SECOND AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of John Adams High School (27Q480) and the Opening of New School (27Q570) in Building Q480 Beginning in 2012-2013

I. Summary of Proposal

On March 5, 2012, the New York City Department of Education ("DOE") published a proposal to close John Adams High School (27Q480, "John Adams"), an existing district high school in building Q480 ("Q480"), located at 101-01 Rockaway Boulevard, Queens, NY 11417, transportable classroom unit Q726 located at 108-01 Rockaway Boulevard and annex building Q781 located at 120-27 141st Street, within the geographical confines of Community School District 27. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace John Adams with New School (27Q570, "New School"), a new district high school which will serve students in grades nine through twelve in Q480, Q726 and Q781. On March 16, 2012 the DOE published an amended EIS to correct a typographical error on page 21 and identify the transportable unit occupied by John Adams. This second amended EIS corrects a different typographical error on page 21 referencing the numbers of ninth grade students entering the school through the High School Admissions Process and through Over-the-Counter placement. This second amended EIS also identifies an additional annex building occupied by John Adams, and includes additional information about Q480 and Q781 in Section VII.

If this proposal is approved, John Adams 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 at and automatically enrolled in New School.[1]

John Adams admits students through the Citywide High School Admissions Process using a zoned method and an Educational Option method.[2] John Adams also offers three Career and Technical Education ("CTE") pathways.[3] Additional information about CTE programming and the High School Admissions Process is contained in Section III of this Educational Impact Statement ("EIS"). New School is planning to continue programming in all of the same CTE career clusters that John Adams currently offers and, therefore, students enrolled in CTE programming at John Adams would have the opportunity to enroll in CTE programming at New School.

In addition, Q480 houses a Young Adult Borough Center, John Adams YABC (Q487, "YABC"), and a part-time GED Plus – Learning-to-Work program ("GED Plus – LTW").[4]

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[1] Summer school sites are determined yearly by the DOE. If this proposal is approved, students in John Adams 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] Educational Option ("Ed Opt") applies to high schools only and refers to a type of admission method where a program has a certain portion of seats based on scores attained on the seventh grade ELA reading exam for students at high, middle, and low reading levels. If a student scores in the top 2% on the previous year's English Language Arts reading exam and lists an Ed Opt program as a first choice on the application, students are guaranteed a match to that program. High school admissions information is available online: http://schools.nyc.gov/ChoicesEnrollment/High/Directory.

[3] Students enrolled in a high school that offers 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.

[4] YABCs are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

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 Adams and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in Q480, Q726 and Q781.

If this proposal is approved, New School will develop rigorous school-specific competencies to measure and screen prospective staff, including former John Adams staff members who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE's existing contract with the United Federation of Teachers ("UFT"), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. By doing this important work to improve student outcomes, the DOE also will maximize New School's chance of receiving up to $1,800,000 in supplemental federal funding under the federal School Improvement Grant ("SIG") program. New School will build on the strongest elements of John Adams and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of John Adams with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

Each year, the New York State Education Department ("SED") designates a number of schools as Persistently Lowest Achieving ("PLA") based on their low graduation rates or poor academic performance.[5] (The standards for the PLA designation are described in more detail below.) John Adams was first designated as PLA during the 2009-2010 school year and was designated as PLA again in the 2010-2011 school year.[6]

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 (known as School Improvement Grants, or SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.[7]

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

[5] 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.
[6] For more information, please visit: http://www.p12.nysed.gov/pla/
[7] 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 Adams was first placed into a SIG model in 2011-2012 meaning that, pending approval, New School will be eligible for two years of funding.

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.[8]

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

With respect to John Adams specifically, the DOE applied to SED for permission to place the school into the Restart model. SED approved the application, which made John Adams eligible for up to $1,800,000 per year in SIG funding over the 2011-2012, 2012-2013 and 2013-2014 schools years. However, John Adams's continuing eligibility for these funds under the Restart model was conditioned upon the DOE and the 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 evaluate other options that were available to improve teacher quality.

After this further consideration, the DOE concluded that a number of PLA schools, including John Adams, should be closed and replaced with new schools. By closing John Adams 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 Adams.

John Adams'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, which led the DOE to determine that the Restart model, which along with the Transformation model is a relatively less intensive intervention, was

[8] 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

the best fit for the school. However, John Adams's metrics declined or did not sufficiently improve during the 2010-2011 school year and based on this most recent data, the DOE believes that students at John Adams 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 Adams be closed and replaced with a new school that would incorporate the strongest elements of John Adams, while also allowing new staff to be put in place who can accelerate the pace of improvement.

When the DOE placed John Adams 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 members of 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 lack of improvement in John Adams'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.[9] 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. However, as with all new district schools, if the school is unable to find sufficiently qualified applicants from within the existing teacher pool, the school will be provided an exception to hire up to 40% of its teaching positions from outside of the current teacher pool.

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high quality teaching staff into the new school and not rehire staff members 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 Adams and New School,

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

seeking to continue the SIG funding necessary to build on the work that began under the old model and to implement new and revamped programs in New School to improve student achievement even further and more quickly. If the application is approved, New School would become eligible for SIG funding for the 2012-2013 and 2013-2014 school year(s). 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 Adams who do not graduate before the start of the 2012-2013 school year 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 Adams, and replace those interventions that have been less effective. New School will build upon the best elements of John Adams 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 Adams

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 Adams was identified as a PLA school in 2009-2010 and again in 2010-2011 because of its consistently low four-year graduation rate.

John Adams has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school requires a 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 Adams 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 weak 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 Adams 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 a D grade on School Environment. This represents a decline from an overall grade B grade in 2009-2010.
- If Regents diplomas alone counted toward graduation—as will be the case for most students in the 2011-2012 school year—the four-year graduation rate at John Adams would drop to just 48%, putting the school in the bottom 31% of high schools Citywide.
- The school's attendance rate remains below that of most high schools. The 2010-2011 attendance rate was 79%, putting John Adams in the bottom 13% of City high schools in terms of attendance.
- John Adams was rated "Developing" (D) on its most recent Quality Review in 2010-2011.[10] Quality Reviews evaluate how well schools are organized to support student learning. John Adams' 2010-2011 Quality Review cited a number of serious concerns, including 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.

Despite these areas of comparative weakness, some data indicates that elements of John Adams are worth preserving in New School.

[10] Quality Reviews rate school on the following four-point scale: "Underdeveloped" (the lowest possible rating), "Developing," "Proficient," and "Well Developed" (the highest possible rating). For more information about Quality Reviews, please visit the DOE's Web site at: http://schools.nyc.gov/Accountability/tools/review.

- The four year graduation rate at John Adams has increased in the past few years, rising from 42% in 2007-2008 to 64% in 2010-2011.[11] The DOE believes that with new programs and a push to improve teacher quality, New School could expand on this recent improvement in overall student outcomes.
- John Adams appears to be having some success in graduating English Language Learners. 66% of English Language Learners graduated in four years, in the 62nd percentile Citywide for this measure. The DOE will seek to preserve John Adams' efforts to support these students in New School, while implementing new supports to assist other student populations who continue to struggle at John Adams, including students with disabilities.
- While the school's overall Quality Review score was "Developing" (D), the Review indicated some areas of strength, such as maintaining a culture of mutual trust and positive attitudes toward learning and integrating child/youth development, and providing support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students. With the new supports and restructuring available to the new school, we expect that New School will be able to effectively leverage these areas of strength while improving student outcomes for all students.

The chart below summarizes key performance data for John Adams over the past three years:

Q480 John Adams High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	B	C
Progress Report Progress Grade	C	C	C
Progress Report Performance Grade	F	F	D
Progress Report Environment Grade	D	C	D
Quality Review Score	P	WD	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	72%	79%	77%
4 Year Graduation Rate	51%	61%	64%
6 Year Graduation Rate	58%	59%	64%
% Graduating with a Regents Diploma	32%	44%	48%
Attendance Rate	78%	81%	79%
2010-2011 State Accountability Status[12]	Restructuring (advanced) Comprehensive		

Overview of Past Strategic Improvement Efforts at John Adams

For the past several years, the DOE has supported John Adams in order to ensure that it was equipped to provide a quality education for all its students.

Leadership Support:

[11] 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.

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

- Provided leadership training for the principal and assistant principals to help them set clear goals for the school and align teacher practice, student work, and curriculum with citywide instructional expectations while developing the school's Comprehensive Education Plan and Language Allocation Plan.
- Provided coaching and training sessions to the leadership on implementing plans in support of citywide instructional initiative.
- Provided professional development to assistant principals in designing and executing strategies to improve teacher practice, conducting walkthroughs, and utilizing the Danielson framework to review methods of effective feedback for teachers and promote professional dialogue around pedagogy.

Instructional Support:

- Offered professional development to align curriculum maps with Common Core Learning Standards and review protocols for looking at student work in collaborative teacher teams.
- Offered support and training to teachers in increasing the rigor of instruction and designing assessments to measure students' conceptual thinking effectively.
- Supported and trained teachers in using various teaching strategies in Integrated Collaborative Teaching (ICT) models for students with disabilities.

Operational Support:

- Advised school staff with fiscal management, including budgeting, procurement, and writing support for iLearn, English Language Learner, and other grants.
- Supported school staff with human resources and building management.
- Assisted school staff with Special Education compliance issues and other supports and strategies for improving instruction and plans for students with disabilities.

Student Support:

- Trained 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.

In addition, as part of the Restart model, John Adams was paired with New Visions for Public Schools ("New Visions"), an Educational Partnership Organization ("EPO").

Even with these supports, however, the DOE has determined that John Adams does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending John Adams is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all non-graduating students currently attending John Adams access to an improved faculty.

Prior to issuing this proposal, the DOE met with the John Adams community. On January 18, 2012, Queens High School Superintendent Juan Mendez met with John Adams's School Leadership Team ("SLT"), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

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

II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the "Blue Book"), Q480 , Q726 and Q781have a combined target capacity of 2,811 students. (The concept of "target capacity" is explained below.) In 2011-2012, the building is serving 3,236 total students,[13] yielding a utilization rate of 115%.[14]

If this proposal is approved, John Adams 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 Adams who do not graduate by the start of the 2012-2013 school year.

The current and proposed grade spans for the schools in Q480, Q726 and Q781 are as follows:

		Grades Spans	
DBN	**School Name**	**2011-2012**	**2012-2013**
27Q480	John Adams	9-12	-
27Q570	New School	-	9-12

If this proposal is approved, New School will serve approximately 3,215-3,255 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 2,615 students currently in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. This approximates current enrollment levels in John Adams, which serves 3,236 students.

If this proposal is approved, once John Adams is closed and New School is opened, there will be approximately 3,215-3,255 students served in Q480, Q726 and Q781 in 2012-2013, yielding a projected utilization rate of 114-116%.

Although a utilization rate in excess of 100% may suggest that the buildings will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described below.

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
27Q480	John Adams High School	3,236	-
27Q570	New School	-	3,215 – 3,255
Total Building Enrollment		3,236	3,215 – 3,255
Utilization		115%	114% - 116%

As described in more detail in the 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

[13] 2011-2012 Audited Register.

[14] 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 2011-2012 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.

are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

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

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

A. Students

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

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

John Adams currently offers bilingual programming, CTE programming, and iLearnNYC. Details about each of these programs and anticipated changes to these programs are discussed further below

Based on available resources, student need, and the availability of SIG funding, new elements planned for New School include but are not limited to: highly focused instruction through comprehensive small learning communities, new approaches to professional development aligned to the Common Core Learning Standards ("CCLS"), and an expansive network of partnerships who will assist the school in providing talent development, support on instructional planning and delivery, and providing socio-emotional support for students.

John Adams 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 Adams was matched with an EPO, New Visions. New School plans

to continue this partnership. More detailed information is included below.

John Adams also offers several sports and after-school extracurricular activities and clubs. If this proposal is approved, New School is expected to offer at least the same number of extracurricular 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. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

New School Mission

New School will be driven by the core belief that through strong teacher collaboration, all students can and will be given the opportunities necessary to ensure that they are college and career ready by graduation. New School will implement this belief through its Small Learning Communities ("SLC") structure. Given the anticipated size of New School, it is critical that students who attend feel that there is a community of peers and adults who they can develop meaningful relationships with. An effective SLC structure will allow New School to do just that.

Students at New School will be able to choose from among eight SLCs. JumpStart (for ninth grade students only), Newcomers (for students who have recently moved to the United States who are English Language Learners), and Senior Academy (a program that focuses on serving twelfth-grade students who are under-credited to support them in getting back on track to graduate) are geared towards meeting the needs of specific populations of students. Five other SLCs (i.e.: Environmental Science, Health & Sports, Law & Justice, Media Communication Arts, and Queens Business Institute) will be organized around interest areas. Students in each SLC will pursue a theme-based rigorous academic course of study aligned to CCLS. By having eight SLCs, students will be able to have a sense of identity, develop relationships with fellow students and teachers, and pursue a theme that interests them. SLCs will create a better environment for learning and also prevent students from slipping through the cracks. These SLCs will provide multiple pathways for students to graduate in four years and be well poised for success at college and/or their choice of career.

Partnership with New Visions for Public Schools (New Visions)

In Summer 2011, as a condition of implementing the federal Restart model, John Adams began a partnership with New Visions, a New York City-based nonprofit EPO with partners including The New Teacher Project (TNTP), Internationals Network for Public Schools (Internationals), Turnaround for Children (Turnaround), and the City University of New York ("CUNY"). Under the Restart model, New Visions was working closely with John Adams school leadership to optimize the combined knowledge of the schools' teachers and leaders, New Visions' experience in effecting school change, and the exceptional opportunity afforded by the DOE to work as a full partner to a school in the process of dramatic improvement.

At this time, New School is planning to partner with New Visions. This will allow New School to build upon efforts started at John Adams to create a productive environment in which students thrive academically, socially, and emotionally. New Visions 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, New Visions 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.

In addition, together with its partners, New Visions will support teams by providing all students with access to services from these and other groups to be identified in the community after a comprehensive audit of individual schools and their needs. A commitment to work with Community Based Organizations

("CBOs"), civic organizations and other community groups aligns with New Visions' prior community work.

Instructional Model and Curricula

As mentioned earlier, all students will be programmed into SLCs. This means that small teams of teachers will work with them through annualized coursework. Small teams of teachers will have distinct groups of students that they can know, support, and manage. During Common Planning Time ("CPT"), teachers will be able to study student data to manage supports. Each SLC will have a distinct course of study within their chosen focus that inspires all of its students to complete demanding coursework.

Though SLCs currently exist at John Adams, they are not implemented effectively, and the classes do not align to each community's theme. Despite students being able to choose an SLC, the curriculum for the community does not follow a prescribed path aligned to the original goal of the SLC or necessarily the interests of its students. Currently, neither students nor teachers have a "true" SLC experience as students are only programmed approximately 60% within SLC, a pattern matched by the teachers programming. Without the necessary alignment and cohesiveness within the academies, certain SLCs within John Adams lack coherence and students are not receiving the education they desire or deserve.

Besides reforming the SLCs, New School will espouse an instructional model that will be inquiry-based, supported by ongoing professional development. The delivery of instruction will be driven by identifying students' learning gaps and using inquiry-based approaches to identify points for building teacher capacity to meet the needs of students. In New School, every course will have a well-defined curriculum, which will include a pacing calendar, assessments, special projects, and benchmark dates. CCLS will be embedded in all curricula as well as clearly defined and sequenced in all content areas in order to ensure vertical alignment from one grade level to the next. This is not currently present at John Adams.

Beyond SLCs, based on an ongoing assessment of needs and resources, the New School will build upon many of the strategies currently in place in John Adams, which had begun through the Restart model, including the creation of a system for measuring changes in instructional practices resulting from professional development and using data to identify and implement instructional programming that is research-based. Professional development provided by the EPO will continue to guide and challenge teacher teams. CPT will be included in the schedule to support the work across small learning communities. The EPO will train all school staff to use Datacation systems and utilize a New Visions data coach to provide regular technical assistance. Currently, only a small group of teachers are using Datacation at John Adams. Course and student progress will be monitored through a combination of formative and summative assessments, including performance-type assessments (through projects) and exams that mirror those administered by the State. This will be an area of expansion from what currently exists at John Adams

CTE Programs

John Adams offers three CTE programs in the following three career clusters:

- Business Management and Administration
- Health Science
- Law and Public Safety

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 career pathways, which are themselves grouped into 16 career clusters identified at the federal level.[15] Students who successfully complete a course of study in an "approved" CTE program receive a CTE-

[15] "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.

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

DBN	Career Cluster	CTE Pathway	Status
27Q480	Business Management and Administration	Entrepreneurship/Virtual Enterprise	In Development
27Q480	Health Science	Medical Lab Assistant	In Development
27Q480	Law and Public Safety	Law Academy/Legal Studies	In Development

Students enrolled in CTE programming at John Adams would have the opportunity to enroll in the same CTE programming at New School. Consistent with the above stated goal to ensure that its SLCs are academically and thematically cohesive, New School believes that the continuation of these CTE programs within New School will serve to enhance the Queens Business Institute and Law & Justice SLCs in particular.

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

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

The list of schools in the City that also provide CTE programs in John Adams'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.

iZone Program

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

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

Academic Intervention and Supports

At the New School, pre-assessment will be used to diagnose the skills and knowledge challenges of all incoming ninth graders. There was no pre-assessment conducted at John Adams. This information, in turn, will be used as a platform for making decisions about modifying and adapting coursework and enriching curriculum choices based on student need. Each student arrives with a different set of skills and knowledge and it is important for instruction to be differentiated in order to address each student's needs.

Based on an ongoing assessment of needs and resources, at the New School, there will be several academic interventions available that have to do with college and career readiness. All students in SLCs will have access to the following: CUNY At Home in College (AHIC), College Now, College Summit, SAT Prep, and Advanced Placement. John Adams began to implement AHIC for the first time this year. All of these academic interventions will place a focus on college preparedness and career readiness for all students. The New School will work with AHIC to implement college transition English and math courses for seniors. These two-semester long courses are designed to prepare students for the level of work and rigor expected of them in college. Teachers will also receive ongoing Professional Development from CUNY in order to implement these courses effectively. A counselor is also attached to each SLC to oversee the academic and social progress of all students. The Counselor also leads case conferences during common planning time at least once a week.

The New School will build on efforts to provide specialized, extended learning opportunities currently taking place at John Adams. The New School will provide Saturday and Vacation Academy, summer school, and after school learning opportunities. The iZone, previously mentioned above, will provide additional credit recovery opportunities for students at the New School. Rising ninth graders will participate in a summer bridge program to prepare them for the changes they will experience in high school as well as give teachers the opportunity to gather preliminary diagnostic student achievement data.

At the New School, parents will be given access to PupilPath, an online system used to track each child's day-to-day progress. Parents and students will be guided in understanding student requirements for graduation and each child's standing and next steps. In this way, parents will be active partners in facilitating every student's success. PupilPath was not made available to the parents at John Adams.

A fully articulated attendance plan will be created that includes components to ensure regular contact with students absent and attendant interventions. This fully articulated plan will include job descriptions for specific roles associated to attendance (school aide, family associate, attendance teacher, and coordinator of the attendance committee). The attendance team will be held accountable in part through the use of ATS

attendance data documents and a system for highlighting absentees. An attendance plan was not in place for John Adams.

Supports for Students with Disabilities and English Language Learners

With New Visions' help, the New School will build on the supports in place at John Adams for students with disabilities and English Language Learners.

For the first two years, the Newcomers SLC (for students who have recently moved to the United States who are English Language Learners) will continue to partner with Internationals Network for Public Schools for in-classroom support. These supports include, but are not limited to, examining student work to identify areas of improvement, instructional strategies and interventions, and assessing progress against student goals and targets in language acquisition.

New School will offer Integrated Co-Teaching ("ICT") classes, Self-Contained special education ("SC") classes, and Special Education Teacher Support Services ("SETSS") in all SLCs. Students with disabilities will receive mandated services in accordance with their Individualized Education Programs ("IEPs"). These supports are currently in place at John Adams.

New School will offer English as a Second Language ("ESL") mandated services for English Language Learners in all SLCs. English Language Learner ("ELL") students will be strategically programmed to support their acquisition of the English language. These supports are currently in place at John Adams. John Adams currently offers transitional bilingual programs in Spanish and Bengali. Though John Adams is the only high school in the City that currently offers transitional bilingual program in Bengali, New School is planning to offer this program. New School will also offer a transitional bilingual program in Spanish. For a list of other Queens high schools that offer transitional bilingual programs in Spanish, please see the appendix.

Extended-day programs will also be offered for special education and ELL students in all SLCs. The objective of these programs will be to provide extended learning time in a smaller setting for ELL students with an instructor who is particularly attuned to their language needs. This is not currently in place at John Adams. In addition, the New School will continue to use Achieve 3000 for special education and ELL/ESL students.

School Schedule

As discussed earlier, based on an ongoing assessment of needs and resources, New School will design courses to match the path of each SLC. Each SLC will be led by a Teacher Director teaching three periods per day, with two periods devoted to SLC direction. Each Teacher Director will be supervised by an Assistant Principal ("AP"). APs will generally be expected to teach at least one SLC class. Guidance counselors and support staff will be assigned to each SLC to ensure that students receive continuous targeted, personalized support—academically and socio-emotionally. Teacher schedules will have daily CPT built in to facilitate collaboration across content area, grade level, and SLC. While meeting the minimum seat time requirements, New School will seek to utilize a School-Based Option (as was the practice at John Adams) to be able to use the last period on Wednesdays for teacher professional development. Student programming will begin with defining the course pathways in each SLC. The programs will include the core requirements for graduation with electives that reflect the theme of each SLC. As mentioned before, the New School will improve the purity of the SLCs currently in place.

The School-Based Options ("SBO") process allows individual schools to modify provisions in the collective bargaining agreement or DOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review SBOs in March-April of each year. The principal and union chapter leader

must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all schools, including PLA schools, and as mentioned above New School intends on utilizing this process.

Human Capital

Pending the availability of SIG funding and based on student interests and resources, New School will work to deepen elements of professional development which have been successful at John Adams and strengthen those components which have not resulted in strong student outcomes. Talent management and development services will be provided in partnership with the New Teacher Project.

SLC Directors and APs at John Adams are currently led through a weekly inquiry process by skilled facilitators from New Visions. This process will be further emphasized at New School as an opportunity to reflect and search for the root of problems or address needs of the school community by asking poignant questions. This inquiry process will continue at the New School and the accountability for the turnkey of the work in common planning time, where teachers plan for future lessons together, engage in data analysis, or receive professional development, will intensify. At New School, SLC Directors will be expected to use their weekly learnings to plan for facilitating common planning time that meets the needs of teachers in their SLCs as they serve students. It will be more of a reciprocal process as SLC Directors bring back from their common planning time areas where they need support so that the weekly inquiry session can address them.

In addition, there will be weekly Wednesday professional development time via the proposed SBO to be used to support teachers in meeting their identified needs. The UFT Teacher Center will play a large role in aligning school-wide professional development to the larger instructional goals as well to as the individual areas of teacher and student growth identified via common planning time, the school leadership inquiry sessions, and Teacher Directors' observations. Teachers will leverage tools in DataCation to track student progress as well as create goals with each student as they map their skill development and progress toward graduation.

Internationals Network for Public Schools will provide professional and leadership development services to develop and support the Newcomers SLC (for students who have recently moved to the United States who are English Language Learners). Training will be provided to teachers through workshops, in-class support, and Internationals Institutes and conferences.

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

Based on available resources and needs assessments, New School will pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness Work into the professional development framework. As part of this effort, New School leadership will plan to seek learning opportunities such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. New School will

[16] http://nycteachingresidency.ttrack.org/

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

Socio-emotional Supports

Pending the availability of SIG funding and based on student interests and resources, New School will initiate new programs that support student wellness and expand existing initiatives that have been successful. There will be an expansion of co-curricular and extracurricular activities for students, including sports, art clubs, theater, journalism club, yearbook club, chess club, robotics club, virtual enterprise club. The New School will expand upon John Adams's successful Model UN program so that more students can participate and benefit from skill building in areas of analysis, debate, and public speaking.

ReServe, an innovative organization that matches retired professionals with the nonprofits that need them, will serve as a partner to provide a retired professional to work onsite alongside the Guidance department. The ReServist assists college advisors to provide one-on-one and small group college advisement, college access record-keeping, and college awareness supports to students. New School will work with a primary mental health partner from the Ozone Park neighborhood to provide services to students and families in need. Graduate student social work interns will work under the supervision of the Student Support Social Worker to provide additional counseling to students. Several Student Intervention Teams will be set up and facilitated by Turnaround for Children. These teams will meet regularly to review the highest-risk students' needs and develop and monitor intervention plans for in-school counseling and referral to outside services.

New School will also pursue offering the Breakfast in the Classroom program to ensure all students begin their instructional day with a free, nutritious meal.[17] 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 student's attention, memory, and achievement.

Additionally, New School will also pursue opportunities in creating a School Wellness Council. New School may apply for a grant through the Office of School Wellness Program's School Wellness Council Grant Program to support the work of the Council.[18] School Wellness Councils can be comprised of teachers, administrators, school staff, parents, students and/or community leaders. The Council works to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community. These wellness opportunities would be in alignment to the overall school's mission and theme.

Impact on Partnerships

In addition to the partnerships noted above, according to the 2011-2012 High School Directory,[19] John Adams has partnerships with:

Community-Based Organizations	Hospital Outreach	Higher Education Institutions	Cultural/Arts Organizations	Not-for-Profit	Corporate or Financial Institutions
ASPIRA, Global Kids, Hospital Audiences, Inc.,(HAI), South East	Brookdale University Hospital and Medical Center,	York College, St. John's University, DeVry University, New York City College of Technology	Periwinkle Theater for Youth, Working Playground, Artsonia, Roundabout	United Way, High Schools That Work, The After-School Corporation	JetBlue, Con Edison, Bloomberg LP, UniWorld Media

[17] http://www.opt-osfns.org/osfns/
[18] http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm
[19] The 2011-2012 High School Directory is available on the DOE's Web site at: http://schools.nyc.gov/ChoicesEnrollment/High/Directory.

Queens Boys and Girls Club, South Asian Youth Action (SAYA!), Justice Resource Center	Mary Immaculate Hospital	(City Tech), New York Institute of Technology (NYIT)	Theatre Company	(TASC), Queens Chamber of Commerce	

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 Adams to New School.

Impact on Sports and Extracurricular Activities

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

Student Leadership & Support	Academic	Artistic	Clubs	PSAL Sports - Boys	PSAL Sports - Girls	PSAL Sports - Co-ed
Student Government, School Leadership Team, Peer Tutoring, SAT, Saturday Literacy Center, Police Athletic League (PAL) Neighborhood Cleanup, SAYA!, Explorers, Archon	Yearbook, Campus Newspaper, Arista, Math Team, For Inspiration and Recognition of Science and Technology (FIRST) Robotics, Health Occupations Students of America (HOSA), Model UN Congress, Mock Trial, Moot Court	Drama Productions, Artsonia	Foreign Language, Multicultural, Afro-American, Asian, Debate, Liberty Partnership, Callandra, National Honor Society, Mock Trial, Moot Court, Film, Photo, Environmental, Model United Nations, Robotics, Explorers, Key	Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Football, Handball, Indoor Track, Outdoor Track, Soccer, Swimming, Tennis, Volleyball	Basketball & JV Basketball, Bowling, Handball, Indoor Track, Outdoor Track, Soccer, Softball & JV Softball, Swimming, Volleyball & JV Volleyball	Cricket

If this proposal is approved, New School is expected to offer the same student athletics that John Adams offers. The availability of the PSAL program is expected to remain the same despite the closure of John Adams and opening of New School. As with all schools Citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

Impact on YABC Program

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

As indicated previously, if this proposal is approved, the YABC program in the building will continue to operate in Q480 and will not be affected by the proposed closure of John Adams and opening of New School. Once the closure of John Adams and the opening of New School are complete, the YABC program is expected to remain in the building and will continue to provide services as long as there is demand for the program.

Impact on GED Plus Learning to Work Program

There is also a part-time GED Plus - LTW program located in Q480. GED Plus is a Citywide program that provides full-day and part-time GED services as well as support in transitioning to a college and/or career. Learning to Work is a part-time evening program where community-based organization personnel work collaboratively with all students to set and achieve individual academic, workplace, and personal goals. These programs run Monday through Thursday from 5:30 p.m. - 8:30 p.m. There is no anticipated impact on the GED Plus – LTW program as a result of this proposal.

Enrollment Options for Current John Adams Students

If this proposal is approved, all current John Adams students who do not graduate before the start of the 2012-2013 school year will have a guaranteed seat at and will be automatically enrolled 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 start of the 2012-2013 school year.

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. However, all students currently attending Title 1 schools that are in Improvement Year 2 status or worse (including PLA schools), like John Adams, are eligible to apply for a transfer to another 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 Website at: http://schools.nyc.gov/choicesenrollment/changingschools/default.

All incoming ninth-grade students who have applied to John Adams 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 Adams 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 Adams 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.

Impact on Students with Disabilities and English Language Learners

John Adams currently offers ICT classes and 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 Adams currently offers English as a Second Language ("ESL")

services and transitional bilingual programs in Spanish and Bengali. As stated above, John Adams is currently the only school in the City that offers a transitional bilingual program in Bengali. Again, although John Adams is the only high school in the City that currently offers transitional bilingual program in Bengali, New School is planning to offer this program. New School will also offer a transitional bilingual program in Spanish. For a list of other Queens high schools that offer transitional bilingual programs in Spanish, please see the appendix.

If this proposal is approved, ELL students at New School will continue to receive mandated services. For a list of Citywide High Schools that offer Spanish Bilingual programs, please see the Appendix.

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

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume of students New School will need to serve as a result of a closure decision. According to the 2011-2012 audited register, John Adams has a total of 695 new ninth-grade students. New ninth-grade students enter the school through two methods:

- High School Admissions Process;
- "Over-the-counter" ("OTC") placement.

The two methods are described below.

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference. Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

> **Round One:** All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012 or the beginning of March 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 a general education environment to the greatest extent possible consistent with their needs.

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

John Adams admits students through both the Educational Option admissions method and the zoned method. Five of John Adams's programs are Educational Option programs:

- Environmental and Science Research Institute (Engineering Interest Area)
- Law and International Studies Institute (Humanities and Interdisciplinary Interest Area)
- Health Careers (Health Professions Interest Area)
- Media and Communication Arts Institute (Communications Interest Area)
- Adams Business Institute (Business Interest Area)

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

As described earlier, New School will maintain the same six admissions programs.

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

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

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

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);[20] 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.

[20] 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.

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.[21] In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive through an OTC placement, 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 Adams through each admissions method:

	High School Admissions Process	OTC
9th Grade	491	204

Additionally, John Adams admitted 252 OTC students in tenth through twelfth grades as well:

	OTC
10th Grade[22]	110
11th Grade	99
12th Grade	43

Of the 491 ninth-grade students who were admitted through the High School Admissions Process, 11% are students with disabilities and 12% are ELL students. Of the 204 students who arrived through an OTC placement, 22% are ELL students.[23]

B. Schools

In 2012-2013, once John Adams has closed and New School has opened, there will be approximately 3,215-3,255 total students served in the building. The combined projected utilization for Q480, Q726 and Q781 at that point is approximately 114%-116%. The current and estimated enrollment for both organizations in Q480, Q726 and Q781 over a two-year period is shown in the table below:

27Q480

	Total Enrollment (Grades 9-12)
2011-2012 (audited)	3,236
2012-2013 (projected)	-

27Q570

	Total Enrollment (Grades 9-12)
2011-2012 (audited)	-
2012-2013 (projected)	3,215 – 3,255

[21] 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").

[22] In addition to admitting 110 students through an OTC placement in the tenth grade, John Adams also admitted 32 tenth grade students through the High School Admissions Process.

[23] ELL students as a percentage of total OTC ninth-grade students at John Adams from the 2011-2012 audited register.

If this proposal is approved, there will be sufficient space to accommodate New School in Q480, Q726 and Q781 pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the DOE's Web site 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 goal classroom 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. New School will receive at least its baseline allocation of space pursuant to the Footprint and have an enrollment comparable to that of John Adams. Therefore, the DOE believes that there is sufficient space in the building to open New School at the projected enrollment levels discussed above.

There will also be sufficient space to continue to house the YABC and GED Plus - LTW programs.

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 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 Adams 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 Adams and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, John Adams 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 Adams 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. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

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

Impact on High School Seat Capacity in Queens

Queens seats eliminated by John Adams's closure will be recovered by the opening of New School. As a result, the proposal to close John Adams is not expected to yield a net loss of high school seats in buildings Q480, Q726, Q781 or in Queens.

Specifically, in Queens:

- In 2011-2012, there are currently 18,036 total seats available for new ninth-grade students in Queens high schools.[24]
- In 2011-2012, there are 18,299 new ninth-grade students enrolled in Queens high schools.
- Therefore, there is currently a deficit of 263 seats for new ninth-grade students in Queens high schools.

Specifically, in the Q480, Q726 and Q781 buildings:

- John Adams is currently serving 695 new ninth-grade students.
- The proposed opening of New School in buildings Q480, Q726 and Q781 is projected to create 675-715 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of John Adams will be recovered through the opening of New School.

In short, the proposal to close John Adams is not expected to yield a net loss of seats in Queens or in buildings Q480, Q726 and Q781.

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

If these eight proposals are approved, there will not be a net loss of seat capacity in Queens high schools.

- These eight schools are currently serving 4,276 total new ninth-grade students.
- The proposed opening of the eight replacement high schools in Queens is projected to create 4,256-4,296 seats available to new ninth-grade students.

In short, these proposals are not expected to yield a net loss of seats in Queens.

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

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

Changes to Queens High Schools

DBN	School Name	Building	Impact on 9th Grade Seat Capacity 2012-2013	Impact on 9th Grade Seat Capacity 2013-2014	Admissions Method
High School Grade Expansions					
28Q167	Metropolitan Expeditionary Learning School	Q686	108		Limited Unscreened
29Q327	Eagle Academy for Young Men III[25]	Q633		81	Limited Unscreened
New Schools Proposed to Open in New Construction					
30QTBD	TBD	Q404		81-108	TBD
27Q570	TBD	Q636		81-108	TBD
Total Proposed Change in 9th Grade Seat Capacity			**108**	**243-297**	

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

In 2012-2013:

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

In 2013-2014:

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

Detailed information about all City high schools and the High School Admissions Process is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE's Web site at: http://schools.nyc.gov/ChoicesEnrollment/High/Programs.

IV. Enrollment, Admissions and School Performance Information

John Adams

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Zoned, Educational Option

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

Admissions After Proposed Closure of John Adams	N/A

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-2012 (audited)	3,236
2012-2013 (projected)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services[26]	9%
Percentage of Students with Individualized Education Program [27]	13%
Percentage of English Language Learner Students [28]	17%
Percentage of Students Eligible for Free or Reduced Lunch [29]	85%

School Performance Data

John Adams High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	B	C
Quality Review Score	P	WD	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	72%	79%	77%
4 Year Graduation Rate	51%	61%	64%
6 Year Graduation Rate	58%	59%	64%
% Graduating with a Regents Diploma	32%	44%	48%
Attendance Rate	78%	81%	79%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

New School

Admissions Data

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

Enrollment Data

	Total Enrollment

[26] Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register
[27] Students with Individualized Education Program as percentage of total students from the 2011-2012 Audited Register.
[28] English Language Learner students as percentage of total students from the 2011-2012 Audited Register
[29] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

	(Grades 9-12)
2011-12 (audited)	-
2012-13 (projected)	3,215 – 3,255

Demographic Data[30]

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Program	13%
Percentage of English Language Learner Students	17%
Percentage of Students Eligible for Free or Reduced Lunch	85%

School Performance Data

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

V. Initial Costs and Savings

If this proposal is approved, once the closure of John Adams and the opening of New School are implemented, the DOE will cease to allocate funds to John Adams 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 $13,527,016 - $13,695,315. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY12 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

As discussed above, at the beginning of this school year, John Adams was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received $1,800,000 in SIG 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 the 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 Adams. 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 Adams is not currently receiving SIG funding and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, the Turnaround model 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%[31] of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding. Moreover, because the portions of the Turnaround, Transformation, and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Restart model in

[30] Demographic data included for New School is anticipated based on the current student population at John Adams, but actual demographic data may differ.

[31] 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.

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. If the application is approved, New School will receive SIG funding of up to $1,800,000 per year over the in the 2012-2013 and 2013-2014 school year(s).

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 Adams 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 regardless of John Adams or New School's eligibility for SIG funding under either the Restart or Turnaround models.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at John Adams will be excessed in the closure.[32] This process will occur at the end of the 2011-2012 school year.

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

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

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

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.

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

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for John Adams 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 Adams is currently eligible for Title I funding. Since New School is expected to serve the same population as John Adams, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as John Adams does, if this proposal is approved.

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

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

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

C. Administration

All school supervisor and/or administrator positions assigned to John Adams will be excessed when the school is closed, if this proposal is approved. 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 Adams.

D. Transportation

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

E. Other Support Services

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

VII. Building Information

Building		Q480
Type of Building		High school
Year Built		1929
Overall BCAS rating		2.65
2010-2011 Target Building Utilization		119%
2010-2011 Target Building Capacity		2773
FY 2011 Maintenance Costs	**Labor**	$94,114
	Materials	$37,536
	Maintenance and repair contracts	$32,244
	Service contracts	$5,006
	Custodial operations costs—Materials	$21,292
	Custodial operations costs—Custodial Allocation	$623,603
FY2011 Energy Costs	**Electric**	$252,632
	Gas	$1,411
	Oil	$206,548
Projects completed during the current or prior school year		LL 41/16 Compliance, Ansul System, Ext Masonry/Parapets/Paved Area-Concrete
Projects proposed in the capital plan		Exterior Masonry, Exterior Walls, Parapets, Paved Area-Concrete, Retaining Walls,

	Sidewalks
Accessibility of the building	Fully Programmatically accessible
Building Attributes	Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs

Building		Q781
Type of Building		High School Annex
Year Built		1910
Overall BCAS rating		2.30
2010-2011 Target Building Utilization		NA
2010-2011 Target Building Capacity		NA
FY 2011 Maintenance Costs	**Labor**	$17,749
	Materials	$19,825
	Maintenance and repair contracts	$61,119
	Service contracts	
	Custodial operations costs—Materials	$ 1,723
	Custodial operations costs—Custodial Allocation	$ $72,329
FY2011 Energy Costs	**Electric**	$ 37,237
	Gas	$ 18,990
	Oil	Boiler burns gas only
Projects completed during the current or prior school year		NA
Projects proposed in the capital plan		NA
Accessibility of the building		Building is not functionally programmatically accessible
Building Attributes		Cafeteria & Multi-purpose Room

APPENDIX
Bilingual Programs: Spanish

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
24Q455	Newtown High School	Spanish	48-01 90 Street	Audition, Educational Option, Screened, Zoned
24Q485	Grover Cleveland High School	Spanish	21-27 Himrod Street	Educational Option, Limited Unscreened, Zoned
24Q550	High School for Arts and Business	Spanish	105-25 Horace Harding Expy N	Educational Option
25Q460	Flushing High School	Spanish	35-01 Union Street	Educational Option, Zoned
27Q480	John Adams High School	Spanish	101-01 Rockaway Boulevard	Educational Option, Unscreened
28Q505	Hillcrest High School	Spanish	160-05 Highland Avenue	Audition, Educational Option, Screened, Zoned
30Q480	William Cullen Bryant High School	Spanish	48-10 31 Avenue	Screened, Unscreened
30Q450	Long Island City High School	Spanish	14-30 Broadway	Screened, Zoned
30Q555	Newcomers High School	Spanish	28-01 41 Avenue	Screened: Language
75Q721	John F. Kennedy Jr. School	Spanish	57-12 94 Street	N/A

APPENDIX
CTE Career Pathway: Business

DBN	Boro	School Name	Address	2011-2012 Enrollment	2010-2011 Org Capacity	2011-2012 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Academy of Finance and Enterprise	Limited Unscreened
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Careers in Business	Screened
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Academy of Business Entrepreneurship	Ed Option
26Q435	Queens	Martin Van Buren High School	230-17 HILLSIDE AVENUE	2264	2265	100%	D	7%	10%	School of Business and Computer Studies	Ed Option
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Biz/Tech	Ed Option
29Q496	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116TH AVENUE	337	509	66%	C	9%	7%	Business and Computers	Ed Option

Sources:	
2011-12 Enrollment	2011-2012 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)	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 October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2011 Audited Register. This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2011 Audited Register.
Progress Report	2010-2011 Progress Report Grade.
2011 Seat Target	Program Seat Target for September 2011.
2011 Applicants	Program Applicants for September 2011.
Admissions	Process by which students are admitted to the school.

APPENDIX:
CTE Career Pathway: Communications

DBN	Boro	School Name	Address	2011-2012 Enrollment	2010-2011 Org Capacity	2011-2012 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
25Q285	Queens	World Journalism Preparatory: A College Board School	34-65 192 STREET	589	575	102%	A	10%	1%	World Journalism Preparatory	Limited Unscreened
25Q425	Queens	John Bowne High School	63-25 MAIN STREET	3522	2969	119%	B	7%	26%	Center for Writing	Ed Option
26Q415	Queens	Benjamin N. Cardozo High School	57-00 223RD STREET	3904	2674	146%	B	7%	6%	School of Journalism and Media Studies	Limited Unscreened
27Q308	Queens	Robert H. Goddard High School of Communication Arts and Technology	138-30 LAFAYETTE STREET	573	287	200%	N/A	7%	3%	Robert H. Goddard High School of Communication	Limited Unscreened
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Communication Arts Academy	Ed Option
29Q283	Queens	Preparatory Academy for Writers: A College Board School	143-10 SPRINGFIELD BOULEVARD	457	638	72%	C	10%	2%	Preparatory Academy for Writers	Limited Unscreened

APPENDIX
CTE Career Pathway: Engineering

DBN	Boro	School Name	Address	2011-2012 Enrollment	2010-2011 Org Capacity	2011-2012 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
24Q455	Queens	Newtown High School	48-01 90 STREET	2457	2396	103%	C	7%	31%	Pre-Engineering & Computer Technology	Screened
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Exploratory: Introduction to Occupations	Ed Option
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	School of Skilled Building Trades	Screened
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Pre-Engineering Electronic Technology	Screened
24Q610	Queens	Aviation Career & Technical Education High School	45-30 36 STREET	2195	1558	141%	A	3%	3%	Aerospace Engineering Technology	Screened
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Aerospace and Technology Academy	Screened
27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104TH STREET	920	941	98%	A	3%	0%	Construction Trades & Management	Screened
27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104TH STREET	920	941	98%	A	3%	0%	Academy of Engineering	Screened
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Electrical Installation Technologies	Ed Option
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	CAD/Mechanical Technology	Screened
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Automotive Technologies	Screened
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Technical Electronics Engineering/Robotics	Screened

APPENDIX:
CTE Career Pathway: Health Professions

DBN	Boro	School Name	Address	2011-2012 Enrollment	2010-2011 Org Capacity	2011-2012 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Academy of Health Sciences	Ed Option
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Sports Medicine & Management	Ed Option
27Q309	Queens	Academy of Medical Technology: A College Board School	8-21 BAY 25 STREET	519	374	139%	N/A	13%	11%	Academy of Medical Technology: A College Board School	Limited Unscreened
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Health Careers Institute	Ed Option
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Pre-Med Program	Screened
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Med-Pharmaceutical/Bio-Technology	Screened
28Q680	Queens	Queens Gateway to Health Sciences Secondary School	160-20 GOETHALS AVENUE	783	636	123%	B	2%	0%	Queens Gateway to Health Sciences	Screened

APPENDIX:
CTE Career Pathway: Humanities and Interdisciplinary

DBN	Boro	School Name	Address	2011-2012 Enrollment	2010-2011 Org Capacity	2011-2012 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
24Q267	Queens	High School of Applied Communication	30-20 THOMSON AVENUE	378	333	114%	A	8%	11%	High School of Applied Communication	Limited Unscreened
24Q293	Queens	Civic Leadership Academy	45-10 94TH STREET	442	504	88%	N/A	10%	9%	Civic Leadership Academy	Limited Unscreened
24Q296	Queens	Pan American International High School	45-10 94TH STREET	363	476	76%	D	0%	92%	Pan American International High School	Screened: Language
24Q299	Queens	Bard High School Early College II	30-20 THOMSON AVENUE	630	625	101%	A	0%	0%	Bard High School Early College Queens	Screened
24Q520	Queens	Middle College High School at LaGuardia Community College	45-35 VAN DAM STREET	497	516	96%	C	8%	0%	Middle College High School at LaGuardia Community College	Screened
24Q530	Queens	International High School at LaGuardia Community College	31-10 THOMSON AVENUE	492	289	170%	A	0%	77%	International High School at LaGuardia Community College	Screened: Language
24Q560	Queens	Robert F. Wagner, Jr. Secondary School for Arts and Technology	47-07 30 PLACE	592	601	99%	C	8%	4%	Arts and Technology for New Students	Ed Option
24Q585	Queens	Maspeth High School	91-30 METROPOLITAN AVENUE	248	397	N/A	N/A	8%	5%	Maspeth High School	Limited Unscreened
25Q252	Queens	Queens School of Inquiry, The	158-40 76 ROAD	587	431	136%	N/A	6%	3%	Queens School of Inquiry	Screened
25Q263	Queens	Flushing International High School	144-80 BARCLAY AVENUE	417	445	94%	B	0%	89%	Flushing International High School	Screened: Language
25Q281	Queens	East-West School of International Studies	46-21 COLDEN STREET	607	558	109%	B	7%	14%	East-West School of International Studies	Limited Unscreened

25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Intensive Academic Humanities	Screened
25Q670	Queens	Robert F. Kennedy Community High School	75-40 PARSONS BOULEVARD	718	515	139%	C	8%	8%	Community Service and Learning	Ed Option
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	University Scholars	Screened
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3278	2235	147%	A	10%	6%	Humanities & Historical Research	Screened
27Q260	Queens	Frederick Douglass Academy VI High School	8-21 BAY 25 STREET	419	475	88%	C	10%	4%	Frederick Douglass Academy VI High School	Limited Unscreened
27Q262	Queens	Channel View School for Research	100-00 BEACH CHANNEL DRIVE	634	927	68%	A	8%	1%	Channel View School for Research	Limited Unscreened
27Q323	Queens	Scholars' Academy	320 BEACH 104TH STREET	1062	1122	95%	A	0%	0%	Scholars' Academy	Screened
27Q324	Queens	Rockaway Park High School for Environmental Sustainability	100-00 BEACH CHANNEL DRIVE	199	153	130%	N/A	12%	8%	Rockaway Park High School for Environmental Sustainability	Limited Unscreened
27Q351	Queens	Rockaway Collegiate High School	100-00 BEACH CHANNEL DRIVE	93	64	N/A	N/A	18%	9%	Rockaway Collegiate High School	Limited Unscreened
27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2504	2211	113%	D	9%	17%	Choices Academy	Ed Option
28Q167	Queens	Metropolitan Expeditionary School	91-30 METROPOLITAN AVENUE	342	811	42%	N/A	12%	2%	Metropolitan Expeditionary Learning School	Limited Unscreened
28Q284	Queens	York Early College Academy	108-35 167 STREET	489	478	102%	N/A	6%	0%	York Early College Academy	Screened
28Q310	Queens	Queens Collegiate: A College Board School	167-01 GOTHIC DRIVE	522	242	216%	N/A	6%	8%	Queens Collegiate: A College Board School	Limited Unscreened

28Q325	Queens	Hillside Arts and Letters Academy	167-01 GOTHIC DRIVE	199	133	150%	N/A	11%	13%	Hillside Arts & Letters Academy	Limited Unscreened
28Q328	Queens	High School for Community Leadership	167-01 GOTHIC DRIVE	169	107	158%	N/A	7%	27%	High School for Community Leadership	Limited Unscreened
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	School for the Humanities, Arts & Writing	Screened
28Q896	Queens	Young Women's Leadership School, Queens	150-91 87 ROAD	508	483	105%	C	0%	3%	The Young Women's Leadership School, Queens	Screened
29Q259	Queens	Pathways College Preparatory School: A College Board School	109-89 204 STREET	546	589	93%	B	11%	2%	Pathways College Preparatory School, A College Board School	Limited Unscreened
29Q265	Queens	Excelsior Preparatory High School	143-10 SPRINGFIELD BOULEVARD	428	561	76%	B	14%	2%	Excelsior Preparatory High School	Limited Unscreened
29Q326	Queens	Cambria Heights Academy	188-04 91st Avenue	144	333	43%	N/A	11%	2%	Cambria Heights Academy	Limited Unscreened
30Q286	Queens	Young Women's Leadership School, Astoria	23-15 NEWTOWN AVENUE	495	550	90%	N/A	3%	5%	The Young Women's Leadership School, Astoria	Screened
30Q450	Queens	Long Island City High School	14-30 BROADWAY	3282	2110	156%	C	11%	14%	West Queens Center for the Humanities and the Sciences	Screened
30Q555	Queens	Newcomers High School	28-01 41 AVENUE	903	896	101%	A	0%	93%	Newcomers High School	Screened: Language
30Q575	Queens	Academy of American Studies	28-04 41 AVENUE	702	458	N/A	B	5%	6%	Academy of American Studies	Ed Option
30Q575	Queens	Academy of American Studies	28-04 41 AVENUE	702	458	N/A	B	5%	6%	Intensive Academic Humanities	Screened
30Q580	Queens	Baccalaureate School for Global Education	34-12 36 AVENUE	440	397	111%	B	0%	0%	International Baccalaureate Program	Screened

APPENDIX:
CTE Career Pathway: Business Management and Administration

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 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
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
21K540	Brooklyn	John Dewey High School	50 AVENUE X	2084	2479	84%	C	7%	20%	Academy of Finance	Educational Option, Screened	In Development
22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Financial Management	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Business Institute	Educational Option, Zoned	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Academy of Finance	Limited Unscreened	In Development
24Q264	Queens	Academy of Finance and Enterprise	30-20 THOMSON AVENUE	419	377	111%	A	6%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	In Development
24Q485	Queens	Grover Cleveland High School	21-27 HIMROD STREET	2005	2208	91%	C	8%	22%	Academy of Finance	Educational Option, Limited Unscreened, Zoned	New (to process)
24Q550	Queens	High School for Arts and Business	105-25 HORACE HARDING EXPY N	826	574	144%	A	7%	13%	Entrepreneurship/Virtual Enterprise	Educational Option	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 AVENUE	1351	1146	118%	B	10%	6%	Accounting	Educational Option, Screened	Approved
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)
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
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: Health Science

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M420	Manhattan	High School for Health Professions and Human Services	345 EAST 15TH STREET	1728	1140	152%	B	8%	4%	Medical Lab Assistant	Educational Option, Screened	In Development
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 JOHNSON STREET	905	1380	66%	D	12%	2%	Vision Lab Tech	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Vision Lab Tech	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Nursing Assistant	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Dental Lab Tech.	Educational Option, Screened	Approved
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Medical Assistant	Educational Option, Screened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Practical Nursing	Educational Option, Screened	In Development
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Medical Lab Assistant	Educational Option, Screened	New (to process)
17K600	Brooklyn	Clara Barton High School	901 CLASSON AVENUE	1566	1699	92%	C	11%	9%	Dental Assistant	Educational Option, Screened	Under Review
17K751	Brooklyn	ACADEMY FOR HEALTH CAREERS	150 ALBANY AVENUE	136	98	139%	N/A	14%	8%	Medical Records Administration	Limited Unscreened	New (to process)

17K751	Brooklyn	ACADEMY FOR HEALTH CAREERS	150 ALBANY AVENUE	136	98	139%	N/A	14%	8%	Radiologic Technology/Science Radiography	Limited Unscreened	New (to process)
17K751	Brooklyn	ACADEMY FOR HEALTH CAREERS	150 ALBANY AVENUE	136	98	139%	N/A	14%	8%	Emergency Medical Technician	Limited Unscreened	New (to process)
18K563	Brooklyn	It Takes a Village Academy	5800 TILDEN AVENUE	378	709	53%	A	11%	30%	Medical Lab Assistant	Limited Unscreened	New (to process)
19K502	Brooklyn	FDNY High School for Fire and Life Safety	400 PENNSYLVANIA AVENUE	370	436	85%	N/A	17%	5%	Emergency Medical Technology/Technician	Limited Unscreened	New (to process)
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Vision Lab Tech	Educational Option	Approved
19K660	Brooklyn	W. H. Maxwell Career and Technical Education High School	145 PENNSYLVANIA AVENUE	529	1041	51%	A	23%	6%	Medical Billing and Coding	Educational Option	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Medical Billing and Coding	Educational Option, Limited Unscreened, Zoned	In Development
21K410	Brooklyn	Abraham Lincoln High School	2800 OCEAN PARKWAY	2567	2010	128%	C	11%	17%	Veterinary Science	Audition, Educational Option, Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Nursing Assistant	Educational Option, Zoned	Approved
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Medical Billing and Coding	Educational Option, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	EMT	Educational Option, Screened, Zoned	New (to process)

27Q480	Queens	John Adams High School	101-01 ROCKAWAY BOULEVARD	3236	2773	117%	C	9%	17%	Medical Lab Assistant	Educational Option, Unscreened	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Medical Assistant	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	EMT	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Medical Lab Assistant	Audition, Educational Option, Screened, Zoned	New (to process)
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Nursing Assistant	Audition, Educational Option, Screened, Zoned	New (to process)
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 AVENUE	2238	1767	127%	A	8%	1%	Medical Lab and Allied Health Pro	Educational Option, Screened	New (to process)
29Q272	Queens	George Washington Carver High School for the Sciences	143-10 SPRINGFIELD BOULEVARD	466	676	69%	B	8%	2%	Veterinary Science	Limited Unscreened	In Development
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Practical Nursing	Educational Option, Screened, Unscreened	Approved
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Nursing Assistant	Educational Option, Screened, Unscreened	Approved

31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Medical Lab and Allied Health Pro	Educational Option, Limited Unscreened, Screened, Unscreened	Approved
31R455	Staten Island	Tottenville High School	100 LUTEN AVENUE	3835	3491	110%	B	10%	1%	Dental Assistant	Educational Option, Limited Unscreened, Screened, Unscreened	In Development

APPENDIX:
CTE Career Pathway: Law & Public Safety

DBN	Borough	School Name	Address	2011-2012 Enrollment	2010-2012 Org Capacity	2011-2012 Org Util	2010-2011 Overall Grade	% SE	% ELL	Program Name	Admissions Method(s)	Status
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Law Enforcement	Educational Option	In Development
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2035	2104	97%	D	11%	10%	Law Academy/Legal Studies	Educational Option	In Development
02M625	Manhattan	High School of Graphic Communication Arts	439 WEST 49TH STREET	1394	1822	77%	F	13%	9%	Law Enforcement	Educational Option	In Development
06M467	Manhattan	High School for Law and Public Service	549 AUDUBON AVENUE	690	527	131%	A	11%	32%	Law Academy/Legal Studies	Educational Option	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Computer Forensics	Educational Option, Zoned	In Development
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3405	3096	110%	F	16%	10%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 STORY AVENUE	361	362	100%	B	14%	14%	Law Academy/Legal Studies	Limited Unscreened	In Development
09X525	Bronx	Bronx Leadership Academy High School	1710 WEBSTER AVENUE	697	552	126%	B	13%	10%	Law Academy/Legal Studies	Educational Option	In Development
10X284	Bronx	Bronx School of Law and Finance	99 TERRACE VIEW AVENUE	418	556	75%	B	14%	7%	Law Academy/Legal Studies	Limited Unscreened	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Law Enforcement	Educational Option, Screened, Zoned	In Development
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1675	2902	58%	B	15%	10%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development

14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Computer Forensics	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Enforcement	Educational Option	In Development
14K477	Brooklyn	School for Legal Studies	850 GRAND STREET	744	1050	71%	D	9%	6%	Law Academy/Legal Studies	Educational Option	In Development
15K519	Brooklyn	Cobble Hill School of American Studies	347 BALTIC STREET	634	864	73%	B	15%	8%	Law Academy/Legal Studies	Educational Option	In Development
16K455	Brooklyn	Boys and Girls High School	1700 FULTON STREET	1507	3439	44%	F	15%	3%	Law Academy/Legal Studies	Screened, Zoned	New (to process)
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 BROADWAY	399	663	60%	B	11%	5%	Law Academy/Legal Studies	Educational Option, Screened	In Development
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 FLATBUSH AVENUE	414	455	91%	A	18%	9%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 TILDEN AVENUE	294	708	42%	N/A	17%	8%	Law Academy/Legal Studies	Limited Unscreened	In Development
18K642	Brooklyn	Urban Action Academy	1600 ROCKAWAY PARKWAY	295	414	71%	N/A	11%	12%	Law Program	Limited Unscreened	In Development
20K445	Brooklyn	New Utrecht High School	1601 80 STREET	3041	2225	137%	B	12%	24%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Zoned	In Development
20K490	Brooklyn	Fort Hamilton High School	8301 SHORE ROAD	4182	2752	152%	B	11%	22%	Law Academy/Legal Studies	Audition, Screened, Zoned	In Development
22K405	Brooklyn	Midwood High School	2839 BEDFORD AVENUE	3816	2409	158%	C	4%	4%	Law Academy/Legal Studies	Screened, Unscreened	In Development

22K425	Brooklyn	James Madison High School	3787 BEDFORD AVENUE	3025	2288	132%	B	10%	13%	Law Academy/Legal Studies	Screened, Zoned	In Development
22K495	Brooklyn	Sheepshead Bay High School	3000 AVENUE X	1884	2480	76%	D	11%	22%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Law Enforcement	Educational Option, Zoned	In Development
25Q460	Queens	Flushing High School	35-01 UNION STREET	3052	2020	151%	D	8%	20%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
25Q525	Queens	Townsend Harris High School	149-11 MELBOURNE AVENUE	1140	906	126%	A	0%	0%	Law Academy/Legal Studies	Screened	New (to process)
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	In Development
26Q430	Queens	Francis Lewis High School	58-20 UTOPIA PARKWAY	4133	2358	175%	A	10%	13%	Criminal Justice	Educational Option, Screened, Zoned	New (to process)
27Q400	Queens	August Martin High School	156-10 BAISLEY BOULEVARD	985	1776	55%	D	12%	4%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened	In Development
27Q475	Queens	Richmond Hill High School	89-30 114 STREET	2504	2211	113%	D	9%	17%	Law Academy/Legal Studies	Educational Option, Zoned	In Development
28Q440	Queens	Forest Hills High School	67-01 110 STREET	3798	2023	188%	A	8%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development
28Q505	Queens	Hillcrest High School	160-05 HIGHLAND AVENUE	3039	2704	112%	A	6%	15%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	In Development

30Q445	Queens	William Cullen Bryant High School	48-10 31 AVENUE	2927	2742	107%	C	9%	18%	Law Academy/Legal Studies	Screened, Unscreened	In Development
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Computer Forensics	Educational Option, Screened, Unscreened	New (to process)
31R440	Staten Island	New Dorp High School	465 NEW DORP LANE	2544	3345	76%	A	11%	6%	Law Academy/Legal Studies	Educational Option, Screened, Unscreened	New (to process)
31R450	Staten Island	Curtis High School	105 HAMILTON AVENUE	2463	1698	145%	B	9%	6%	Law Enforcement	Educational Option, Screened, Unscreened	In Development
31R460	Staten Island	Susan E. Wagner High School	1200 MANOR ROAD	3182	2697	118%	A	13%	4%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Unscreened	In Development

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

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