Columbia University, provided John Dewey High School with different kinds of formative data that New School will utilize and build on to inform its future instructional and student support activities.

For example, these analyses will inform New School's instructional model – which will be inquiry-based, rigorous, and focused on the development of higher order thinking skills. Instruction will seek to prepare students with the skills they need to be successful in college (e.g. independence, persistence, organizational skills) and beyond. Intellectual rigor in curriculum, instruction, assessment, and student work is based on commonly used criteria for identifying rigor, such as construction of knowledge, disciplined inquiry, and value beyond school.

Opportunities for students to develop literacy and numeracy skills will be taught across the content areas; for example, students may examine statistics in social studies and science and do extended writing tasks and exhibitions (oral presentations) across subject areas.

Through weekly, onsite coaching, and at Institutes led by ISA, the school will be assisted in realizing its vision for student success.

Additionally, extended learning time with longer periods, double periods, or before and after school programming will provide students with structured time, individual attention, and other supports necessary for success with the school's challenging, college preparatory curriculum. Decisions on how the extended learning time will be offered will depend on student needs.

As needed, New School will utilize the School-based Options (SBO) process which allows individual schools to modify provisions in the collective bargaining agreement or NYCDOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend their days,

structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The 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.

Small Learning Communities

In order to effectively implement the revised instructional model discussed above, New School will build upon and modify the current organizational structure at John Dewey High School. First, New School will develop four year SLCs which will exhibit the characteristics, teaching and learning, student supports, and organizational structures that have proven successful in promoting student success. The SLC structure allows students, for the duration of their high school years, to work with a consistent team of teachers and a counselor. This structure personalizes the school environment, creates strong, long-term connections between students and teachers, and ensures that a support network is engaged and knowledgeable.

Second, New School will better align the existing ninth grade admissions programs (described below) with the new SLC structure, which will allow entering ninth graders to immediately begin their course of study within a chosen interest area or theme. This configuration, in most cases, gives students a full four years to acquire content-specific knowledge that is relevant to their course of study, and also provides students an immediate home within New School when they first enter the school, which will better support their socio-emotional development.

Lastly, New School will create SLC-correlated Ed Opt. admissions programs for three new interest areas. These new SLCs/admissions programs will include (1) Visual and Media Arts, (2) Theatre Arts and Dance, and (3) STEM – Robotics/Space Science. New School believes that these three new SLCs/admissions programs will add depth to the academic programming offered at John Dewey High School and that will better cater to the interests and needs of its anticipated students. Students may apply for these three new programs during the Citywide High School Admissions process which will take place during the 2012-2013 school year, and these courses will begin in September 2013-2014.

A description of New School's SLCs is below.

(I.) SLCs based on an existing program at John Dewey High School.

Computer Science Institute ("CSI")

This successful, selective three-year sequence designed for incoming freshmen at John Dewey High School who want to major in computer science will continue to be offered by New School. Students are trained in the Microsoft Office Suite, networking skills, JAVA programming, and are eligible for an Advanced Placement JAVA course, which may count towards college credit. The Computer Science Institute has historically graduated nearly all of its students at John Dewey High School within four years. Furthermore, the majority of participants in the CSI have earned Advanced Regents Diplomas. CSI is also a formal CTE program in development.

Health Occupations

The Health Occupations program is a four-year track for students interested in medical and health careers. Students remain together in homeroom clusters for the full length of the program, which culminates in an internship program at Coney Island Hospital in their senior year. Students are encouraged to take both advanced placement courses in biology and chemistry as well as veterinary science and anatomy. Students also participate in HOSA (Health Occupations Students of America) activities throughout the school year.

Bilingual Chinese and ESL Program

New School is expected to continue serving the significant ELL population currently enrolled at John Dewey High School. To ensure that ELL students succeed, new structures will be put into place to address their academic and social needs, and the existing transitional bilingual Chinese and ESL programs will continue to be offered. If this proposal is approved, New School will ensure that detailed student evaluations are given to incoming ELLs to provide staff with a formative assessment. This is used to guide New School's instruction and appropriately place each incoming student. Ninth-grade English Language Learners will be assigned to mixed level Bilingual and ESL Arts, Computer/Technology, and skills classes. All participating teachers will undergo extensive professional development provided by ISA coaches and staff developers.

Academy of Finance

Academy of Finance is a formal CTE program in development. Students at the New School will continue to have the opportunity to apply for the Academy of Finance in their sophomore year. It is a two-year sequence in the study of finance beginning in their Junior year that includes a year of Microsoft Office Suite, insurance and banking courses, "The Principles of Finance," a one-semester course taken at Baruch College, and paid summer internships at various financial institutions throughout the New York metropolitan area.

Culinary

The Culinary program at John Dewey High School is open to special education students who receive Culinary Arts CTE training during their four years at school. The Culinary program is not currently a formal CTE program. New School will seek to continue and potentially expand upon this program. Students will train in both a fully equipped restaurant kitchen and pastry kitchen to prepare them for careers in the culinary field. Students progress through the comprehensive culinary program to work as both volunteers and paid employees in the ACE Café which serves meals during the school day. Students who graduate from the program can choose to enter into VESID or Culinary Institute-type schools for advanced studies. New School will explore the possibility of formalizing this course of study into a fully-accredited CTE program.

(II.) New SLCs offered by New School

As noted above, the following three proposed SLCs will be created by New School and will have a specific associated ninth-grade admissions program. The Office of Student Enrollment has approved the creation of these new admissions programs, starting in 2013-2014, for John Dewey High School. If this proposal is approved, these admissions programs will be implemented at New School .

Visual and Media Arts

If this proposal is approved, the Visual Arts course of study will include courses in photography, graphic design, and studio art and will also feature hands-on courses in painting and ceramics with a requirement of portfolios, student displays and entries into a variety of competitions. Mass Media Arts selections will include courses in journalism, web design, and online publication of the New School's newspaper/magazine. Students learn about careers in the arts and can receive guidance from their art teachers in the creation of individual portfolios. Students in eleventh and twelfth grade will be offered the chance to apply for art-related internships through a partnership with The Center for Arts Education.

Theatre Arts and Dance

Students will experience an exciting program in Theatre Arts, which will include performance courses, such as Acting, Scene Study, and Play Writing, and technical courses, such as Costume Design, Stage Craft, and Set Design. The Dance component of this program will include courses in traditional and modern dance, jazz, interpretive dance, and choreography.

STEM - Robotics/Space Science

Students will be exposed to and study the field of STEM (Science, Technology, Math and Engineering) for college and career readiness, using learning modules and hands on course work through Robotics, Computer programming, Engineering Design (CAD) and NASA resources. Students will compete in the annual FIRST Robotics Competition and other technology fairs and expositions.

If approved, New School will review the composition of each of these SLCs on an ongoing basis. New School will consider revising, adding, and/or phasing out SLCs based on assessment of student interest and the effectiveness of each SLC in improving student achievement.

[Admissions Program](#)

John Dewey High School currently admits students via four admissions programs. The Experimental School program (in the Humanities & Interdisciplinary Interest Area) and the Health Careers Exploration Program (in the Health Professions Interest Area) both admit students through an educational option method. The Bilingual Chinese Experimental School Program (in the Humanities & Interdisciplinary Interest Area) screens students for language, and the Computer Science Institute (in the Computer Science & Technology Interest Area) admits students through an academically screened method. New School will continue to operate these four admissions programs and will seek to add three new Ed. Opt programs as described above, bringing the total number of entry points into the school to seven.

John Dewey High School currently has a collective seat target of 713 total ninth-grade seats for its four admission programs. Historically, student demand for John Dewey High School has been significantly below the average demand for high schools Citywide. This creates challenges for John Dewey High School's leadership, as the school has to be prepared to serve over 700 new ninth-grade students each year, even though far fewer enroll. For example, for this school year John Dewey High School enrolled only 264 new ninth-grade students through the High School Admissions Process, slightly more than one third of its target.

Therefore, New School plans to operate with a reduced ninth grade admissions seat target. This change in seat target will align New School's seat target with John Dewey High School's historical incoming ninth grade enrollment. The reduction in New School's seat target will be achieved by reducing the seat target of programs that have not historically met their targets at John Dewey High School, so that the seven programs at New School can each be designed to have the correct number of seats that will allow them to fill. This seat target reduction will be applied to the admissions process which takes place during the 2012-2013 school year for admission in September 2013, so that the DOE can utilize the 2011-2012 high school admissions data to determine the appropriate target reduction.

The DOE believes that this change will facilitate better planning by New School. The DOE and school leadership will be able to more accurately predict the number of incoming students, and as a result, the enrollment in grades nine through twelve. This will mean that leadership can be more strategic in the number of new teachers and staff members it recruits, interviews, and hires, as well as the way it plans for other resources to support student achievement. Finally, this change will also allow the principal and the Building Council, in conjunction with the Office of Space Planning, to more accurately align the school's space and room allocations to meet student needs.

[CTE Programs](#)

John Dewey High School currently offers CTE programs in the following career clusters:

- Business Management and Administration
- Information Technology

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into 16 career clusters identified at the federal level.¹⁷ Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

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

State approval of CTE programs requires the following four stages:

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

John Dewey High School currently offers two CTE programs. Both programs at John Dewey High School are in development and are not yet approved by the State:

Career Cluster	CTE Pathway	Status
Business Management and Administration	Academy of Finance	In Development
Information Technology	Computer Science Institute	In Development

Pending an ongoing assessment, New School plans to continue the same CTE programming currently available at John Dewey High School. After the completion of its assessment, if New School believes that the existing CTE programming is aligned with its vision and revamped SLC structure, New School will pursue State approval of the programs currently in development. Furthermore, based on this assessment, New School will explore adding additional CTE programs to better serve the interests and needs of students in the future. The Office of Postsecondary Readiness will support the leadership of New School, as needed, as the school works to gain State approval for these programs.

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

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

Support for Students with Disabilities and English Language Learners

New School will create the kind of personalized school environment that enables all students, including those with special needs, to be successful in this school.

The following strategies will be used to ensure students with disabilities and ELLs can take full advantage of the educational experiences at New School:

- Differentiated instruction so that Special Education and ELL students engage in inquiry, problem solving, and higher order thinking.
- Multiple forms of assessment that ensure that Special Education and ELL students can demonstrate their achievement of college ready standards of performance in different ways.
- Multiple interventions such as peer tutoring.
- Group work where General Education and Special Education students collaborate. ELL students strengthen their English language skills by communicating in English while also using their native language as needed so that they do not fall behind in content area
- Team teaching to ensure that Special Education students get the “just in time” supports they need to succeed in collaborative team teaching (“CTT”) classes.
- Targeted use of CTT and resource room.
- Grade-level teacher teams where an interdisciplinary group of teachers teach the same cohort of students, meet together several times each week to problem solve student issues, plan curriculum and instruction, and review multiple forms of data including student work and teacher assignments to inform instructional strategies and interventions.
- Personalization through a student advocacy system such as advisory where every student is connected to one staff member who knows him/her well and is his/her advocate, primarily responsible for preventing students from falling through the cracks.
- Parent involvement to ensure the continuity of support between home and school.

At New School, students with disabilities and ELL students will be taught in an inclusionary model whenever possible, consistent with their IEPs (as applicable). Thus they are held to the same high expectations as all the other students, and the methods of inquiry and language rich environments that other students enjoy are part of their educational experience.

With the assistance of coaches, New School SLC teams will design an instructional program that meets the needs of all students, including those with special needs.

The program to serve all students with disabilities, in accordance with their IEPs at New School will include the following:

- Common Planning Time - Teachers know students well through common planning time during which case conferencing takes place, and individual students’ needs are discussed by the teachers. Having a structure where grade level teams who have the same cohort of students meet is critical to students’ success.
- Making collaborative decisions - Knowledge of students contributes to teachers’ being able to make intelligent choices, such as how to group students in class while engaging in cooperative learning experiences.
- Inclusion - A high level of inclusion is evident in ISA schools wherein students with disabilities experience success with their general education peers and they begin to expect more of themselves – an organic way to build high expectations.

At New School, all ELL students will also receive all of their mandated services. The program to serve ELL students at New School will include the following features:

- Leveling the playing field by providing multiple entry points for students with radically varied language and educational backgrounds. Much attention is paid to differentiation in classroom instruction and opportunities/activities that engage students in language rich work is evident.
- Relying on students' prior experiences and creating activities that relate their experiences to the work at hand.
- Stressing concepts and inviting categorization leading to higher order thinking and inquiry.
- Increasing social interaction through hands-on work, which invites communication and enables students to learn the language while having fun and being engaged.
- Knowing students well through case conferencing, common planning time, and at-grade-level team meetings, which enables teachers to design lessons and curriculum units that meet ELLs needs.

Additionally, John Dewey High School currently offers a transitional bilingual program in Chinese, which New School will continue to offer. For a list of other Brooklyn high schools that offer transitional bilingual programs in Chinese, please see the appendix.

Human Capital

At New School authentic, job-embedded professional development will address key weaknesses identified in John Dewey High School's Joint Intervention Team ("JIT") report and will be designed to build the capacity of school staff to continue activities after professional development services from ISA have ended.¹⁸ Activities will be designed to meet staff needs and very often will be designed from conversations that began at weekly common planning periods.

On-site coaching will be the main vehicle for school-based staff development. Coaches will work with New School to provide authentic training that addresses staff needs and to create a community of learners who are empowered to take build success at New School. Content coaches will help teachers develop expertise in a particular curriculum area and in a particular instructional strategy.

New School's structure will allow grade level teams to have common planning time (Thursday 8-9 am) during which they plan for the implementation of higher order thinking skills or habits of mind and work across the content areas. Together teachers will develop and share strategies designed to produce more effective learning opportunities and higher levels of student achievement and progress.

Additionally, teachers and counselors will be organized into cross-curricular teaching teams which work with the same cohort of students, and that are built into ninth and tenth grade clusters.¹⁹ The teams will meet weekly to discuss students' progress and needed supports. Since they will all work with the same students and will know the students well, they will have a global understanding of each student's strengths and areas of need, and collaboratively develop strategies to be utilized by the entire team to keep the student engaged and motivated.

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,²⁰ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents

¹⁸ A Joint Intervention team is designed to assess the school's educational program, using multiple measures of quantitative and qualitative information and make recommendations that will inform the development (or modification) of a school Restructuring Plan. For more information about JIT visit the website:

http://www.p12.nysed.gov/accountability/School_Improvement/JIT.html

¹⁹ Cross-curricular refers to teams of teachers from multiple subject areas.

²⁰ For more information about the NYC Teaching Residency for School Turnaround visit the website:

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

undergo a school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to the Teachers of Tomorrow (TOT), an incentive program which recruits well-prepared and highly motivated teachers and provide tax-free grants to teachers who teach in persistently low achieving schools.

Socio-emotional Supports

New School will initiate new programs that support student wellness and build and expand existing initiatives that have been successful. The New School's SLCs will be structured so that they personalize the school environment and create academic and social/emotional safety nets for students and teachers. This personalized environment works to ensure that students do not fall through the cracks as well as support teachers so that they are not isolated, can regularly engage in collaborative problem solving, and can be collectively accountable to each other, their students, and their school's mission and goals. The school's budget will be structured to support the following activities:

Within New School's organizational structure, a dedicated team of teachers and a counselor will remain with the students throughout their four years of high school and build close relationships with students, parents and the community to ensure that no student falls through the cracks and that each student is engaged, motivated, and challenged academically. These relationships, complemented by the school/SLC, build a community of accountability for student success. Teams put in place a variety of structures and strategies to support students' academic, social, and emotional development. Two common strategies that are used are team case conferencing and advisory programs.

This Distributed Counseling model will be employed to create an environment where counselors and teachers commit to knowing all students well (including those with special needs) in order to establish a sustained and trusting teacher-student relationship that influences student performance, motivation and achievement, and reduces discipline incidents and suspensions.

At John Dewey High School, teachers are currently responsible for the academic progress of students taking their classes, and the guidance counselor is responsible for addressing any social or emotional problems that may emerge. Under Distributed Counseling, a dedicated team of academic teachers and a counselor take responsibility for the academic, social, and emotional development of a relatively small number of students – a number they can reasonably be expected to know well. Responsibility for guiding students academically and socially is integrated and distributed across the team of teachers, administrators and a counselor working with students rather than being compartmentalized with any one individual, as is typical in traditional high schools.

These teams will develop a four-year-college-preparatory sequence of activities for each student. Through these activities, students and families will be informed of and actively engaged in the process of preparing for college.

Additionally, New School may pursue offering the Breakfast in the Classroom program to ensure all students begin their instructional day with a free, nutritious meal.²¹ The free breakfast campaign is based on scientific research that links children's nutrition with improved academic performance and psychological well-being. By offering Breakfast in the Classroom, New School will support improved attendance, punctuality and behavior, and support students' attention, memory, and achievement.

New School may also continue to work with the Office of School and Youth Development in supporting student safety and attendance, such as offering the Restorative Approaches program, participating in the

²¹ For more information about the Breakfast in the Classroom program, visit the website: <http://www.opt-osfns.org/osfns/>

Chronic Absenteeism Pilot and offering a Relationship Abuse Prevention Program. New School will look for opportunities to strengthen these supports through new strategies such as identifying a school-based health center and off-site agencies to provide services on site whether on a daily, or weekly basis.

Impact on Programs and Partnerships

In addition to the partnerships discussed above, according to the 2011-2012 High School Directory, John Dewey High School has partnerships with:

- Community-based Organizations (“CBOs”): Jewish Board of Family and Children’s Services, Anti-Defamation League, Arab-American Family Council, Family Life Center, The Asian Professional Exchange (APEX), Asian-American Association, LifeNet, Hispanic Federation, Puerto Rican Family Association, Council For Unity (CFU), The Children's Aid Society, Safe Horizon
- Hospital Outreach: Coney Island Hospital Center, JASA Scheuer Houses Senior Center
- Higher Education Institutions: Kingsborough Community College, Medgar Evers College, Baruch College, Applied Physics Lab @ Johns Hopkins University, Arizona State University, Princeton University, Polytechnic University, New York Institute of Technology
- Cultural/Arts Organizations: Theatre Development Fund (TDF), Center for Arts Education (CAE), Museum of Modern Art (MoMA)
- Not-for-Profit: National Academy Foundation (NAF), Prospect Park Alliance Volunteer Corps, GenerationOn, ASPIRA of New York
- Financial Institutions: Citigroup, Citi Private Banking/Smith Barney, American Insurance Group (AIG), Bank of New York, Ernst & Young , Federal Reserve Bank of New York (FRBNY), Fitch Rating, HSBC, KPMG, Marsh, Moodys, Office of Comptroller of the Currency (OCC), Securities Industries Association (SIA), Teachers Insurance Annuity Association and College Retirement Equities (TIAA-CREF)
- Other: National Aeronautics Space Administration (NASA), Langley Research Center (NASA/NABSE), Minority University-Space Interdisciplinary Network (MU-SPIN), Vienna-Brooklyn School Exchange Program with KMS Pazmanitengasse, MOUSE, Passport to Knowledge (P2K), Odyssey of the Mind Inc./Creative Competitions Inc., New York Aquarium

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

Impact on Sports and Extra-curriculars

According to the High School Directory, John Dewey High School currently offers the following sports, extracurricular activities, and clubs:²²

²² <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

Sports	Extra-Curricular Activities	Clubs
Intramural Soccer Flag Football Volleyball Basketball Badminton	Student Organization & Leadership Junior Achievement Peer Mediation & Conflict Resolution Angelo Del Toro Puerto Rican/Hispanic Leadership Internship Program, Council For Unity Student-Faculty Activities (Bowling, Softball, Volleyball, Ice Skating, Chess, Scrabble, Table Tennis, Badminton, Karaoke) Health Occupations Students of America (HOSA) Math Team Arista/National Honor Society Spanish National Honor Society Foreign Languages Honor Society MOUSE Squad Princeton Model Congress, The Theater Development Fund (TDF) Open Doors and Stage Doors Odyssey of the Mind Brooklyn Academic Challenge Visual & Studio Arts Exposition Classic Rock Club Fashion Show "Dewey or Don't We" Talent Show	Anime Asian-American Ceramics Chess Classic Rock Christian Culture Enviro-Horticulture Fashion Design Hebrew Culture HOSA JDHS Chapter of ASPIRA JDHS Book Worms KEY Club Multicultural, Marine Science Model Congress Modeling Robotics Soccer Space Science Table Tennis Web Design

If this proposal is approved, New School is expected to offer the same student athletics as John Dewey High School offers. The availability of the intramural sports program for the schools in K540 is expected to remain the same despite the closure of John Dewey High School and opening of New School.

If this proposal is approved, New School is expected to offer the same extra-curricular activities and clubs as are now offered at John Dewey High School. As with all schools citywide, it is difficult to predict precisely if changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources.

Impact on Students Attending Other Schools on the Dewey Campus

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at P721K@K540. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of John Dewey High School will not impact the enrollment or admissions at other schools located in K540. As discussed above, students currently enrolled in P721K@K540’s inclusion program will participate in general education classes offered by New School rather than John Dewey High School and all mandated services will continue to be provided consistent with their IEPs.

Enrollment Options for Current John Dewey High School Students

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

All incoming ninth-grader students who have applied to John Dewey High School and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

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

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

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

75K721 is an existing District 75 school that serves a combined total of 481 students in grades nine through twelve with a range of disabilities.²³ 75K721 currently has two sites in Brooklyn, including the one on the Dewey Campus. Students are placed in District 75 programs based on their individual needs and recommended special education services.

John Dewey High School 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”).

John Dewey High School currently offers English as a Second Language (“ESL”) services and a Chinese transitional bilingual program. If this proposal is approved, English Language Learner (“ELL”) students at New School will continue to receive mandated services.

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

²³ School-reported data.

If this proposal is approved, all D75 students enrolled in John Dewey High School will be served in an equivalent program in New School. D75 students who receive D75 SETSS services in middle school participate in an application process administered by D75 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>.

If this proposal is approved, P721K@K540 students will be enrolled in general education classes offered by New School and will continue to receive all mandated services.

Below is a list of other 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 Hs - Brooklyn
20	H445K	New Utrecht Hs - Brooklyn
20	H485K	Telecom. Arts & Tech. Hs - K
22	H495K	Sheepshead Bay Hs - Brooklyn ²⁴
15	H519K	Cobble Hill Schl Of Amer. Stud-K ²⁵
21	H525K	Edward R. Murrow Hs - K
15	H527K	I.S. 527 - Brooklyn
17	H531K	I.S. 531 - Brooklyn
22	H535K	Leon Goldstein Hs - Brooklyn
17	H544K	International Arts Business Hs - K ²⁶
17	H600K	Clara Barton Hs - K
13	H605K	George Westinghouse Voc. Hs
21	H620K	John Dewey High School Voc Hs - K ²⁷
15	H667K	Sunset Park Hs - Brooklyn
21	H690K	Bklyn Studio Sec. Scl - Brooklyn
21	H690K	Bklyn Studio Sec. Scl - Brooklyn

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:

²⁴ In a separate EIS, the DOE has proposed to close Sheepshead Bay High School and replace it with New School (22K453).

²⁵ In a separate EIS, the DOE has proposed to close Cobble Hill High School and replace it with New School (15K413).

²⁶ As of February 9, 2012, the Panel for Educational Policy ("PEP") approved the proposal to phase out International Arts Business High School beginning in the 2012-2013 school year. In 2012-2013, the D75 inclusion program will continue to be offered to ninth-grade students enrolled in the new replacement school as well as to tenth through -twelfth graders at International Arts Business High School.

²⁷ On April 26, 2012, the Panel for Educational Policy ("PEP") will consider a proposal to close William E. Grady Vocational HS School at the end of the 2011-2012 school year and replace it with a new school. If that proposal is approved, in 2012-2013, the D75 inclusion program will continue to be offered to ninth- through twelfth-grade students enrolled in the new replacement school.

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

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

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

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

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

John Dewey High School admits students as part of the Citywide High School Admissions Process.

As discussed above, John Dewey High School admits students through four different admissions programs. The Experimental School program (in the Humanities & Interdisciplinary Interest Area) and the Health Careers Exploration Program (in the Health Professions Interest Area) both admit students through an educational option method. The Bilingual Chinese Experimental School Program (in the Humanities & Interdisciplinary Interest Area) screens students for language, and the Computer Science Institute (in the Computer Science & Technology Interest Area) admits students through an academically screened method. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If students score in the top 2% on their previous year's English Language Arts reading exam and list an educational option program as their first choice, they are guaranteed a match to that program.

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

Students who listed John Dewey High School 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 John Dewey High School or any other school), that match will be nullified if the student receives a Round Two match.

As discussed earlier, New School will have seven admissions programs. It will carry over the four existing admissions programs from John Dewey. Furthermore, it will add three new admissions programs that will admit students through an educational option method beginning in September 2013.

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, John Dewey High School has a total of 304 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);²⁸ 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.²⁹ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

²⁸ 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.

²⁹ 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”).

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 John Dewey High School through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	40	264

Additionally, John Dewey High School admitted 44 OTC students in grades 10-12 as well:

	Over-The-Counter
10th Grade	27
11th Grade	12
12th Grade	5

Of the 264 ninth-grade students who were admitted through the High School Admissions Process, 8% are students with disabilities and 20% are ELL students. Of the 40 students who arrived over-the-counter, 35% are ELL students.³⁰

B. Schools

In 2012-2013, once John Dewey High School has closed and New School has opened, there will be approximately 2,078 – 2,123 total students served in the building. The projected utilization for K540 at that point is approximately 84%–86%. The estimated enrollment for the two organizations in K540 over a two-year period is shown in the tables below.

John Dewey High School	Total Enrollment
2011-12 (audited)	2,084
2012-13 (proj.)	-

New School	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	2,065 – 2,105

³⁰ Students with disabilities as a percentage of total OTC ninth-grade students at John Dewey High School from the 2011-2012 Audited Register. This count does not include students receiving SETSS or students receiving speech or language services. ELL students as a percentage of total OTC ninth-grade students at Alfred E. Smith students from the 2011-2012 Audited Register.

P721K@K540	Total Enrollment
2011-12 (audited)	18
2012-13 (proj.)	13-18

If this proposal is approved, there will be sufficient space to accommodate New School and P721K@K540 pursuant to the Citywide Instructional Footprint (the “Footprint”). (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 from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K540. This proposal is not expected to impact the partial site accessibility of K540.

As indicated above, the enrollments of both the District 75 program and New School are expected to remain at or close to their current levels. Thus, the room allocations of the schools in the building are expected to remain the same.

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 on the Dewey Campus 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 John Dewey High School 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 John Dewey High School and replace it with New School best meets the needs of the community. As discussed above, based on the school’s recent performance, John Dewey High School needs more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in John Dewey High School by implementing the Restart model. However, based on the school’s most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes more quickly. 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 John Dewey High School’s closure will be recovered by the opening of New School. As a result, the proposal to close John Dewey High School is not expected to yield a net loss of high school seats in K540 or in Brooklyn.

Specifically, in Brooklyn:

- There will be 23,706 total seats available for new ninth-grade students in Brooklyn high schools in 2012-2013.³¹

³¹ The 2012-2013 ninth grade seat availability figure is based on data from the Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). This figure also accounts for phase-outs and replacements, grade expansions or truncations, and new schools. Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the HSAP or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

- In 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 K540:

- John Dewey High School is currently serving 304 new ninth-grade students.
- The proposed opening of New School in K540 is projected to create 284-324 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of John Dewey High School will be recovered through the opening of New School.
- This proposal and others in Brooklyn contemplate a seat reduction for 2013-2014. If these proposals are approved, the 2013-2014 ninth grade seat capacity in Brooklyn will be reduced by approximately 600 seats. However, given the current excess of approximately 2500 seats, we anticipate there will still be an excess of ninth grade seat in Brooklyn in 2013-2014. There is no impact for 2012-2013.

In short, the proposal to close John Dewey High School is not expected to yield a net loss of seats in Brooklyn or in building K540. There will continue to be an excess of seat capacity in Brooklyn high schools.

John Dewey High School is one of eight schools with high school seats serving new ninth-grade students (including one secondary school) in Brooklyn that are proposed to be closed and immediately replaced. Each of those schools is the subject of an EIS which can be found on the DOE's Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

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

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

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

In addition, the DOE is also proposing to close and immediately replace one transfer high school in Brooklyn, Bushwick Community High School. This school does not serve new ninth-graders, and so it has not been included in the calculations above. However, the replacement school is projected to serve 375-385 students. Therefore, the closure and replacement of Bushwick Community High School is not expected to yield a net loss of high school seats in Brooklyn or in building K540. 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. New School currently plans to offer the same CTE programs previously offered at John Dewey High School. 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 John Dewey High School’s pathways can be found in 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>.

IV. Enrollment, Admissions and School Performance Information

John Dewey High School

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Educational Option and Screened
Admissions After Proposed Closure of John Dewey High School	N/A

Enrollment Data

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
21K540	John Dewey High School	2,084	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ³²	7%
Percentage of Students with Individualized Education Programs ³³	9%
Percentage of English Language Learner Students ³⁴	20%
Percentage of Students Eligible for Free or Reduced Lunch ³⁵	63%

School Performance Data

John Dewey High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	UPF	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	57%	67%	78%
4 Year Graduation Rate	57%	63%	66%
6 Year Graduation Rate	66%	69%	72%
% Graduating with a Regents Diploma	49%	52%	59%

³² Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

³³ Students with Individualized Education Program as percentage of total students from the 2011-2012 Audited Register.

³⁴ English Language Learner students as percentage of total students from the 2011-2012 Audited Register.

³⁵ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Attendance Rate	87%	89%	89%
2010-2011 State Accountability Status	Corrective Action (year 2) Comprehensive		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of John Dewey High School	9-12: High School Admissions Process; Admissions Methods: Educational Option and Screened

Enrollment Data

	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	2,065 - 2,105

Demographic Data³⁶

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with Individualized Education Programs	9%
Percentage of English Language Learner Students	20%
Percentage of Students Eligible for Free or Reduced Lunch	63%

School Performance Data

New School does not yet have enrollment. Therefore, there are no performance data for the school

P721K@K540

Admissions Data

Current Admissions	District 75 Placement Process
Admissions After Proposed Closure of John Dewey High School	Same as above

Enrollment Data

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
75K721	P721K@K540	18	13-18

³⁶ This table includes anticipated demographic data for New School based on Dewey’s current student population. Actual demographic data may differ.

Demographic Data

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Programs	100%
Percentage of English Language Learner Students	28%
Percentage of Students Eligible for Free or Reduced Lunch	47%

School Performance Data

P721K@K540 does not receive Progress Reports. The most recent Quality Review P721K@K540 received was a Proficient in 2008-2009.

V. Initial Costs and Savings

If this proposal is approved, once the closure of John Dewey High School and the opening of New School are implemented, the DOE will cease to allocate funds to John Dewey High School 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 \$8,688,426 - \$8,856,724. Although the majority of students at New School will be students formerly enrolled at John Dewey High School, the student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be perfectly 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 schools located in the building.

As discussed above, at the beginning of this school year John Dewey High School was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received \$1,650,000 in Restart money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including John Dewey High School. 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, John Dewey High School 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%³⁷ of its teaching staff after using locally-adopted

³⁷ 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.

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 Restart 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 Restart 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 John Dewey High School 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 John Dewey High School or New School becomes eligible for SIG funding under either the Restart or Turnaround models.

Current John Dewey High School teachers who are not hired at New School will remain in excess.³⁸

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 organizations located in the K540 building.

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 John Dewey High School apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from John Dewey 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 John Dewey teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School's 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 John Dewey teachers who are not hired at New School will remain in excess.

³⁸ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 Restart model this year, John Dewey had funding to hire Master and Turnaround teachers.³⁹ 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 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 John Dewey High School and P721K@K540 is determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

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

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

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

As with all other schools Citywide, New School may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. John Dewey High School is not currently eligible for Title I funding. Since New School is expected to serve approximately the same population as John Dewey High School, at approximately the same enrollment levels, the DOE does not anticipate that New School will receive Title I funding.

³⁹ 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.

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 P721K@K540.

C. Administration

All school supervisor and/or administrator positions assigned to John Dewey High School 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 John Dewey High School.

If approved, this proposal will not impact the administration of P721K@K540.

D. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at P721K@K540.

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 P721K@K540.

VII. Building Information

Building	K540
Type of Building	High school
Year Built	1969
Overall BCAS rating	2.6

2010-2011 Target Building Utilization		106%
2010-2011 Target Building Capacity		2,479
FY 2011 Maintenance Costs	Labor	\$54,143
	Materials	\$24,340
	Maintenance and repair contracts	\$153,312
	Service contracts	\$16,330
	Custodial operations costs—Materials	\$23,454
	Custodial operations costs—Custodial Allocation	\$612,598
FY2011 Energy Costs	Electric	\$544,108
	Gas	\$40,694
	Oil	\$335,353
Projects completed during the current or prior school year		FY Reso A Heating Plant Upgrade
Projects proposed in the capital plan		New/Retrofit telephone/intercom systems, Walk-in Freezer Replacement
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs

APPENDIX
Chinese Bilingual Programs

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
01M515	Lower East Side Preparatory High School	Chinese	145 Stanton Street	Transfer School
02M520	Murry Bergtraum High School for Business Careers	Chinese	411 Pearl Street	Educational Option
02M550	Liberty High School Academy for Newcomers	Chinese	250 West 18 Street	Transfer School
20K445	New Utrecht High School	Chinese	1601 80 Street	Educational Option, Limited Unscreened, Zoned
20K490	Fort Hamilton High School	Chinese	8301 Shore Road	Audition, Screened, Zoned
20K505	Franklin Delano Roosevelt High School	Chinese	5800 20 Avenue	Educational Option, Limited Unscreened, Zoned
21K525	Edward R. Murrow High School	Chinese	1600 Avenue L	Audition, Educational Option, Screened: Language
24Q455	Newtown High School	Chinese	48-01 90 Street	Audition, Educational Option, Screened, Zoned
25Q460	Flushing High School	Chinese	35-01 Union Street	Educational Option, Zoned
26Q415	Benjamin N. Cardozo High School	Chinese	57-00 223Rd Street	Audition, Educational Option, Limited Unscreened, Screened
26Q430	Francis Lewis High School	Chinese	58-20 Utopia Parkway	Educational Option, Screened, Zoned
30Q555	Newcomers High School	Chinese	28-01 41 Avenue	Screened: Language

APPENDIX
 CTE Career Pathway: Business, Management and Administration

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-12 Org Capacity	2011-12 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M316	Manhattan	Urban Assembly School of Business for Young Women, the	26 BROADWAY	373	460	81%	B	12 %	3%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M392	Manhattan	MANHATTAN BUSINESS ACADEMY	351 WEST 18 STREET	327	257	127%	N/A	13 %	10%	Business/Virtual Enterprise	Limited Unscreened	In Development
02M393	Manhattan	BUSINESS OF SPORTS SCHOOL	439 WEST 49TH STREET	300	239	126%	N/A	14 %	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	796	733	109%	B	8%	6%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	796	733	109%	B	8%	6%	Academy of Finance	Educational Option	New (to process)
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 WEST 49TH STREET	125	N/A	N/A	N/A	9%	9%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11 %	10%	Accounting	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11 %	10%	Academy of Finance	Educational Option	In Development
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	713	535	133%	C	9%	10%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 AMSTERDAM AVENUE	412	376	110%	C	13 %	15%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
03M494	Manhattan	High School of Arts and Technology	122 AMSTERDAM AVENUE	592	676	88%	C	10 %	11%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
05M367	Manhattan	Academy for Social Action: A College Board School	509 WEST 129 STREET	415	327	127%	C	15 %	10%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16 %	10%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development

APPENDIX
CTE Career Pathway: Business, Management & Administration

09X412	Bronx	Bronx High School of Business	240 EAST 172 STREET	390	507	77%	C	21 %	24%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14 %	7%	Academy of Finance	Limited Unscreened	In Development
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1120	944	119%	C	8%	12%	Entrepreneurship/Virtual Enterprise	Screened	New (to process)
10X433	Bronx	High School for Teaching and the Professions	2780 RESERVOIR AVENUE	469	614	76%	B	11 %	18%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	3905	3455	113%	F	11 %	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	In Development
14K610	Brooklyn	Automotive High School	50 BEDFORD AVENUE	692	968	71%	C	18 %	5%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened	New (to process)
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15 %	3%	Entrepreneurship/Virtual Enterprise	Screened, Zoned	New (to process)
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11 %	9%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	New (to process)
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17 %	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	New (to process)
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12 %	24%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11 %	22%	Academy of Finance	Audition, Screened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11 %	22%	Entrepreneurship/Virtual Enterprise	Audition, Screened, Zoned	In Development
21K348	Brooklyn	High School of Sports Management	2630 BENSON AVENUE	361	493	73%	B	16 %	2%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10 %	13%	Financial Management	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11 %	22%	Business Institute	Educational Option, Zoned	In Development

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CTE Career Pathway: Business, Management & Administration

24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Academy of Finance	Limited Unscreened	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Finance	Educational Option, Limited Unscreened, Zoned	New (to process)
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Entrepreneurship/Virtual Enterprise	Educational Option	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Accounting	Educational Option, Screened	Approved
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	New (to process)
27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117%	C	9%	17%	Entrepreneurship/Virtual Enterprise	Educational Option, Unscreened	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Business Institute	Audition, Educational Option, Screened, Zoned	In Development
29Q496	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116TH AVENUE	337	509	66%	C	9%	7%	Entrepreneurship/Virtual Enterprise	Educational Option	In Development

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CTE Career Pathway: Business, Management & Administration

30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107%	C	9%	18%	Entrepreneurship/Virtual Enterprise	Screened, Unscreened	Approved
30Q555	Queens	Newcomers High School	28-01 41 AVENUE	903	896	101%	A	0%	93%	Entrepreneurship/Virtual Enterprise	Screened: Language	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Unscreened	Approved
31R445	Staten Island	Port Richmond High School	85 ST JOSEPHS AVENUE	2032	2093	97%	C	13%	6%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Unscreened	In Development
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Academy of Finance	Educational Option, Limited Unscreened, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Academy of Finance	Audition, Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Unscreened	New (to process)

APPENDIX
 CTE Career Pathway: Business, Management & Administration

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

APPENDIX

CTE Career Pathway: 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

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CTE Career Pathway: Information & Technology

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
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

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CTE Career Pathway: Information & Technology

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)

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CTE Career Pathway: Information & Technology

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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CTE Career Pathway: Information & Technology

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

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CTE Career Pathway: Information & Technology

21K540	Brooklyn	John Dewey High School Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18%	3%	A+ Computer Repair	Educational Option	In Development
21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21ST AVENUE	863	839	103%	C	14%	9%	Digital Media	Educational Option	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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CTE Career Pathway: Information & Technology

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

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CTE Career Pathway: Information & Technology

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
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	New Media	Educational Option, Screened, Unscreened	In Development

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CTE Career Pathway: Information & Technology

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)

APPENDIX

Interest Area: Computer Science and 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

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CTE Career Pathway: Information & Technology

19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 WELLS STREET	1284	1274	101%	B	11%	2%	MachineTool 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
19K618	Brooklyn	Academy of Innovative Technology	999 JAMAICA AVENUE	396	506	78%	N/A	13%	12%	Academy of Innovative Technology	Limited Unscreened
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 BRIGHTON 4TH ROAD	912	1454	63%	B	18%	3%	A+ Computer Repair	Ed Option
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Information Technology	Screened

APPENDIX

Interest Area: Health Professions

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
13K595	Brooklyn	Bedford Academy High School	1119 BEDFORD AVENUE	366	300	122%	A	0%	1%	Health Professions	Screened
13K670	Brooklyn	Benjamin Banneker Academy	71-77 CLINTON AVENUE	887	1027	86%	B	1%	0%	Pre-Medicine	Screened
14K474	Brooklyn	PROGRESS High School for Professional Careers	850 GRAND STREET	1037	1056	98%	C	9%	16%	Medical Professions	Ed Option
17K546	Brooklyn	High School for Public Service: Heroes of Tomorrow	600 KINGSTON AVENUE	411	554	74%	A	1%	0%	Medical Academy – HSPS	Screened
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Health Career Professions	Ed Option
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Bilingual Haitian Creole Program	Screened: Language
17K751	Brooklyn	ACADEMY FOR HEALTH CAREERS	150 ALBANY AVENUE	136	98	139%	N/A	14%	8%	Academy for Health Careers	Limited Unscreened
18K633	Brooklyn	High School for Medical Professions	1600 ROCKAWAY PARKWAY	457	379	121%	N/A	10%	3%	High School for Medical Professions	Limited Unscreened
19K510	Brooklyn	World Academy for Total Community Health High School	400 PENNSYLVANIA AVENUE	360	512	70%	C	15%	4%	Medical Science	Limited Unscreened
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Medical/Billing and Coding	Ed Option
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Vision Technology	Ed Option
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Medical & Health Careers	Ed Option
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Health Careers	Ed Option

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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%	Humanities and the Arts	Screened
13K439	Brooklyn	Brooklyn International High School	49 FLATBUSH AVENUE EXTENSION	364	378	96%	A	0%	84%	Brooklyn International High School	Screened: Language
13K509	Brooklyn	Freedom Academy High School	116 NASSAU STREET	196	481	41%	F	10%	2%	Freedom Academy	Ed Option
13K527	Brooklyn	Urban Assembly Institute of Math and Science for Young Women	283 ADAMS STREET	467	460	102%	N/A	13%	1%	The Urban Assembly Institute of Math and Science for Young Women	Limited Unscreened
13K592	Brooklyn	Khalil Gibran International Academy	50 NAVY STREET	78	201	39%	N/A	8%	22%	Khalil Gibran International Academy	Limited Unscreened
13K670	Brooklyn	Benjamin Banneker Academy	71-77 CLINTON AVENUE	887	1027	86%	B	1%	0%	Humanities	Screened
14K071	Brooklyn	Juan Morel Campos Secondary School	215 HEYWARD STREET	855	1376	62%	C	16%	25%	Juan Morel Campos Secondary School	Limited Unscreened
14K322	Brooklyn	Foundations Academy	70 TOMPKINS AVENUE	132	520	25%	N/A	33%	6%	Foundations Academy	Limited Unscreened
14K404	Brooklyn	Academy for Young Writers	183 SOUTH 3 STREET	388	476	82%	A	12%	3%	Academy for Young Writers	Limited Unscreened
14K449	Brooklyn	Brooklyn Latin School, The	325 BUSHWICK AVENUE	467	672	69%	B	0%	0%	Brooklyn Latin	Test
14K454	Brooklyn	Green School: An Academy for Environmental Careers	223 GRAHAM AVENUE	376	573	66%	B	14%	11%	Green School: An Academy for Environmental Careers	Limited Unscreened
14K488	Brooklyn	Brooklyn Preparatory High School	257 NORTH 6 STREET	397	622	64%	B	16%	3%	Brooklyn Preparatory High School	Limited Unscreened

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14K561	Brooklyn	Williamsburg Preparatory School	257 NORTH 6 STREET	572	625	92%	A	8%	3%	Williamsburg Preparatory School	Limited Unscreened
14K586	Brooklyn	Lyons Community School	223 GRAHAM AVENUE	516	610	85%	A	15%	15%	Lyons Community School	Limited Unscreened
14K632	Brooklyn	Frances Perkins Academy	50 BEDFORD AVENUE	169	176	96%	N/A	24%	10%	Frances Perkins Academy	Limited Unscreened
14K685	Brooklyn	El Puente Academy for Peace and Justice	250 HOOPER STREET	211	234	90%	A	16%	18%	El Puente Academy for Peace and Justice	Ed Option
15K423	Brooklyn	Brooklyn Frontiers High School	112 SCHERMERHORN STREET	81	977	N/A	N/A	17%	1%	Brooklyn Frontiers High School	Limited Unscreened
15K429	Brooklyn	Brooklyn School for Global Studies	284 BALTIC STREET	348	834	42%	B	26%	6%	Brooklyn School for Global Studies	Screened
15K448	Brooklyn	Brooklyn Secondary School for Collaborative Studies	610 HENRY STREET	681	742	92%	A	22%	5%	Brooklyn Secondary School for Collaborative Studies	Limited Unscreened
15K464	Brooklyn	Park Slope Collegiate	237 7 AVENUE	384	610	63%	D	11%	10%	College Preparatory	Screened
15K497	Brooklyn	School for International Studies	284 BALTIC STREET	484	760	64%	N/A	9%	15%	Honors Institute	Screened
15K519	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	634	864	73%	B	15%	8%	American Studies	Ed Option
15K667	Brooklyn	SUNSET PARK HIGH SCHOOL	153 35TH STREET	980	926	106%	N/A	11%	14%	Sunset Park High School	Limited Unscreened
15K684	Brooklyn	Millennium Brooklyn HS	237 7 AVENUE	107	397	N/A	N/A	7%	0%	Millenium Brooklyn	Screened
16K393	Brooklyn	Frederick Douglass Academy IV Secondary School	1010 LAFAYETTE AVENUE	419	628	67%	C	12%	1%	Frederick Douglass Academy IV Secondary School	Limited Unscreened
17K382	Brooklyn	Academy for College Preparation and Career Exploration: A College Board School	911 FLATBUSH AVENUE	550	695	79%	D	10%	5%	Academy for College Preparation and Career Exploration	Limited Unscreened

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17K524	Brooklyn	International High School at Prospect Heights	883 CLASSON AVENUE	392	558	70%	A	0%	93%	International High School at Prospect Heights	Screened: Language
17K528	Brooklyn	The High School for Global Citizenship	883 CLASSON AVENUE	334	477	70%	C	12%	5%	High School for Global Citizenship	Limited Unscreened
17K531	Brooklyn	School for Human Rights, The	600 KINGSTON AVENUE	377	321	117%	A	11%	6%	The School for Human Rights	Limited Unscreened
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	414	455	91%	A	18%	9%	High School for Service & Learning	Limited Unscreened
17K546	Brooklyn	High School for Public Service: Heroes of Tomorrow	600 KINGSTON AVENUE	411	554	74%	A	1%	0%	Public Service Academy: Social Action & Leadership	Ed Option
18K566	Brooklyn	Brooklyn Generation School	6565 FLATLANDS AVENUE	325	422	77%	C	20%	6%	Brooklyn Generation School	Limited Unscreened
18K569	Brooklyn	Kurt Hahn Expeditionary Learning School	5800 TILDEN AVENUE	290	791	37%	C	14%	10%	Kurt Hahn Expeditionary Learning School	Limited Unscreened
18K576	Brooklyn	Victory Collegiate High School	6565 FLATLANDS AVENUE	323	371	87%	A	16%	5%	Victory Collegiate High School	Limited Unscreened
18K589	Brooklyn	Arts & Media Preparatory Academy	905 WINTHROP STREET	290	490	59%	B	11%	3%	Arts & Media Preparatory	Limited Unscreened
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Cultural Academy for the Arts	Limited Unscreened
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	295	414	71%	N/A	11%	12%	Urban Action Academy	Limited Unscreened
19K409	Brooklyn	East New York Family Academy	2057 LINDEN BOULEVARD	433	613	71%	C	2%	0%	East New York Family Academy	Screened

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19K502	Brooklyn	FDNY High School for Fire and Life Safety	400 PENNSYLVANIA AVENUE	370	436	85%	N/A	17%	5%	FDNY High School for Fire and Life Safety	Limited Unscreened
19K583	Brooklyn	Multicultural High School	999 JAMAICA AVENUE	401	587	68%	C	0%	95%	Multicultural High School	Screened: Language
19K639	Brooklyn	Brooklyn Lab School	999 JAMAICA AVENUE	375	359	104%	N/A	15%	16%	Brooklyn Lab School	Limited Unscreened
19K659	Brooklyn	Cypress Hills Collegiate Preparatory School	999 JAMAICA AVENUE	420	644	65%	D	10%	17%	Cypress Hills Collegiate Preparatory School	Limited Unscreened
20K485	Brooklyn	High School of Telecommunication Arts and Technology	350 67 STREET	1270	1211	105%	A	12%	5%	Telecommunication Arts and Technology	Ed Option
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Honors Academy	Screened
20K609	Brooklyn	Urban Assembly School for Criminal Justice	4200 16 AVENUE	371	237	157%	N/A	13%	16%	The Urban Assembly School for Criminal Justice	Limited Unscreened
21K337	Brooklyn	International High School at Lafayette	2630 BENSON AVENUE	341	531	64%	B	0%	90%	International High School	Screened: Language
21K348	Brooklyn	High School of Sports Management	2630 BENSON AVENUE	361	493	73%	B	16%	2%	High School of Sports Management	Limited Unscreened
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2567	2010	128%	C	11%	17%	Honors Institute for American Studies - Gilder Lehrman	Screened
21K468	Brooklyn	Kingsborough Early College School	2630 BENSON AVENUE	471	570	83%	N/A	10%	3%	Kingsborough Early College	Screened
21K572	Brooklyn	Expeditionary Learning School for Community Leaders	2630 BENSON AVENUE	226	471	48%	D	17%	22%	Expeditionary Learning School for Community Learners	Limited Unscreened
21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21ST AVENUE	863	839	103%	C	14%	9%	Multimedia Technology for New Students	Ed Option
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Humanities	Screened

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22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Liberal Arts and Science Institute (formerly Collegiate program)	Unscreened
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Sports Science Academy	Ed Option
22K555	Brooklyn	Brooklyn College Academy	2900 BEDFORD AVENUE	629	608	103%	A	0%	0%	Brooklyn College Academy	Screened
23K493	Brooklyn	Brooklyn Collegiate: A College Board School	2021 BERGEN STREET	566	1096	52%	B	5%	2%	Brooklyn Collegiate: A College Board School	Limited Unscreened
23K514	Brooklyn	Frederick Douglass Academy VII High School	226 BRISTOL STREET	351	414	85%	A	15%	1%	Frederick Douglass Academy VII High School	Limited Unscreened
23K644	Brooklyn	Eagle Academy for Young Men II	1137 HERKIMER STREET	336	486	69%	N/A	16%	3%	Eagle Academy for Young Men II	Limited Unscreened
32K545	Brooklyn	EBC High School for Public Service– Bushwick	1155 DEKALB AVENUE	583	604	97%	F	10%	16%	Public Service	Ed Option
32K549	Brooklyn	Bushwick School for Social Justice	400 IRVING AVENUE	428	522	82%	N/A	20%	19%	Humanities and Interdisciplinary	Limited Unscreened
32K552	Brooklyn	Academy of Urban Planning	400 IRVING AVENUE	386	626	62%	B	20%	24%	Urban Planning and Design	Limited Unscreened
32K554	Brooklyn	All City Leadership Secondary School	1474 GATES AVENUE	263	236	111%	A	0%	3%	All City Leadership Secondary School	Limited Unscreened
32K556	Brooklyn	Bushwick Leaders High School for Academic Excellence	797 BUSHWICK AVENUE	454	488	93%	C	11%	19%	Bushwick Leaders' High School for Academic Excellence	Limited Unscreened

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

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school can endorse the diplomas of students who complete this program with a CTE certification. If a school's CTE program has "expired," the official City and State approval for the program has expired.

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