

SMALL SCHOOLS, FEW CHOICES:

**How New York City's High School
Reform Effort Left Students
With Disabilities Behind**

**A Report Issued by
Parents for Inclusive Education**

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NYLPI

TABLE OF CONTENTS

Acknowledgments	i
Executive Summary	1
Introduction	5
The Special Education System	
Individuals with Disabilities Education Act (IDEA)	8
The Special Education System in New York City	9
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act	11
Findings	
Components of the DOE's High School Reform Plan	12
Enrollment Data	13
Policy Allowing New Schools to Exclude Students with Disabilities	16
Failure to Offer Required Programs	19
Diminished Access to Choice	21
Total Lack of Choice for District 75 Students	23
Failure to Coordinate with the IEP Process	26
Inadequate Information and Guidance	27
Problems with Preparation of New, Small Schools	30
Conclusions and Recommendations	32
Appendix A	
Schools Surveyed in March and April 2006	36
Appendix B	
High Schools Listed in the 2005-2006 High School Directory	37
Appendix C	
High Schools Listed in the 2006-2007 High School Directory	45
Appendix D	
Glossary of Acronyms	53

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Mayor Bloomberg and Chancellor Klein have made high school reform a centerpiece of their plan for improving public education in New York City. Students with disabilities could benefit from their high school reform program, which has produced smaller schools that offer more personalized attention, novel linkages to universities and community-based organizations, and a wide variety of themes and courses of study. In fact, smaller, more personalized learning environments are often ideal for students with special needs, who may require more individualized attention. Dismal rates of graduation show that this population is in desperate need of better high school options. Nevertheless, instead of taking affirmative steps to ensure that all young people would benefit from its high school reform initiative, the New York City Department of Education (DOE) adopted policies and practices that have left numerous students with disabilities out of this ambitious program for change.

One of these policies permits new, small high schools to exclude completely, for their first two years, students with more than minimal special education needs. This policy is currently under investigation by the United States Department of Education. But the harmful effects of this policy, in conjunction with other, less overt policies and practices that make it difficult for students with disabilities to access the benefits of high school reform, have not yet been fully documented or examined¹.

This report looks at central elements of the DOE's high school reform program from the perspective of parents of students with disabilities who found barriers to full participation. The report was developed by Parents for Inclusive Education (PIE), an organization of parents, educators, and advocates working together to combat unnecessary and counter-productive segregation of students with disabilities in New York City's public schools. Begun in 1997, PIE has more than 100 members from all five boroughs. PIE's determination to examine the high school reform program and propose recommendations for improvement arose from the genuine frustration of members who were struggling to obtain information on where their children with disabilities should go to high school. Once they found the information, they discovered that most doors were closed to their children.

Findings

- Students with disabilities are faring even worse at the high school level than their peers. The four-year graduation rate for the general population of students in New York City high schools is about 58%. By contrast, the advocacy group Advocates for Children recently reported that only 11.84% of New York City students who receive special education services graduate with a regular high school diploma. This number should be higher: students with

¹ Throughout this report, unless otherwise indicated, "students with disabilities" or "students with special needs" will refer generally to students who receive, or are entitled to receive, special education services, whether they receive these services in a general education or a special education classroom.

EXECUTIVE SUMMARY

disabilities obtain regular diplomas at higher rates nationally and across New York State.

- In launching its new high schools initiative, the DOE adopted a policy allowing new, small high schools to exclude students with disabilities who need any type of special education classroom for the first two years of the school's existence.
- It is far from clear whether most new, small high schools will eventually admit their share of students with a broad range of disabilities. Even if they do, students who are currently excluded from these schools cannot wait until then. Once they miss the opportunity to participate, they have, for the most part, lost their chance. In denying more than minimal access to new, small high schools for students who have more than a minimal level of special need, DOE is denying these students the opportunity to participate in learning environments that it claims are more effective than the larger, comprehensive high schools. To the extent that the creation of new, small schools has left the large, comprehensive high schools depleted of resources and overcrowded, the effect of the discrimination is magnified.
- In addition, allowing new schools to exclude whole classes of students at the outset may influence their cultures negatively for years to come. As Nigel Pugh, Principal of Queens High School for Teaching, observed, "When you start a new school, you need to put in place a new philosophical construct. It is very difficult to change thinking and practice once a school is several years old."
- The DOE's stated policy requires all new, small high schools to serve from day one students with disabilities who participate in general education classes but need only to work with a special education teacher on a part-time basis. However, when staff from New York Lawyers for the Public Interest contacted nine randomly chosen new small high schools that opened in fall 2005, four of the nine said they provided no special education teacher support or other special education services whatsoever.
- The DOE also purports to require all new, small high schools to begin serving students with disabilities who need some type of separate, special class by year three. Staff of New York Lawyers for the Public Interest called ten schools that opened in fall 2003 and would therefore be entering year four of existence. Only three of the six schools that responded to the callers' questions stated that they offered any type of special class for students with disabilities.
- Students with disabilities do not have an equal opportunity to benefit from high school choice, which the DOE has touted as an important attribute of its reform program. In particular, students who require any type of special education class do not have as many choices for high school as their peers. The 2006-2007 High School Directory indicates that only 11.5% of small high schools, as opposed to 70.4% of other high schools, provide self-contained

special education classes. As the small high schools offer a wide variety of unique themes and opportunities, students who need self-contained special education classes do not have access to a range of high school programming that is comparable in breadth and quality to what their peers enjoy.

- Students with disabilities have even less choice if they require a barrier free school – that is, one that is physically accessible to the full range of students. To the extent that the new, small high schools move into existing classrooms or floors in older buildings, they are not required to meet the physical accessibility requirements applicable to new construction. The DOE’s High School Directory indicates for each high school whether it is an “accessible site;” only 38.1% of all high schools, including small high schools, meet this standard.
- Students with disabilities who are in District 75 (a non-geographic district providing services only to students with special education needs) have no high school choice at all. Administrators place them in high schools, based in part on which high schools are willing to open their doors to them.
- For a student with a disability, admission to a high school depends partly on whether the school provides the special education program and services indicated on his or her Individualized Education Program (IEP). However, the DOE staff on the teams that develop IEP’s usually know little, if anything, about different high school options and therefore, do not discuss them with parents. The teams draft IEP’s for students entering the high school search process without regard to, and often without knowledge of, the type of high school setting the student hopes to attend.
- Students and their parents need information and guidance to navigate a system of choice. Unfortunately, the information and guidance structure established to serve students applying for high schools does not address the special challenges faced by students with disabilities and their families. As one parent explained, “At my school, they were waiting for me to tell them what to do.”

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Based on these findings, PIE offers a number of recommendations for the DOE to employ. These recommendations are set forth fully in the final section of this report. In general, they include:

- Increasing opportunities for students with disabilities, including students served by District 75, to participate meaningfully in the high school choice program and access a broader range of choices;
- Abolishing the policy that allows new, small high schools to exclude all students requiring any kind of special classes for the first two years;
- Preparing new, small high schools to educate students with a wide variety of disabilities and include them in all aspects of their programs to the greatest extent possible;
- Providing more relevant information and better advising for students with

EXECUTIVE SUMMARY

disabilities choosing high schools; and

- Incorporating discussion of high school options into the existing structure for planning a student's high school special education program.

As the DOE begins to expand key elements of its high school reform program to the middle school level, care should be taken to avoid the exclusionary policies described in this report and to build a more inclusive educational system from the start. PIE urges the DOE to apply the planning and creativity needed to effect systemic reform from which all students can benefit.

Mayor Bloomberg and Chancellor Klein have made the creation of new, smaller high schools an “essential element” of their education reform effort.² One hundred and eighty-four new, small high schools have opened since 2003, and in 2005, the Chancellor pledged another 100 by 2009.³ The initiative enjoys substantial philanthropic support, particularly from the Bill and Melinda Gates Foundation, which has donated more than one hundred million dollars thus far.⁴

The DOE touts these small schools as bastions of academic rigor and personalization, each having fewer than 500 students.⁵ The idea is that in smaller schools, students are less likely to get lost and more likely to become engaged in their educational experience. The DOE has collected and publicized data showing that these schools have higher graduation rates, higher rates of promotion from ninth grade, and better attendance than the city-wide average.⁶

Central to the DOE’s high school reform efforts is a commitment to fostering innovation and choice.⁷ Small high schools are not developed in the central or regional offices; rather, DOE has encouraged educators and community leaders to create their own schools and submit their proposals for consideration. The result is a marketplace of small high schools with a multitude of unique curricular themes and a broad array of community partners. Students are directed to this marketplace to shop for high schools of their choice.

Certainly, high school reform is a worthy goal. Fewer than 60% of students in New York City high schools graduate in four years,⁸ and roughly one third of the City’s ninth-grade students are not promoted.⁹ In recent years, New York State has made it more difficult to earn a high school diploma, thus increasing pressures on local school districts to improve educational programming.

What is often overlooked is that students with disabilities are faring even worse at the high school level than their peers. Deficiencies in the special education system have been well documented.¹⁰ According to a recent report by Advocates for Children, only 11.84% of New York City students who receive special education services graduate with a regular high school diploma.¹¹ This number should be higher: students with

² New York City Department of Education. “Office of New Schools.” Available at <http://schools.nyc.gov/Offices/NewSchools/default.htm>.

³ *Id.*

⁴ Gootman, Elissa. “Gates Donates \$28.5 Million for Support of Small Schools.” *New York Times* at B5. Feb. 16, 2005.

⁵ New York City Department of Education. “Office of New Schools.” Available at <http://schools.nyc.gov/Offices/NewSchools/default.htm>.

⁶ New York City Department of Education. “Mayor Bloomberg and Chancellor Klein Announce Opening of 36 New Small Secondary Schools as Promised in the Mayor’s State of the City Address.” Feb. 1, 2006. Available at <http://schools.nyc.gov/Administration/mediarelations/PressReleases/2005-2006/02012006pressrelease.htm>; *City Schools* (June 2006); *City Schools* (September 2005).

⁷ New York City Department of Education. “High Schools Admission Home.” Available at <http://schools.nyc.gov/Offices/StudentEnroll/HSAAdmissions/default.htm>.

⁸ Office of Assessment and Accountability. New York City Department of Education. “The Class of 2005 Four-Year Longitudinal Report.” Available at http://schools.nyc.gov/daa/reports/Class%20of%202005_Four-Year_Longitudinal_Report.pdf.

⁹ Huebner, Tracy A. “Rethinking High School: An Introduction to New York City’s Experience.” WestEd. at 2. 2005. This study was conducted for the Bill and Melinda Gates Foundation.

¹⁰ A critique of how special education services are delivered at the high school level is beyond the scope of this report. See, e.g., Hehir, Thomas, Richard Figueroa, Sue Gamm, Lauren Katzman, Allison Gruner, Joanne Karger and Jaime Hernandez. *Comprehensive Management Review and Evaluation of Special Education*. Sep. 20, 2005 (*hereinafter* “Hehir report”).

¹¹ Advocates for Children. “Leaving School Empty Handed: A Report on Graduation and Dropout Rates for Students who Receive Special Education Services in New York City” at 1. June 2006. The report looked at data for students leaving the school system from the 1996-97 to the 2003-04 school years. “Regular high school diploma” means a Regents or local diploma. It does not include an “IEP diploma,” which is basically a certificate of completion and does not qualify recipients for college acceptance, military service, or most other post-secondary options.

INTRODUCTION

disabilities obtain regular diplomas at higher rates nationally and across New York State.¹² Moreover, the number of students receiving special education services who report that they have a plan of employment after leaving high school has dropped “significantly” in the last few years.¹³

Despite the undisputed need for high school reform relevant to students with disabilities, the DOE has done little to ensure that students with disabilities are included in its high school reform effort.¹⁴ To the contrary, the DOE’s policies and practices actually exclude numerous students with special needs from the high school reform program. Most blatant is an express policy that permits small schools to exclude students who require special classes until the school’s third year of operation.¹⁵ The result is that students who receive special education services are under-represented in the new, small high schools: they comprise only 7.5% of the population of new, small high schools, but 10.7% of the population of other high schools.¹⁶ Students who require special classes (integrated or self-contained) are particularly poorly represented, as they constitute only 2% of the small high school population, but 6.1% of the other high schools.¹⁷ By contrast, students with disabilities are over-represented in large high schools that the City has identified as violent or failing.¹⁸

As a matter of equity, the DOE must take steps to make its new choice-based high school system more accessible to students with disabilities. Failure to do so leaves behind thousands of students, many of whom are in dire need of assistance, and prevents the DOE from achieving truly successful high school reform. Students with special needs could benefit greatly from the more intimate environments and theme-based curricula that small schools provide; they should be included in this reform effort.

This report will examine barriers to inclusion of students with special needs in the DOE’s high school reform program and make recommendations for increasing access. The first part will provide background necessary to this discussion by setting out the basic framework of the special education system in New York City, including both its legal underpinnings and its structure. The second part will present the components of DOE’s high school reform plan and then discuss our findings as to the policies and practices that hinder full and meaningful participation by students with disabilities. Finally, the report will make specific recommendations intended to make the benefits of high school reform available to the full range of students.

¹² *Id.* at 2. In the 2002-2003 school year, students who received special education services earned regular high school diplomas at the rate of 31% nationally, 26% state-wide, and under 13% in New York City.

¹³ *Id.*

¹⁴ This report focuses on the two central aspects of DOE’s high school reform program: the creation of new, small high schools and the maximization of high school choice. As will be discussed, there are other facets of DOE’s high school reform plan, but there is no indication that they will address the problems identified in this report and tackle the unmet needs of students with disabilities seeking an adequate high school education.

¹⁵ Nadelsten, Eric. Presentation at Parents for Inclusive Education Meeting. Oct. 24, 2005. *See also*, Hehir report at 68.

¹⁶ This data was provided by the New York City Department of Education in response to a Freedom of Information Law request.

¹⁷ *Id.*

¹⁸ Fertig, Beth. “Neediest Students Crowd Worst Schools.” [WNYC News](#). Mar. 14, 2005. The data was based on fall 2004 enrollment.

This report bases its findings and recommendations on a wide range of sources, including: interviews with parents, teachers, and DOE administrators at a variety of levels; data provided by DOE in response to a Freedom of Information Law request; existing reports and articles; materials available on the DOE’s website; attendance at DOE informational events; legal research; and a brief phone survey of randomly selected small high schools. A draft of the report was circulated to individuals with expertise in the New York City school system, who provided further input.

THE SPECIAL EDUCATION SYSTEM

Individuals with Disabilities Education Act (IDEA)

A federal law known as the Individuals with Disabilities Education Act (IDEA) requires school districts to provide each and every student with a disability, ages 3 to 21, with a *free appropriate public education* in the *least restrictive environment*.¹⁹ In other words, it entitles students with disabilities to an educational program in which they can reasonably be expected to make educational progress in an environment that minimizes segregation to the extent feasible. This law also requires that students with disabilities have access to the same curriculum as their general education peers, to the greatest extent appropriate.²⁰

The IDEA recognizes that students have different needs, and a program that is appropriate or least restrictive for one student may not be so for the next. For that reason, it also mandates procedures to ensure that the educational programs of students with disabilities are individualized appropriately. The procedures revolve around the creation of documents called Individualized Education Programs (IEP's). Each IEP contains information on the student's current levels of functioning and achievement, sets goals for the student's progress, and identifies special education programs or services that the student needs to meet those goals. "Program" generally refers to the type of class the child will attend during the school day. "Services" typically consist of additional assistance the child will receive, such as speech therapy, counseling, or occupational therapy. The programs and services identified on the student's IEP constitute his or her special education program.

Under the IDEA, IEP's usually must be developed at meetings of a multi-disciplinary team, including, among others, a representative of the school district and at least one of the student's current teachers or service providers.²¹ The student's parents also must be invited to participate as equal members of the team. In developing the IEP, the team must consider the results of psychological and educational testing, the student's performance in class, and the opinions of teachers, providers, and parents. An IEP meeting must be convened at least annually to review and possibly revise the document, but meetings may happen more frequently if requested by the school or the parent.

Beginning "not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate)," IEP meetings must include planning for the student's transition out of high school.²² The law requires the school district to invite the student to the IEP meetings to discuss transition planning. From that point on, the IEP must identify the student's goals for life

¹⁹ 20 U.S.C. § 1412(a)(1), (5). The "least restrictive environment" requirement means that "[t]o the maximum extent appropriate, children with disabilities . . . are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. § 1412(a)(5)(A).

²⁰ 20 U.S.C. § 1414(d)(1)(A).

²¹ 20 U.S.C. § 1414(d)(1)(B).

²² 8 N.Y.C.R.R. § 200.4(d)(2)(ix).

after high school, as well as transition services to assist the student in achieving those goals. For example, a student may have the goals of achieving a Regents diploma and becoming a graphic artist. Transition planning should identify those goals and determine what the student needs to attain them (*e.g.*, courses the student should take, additional special education support the student might need in high school, and resources the student can access to learn about post-secondary educational options).

The Special Education System in New York City

The DOE is divided into ten geographical regions. Each of these ten regions has a Committee on Special Education (CSE). Under New York State law, the CSE's are the entities with primary responsibility for evaluating students with disabilities, developing their IEP's, and arranging for provision of their special education programs and services. When a parent or teacher wants a student to be considered for special education services, he or she refers the student for evaluation. Sometimes the CSE conducts the evaluations and convenes the subsequent IEP meeting to consider the results; in other cases, the evaluations and subsequent IEP meeting is held at the school. In either case, the CSE is responsible for ensuring that the required evaluations and IEP meetings happen in a timely manner.

IEP's for public school children do not indicate the school that the student will attend. The system distinguishes between program and placement. The program is the type of classroom the child attends, and it is directly addressed in the IEP; the placement is the child's school, and it is determined after the IEP is created.

The law requires school districts to offer a continuum of programs, ranging from the most to the least integrated settings, to meet the diverse needs of students with disabilities.²³ Programs in the DOE's continuum include general education classes with supports and services, general education classes with part-time instruction from a special education teacher (known as Special Education Teacher Support Services, or "SETSS," and formerly known as Resource Room or Consultant Teaching), and a whole array of special classes, some in regular schools and others in specialized schools.²⁴ One type of special class, called Collaborative Team Teaching (CTT), integrates students with disabilities and students without disabilities into a single class co-taught by one special education teacher and one general education teacher. The other special classes in the DOE's continuum, often referred to as self-contained classes, include only students with IEP's (*i.e.*, students with special education needs). Students with IEP's may attend self-contained classes for part or all of the school day.

Students in self-contained classes have a wide variety of abilities and needs. The majority have learning disabilities or behavioral issues. They are not necessarily

²³ 8 N.Y.C.R.R. § 200.6.

²⁴ The DOE's continuum is found at <http://schools.nyc.gov/NR/rdonlyres/69D78629-9B1B-4247-A23B-C09B581AFAB1/6454/ContinuumofServices.pdf>.

THE SPECIAL EDUCATION SYSTEM

more or less able than students in general education or CTT to function in and benefit from the general education curriculum. They are assigned to self-contained classrooms that are part of general high school communities, and therefore, they are affected by variables such as school size, approach to curriculum, and special programs.

The DOE distinguishes its different types of self-contained programs from one another according to two factors. The first is the ratio of students to teachers to paraprofessionals in the classroom. Options at the high school level for self-contained classrooms are 15:1, 12:1:1, 6:1:1, 8:1:1, or 12:1:4. The second factor is whether this program will be in a school overseen by one of the DOE's ten regional superintendents, or in a school entirely for students with special needs overseen by District 75, a city-wide entity providing schools and other educational services to students with more intensive needs. If a student's IEP requires a self-contained special education program, the front page of the IEP will identify that program by indicating both its ratio (*e.g.*, 15:1, or 6:1:1) and whether it falls under District 75.

Although District 75 serves only students with disabilities, it does not provide only self-contained classes. District 75 has had an Office of Inclusive Education, which, in 2005, supported 1,737 District 75 students in general education classrooms in regular schools.²⁵ This program provides specially trained District 75 teachers and paraprofessionals to assist and support their students while integrating them into the general education environment to the greatest extent possible. Students in the program span the full spectrum of disabilities, including, for example, students classified as learning disabled, speech impaired, autistic, emotionally disturbed, and hearing impaired. They have a broad range of cognitive abilities, ranging from very high to very low. Many are capable of grade-level work, if given the right supports.

Once the IEP is developed, how the student is placed in a particular school depends on his or her grade and recommended program. Before high school, students with IEP's requiring general education classrooms with SETSS or other services generally attend their zoned schools, or apply to other schools through the same process as everybody else. Students served by District 75's inclusion program are placed largely by District 75 staff. For students with IEP's recommending CTT or self-contained programs, designated placement officers at the CSE's make the school assignments. To do this, they must consider whether a particular school provides the program and services on the student's IEP and has an opening for the student. State law requires them also to ensure that the students in self-contained classrooms are placed with peers with ages and functional levels comparable to their own.²⁶ Placement officers do not attend IEP meetings or provide information on placement options to help inform the selection of program.

²⁵ There are approximately 23,000 students in District 75, the vast majority in self-contained classes. *See*, <http://schools.nycenet.edu/d75/district/default.htm>.

²⁶ 8 N.Y.C.R.R. § 200.6.

High school placement is vastly different from placement in lower grades, except for students in District 75. For students in District 75, placement continues much as it did in the earlier grades, with District 75 assigning the students to schools. All other students with disabilities, including those in CTT or self-contained, non-District 75 classes, apply for high schools alongside their general education peers in a process that will be described more thoroughly below. To choose their schools, they receive a comprehensive high school directory that indicates whether a particular school offers SETSS, CTT, or self-contained classes. The directory does not indicate which types of self-contained programs a particular high school provides (that is, for example, whether it provides self-contained programs with ratios of 15:1 or 12:1:1), and students have no way of knowing at the point of application which schools will be able to provide self-contained classes with appropriate functional groupings for their learning needs.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 (Section 504)²⁷ and Title II of the Americans with Disabilities Act (ADA)²⁸ are laws that prohibit the DOE from discriminating against students on the basis of disability. In particular, Section 504 regulations make clear that the DOE may not, on the basis of disability:

- deny a student an opportunity to participate in or benefit from a benefit or service;
- afford a student an opportunity to participate in or benefit from a benefit or service that is not equal to that afforded others; or
- provide a student with a benefit or service that is not as effective as that provided to others.²⁹

To the extent that the DOE denies a student, on the basis of disability, an opportunity to benefit from a range of high school choices comparable to that afforded to others, Section 504 and Title II of the ADA may be violated. These statutes, which carry similar prohibitions to each other, give students with disabilities rights beyond those granted by the IDEA.

²⁷ 29 U.S.C. § 794.

²⁸ 42 U.S.C. §§ 12131-12134.

²⁹ 34 C.F.R. § 104.4(b)(1)(i-iii) (Section 504 regulations issued by the U.S. Department of Education).

FINDINGS

Components of the DOE's High School Reform Plan

The DOE's high school reform plan creates alternatives to the City's large, comprehensive high schools, many of which enroll well over 2,000 students. As the centerpiece of this initiative, the DOE is replacing 16 of the lowest performing, large high schools with more than 200 small, academically rigorous ones. One hundred and eighty-four of these schools have opened their doors as of September 2006. In the 2005-2006 school year, these relatively new, small high schools enrolled 26,325 students, while 295,331 attended all other high school programs.³⁰ The percentage of students in small high schools is expected to keep growing as DOE continues vigorously to promote the creation of these schools, with over 60 more expected to open by 2009.³¹

The DOE defines small high schools as those with 500 students or fewer.³² According to the DOE's website, however, small schools are about more than just size; they offer programs "based on the principles of academic rigor, personalization, and partnerships."³³ Relatively low student-to-staff ratios provide a degree of individualized attention that is hard to find in "the standard factory-style high school."³⁴ In addition, the majority of small schools in this initiative collaborate with one or more community-based organizations, universities, or other entities to augment resources and strengthen the bond between the school and the community.³⁵

As explained to potential applicants in the 2005-2006 Guide to NYC Small High Schools, distributed by the DOE, "each small school is unique because it is designed around a theme or set of activities. This academic focus complements the traditional high school curricula by building on your own interests and strengths and striving to be relevant to your life and dreams."³⁶ Small schools offer students a wide variety of themes, including, for example, Asian culture and language, engineering and architecture, creative writing, and hospitality and tourism. Each school designs instruction and activities around its theme, often providing opportunities for relevant coursework and facilitating internships and career development in that area.

Acknowledging that these small high schools do not meet the needs of all students, the DOE has expanded its high school reform agenda to include other initiatives, none of which focuses on students who require more than minimal special education services. For example, the DOE is dividing a number of large, comprehensive high schools into "small learning communities,"³⁷ the contours of

³⁰ Data provided by the DOE in response to a Freedom of Information Law request.

³¹ New York City Department of Education. "Office of New Schools." Available at <http://schools.nyc.gov/Offices/NewSchools/default.htm>.

³² Nadelsten, Eric. Presentation at Parents for Inclusive Education Meeting. Oct. 24, 2005. See also, the Office of New Schools page on the DOE's website, available at <http://schools.nyc.gov/Offices/NewSchools/default.htm>.

³³ New York City Department of Education. "Office of New Schools." Available at <http://schools.nyc.gov/Offices/NewSchools/default.htm>.

³⁴ New Visions for Public Schools. "New Century High Schools and the Small Schools Movement in New York City." at 4. New York Times Supplement 2005.

³⁵ *Id.* at 8.

³⁶ Available at <http://schools.nyc.gov/NR/rdonlyres/BC9B068B-F0C5-4FE7-A19C-4AD33157F538/7956/SmallHSGuideNYC06.pdf>.

³⁷ Cahill, Michelle. Presentation at Meeting of Parent to Parent New York State. Nov. 17, 2005.

which have just begun to be seen. In addition, the DOE announced in fall 2005 the development of “multiple pathways to graduation,” which target over-age and under-credited students who have disengaged from the school system. The “pathways” include several different programs that offer a mix of flexible scheduling, significant career support, and in some cases, opportunities for internships and job placements. No “pathways” programs are available to students who have not mastered basic academic skills and cannot handle an academically rigorous program.³⁸

The admissions process for all of these high schools centers on student choice. Indeed, choice is an essential element of the DOE’s high school reform initiative. As the DOE’s website explains, “[t]he High School Application Process System was redesigned at the beginning of the 2003 school year as part of the Children First reforms strategy to bring more equity and choice into the High School Admissions Process.”³⁹ The core of DOE’s reform strategy is to create an exciting and diverse marketplace of high school options and then invite students and their families, as consumers, to go shopping. For the school year beginning September 2006, 90,000 students participated in the choice process.⁴⁰

Students apply to high schools by entering what is essentially a match program. They first submit a form in December that identifies and ranks their top twelve choices. The form says very little about the student. For students with disabilities, it does not identify the nature of their disability or incorporate their IEP, but it does indicate whether they require SETSS, CTT, or a self-contained class.⁴¹ The high schools then rank their applicants, either randomly or by applying admissions criteria, depending on the school. Each school is supposed to disclose its admissions criteria in the high school directory. Students are matched in March with the schools they ranked highest that in turn, ranked them. Students who do not match with a high school in this first round enter a supplementary round. A modified application system exists for students applying to certain specialized high schools, which require applicants to audition or take an exam.⁴² Students with special needs who are not in District 75 may apply to any of the high school programs, but as described below, they may have a hard time finding and gaining admission to small schools with programs that will meet their needs.

Enrollment Data

Available data shows an “unequal distribution of students with disabilities across high schools,” with percentages of special education enrollment at high schools across the city ranging from 0% to 38.3%.⁴³ Closer examination reveals that

³⁸ *Id.*

³⁹ New York City Department of Education. “High School Admissions Home.” Available at <http://schools.nyc.gov/Offices/StudentEnroll/HSAAdmissions/default.htm>.

⁴⁰ Jimenez, Evaristo. Presentation at Parents for Inclusive Education Meeting. Mar. 27, 2006.

⁴¹ *Id.*

⁴² New York City Department of Education. “High School Admissions Home.” Available at <http://schools.nyc.gov/Offices/StudentEnroll/HSAAdmissions/default.htm>.

⁴³ Hehir report at 67.

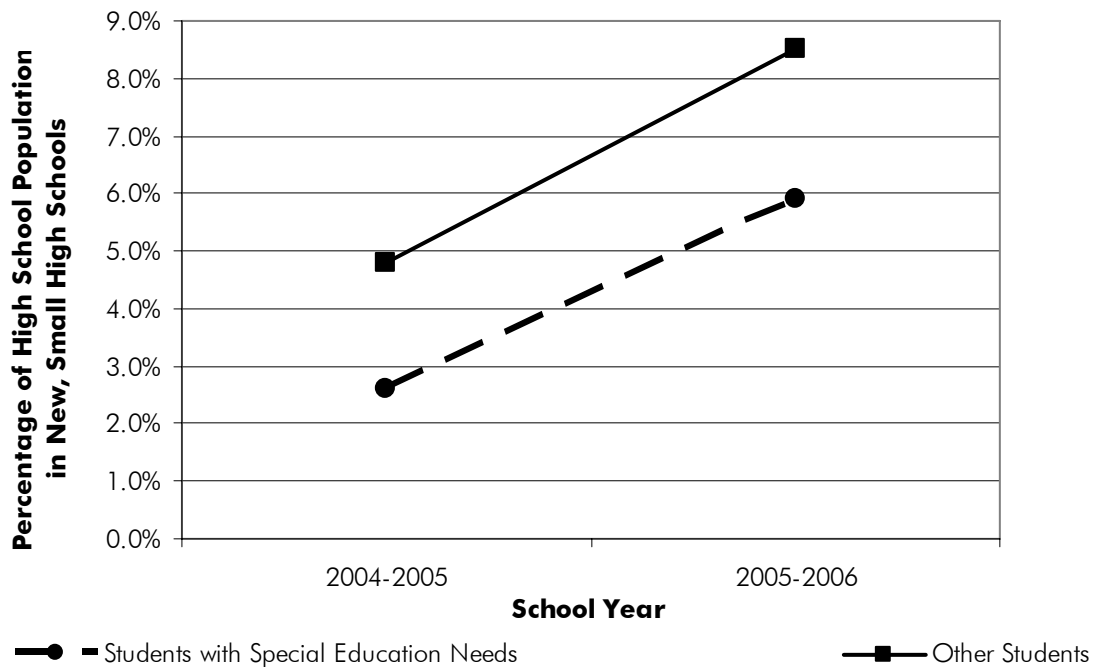
FINDINGS

students with disabilities are under-represented in certain types of high schools and over-represented in others.

In March 2005, WNYC reporter Beth Fertig examined high school enrollment data for fall 2004 and found some alarming patterns. Students with disabilities comprised 12% of the high school population overall, but 17% of the population of high schools identified as violent by the City and 18% of the population of high schools designated as failing by the State.⁴⁴ By contrast, data supplied by the DOE shows that students with disabilities accounted for only 5.6% of the population of new, small high schools at that time.⁴⁵

The DOE's enrollment data for fall 2005 shows improvement, in that students with disabilities made up 7.5% of the small high school population. However, their enrollment remained disproportionately low, as they comprised 10.7% of the population of all other high schools.⁴⁶ Moreover, as shown in Chart I, the growth in small school enrollment for students with disabilities did not quite keep pace with the increase in small school enrollment for their non-disabled peers. From 2004-2005 to 2005-2006, the proportion of all students with disabilities who attended small high schools grew by 3.3%, but the proportion of all other students in small high schools grew by 3.7%.

Chart I: A persistent gap remains between students with special education needs and other students with respect to enrollment in new small high schools.*



*Based on data provided by the New York City Department of Education under the Freedom of Information Law

⁴⁴ Fertig, Beth. "Neediest Students Crowd Worst Schools." *WNYC News*. Mar. 14, 2005. The data was based on fall 2004 enrollment.

⁴⁵ Data provided by the DOE in response to a Freedom of Information Law request.

⁴⁶ *Id.*

Interestingly, small high schools and other high schools appear to enroll similar proportions of students with disabilities not requiring self-contained classes, although the proportion of CTT students is low (1.0% or less) across the board. However, as the data in Table I indicates, as of October 2005, only 1.0 % of the students in small high schools (*i.e.*, only 273 students), as opposed to 5.3% of the students in other high schools (*i.e.*, 15,558 students), attended self-contained classes.

Table I
2005-2006 Special Education Student Enrollment

New Small High Schools				All Other High Schools			
Special Education Services	# SPED Students	Total # Students	(%) of Total Population	Special Education Services	# SPED Students	Total # Students	(%) of Total Population
SETSS	1,201	26,397	4.5	SETSS	11,809	295,331	4.0
CTT	272	26,397	1.0	CTT	2,335	295,331	0.8
Related Services	224	26,397	0.8	Related Services	1,964	295,331	0.7
Self-Contained	273	26,397	1.0	Self-Contained	15,558	295,331	5.3
Others	8	26,397	Not Significant	Others	60	295,331	Not Significant

These percentages did not change much from the previous year, when students in self-contained classes constituted .7% of the population of small high schools, but 5.2% of the population of other high schools, as shown in Table II.⁴⁷

Table II
2004-2005 Special Education Student Enrollment

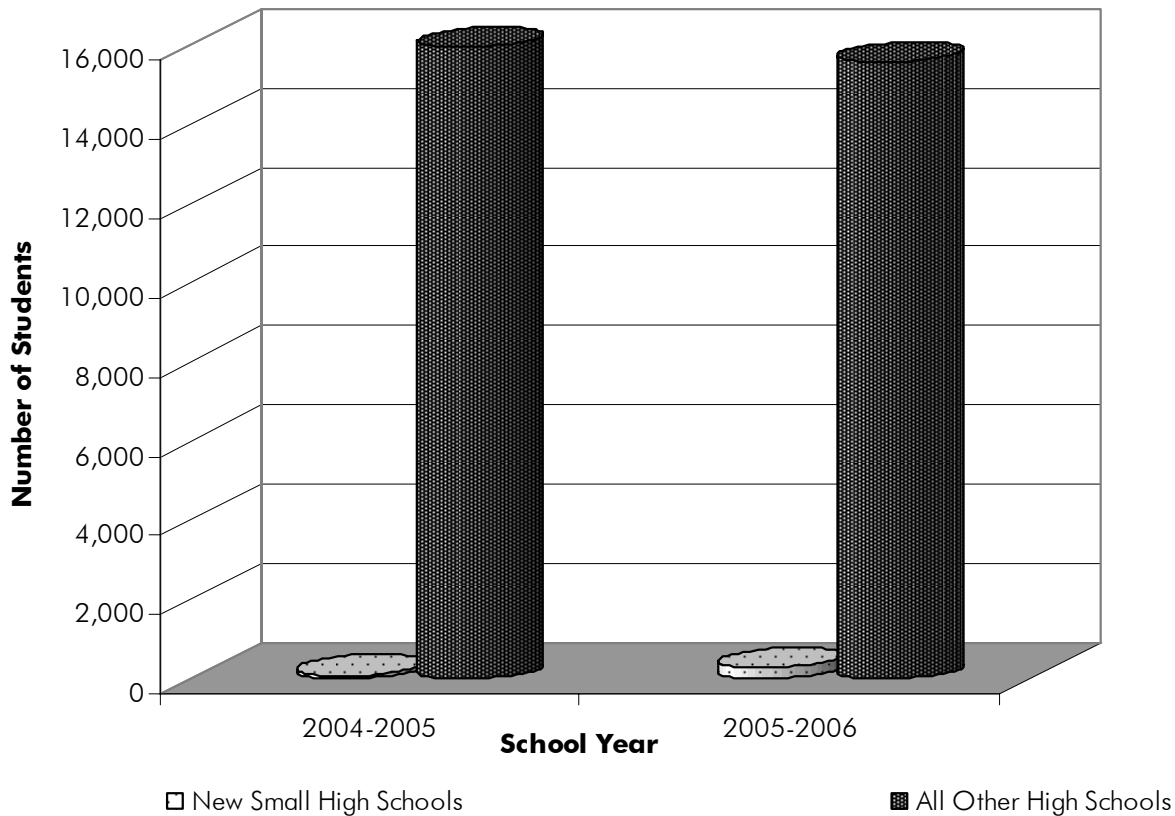
New Small High Schools				All Other High Schools			
Special Education Services	# SPED Students	Total # Students	(%) of Total Population	Special Education Services	# SPED Students	Total # Students	(%) of Total Population
SETSS	555	14,638	3.8	SETSS	11,581	305,371	3.8
CTT	61	14,638	0.4	CTT	1,360	305,371	0.4
Related Services	104	14,638	0.7	Related Services	2,544	305,371	0.8
Self-Contained	104	14,638	0.7	Self-Contained	15,926	305,371	5.2
Others	3	14,638	0.0	Others	116	305,371	Not-Significant

Accordingly, in order to address the disparities in enrollment illustrated in Chart II on the following page, the DOE will have to increase access to small high schools for students whose IEP's require self-contained classes, and not just CTT.

⁴⁷ *Id.*

FINDINGS

Chart II: Number of Students Requiring Self-Contained Classes*



*Numbers show enrollment in each type of high school and were provided by the DOE.

Notably, the DOE's data on high school enrollment does not include students in District 75, whether they are in self-contained classes or the inclusion program. The DOE does not appear to monitor in a systematic way whether District 75 inclusion students have access to the new, small high schools or are concentrated inside high schools that are violent or failing.

Policy Allowing New Schools to Exclude Students with Disabilities

The disproportionately low number of students in small high schools who require self-contained special education classes is not an accident. It results at least in part from a conscious policy choice made by the DOE in launching its small high schools initiative. The DOE decided that for the first two years of their existence, new high schools would be exempt from accepting students with disabilities who need CTT or self-contained classes.⁴⁸ Ironically, this policy has excluded the students who are arguably most in need of individualized attention from a whole class of new high schools formed for the very purpose of giving students the individualized attention they need.

⁴⁸ Nadelsten, Eric. Presentation at Parents for Inclusive Education Meeting. Oct. 24, 2005. See also, Hehir report at 68. The DOE applies the same policy with respect to English Language Learners who need bilingual classes. The exclusion of English Language Learners raises a host of problematic issues as well, but is beyond the scope of this report.

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DOE personnel have responded to criticism of this policy with a few different justifications. First, they have pointed to the problem of scale, asserting that not every small high school can be expected to offer every type of special class in the continuum of special education services.⁴⁹ Although that assertion is doubtless correct, it does not explain why more of the small high schools cannot be expected to offer at least one CTT or special education class from day one, or why CTT and self-contained classes cannot be spread more equitably throughout high schools in the City.

Second, DOE personnel have defended the exclusionary policy as protective of students with special needs. They say that new, small high schools require two years for training and preparation before students with greater levels of need may be admitted.⁵⁰ The DOE does not, however, engage new, small high schools in a training and planning process that takes two years. Rather, to help small schools prepare to take a greater range of students with disabilities, the DOE distributes multiple \$10,000 planning grants each year. In the 2005-2006 year, it gave out 55 of these grants to schools that would be offering CTT or self-contained classes for the first time in September 2006.⁵¹ Notably, nothing about these planning grants requires that schools wait until year two of their existence to access them; to the contrary, motivated schools can obtain these grants earlier and accept a broader range of students with special needs before their third year.⁵² If some schools can prepare to accept students with disabilities in year one or two, there is no reason to believe that the remaining schools cannot possibly be prepared adequately until year three. As Eric Nadelstern, a leader of the DOE's reform efforts, acknowledged in 2004, "We have not cultivated school planning teams that set out with a premise of serving special ed, and we need to attract people with that expertise."⁵³ The DOE simply has not made preparation to educate students with special needs a priority for its small schools.

Moreover, small schools do not necessarily need more preparation to educate students in CTT or self-contained classes than they need to educate students receiving SETSS, but the DOE requires them to serve only the latter from inception. As leading educator Thomas Hehir points out, DOE's policy "reflects the false presumption that students with more significant disabilities or low-incidence disabilities will disrupt a school and are exceedingly difficult for a new school to educate."⁵⁴ By the same token, students who receive SETSS may have serious learning disabilities and may desperately need teachers trained and experienced in research-based interventions for reading instruction, to use but one example. The student's service level does not necessarily indicate the level of training his or her teachers require. If preparation is really the reason for excluding

⁴⁹ Nadelstern, Eric. Presentation at Parents for Inclusive Education Meeting. Oct. 24, 2005.

⁵⁰ Wernikoff, Linda. Presentation at Parents for Inclusive Education Meeting. Mar. 27, 2006.

⁵¹ *Id.*

⁵² *Id.*

⁵³ Waller, Nikki. "Lost in Transition: Special Education Students Shut Out of Small Schools." Youth Matters. Columbia Graduate School of Journalism. Apr. 2004. Available at http://www.jrn.columbia.edu/studentwork/youthmatters/2004/edu_2_waller.asp.

⁵⁴ Hehir report at 68.

FINDINGS

numerous students with special needs from the initial stages of New York City's high school reform, the DOE's policy does not appear to be sufficiently tailored to accomplish its objective.

Ultimately, DOE officials have justified the exclusionary policy for new high school admissions by promising that their high school reform efforts will benefit all students with special needs eventually. Although the data shows that students with disabilities are, at present, under-represented in new, small high schools and over-represented in violent or failing institutions, it also shows that the representation of students with disabilities in new, small high schools is increasing.⁵⁵ DOE officials express faith that this trend will continue without much tinkering on their part. Their theory seems to be that the rising tide of high school education in New York City will eventually lift all boats, and if students with disabilities miss out on the ride for a few years, they will at some point be swept along.

Time will tell whether students with the full range of disabilities ultimately benefit from the DOE's reforms. At this point, however, there are reasons for concern. The first is the basic inequity that for the time being, thousands of students with disabilities each year are being denied the basic opportunity to participate in the vanguard of high school reform efforts. These students cannot wait for high school reform to become accessible; once they miss the opportunity to participate, they have, for the most part, lost their chance. In denying access to new, small high schools for students who have more than a minimal level of special need, the DOE is denying these students the opportunity to participate in learning environments that it claims are more effective than the larger, comprehensive high schools. The creation of new, small schools has left the large, comprehensive high schools depleted of resources and overcrowded,⁵⁶ thus further magnifying the effect of the discrimination. The harm suffered by the excluded students is compounded to the extent that small high schools offer unique educational themes and opportunities not found elsewhere in the system.

In addition, as discussed more thoroughly below, addressing the under-representation of students with disabilities in new, small high schools may take a greater investment of resources than the DOE currently acknowledges. Students who attend self-contained classes are often isolated from their mainstream peers both physically and psychologically. They have always been placed in schools by CSE's and may need more guidance than their peers to benefit from a choice-based program, particularly one in which finding a school that offers the right kind of self-contained classroom will be a challenge. The DOE also will have to confront the need for more substantial professional development in the special education area, as well as inevitable reluctance of some new schools to expand their special education programs, based in part on fears that students with

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⁵⁵ See above text.

⁵⁶ Herszenhorn, David M. "In Push for Small Schools, Other Schools Suffer." *New York Times* at A1 (Jan. 14, 2005).

At this point, the DOE does not appear to have taken a hard look at the diverse needs and perspectives of students with IEP's and what it will take to include them thoroughly in high school reform. A thorough, comprehensive approach is needed.

disabilities will bring down scores. At this point, the DOE does not appear to have taken a hard look at the diverse needs and perspectives of students with IEP's and what it will take to include them thoroughly in high school reform. A thorough, comprehensive approach is needed to ensure that as high school reform continues to progress, the DOE maximizes opportunity for all students to benefit.

Finally, allowing new schools to exclude whole classes of students at the outset may influence their cultures negatively for years to come. Nigel Pugh, Principal of Queens High School for Teaching, observed, "When you start a new school, you need to put in place a new philosophical construct. It is very difficult to change thinking and practice once a school is several years old."⁵⁷ Pugh's school has attempted to include all students from its inception. He believes that "[o]nce an environment excludes one group, it opens the door to discriminatory practices with other groups."⁵⁸ Martin Fiasconaro, Principal of the inclusive Brooklyn Studio High School, expressed a similar view, "If new schools are allowed to open without special education students, a culture will develop that will ultimately view them as an intrusion after year two or three. If new small schools are given the opportunity to deal with special education students from the outset, they will be forced to make instruction inclusive and in that way benefit the entire school."⁵⁹ Requiring small schools to add CTT and self-contained classes in year three may breed resentment and disrupt the schools' emerging philosophies and infrastructures. The students with disabilities who enroll in these new special education classes may have difficulty making friends and fitting into learning communities that were established and developed without them. By contrast, including CTT and self-contained classes from the beginning encourages small schools to incorporate education of students with disabilities into their very missions and build a stronger foundation for inclusive environments.

Failure to Offer Required Programs

As explained above, the DOE's stated policy requires all new, small high schools to serve students who need SETSS from day one and to serve students who need CTT or self-contained classes by year three. However, a random phone survey conducted by staff at New York Lawyers for the Public Interest indicates that some schools have not provided even the level of access this policy requires.

During March and April of 2006, NYLPI staff members, on behalf of Parents for Inclusive Education (PIE), called twenty-nine new, small high schools randomly selected from the full list of new, small high schools on the DOE's website. Ten of the schools that were called opened in 2003, nine opened in 2005, and ten were slated to open in 2006. For each of these schools, callers attempted to ask about the provision of services to students with disabilities planned for fall 2006.⁶⁰

⁵⁷ Pugh, Nigel. Interview. Jun. 27, 2006.

⁵⁸ *Id.*

⁵⁹ Fiasconaro, Martin. Interview. Aug. 1, 2006.

⁶⁰ A table of responses is provided in Appendix A.

FINDINGS

A number of the schools said that they did not provide SETSS, although all schools are supposed to offer SETSS from the day they open. Of the nine schools contacted that opened in fall 2005, seven responded to the callers' questions.⁶¹ Of those seven, four said they provided no special education services whatsoever, one said it was not sure yet if it would provide SETSS in the fall, and one said to call the regional office for this information. Only one of the seven responding schools said it provided SETSS.

Of the ten schools contacted that opened in fall 2003, six responded to the callers' questions. These schools all would be entering year four of existence and according to the DOE's policy, should be accessible to students who require CTT or self-contained classes, as well as SETSS. However, only one of the six responding schools said it would provide self-contained classes in the fall, and only that school and two others said they would provide CTT. Four of the responding schools said they provided SETSS. A fifth school, however, admitted, "We have made a point not to accept children who need [SETSS] since we don't have that service." Notably, the DOE's 2005-2006 High School Directory indicates that this high school provides SETSS.

Further investigation supports the finding that contrary to the DOE's claims, new, small high schools are not necessarily providing SETSS in year one. The DOE posted on its website the teacher hiring needs for all small high schools opening in fall 2006. Forty schools were listed, but only 23 indicated they would be hiring a special education teacher.⁶²

These findings suggest that the DOE is not enforcing its requirements that small schools provide SETSS in year one and CTT and/or self-contained classes in year three. The DOE either does not monitor compliance with this requirement, or knowingly allows its new, small schools to exclude students with special needs.

Some teachers and administrators have suggested that the problem is caused by funding. For example, Eric Nadelstern, former Chief Academic Officer for New Schools in the DOE and current Chief Executive Officer for Empowerment Schools, noted that the DOE needs to rework the way it funds schools so that principals have an incentive to work with students with special needs and English Language Learners.⁶³ One principal suggested that the DOE could stimulate development of capacity to serve students with disabilities by making budgetary provisions allowing new schools to pay for special education staff before they have the number of students normally required.⁶⁴ In any case, some system of monitoring and support must be put into place to ensure that new, small schools

⁶¹ Those schools that did not respond to the callers' questions either did not respond to messages or refused to answer. Note that callers had significant difficulty reaching schools slated to open in fall 2006 and as a result, they were able to obtain responses from only three.

⁶² New York City Department of Education. The DOE's website included these postings in Spring 2006 at <http://www.nycenet.edu/TEACHNYC/NewSmallSchools/default.htm>.

⁶³ Nadelstern, Eric. Presentation at Parents for Inclusive Education Meeting. Oct. 24, 2005.

⁶⁴ Pugh, Nigel. Interview. Jun. 27, 2006.

Beyond denial of access to any particular high school, the DOE's reform program has denied numerous students with disabilities an equal opportunity to benefit from high school choice.

offer the special education services they are required to provide.

Diminished Access to Choice

Choice is more than just a way to match students with high schools; it is, in itself, a touted benefit of the DOE's high school reform program. Indeed, the DOE consciously redesigned its high school application system in 2003 to increase the opportunity for choice for most students.⁶⁵

Students who Need CTT or Self-contained Classes

Beyond denial of access to any particular high school, the DOE's reform program has denied numerous students with disabilities an equal opportunity to benefit from high school choice. In particular, students who require CTT or self-contained classes do not have as many choices for high school as their peers, due to the effects of the exclusionary policy discussed above. The 2005-2006 High School Directory, which lists programs for the current academic year, indicates that only 12.6% of small high schools, as opposed to 66.0% of other high schools, provide self-contained classes, and only 45.5% of small high schools, as opposed to 71.6% of other high schools, provide CTT.⁶⁶ Perhaps more crucially, students who need self-contained or CTT classes lack access to a range of programming choices comparable in breadth and quality to what their peers enjoy. The new, small high schools offer a breathtaking variety of unique and specialized themes and programs, from which students in self-contained or CTT classes could benefit. To the extent that those unique themes and programs are not accessible to certain categories of students with disabilities, those students are faced with a diminished range of choices for high school and denied a benefit comparable to others.

The DOE recently made available the 2006-2007 High School Directory, which identifies programs expected to be available for fall 2007. This document shows that the DOE intends to increase the number of new, small high schools offering CTT classes significantly for the next school year. Whether, in fact, all the schools that say they will offer CTT in fall 2007 will actually do so remains to be seen. Quite striking, though, is the contrast illustrated in Chart III (on the following page) between this anticipated boom in CTT availability and the near stagnation in the number of new, small schools that expect to offer self-contained special education classes. For fall 2007, the high school directory identifies only 24 small high schools that will offer self-contained classes – just two more small schools than offered this option for fall 2006. From the 2005-2006 High School Directory to the 2006-2007 High School Directory, the proportion of small high schools offering self-contained special education classes actually decreased from 12.6% to 11.5%.⁶⁷

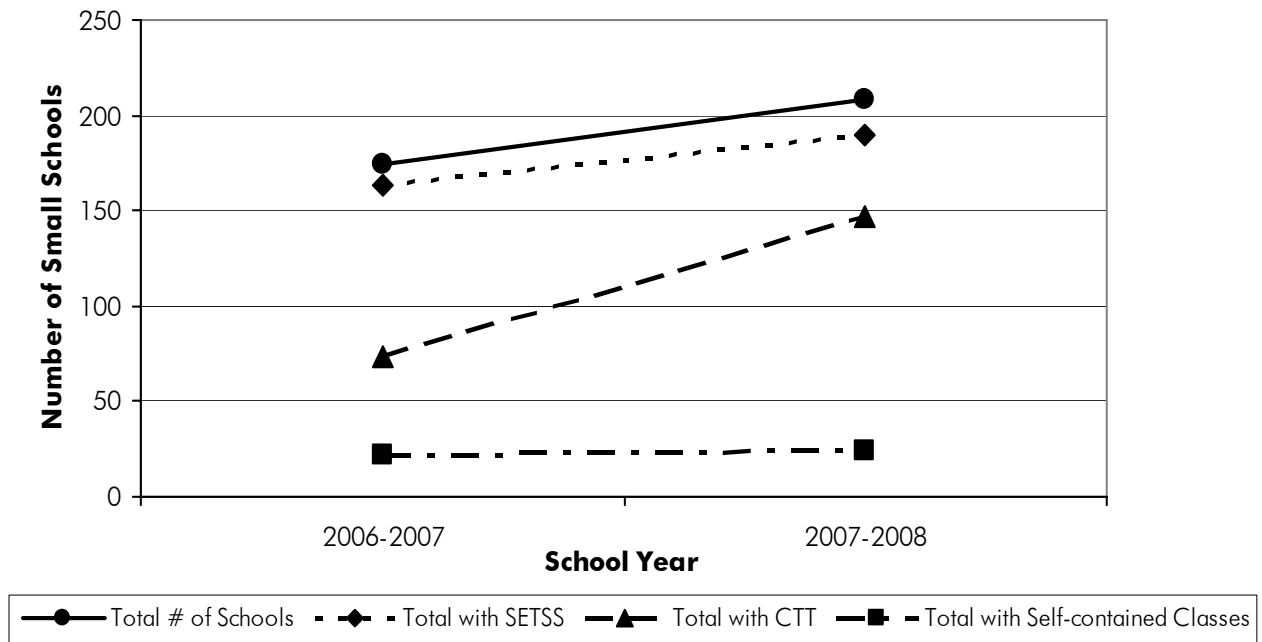
⁶⁵ New York City Department of Education. "High School Admissions Home." Available at <http://schools.nyc.gov/Offices/StudentEnroll/HSAdmissions/default.htm>.

⁶⁶ See, Appendix B (data obtained from analysis of DOE's High School Directory for 2005-2006).

⁶⁷ See, Appendix C (data obtained from analysis of DOE's High School Directory for 2006-2007).

FINDINGS

Chart III: Number of Small High Schools Expecting to Provide Special Education Services for the 2006-2007 School Year and the 2007-2008 School Year*



*Based on information provided by the New York City Department of Education's 2005-2006 and 2006-2007 High School Directories.

The DOE does not appear to have a mechanism for ensuring that students throughout the continuum of special needs have access to a range of choices that is comparable to their peers. Responding to reports that there were shortages of seats for students with disabilities at the high school level,⁶⁸ the DOE's Director of High School Enrollment has assured parents that he now works with Regional Superintendents to determine how many CTT and self-contained "seats" will be needed and which schools will provide them.⁶⁹ This assurance provides some comfort to parents of students with special needs, but does not go far enough in at least two critical respects. First, for planning purposes, the DOE seems to consider self-contained seats to be fungible and has not indicated whether or how it ensures an adequate number of high school openings for students in different self-contained programs (*e.g.*, 15:1 or 12:1:1) or appropriate functional groupings, as required by law.⁷⁰ If a student's IEP requires a 15:1 class focused on teaching strategies to students who struggle with reading and organizational skills, it is small comfort that there are openings in a 12:1:1 class that focuses on behavior modification. Second, the DOE must take the additional step of making sure that the distribution of CTT and the different types of special education programs maximizes the opportunity for students with the full spectrum of special needs to choose from a range of high school programming comparable to other students in their grade.

⁶⁸ Hehir report at 67.

⁶⁹ Jimenez, Evaristo. Presentation at Parents for Inclusive Education Meeting. Mar. 27, 2006.

⁷⁰ See, 8 N.Y.C.R.R. § 200.6 (functional grouping requirements).

Students who Need Physically Accessible Buildings

Students with disabilities have even less choice if they require a barrier free school – that is, one that is physically accessible to the full range of students. To the extent that the new, small high schools move into existing classrooms or floors in older buildings, they are not required to meet the physical accessibility requirements applicable to new construction. The DOE’s High School Directory indicates for each high school whether it is an “accessible site;” only 38.1% of all high schools, including small high schools, meet this standard.⁷¹ The fact that a majority of the City’s public high schools are in sites that are not fully accessible poses a problem for all students who need barrier free programs, not just those who also require special education services. However, because not all of the barrier free schools offer CTT or self-contained classes, students who require those classes and a barrier free school have more significantly diminished choice.

The High School Directory attempts to respond to the shortage of barrier free sites by stating the following policy on “Access to Programs:”

If an otherwise qualified student with disabilities seeks to participate in a program that is not currently located in an accessible site, the Department of Education will take reasonable steps to make the program accessible. This may mean making the building accessible, relocating or replicating the program, redesigning equipment, assigning staff, or providing an alternative to the program or similar services that increase the student’s ability to progress in all academic subjects.⁷²

However, in NYLPI’s random phone survey of new, small high schools, none of the three schools that admitted they were not barrier free volunteered that steps could be taken to make their programs accessible. Parents or advocates calling for information would get the impression that students in wheelchairs could not attend, and as a result, these students would not apply.

Total Lack of Choice for District 75 Students

District 75 students are completely excluded from the high school choice program. Whether they attend self-contained classes or general education classes with District 75’s support, students technically enrolled in District 75 schools are placed in high schools by District 75 administration, in collaboration with Regional Committees on Special Education (CSE’s).⁷³

Joel Hornstein’s son, Andrew, is a student with autism in District 75’s inclusion program. He went to middle school at PS 255 in Queens, where he was included in a general education classroom with District 75 support. In September 2005,

The DOE’s High School Directory indicates for each high school whether it is an “accessible site;” only 38.1% of all high schools, including small high schools, meet this standard.

⁷¹ See, Appendix C (indicating the level of site accessibility for every school listed in the 2006-2007 High School Directory).
⁷² High School Directory for 2006-07. The High School Directory is available at <http://schools.nyc.gov/Offices/StudentEnroll/HSA admissions/schprocess/default.htm>.
⁷³ Jimenez, Evaristo. Presentation at Parents for Inclusive Education Meeting. Mar. 27, 2006.

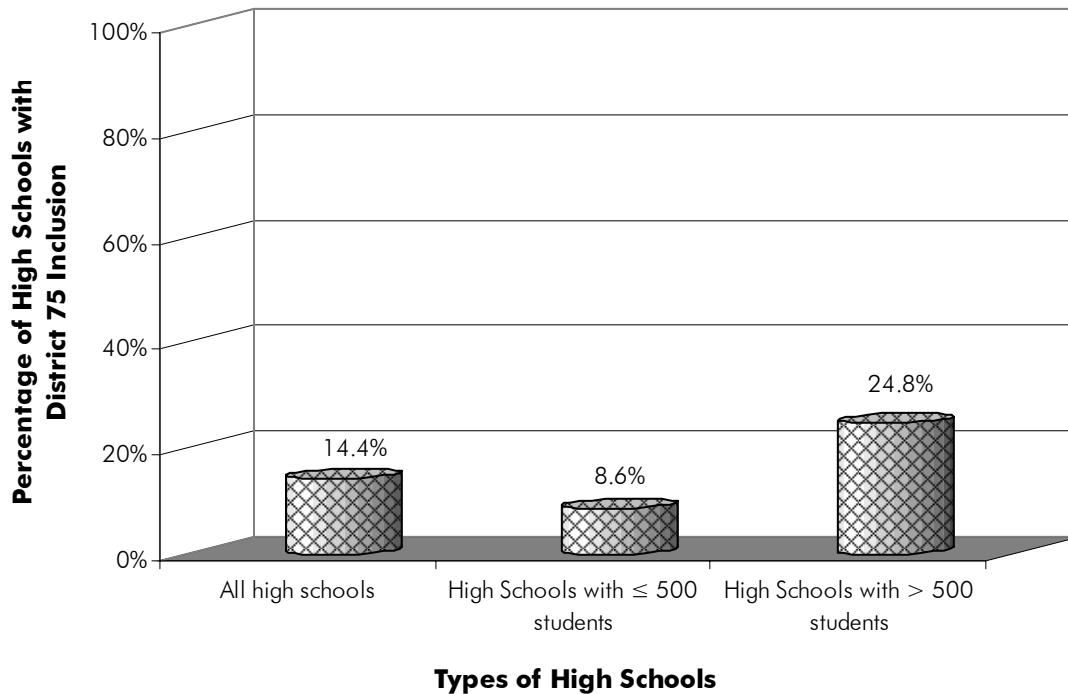
FINDINGS

when Andrew's general education peers began planning for the high school admissions process, Joel and his wife, Sandy, started inquiring about high school choices for their son. Information was difficult to obtain. There was no information in the High School Directory indicating where students in District 75 could apply, and no one from the DOE reached out to them about how the high school admissions process would work in their situation. Through word of mouth, they discovered that very few high schools accepted District 75 inclusion students, and in the three Queens high schools that did, most of the District 75 inclusion seats were full. All three of these high schools were large; no new, small schools in Queens were open to Andrew. Joel and Sandy also learned that there was no formal process through which they could apply to high school or select from the limited high school choices. On their own, they obtained information from personnel at the District 75 Office of Inclusive Education and in that way, advocated for a high school for Andrew. Fortunately for them, a space became available at Bayside High School, and as a result of their persistence, it was given to Andrew for this fall. Joel is happy that Andrew is attending Bayside, but looking back on the process, he says he would have liked more transparency and some choice.

District 75 students are completely excluded from the high school choice program.

Relatively few high schools are open to students served by District 75 inclusion. City-wide, only 8.6% of small high schools and 24.8% of other high schools allow these students to attend, as illustrated by Chart IV.

Chart IV: Percentage of High Schools with District 75 Inclusion



In most of the school system's ten regions, the DOE permits individual principals to decide whether they want to include District 75 students in their programs.

Distribution is uneven across boroughs, as indicated in Table III. As one educator explained, there is uneven distribution, because “some Regional Superintendents think it’s more important than others.”⁷⁴

Table III
Schools That Allow Students Served by District 75's Inclusion Program to Attend

	# of Schools	# of Schools with District 75 Inclusion	% of Schools with District 75 Inclusion
City-Wide			
All high schools	348	50	14.37
High Schools with ≤ 500 students	174	15	8.62
High Schools with > 500 students	141	35	24.82
High Schools with Enrollment Listed as "N/A"	33	0	0.00
Bronx			
All high schools	97	8	8.25
High Schools with ≤ 500 students	62	3	4.84
High Schools with > 500 students	21	5	23.81
High Schools with Enrollment Listed as "N/A"	14	0	0.00
Brooklyn			
All high schools	95	20	21.05
High Schools with ≤ 500 students	45	5	11.11
High Schools with > 500 students	41	15	36.59
High Schools with Enrollment Listed as "N/A"	9	0	0.00
Manhattan			
All high schools	97	7	7.22
High Schools with ≤ 500 students	51	4	7.84
High Schools with > 500 students	39	3	7.69
High Schools with Enrollment Listed as "N/A"	7	0	0.00
Queens			
All high schools	49	10	20.41
High Schools with ≤ 500 students	15	3	20.00
High Schools with > 500 students	32	7	21.88
High Schools with Enrollment Listed as "N/A"	2	0	0.00
Staten Island			
All high schools	10	5	50.00
High Schools with ≤ 500 students	1	0	0.00
High Schools with > 500 students	8	5	62.50
High Schools with Enrollment Listed as "N/A"	1	0	0.00

Although providing District 75 students with a degree of high school choice would pose certain logistical challenges, to deny this entire class of students the benefit of choosing a school raises serious questions of compliance with Section 504 of the Rehabilitation Act and the ADA. The potential benefits of choice are most apparent for District 75’s inclusion students, who actually attend general education

⁷⁴ Hehir report at 67.

FINDINGS

classrooms with their nondisabled peers. By contrast, students in District 75's self-contained classes often remain in the same schools from their middle school through high school years and never actually attend high school *per se*. Whether and how the choice process could include them is nevertheless worthy of consideration. Only by asking these questions will the DOE begin to maximize inclusion of all students with disabilities in its high school reform program.

Failure to Coordinate with the IEP Process

For a student with a disability, admission to a high school depends in part on whether the school provides the special education program and services indicated on his or her Individualized Education Program (IEP). Applications to high school are generally due in December, and most IEP's are reviewed annually in the spring. As a result, the majority of students with disabilities are applying to high school with IEP's developed at the end of seventh grade, without regard to possible high school placement. A student who needed a CTT classroom in seventh grade may need only SETSS by the time he or she gets to high school, either because of his or her own development or because high school is structured differently than middle school. But that student will be denied admission to high schools that do not have the CTT indicated on his or her seventh-grade IEP.

The IEP process needs to be better coordinated with high school admissions not only in terms of timing, but also in terms of substance. IEP teams usually know little, if anything, about different high school options and therefore, do not discuss them with parents. They draft IEP's for students entering the high school search process without regard to, and often without knowledge of, the type of high school setting the student hopes to attend. But a student may need more or less support depending on the average class size for general education, the atmosphere of the school, the instructional philosophy, and the nature of the curriculum. IEP's drafted without knowing anything about the student's goals and options for high school may wrongly identify the student's program and service needs. Moreover, IEP teams may well know more about the students and their special education needs than middle school guidance counselors and therefore, could be helpful in guiding students and their parents through the high school choice process.

Katheryn Barry lives on Staten Island and has a 14-year-old son with Asperger's Syndrome.⁷⁵ When her son was still in middle school, she raised the issue of high school at his IEP meeting because she was concerned about where he should go. The IEP team responded mainly that the IEP would require only SETSS and some testing accommodations, so he could apply to most schools. There was no discussion about what additional services or classroom accommodations he might require in a high school setting, or of which high schools might have experience in

⁷⁵ Asperger's Syndrome is a diagnosis on the autism spectrum that is characterized by marked deficiency in social and communication skills, with cognitive and language development in the average, or above average, range. Students with Asperger's Syndrome may also have other characteristics typically associated with autism, such as extreme difficulty with transitions or changes in routine.

educating students with similar needs. Katheryn conducted her own investigation of high school options, cobbling together what relevant information she could find. In fall 2005, her son started ninth grade at the CSI High School for International Studies, a brand new small school on Staten Island. The year did not go well. He did not get his SETSS until February. Even after the SETSS began, the school's curriculum and approach seemed particularly ill-suited to his needs, and the teachers did not seem to know how to make appropriate accommodations. Katheryn did not want to have to move her son to a new school, but came to the conclusion that she had no other choice. At this point, she has moved him elsewhere and is working with an advocate to obtain an IEP that is more appropriately tailored to the high school experience.

DOE personnel say that IEP's may be corrected after students enter high school. Though true, this fact does not obviate the need to coordinate the IEP process with high school choice prior to admissions. Katheryn might have found a more suitable initial placement if she could have discussed what her son needs and wants in high school with a knowledgeable IEP team before she applied. Also, as previously discussed, students may be denied the chance to attend certain high schools based on the programs written on their IEP's. The IEP process is required to determine what a student with disabilities needs to make educational progress. Given the diversity of high school programming, this determination cannot be made in a vacuum; IEP teams should incorporate discussion of high school options into the planning process.

As previously noted, IEP teams are required to plan for the student's transition to life after high school "not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate)."⁷⁶ There is no dispute that transition planning in New York City is in need of significant improvement.⁷⁷ Incorporating discussion of high school options into IEP meetings has the potential to enrich the planning process for transition to life after high school and make it more concrete and effective for students.

Inadequate Information and Guidance

Students and their parents need information and guidance to navigate a system of choice. Indeed, the official Guide to New York City Small Schools emphasizes the need for students and their families to be well-informed in determining whether a small school would be right for them.⁷⁸ Unfortunately, the information and guidance structure established to serve students applying for high schools does not address the special challenges faced by students with disabilities and their families.

Mary Ann Tsourounakis has a fourteen-year-old daughter with Down syndrome

⁷⁶ 8 N.Y.C.R.R. § 200.4(d)(2)(ix).

⁷⁷ See, New York Lawyers for the Public Interest. "Missed Opportunities: The State of Transition Services for Youth with Disabilities in New York City." Oct. 2005. Available at http://www.nylpi.org/pub/Transition_Report.pdf.

⁷⁸ "2005-2006 Guide to NYC Small High Schools." Available at <http://schools.nyc.gov/Offices/NewSchools/openhouse.htm>.

FINDINGS

named Zoe. Zoe attended Louis Armstrong Middle School, in a 12:1:1 special education program. Mary Ann began thinking about high school when Zoe was in seventh grade. She knew that she wanted Zoe to be in the most inclusive environment appropriate, but was unable to discern from the high school directory which high schools would meet Zoe's educational needs while maintaining a commitment to inclusion. She did not receive assistance from her middle school guidance counselor or the Committee on Special Education. She asked Zoe's teachers for advice, but they did not have the information either. She then started asking other parents; she would stop parents of teens with Down syndrome on the street and ask where their children went to school. When it was time to complete the high school application form, Mary Ann wrote down three large high schools that a friend recommended. Zoe did not get into any of them. Zoe's application then went into the "supplementary round" of high school admissions, and she was assigned to Richmond Hill High School – a large, overcrowded high school that did not have the type of program or atmosphere her mother wanted for her. Ultimately, Mary Ann went to the Committee on Special Education and asked that Zoe's IEP be revised to require District 75's inclusion program. Zoe had never been in District 75, but Mary Ann came to the conclusion that that was the only way Zoe would benefit from inclusion and receive the support she needs. District 75 did not have a ninth-grade inclusion opening for Zoe, so she will be repeating eighth grade, but in a District 75 inclusion placement.

The lack of information is even more extreme for students and families in District 75, exacerbated by the fact that there is no mechanism enabling them to participate in the high school selection process. Sandra and Jose Siguenza are the parents of Erik, a fourteen-year-old boy with learning disabilities and autism. He has thrived in a District 75 inclusion program on the Glen Oaks campus in Queens. Like Mary Ann Tsourounakis, the Siguenzas started thinking about high school early, when Erik was in seventh grade. They discovered that there was no formal choice or application process for students in District 75, and the DOE anticipated a shortage of high school seats for District 75 inclusion. They knew that Erik would not get one of those seats unless they learned about the options and advocated on his behalf. Also, they did not want their son in just any high school, but wanted to choose one where he would feel comfortable. Finding information about the options was difficult, though. The High School Directory did not provide information about which schools included District 75 programs. They started asking people they knew about high schools and calling the schools to see if they could visit. There were very few high schools offering District 75 inclusion. Once they found a school they liked, they told the school's principal and many other people what they wanted. Eventually, Erik was accepted – the first of his District 75 classmates to obtain a high school placement. Said Jose, "I feel it's a bit unfair that you have to be *this* involved in order to get the program that your child needs."

The DOE's High School Directory contains only minimal information that applies

specifically to students with disabilities. It indicates only whether each high school provides SETSS, CTT, and/or “special classes” (*i.e.*, self-contained classes) and whether it is a physically accessible site. The Directory does not indicate which types of self-contained programs are offered (*e.g.*, whether the school provides 12:1:1 or 15:1 classes). It contains no information on District 75 programs or where they are located. Nor does it provide information on what proportion of the student body receives special education services, whether services such as SETSS are provided in the classroom or in separate locations, or what percentage of students with disabilities graduate. Moreover, there is no other central directory or single location that provides this information.

Parents and students can try to obtain more information from the high schools themselves, but staff are often busy and wary of answering questions. During school hours, NYLPI staff called 29 new, small high schools with basic questions about their special education services, but could not get answers from 13 of them because they either refused to respond or did not return calls.⁷⁹ In any case, parents and students who do not know where to look may find the sheer number of high schools overwhelming and avoid calling altogether.

To supplement the Directory, the DOE sponsored more than thirty informational fairs and workshops last year. None of these fairs or workshops was geared specifically to students with disabilities. DOE staff claim that special education personnel attended the fairs and gave workshops for students with disabilities and their families.⁸⁰ However, parents who attended two of the fairs, including the main fair at Brooklyn Technical High School, said they looked for a special education workshop and could not find one. They said that the sessions did not address students with disabilities at all.

High school fairs for this school year have already begun. The largest one was held recently at Brooklyn Technical High School. On Saturday and Sunday, two half-hour workshops were offered to inform families about what special education services are available in New York City high schools. Parents who attended one workshop reported that the room was full of students and parents, but they were taught little more than how to read the High School Directory and indicate their twelve choices on the standard application form. When parents asked for more information about the choices available and the different service models, the moderators said that families should visit the schools and ask questions there.

The DOE says that staff have trained middle school guidance counselors specifically to help students with disabilities make high school choices.⁸¹ Representatives of the teachers’ union, which includes guidance counselors, deny that such training was done. Regardless of whether the training was provided,

The information and guidance structure established to serve students applying for high schools does not address the special challenges faced by students with disabilities and their families.

⁷⁹ See, Appendix A.

⁸⁰ Wernikoff, Linda. Presentation at Parents for Inclusive Education Meeting. Mar. 27, 2006.

⁸¹ *Id.*

FINDINGS

none of the parents interviewed for this Report received significant assistance from guidance counselors in finding a high school that would meet their child's needs.

But guidance is desperately needed. S. is a case in point.⁸² S. has a learning disability and receives SETSS. She matched with her first choice for high school: John Bowne High School, a large institution that has struggled with overcrowding and violence. John Bowne has an acclaimed agriculture program, but S. has no interest in that. She chose John Bowne because she has a friend who attends the school. S.'s middle school history suggests that a large, impersonal high school is not a good fit for her. S. also has an interest in a nursing career, which might be better matched with other programs, but she received no guidance on how to factor her needs and interests into the high school selection process.

Even parents like Mary Ann Tsourounakis or Jose and Sandra Siguenza, who are active in the school system and connected with educational resources, say that they needed more information and assistance navigating the system. As Mary Ann explained, "I don't even know what a special needs program looks like for a high school student." Sandra Siguenza added, "At my school, they were waiting for me to tell them what to do." The DOE has not put into place informational resources to answer questions particular to parents of students with special needs, or to provide the guidance many of these students require in choosing a program from which they can benefit.

Problems with Preparation of New, Small Schools

The DOE has released data showing that students with IEP's who got into small high schools are, as a group, benefiting from the experience. For 2004-2005, promotion rates for students with IEP's in small high schools exceeded promotion rates for students with IEP's in other high schools by 73.2% to 52.4%. Similarly, attendance rates for students with IEP's were higher at the small high schools.⁸³ One could argue that this data reflects bias in the admission process for small high schools, but it does suggest that small schools have the potential to benefit students with disabilities significantly. It also suggests that at least for some students with disabilities, small schools are doing a better job than other schools of meeting their needs.

However, there have been problems with students being assigned to small high schools that could not deliver the services on their IEP's.⁸⁴ For example, Katheryn Barry and Aurelia Mack chose to send their sons to the brand new CSI High School for International Studies because the school claimed to be able to address the needs of students with disabilities. Both of their sons required SETSS, and the high school promised it would provide that service. In fact, the school did not

⁸² S.'s name is not being used in this report because of concerns as to how it would affect her mother's attempts to obtain a more appropriate high school placement.

⁸³ This data was provided by the DOE in response to a Freedom of Information Law request.

⁸⁴ Hehir report at 67.

Allowing new schools to exclude whole classes of students at the outset may influence their cultures negatively for years to come. Nigel Pugh, Principal of Queens High School for Teaching, observed, “When you start a new school, you need to put in place a new philosophical construct. It is very difficult to change thinking and practice once a school is several years old.”

have a SETSS teacher until February, and without their mandated supports, both boys struggled unsuccessfully with the challenging curriculum. Aurelia lamented, “International School has an accelerated pace, so not to have accommodations is just a crime.” Added Katheryn, “Schools should provide what they say they’ll provide. The kids are suffering. They feel bad about themselves.”

In addition to the issue of readiness to provide the programs and services they promise, new, small schools may not be philosophically and culturally prepared to include students with a broad range of disabilities successfully.⁸⁵ Martin Fiasconaro, Principal of Brooklyn Studio High School, notes that a school committed to inclusion of students with disabilities will attract teachers who embrace the philosophy: “The best part of Studio is if you are a teacher there, you know you will have inclusion students. If individuals do not like the concept, they don’t come to Studio.”⁸⁶ For this reason and others, inclusion is a philosophical mindset that should be put into place when a school opens, rather than as an afterthought.

⁸⁵ See also, page 19, above.

⁸⁶ Fiasconaro, Martin. Interview. Aug. 1, 2006.

CONCLUSIONS AND RECOMMENDATIONS

The DOE's small school initiative and high school choice program have the potential to benefit the broad range of students with disabilities, but only if the DOE eliminates barriers to program access and takes affirmative steps to accommodate special needs. As the high school reform effort moves forward and a similar middle school reform initiative begins to emerge, we hope that the DOE will resist the temptation to continue to set students with disabilities aside for a later day. Serving students with the full range of disabilities may provide a host of challenges, but avoiding these challenges will perpetuate the cycle of failure and segregation of students with special needs that has long haunted efforts at systemic improvement.

Based on the findings set forth above, we offer the following recommendations as a starting point for including students with disabilities more fully in high school reform:

1. Increase Opportunities for Students with Disabilities to Participate Meaningfully in the High School Choice Program.

- Include District 75 students who transition to high school in the high school choice process.
- Abolish the policy allowing new, small schools to exclude all students requiring more than SETSS for the first two years.
- Fund new, small schools to serve students with a broader range of special needs from day one. Adjust funding formulas if necessary.
- Further promote the creation of linkages between small schools to enable them to share resources to serve students with special needs.
- Develop more incentives for schools to serve a wider range of students with disabilities.
- Enable new high schools to provide additional supports that may reduce the need for self-contained classes. For example, if these schools offered extra attention from SETSS providers or made better use of paraprofessionals, students with disabilities who previously required self-contained classes might be able to progress in the general education environment.
- Engage in planning and oversight to ensure that students with special needs throughout the special education continuum have access to an appropriate range of choices for high school.

2. Provide More Relevant Information and Better Advising for Students with Disabilities Choosing a High School.

- Provide professional development for middle school guidance counselors,

psychologists, and teachers, as well as Committee on Special Education personnel, on how the high school selection process works for students with disabilities and how to help them and their families make informed decisions. Professional development may include developing knowledge of different high school programs through visits and other means.

- Hold information fairs geared toward students with disabilities and their families, including, for example:
 - ⇒ information on how special education is delivered at the high school level and how that may differ from middle school for students in various special education programs,
 - ⇒ opportunities to speak with other students with disabilities and their parents who have been through the high school selection process, and
 - ⇒ representatives from high schools who can speak about education of students with disabilities, including the school's philosophy, curriculum, and services offered.
- Increase and improve information related to special education in the High School Directory, including, for example:
 - ⇒ indication as to whether a particular school includes District 75 programs and which District 75 programs are found there,
 - ⇒ for schools that provide SETSS, indication as to whether they provide it outside the regular classroom, inside the regular classroom, or both, and
 - ⇒ for schools that provide self-contained classes, which self-contained programs they provide.
- Provide opportunities for students with disabilities and their parents to tour high schools with knowledgeable staff.
- Make readily available, either in the Directory or another publication, more information specifically applicable to students with disabilities, including, for example:
 - ⇒ statistics showing the number of students in each school who have IEP's, the number of students in each school who take alternate assessments, and the percentages of students in each school who receive SETSS, CTT, or self-contained classes,
 - ⇒ promotion, attendance, and graduation rates for each high school for students with IEP's and students without IEP's, and
 - ⇒ feedback from students with disabilities and their parents who have attended each high school.
- Designate or develop transition centers to advise students with disabilities

CONCLUSIONS AND RECOMMENDATIONS

and their parents on transition to high school.

3. Incorporate Discussion of High School Options into the IEP Process.

- Starting in seventh grade, include on each student's IEP team personnel with knowledge of the high school placement process, the placement options for high school, and how the various placement options may affect the programs and services a student with a disability might need.
- Starting no later than seventh grade, discuss at IEP meetings the student's preliminary goals for life after high school, so as to facilitate identification of high schools that may further these goals. Although the law does not typically require a transition plan until age 15, high school choices must be made before then, and some discussion of post-secondary goals is often necessary for selection of appropriate high schools.

4. Prepare Small High Schools to Educate Students with a Wide Variety of Special Needs and Include Them in All Aspects of Their Programs to the Greatest Extent Possible.

- Provide sufficient funding, support, and oversight to ensure that new high schools comply with all of their students' IEP's and develop special education capacity at least to the extent required by DOE policy.
- Budget all new high schools for at least one special education teacher from day one.
- Ensure that staff of new high schools receive professional development in educating students with special needs, including philosophy and best practices relating to inclusive education, as well as techniques for differentiating instruction, supporting students with challenging behaviors, and teaching reading to students with learning disabilities.
- Require principals of new high schools to visit more established high schools with strong records of including students with disabilities successfully in their programs, and ensure that the principals of the new high schools have opportunities for consultation and mentoring with these more experienced principals.
- Develop policies and practices that encourage new high schools to hire staff experienced in, or at least open to, working with students with disabilities.
- Encourage all high schools, including new ones, to develop resources to help students with disabilities prepare for the transition to life after high school.

Including all students with disabilities in high school reform efforts requires determination, creativity, and planning. It requires educators to challenge untested

assumptions that pretend to justify the easier route of exclusion. We urge the DOE not to retreat from this challenge, but to create a high school system that offers every student equal opportunity to succeed.

APPENDIX A

Schools Surveyed in March and April 2006

Question: Will your school have any services or classes available in September 2006 for students with IEP's?

		School's Response	Directory Listing*
Type	Schools	Special Education Services	Special Education Services
Schools that opened Fall 2006	Academy for Environmental Leadership	No response obtained	SETSS
	Academy for Hospitality and Tourism	Resource Room**	SETSS
	Brooklyn Latin	No response obtained	SETSS
	Community Health Academy of the Heights	No response obtained	Not Listed
	Cypress Hills Collegiate Preparatory	No response obtained	SETSS
	Dreamyard Preparatory School	No response obtained	SETSS
	H.S. for Construction Trades, Engineering & Architecture	No response obtained	SETSS
	International School for Liberal Arts	SETSS	SETSS
	Urban Assembly School for the Performing Arts	SETSS, Resource Room	SETSS
	Washington Heights Expeditionary Learning School	No response obtained	Not Listed
Schools that Opened Fall 2005	City College Academy of the Arts	Not certain, no self-contained	Not Listed
	Facing History School	No response obtained	SETSS
	Foundations Academy	Resource Room	SETSS
	Kingsbridge International High School	None, will provide SETSS in 3rd year	Other, Services provided as needed
	Lower Manhattan Arts Academy	No response obtained	SETSS
	Mott Hall Bronx High School	None	SETSS
	New Day Academy	"Not that I know of."	SETSS
	New World High School	None, school is entirely regular ed.	Other, Services provided as needed
	Sports Professions High School	"You need to speak with our regional office."	SETSS
Schools that Opened Fall 2003	Academy of Urban Planning	SETSS, self-contained, CTT	SETSS, Special Class, Team Teaching
	High School for Contemporary Arts	No response obtained	SETSS, Team Teaching
	High School for Public Service Heroes of Tomorrow	No resource room, CTT, or special class	SETSS
	International Arts Business School	Resource Room	SETSS, Team Teaching
	Manhattan Bridges High School	No response obtained	Other, Services provided as needed
	New Design High School	No response obtained	SETSS, Team Teaching
	New York Harbor School	Some "services" (would not identify)	SETSS, Team Teaching
	Pelham Preparatory Academy	CTT	SETSS, Team Teaching
	School for Community Research and Learning	No response obtained	SETSS, Team Teaching
	Science, Technology and Research Early College High School at Erasmus	SETSS	SETSS

* The directory listing information is from the New York City Department of Education's official 2005-2006 High School Directory, which students used to choose their high schools for fall 2006. However, schools opening in fall 2006 were not listed in the 2005-2006 directory. We obtained information for these schools from the DOE's website, located at <http://schools.nyc.gov/Offices/NewSchools/openhouse.htm>, which contained the listings for new schools.

** SETSS used to be called Resource Room, and many educators still use that term.

High Schools Listed in the 2005-2006 High School Directory

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Other	Services provided as needed	Special Class for Hearing Impaired Students
47 THE AMERICAN SIGN LANGUAGE AND ENGLISH DUAL LANGUAGE H.S.	130	Partial	1	1				
A. PHILIP RANDOLPH CAMPUS H.S.	1,900	Partial	1	1	1			
ABRAHAM LINCOLN HIGH SCHOOL	2,830	Partial	1	1	1			
ACADEMY FOR SCHOLARSHIP AND ENTREPRENEURSHIP: A COLLEGE BOARD SCHOOL	N/A	Full	1					
ACADEMY OF AMERICAN STUDIES	587	No	1		1			
ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY HIGH SCHOOL	714	No	1		1			
ACADEMY OF FINANCE AND ENTERPRISE	N/A	Partial	1					
ACADEMY OF URBAN PLANNING	251	No	1	1	1			
ACORN COMMUNITY HIGH SCHOOL	N/A	Full	1					
ACORN HIGH SCHOOL FOR SOCIAL JUSTICE	626	Partial	1	1				
ADLAI E. STEVENSON HIGH SCHOOL	2773	Full	1	1	1			
ALFRED E. SMITH CAREER AND TECHNICAL EDUCATION HIGH SCHOOL	1243	Partial	1	1	1			
ALL CITY LEADERSHIP SECONDARY SCHOOL	196	No	1					
ART AND DESIGN HIGH SCHOOL	1,357	Partial	1	1	1			
ASTOR COLLEGIATE ACADEMY	188	Full	1		1			
AUGUST MARTIN HIGH SCHOOL	1,821	No	1	1	1			
AUTOMOTIVE HIGH SCHOOL	830	No	1	1	1			
AVIATION CAREER & TECHNICAL EDUCATION H.S.	1,868	No	1	1				
BACCALAUREATE SCHOOL FOR GLOBAL EDUCATION	317	Full	1					
BALLET TECH / NYC PUBLIC SCHOOL FOR DANCE	150	No	1					
BANANA KELLY HIGH SCHOOL	266	No	1		1			
BARD HIGH SCHOOL EARLY COLLEGE	527	No				1	1	
BARUCH COLLEGE CAMPUS HIGH SCHOOL	409	Full	1					
BAYARD RUSTIN EDUCATIONAL COMPLEX	2,131	Partial	1	1	1			
BAYSIDE HIGH SCHOOL	3,518	No	1	1				
BEACH CHANNEL HIGH SCHOOL	2,563	Full	1	1	1			
BEACON HIGH SCHOOL	1,030	Partial	1					
BEDFORD ACADEMY HIGH SCHOOL	228	Partial	1		1			
BEDFORD STUYVESANT PREPARATORY H.S.	238	Partial	1					
BELMONT PREPARATORY HIGH SCHOOL	302	Full	1		1			
BENJAMIN BANNEKER ACADEMY	843	Partial	1		1			
BENJAMIN N. CARDOZO HIGH SCHOOL	4,245	No	1	1	1			
BOYS AND GIRLS HIGH SCHOOL	4,335	Full	1	1				
BREAD & ROSES INTEGRATED ARTS H.S.	414	No	1	1	1			
BRONX ACADEMY HIGH SCHOOL	541	Full	1		1			
BRONX ACADEMY OF HEALTH CAREERS	183	Partial	1					
BRONX ACADEMY OF LETTERS	156	Full	1		1			
BRONX AEROSPACE ACADEMY	248	No	1		1			
BRONX CENTER FOR SCIENCE AND MATHEMATICS	N/A	No	1					
BRONX ENGINEERING & TECHNOLOGY ACADEMY	106	No	1					
BRONX EXPEDITIONARY LEARNING H.S.	104	Full	1		1			
BRONX GUILD: A NEW YORK CITY OUTWARD BOUND SCHOOL	256	No	1					
BRONX HEALTH SCIENCES HIGH SCHOOL	98	Partial	1					
BRONX H.S. FOR LAW AND COMMUNITY SERVICE	364	Full	1	1	1			
BRONX HIGH SCHOOL FOR MEDICAL SCIENCE	313	Full	1					
BRONX HIGH SCHOOL FOR THE VISUAL ARTS	273	Full	1					

APPENDIX B

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Other	Services provided as needed	Special Class for Hearing Impaired Students
BRONX H.S. FOR WRITING & COMMUNICATION ARTS	103	No	1					
BRONX HIGH SCHOOL OF BUSINESS	353	Full	1	1	1			
BRONX HIGH SCHOOL OF SCIENCE	2,420	Full				1	1	
BRONX INTERNATIONAL HIGH SCHOOL	288	Full				1	1	
BRONX LAB SCHOOL	103	No	1					
BRONX LEADERSHIP ACADEMY HIGH SCHOOL	616	Full	1	1	1			
BRONX LEADERSHIP ACADEMY II HIGH SCHOOL	252	Full	1		1			
BRONX REGIONAL HIGH SCHOOL	420	Partial	1	1				
BRONX SCHOOL FOR LAW, GOVERNMENT AND JUSTICE	532	Full	1	1	1			
BRONX SCHOOL OF LAW AND FINANCE	199	No	1					
BRONX THEATRE HIGH SCHOOL	194	Partial	1		1			
BROOKLYN ACADEMY HIGH SCHOOL	350	Partial	1					
BROOKLYN ACADEMY OF SCIENCE AND THE ENVIRONMENT	218	Full	1		1			
BROOKLYN COLLEGE ACADEMY	546	Partial	1					
BROOKLYN COLLEGIATE: A COLLEGE BOARD SCHOOL	146	Full	1					
BROOKLYN COMPREHENSIVE NIGHT H.S.	500	No	1					
BROOKLYN HIGH SCHOOL OF THE ARTS	754	Full	1		1			
BROOKLYN INTERNATIONAL HIGH SCHOOL	329	Full				1	1	
BROOKLYN PREPARATORY HIGH SCHOOL	109	No	1		1			
BROOKLYN SCHOOL FOR GLOBAL STUDIES	628	No	1					
BROOKLYN SCHOOL FOR MUSIC & THEATRE	216	Full	1		1			
BROOKLYN SECONDARY SCHOOL FOR COLLABORATIVE STUDIES	N/A	No	1					
BROOKLYN STUDIO SECONDARY SCHOOL	806	No	1		1			
BROOKLYN TECHNICAL HIGH SCHOOL	4,258	Partial				1	1	
BROWNSVILLE ACADEMY HIGH SCHOOL	150	Partial	1					
BUSHWICK COMMUNITY HIGH SCHOOL	335	No	1		1			
BUSHWICK LEADERS HIGH SCHOOL FOR ACADEMIC EXCELLENCE	211	No	1		1			
BUSHWICK SCHOOL FOR SOCIAL JUSTICE	256	No	1		1			
BUSINESS, COMPUTER APPLICATIONS AND ENTREPRENEURSHIP MAGNET HIGH SCHOOL	548	No	1		1	1		
CANARSIE HIGH SCHOOL	2,761	No	1	1	1			
CASCADES H.S. FOR TEACHING & LEARNING	230	Partial	1					
CENTRAL PARK EAST SECONDARY HIGH SCHOOL	309	No	1					
CHANNEL VIEW SCHOOL FOR RESEARCH	409	Full	1					
CHELSEA CAREER & TECHNICAL EDUCATION H.S.	1,082	No	1		1			
CHOIR ACADEMY OF HARLEM	537	No	1					
CHRISTOPHER COLUMBUS HIGH SCHOOL	2,698	Full	1	1	1			
CITY AS SCHOOL	N/A	Partial	1			1	1	
CLARA BARTON HIGH SCHOOL	1,909	Full	1	1	1			
COALITION SCHOOL FOR SOCIAL CHANGE	402	Partial	1		1			
COBBLE HILL SCHOOL OF AMERICAN STUDIES	940	No	1	1	1			
COLLEGIATE INSTITUTE OF MATH AND SCIENCE	215	Full	1		1			
COMMUNITY SCHOOL FOR SOCIAL JUSTICE	236	Full	1		1			
CONCORD HIGH SCHOOL	175	No	1					
CROTONA ACADEMY HIGH SCHOOL	140	Full	1					
CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES	N/A	Full	1					
CURTIS HIGH SCHOOL	2,608	Partial	1	1	1			
DEWITT CLINTON HIGH SCHOOL	4,632	Full	1	1	1			
DISCOVERY HIGH SCHOOL	176	Partial	1	1				

APPENDIX B

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Other	Services provided as needed	Special Class for Hearing Impaired Students
DR. SUSAN MCKINNEY SECONDARY SCHOOL OF THE ARTS	259	No	1		1			
EAGLE ACADEMY FOR YOUNG MEN	110	Full	1					
EAST BRONX ACADEMY FOR THE FUTURE	156	Full	1					
EAST NEW YORK FAMILY ACADEMY	424	No	1					
EAST SIDE COMMUNITY HIGH SCHOOL	509	Partial	1		1			
EBC H.S. FOR PUBLIC SERVICE-BUSHWICK	625	Full	1		1			
EBC/ENY HIGH SCHOOL FOR PUBLIC SAFETY & LAW	493	Partial	1					
EDWARD A.REYNOLDS WEST SIDE HIGH SCHOOL	600	Full	1	1				
EDWARD R. MURROW HIGH SCHOOL	3,992	Partial	1	1	1	1		1
EL PUENTE ACADEMY FOR PEACE AND JUSTICE	156	No	1		1			
ELEANOR ROOSEVELT HIGH SCHOOL	345	Full	1					
ENTERPRISE, BUSINESS AND TECHNOLOGY H.S.	822	Full	1		1			
ESSEX STREET ACADEMY	110	Full	1		1			
EXCELSIOR PREPARATORY HIGH SCHOOL	107	Full	1					
EXIMIUS COLLEGE PREPARATORY ACADEMY: A COLLEGE BOARD SCHOOL	N/A	No	1					
EXPLORATIONS ACADEMY	N/A	No	1					
FANNIE LOU HAMER FREEDOM HIGH SCHOOL	548	Full	1	1				
FAR ROCKAWAY HIGH SCHOOL	1,233	No	1	1	1			
FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY	111	No	1					
FIORIELLO H. LAGUARDIA HIGH SCHOOL OF MUSIC & ART AND PERFORMING ARTS	2,519	Partial	1					
FLUSHING HIGH SCHOOL	2,753	No	1	1	1			
FLUSHING INTERNATIONAL HIGH SCHOOL	108	No				1	1	
FOOD AND FINANCE HIGH SCHOOL	108	Full	1		1			
FORDHAM HIGH SCHOOL FOR THE ARTS	355	Full	1	1				
FORDHAM LEADERSHIP ACADEMY FOR BUSINESS AND TECHNOLOGY	433	Full	1		1			
FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES	376	No	1	1				
FOREST HILLS HIGH SCHOOL	3,674	Partial	1	1	1			
FORT HAMILTON HIGH SCHOOL	4,769	Partial	1	1	1			
FOUNDATIONS ACADEMY	N/A	No	1					
FRANCIS LEWIS HIGH SCHOOL	4,339	Partial	1	1	1			
FRANK SINATRA SCHOOL OF THE ARTS H.S	538	Partial	1		1			
FRANKLIN DELANO ROOSEVELT HIGH SCHOOL	N/A	No	1		1			
FRANKLIN K LANE HIGH SCHOOL	3,509	Partial	1	1	1			
FREDERICK DOUGLASS ACADEMY	1,392	No	1					
FREDERICK DOUGLASS ACADEMY II SECONDARY SCHOOL	296	Full	1					
FREDERICK DOUGLASS ACADEMY III SECONDARY SCHOOL	234	No	1					
FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL	N/A	No	1					
FREDERICK DOUGLASS ACADEMY VI HIGH SCHOOL	108	No	1					
FREDERICK DOUGLASS ACADEMY VII HIGH SCHOOL	109	Partial	1					
FREEDOM ACADEMY HIGH SCHOOL	249	Partial	1		1			
GATEWAY SCHOOL FOR ENVIRONMENTAL RESEARCH AND TECHNOLOGY	169	Full	1	1	1			
GEORGE WASHINGTON CARVER HIGH SCHOOL FOR THE SCIENCES	267	No	1		1			
GEORGE WESTINGHOUSE CAREER AND TECHNICAL EDUCATION HIGH SCHOOL	1,037	No	1	1	1			1
GLOBAL ENTERPRISE HIGH SCHOOL	211	Full	1		1			

APPENDIX B

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Other	Services provided as needed	Special Class for Hearing Impaired Students
GRACE DODGE CAREER AND TECHNICAL EDUCATION HIGH SCHOOL	1,515	No	1	1				
GREGORIO LUPERON HIGH SCHOOL FOR SCIENCE AND MATHEMATICS	318	No	1					
GROVER CLEVELAND HIGH SCHOOL	2,938	No	1	1	1			
HARLEM RENAISSANCE HIGH SCHOOL	125	Partial	1					
HARRY S TRUMAN HIGH SCHOOL	3,109	Partial	1	1	1	1		1
HARVEY MILK HIGH SCHOOL	85	Full	1	1				
HEALTH OPPORTUNITIES HIGH SCHOOL	629	Full	1		1			
HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES	199	No	1					
HERBERT LEHMAN HIGH SCHOOL	4,205	Full	1	1	1			
HIGH SCHOOL FOR ARTS AND BUSINESS	819	No	1		1			
H.S FOR ARTS, IMAGINATION AND INQUIRY	N/A	Full	1					
HIGH SCHOOL FOR CIVIL RIGHTS	107	No	1					
HIGH SCHOOL FOR CONTEMPORARY ARTS	196	Full	1		1			
HIGH SCHOOL FOR ENVIRONMENTAL STUDIES	1,510	Partial	1	1				
H.S FOR HEALTH CAREERS AND SCIENCES	629	Full	1	1	1			
H.S. FOR HEALTH PROFESSIONS & HUMAN SERVICES	1,598	No	1		1			
H.S. FOR INTERNATIONAL BUSINESS AND FINANCE	684	Full	1	1	1			
HIGH SCHOOL FOR LAW AND PUBLIC SERVICE	619	Full	1	1	1			
H.S. FOR LAW ENFORCEMENT & PUBLIC SAFETY	403	Full	1	1				
H.S. FOR LAW, ADVOCACY & COMMUNITY JUSTICE	490	Full	1	1	1			
H.S. FOR MATHEMATICS, SCIENCE & ENGINEERING AT CITY COLLEGE	414	Full				1	1	
H.S. FOR MEDIA & COMMUNICATIONS	605	Full	1	1	1			
H.S. FOR PUBLIC SERVICE: HEROES OF TOMORROW	200	No	1					
H.S. FOR SERVICE & LEARNING AT ERASMUS	109	Partial	1		1			
H.S. FOR TEACHING & THE PROFESSIONS	423	Partial	1	1	1			
HIGH SCHOOL FOR VIOLIN AND DANCE	204	No	1					
H.S. FOR YOUTH & COMMUNITY DEVELOPMENT AT ERASMUS	113	Full	1		1			
H.S. OF AMERICAN STUDIES AT LEHMAN COLLEGE	371	Full				1	1	
H.S OF APPLIED COMMUNICATION	108	Partial	1					
H.S. OF ARTS AND TECHNOLOGY	538	Full	1	1	1			
H.S. OF COMPUTERS AND TECHNOLOGY	104	No	1					
H.S. OF ECONOMICS AND FINANCE	721	Partial	1		1			
H.S. OF GRAPHIC COMMUNICATION ARTS	2,128	No	1	1	1			
H.S. OF HOSPITALITY MANAGEMENT	116	Full	1		1			
H.S. OF SPORTS MANAGEMENT	N/A	No	1					
H.S. OF TELECOMMUNICATION ARTS & TECHNOLOGY	1,244	No	1	1				
H.S. OF WORLD CULTURES	368	No	1					
HILLCREST HIGH SCHOOL	3,320	Full	1	1	1			
HOSTOS-LINCOLN ACADEMY OF SCIENCE	490	Partial	1		1			
HUMANITIES & ARTS MAGNET HIGH SCHOOL	496	No		1	1			
HUMANITIES PREPARATORY ACADEMY	191	Partial	1					
INDEPENDENCE HIGH SCHOOL	325	Partial	1	1				
INFORMATION TECHNOLOGY HIGH SCHOOL	503	Full	1	1	1			
INSTITUTE FOR COLLABORATIVE EDUCATION	406	Full	1					
IN-TECH ACADEMY (MS/HS 368)	884	Full	1					
INTERNATIONAL ARTS BUSINESS SCHOOL	209	Full	1		1			
INTERNATIONAL HIGH SCHOOL	N/A	No				1	1	
INTERNATIONAL H.S. AT PROSPECT HEIGHTS	104	Full				1	1	

APPENDIX B

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Other	Services provided as needed	Special Class for Hearing Impaired Students
JACQUELINE KENNEDY ONASSIS HIGH SCHOOL	617	Full	1					
JAMAICA HIGH SCHOOL	2,544	No	1	1				
JAMES MADISON HIGH SCHOOL	4,344	Partial	1	1	1			
JANE ADDAMS H.S. FOR ACADEMIC CAREERS	1,857	Full	1	1	1			
JOHN ADAMS HIGH SCHOOL	3,433	No	1	1	1			
JOHN BOWNE HIGH SCHOOL	3,726	Partial	1	1	1			
JOHN DEWEY HIGH SCHOOL	3,349	No	1	1	1			
JOHN F. KENNEDY HIGH SCHOOL	4,122	No	1	1	1			
JONATHAN LEVIN H.S. FOR MEDIA & COMMUNICATIONS	346	Full	1	1	1			
JUAN MOREL CAMPOS SECONDARY SCHOOL	708	Full	1		1			
KINGSBRIDGE INTERNATIONAL HIGH SCHOOL	N/A	Partial				1	1	
LAFAYETTE HIGH SCHOOL	2,118	Full	1	1	1			
LANDMARK HIGH SCHOOL	404	No	1		1			
LAW, GOVERNMENT & COMMUNITY SERVICE H.S.	524	No	1	1	1			
LEADERSHIP AND PUBLIC SERVICE HIGH SCHOOL	653	Partial	1	1				
LEGACY SCHOOL FOR INTEGRATED STUDIES	443	Partial	1		1			
LEON M. GOLDSTEIN H.S. FOR THE SCIENCES	914	Full	1		1			
LIBERTY H.S. ACADEMY FOR NEWCOMERS	500	Full				1	1	
LIFE SCIENCES SECONDARY SCHOOL	644	No	1		1			
LONG ISLAND CITY HIGH SCHOOL	4,029	Full	1	1	1			
LOUIS D. BRANDEIS HIGH SCHOOL	2,681	Partial	1	1	1			
LOWER EAST SIDE PREPARATORY HIGH SCHOOL	540	Partial	1					
LOWER MANHATTAN ARTS ACADEMY	N/A	Partial	1					
MANHATTAN BRIDGES HIGH SCHOOL	205	Full				1	1	
MANHATTAN CENTER FOR SCIENCE & MATHEMATICS	1,634	Partial	1	1				
MANHATTAN COMPREHENSIVE NIGHT & DAY H.S.	800	Full	1		1			
MANHATTAN INTERNATIONAL HIGH SCHOOL	328	Full				1	1	
MANHATTAN THEATRE LAB HIGH SCHOOL	106	No	1		1			
MANHATTAN VILLAGE ACADEMY	345	No	1					
MANHATTAN/HUNTER SCIENCE HIGH SCHOOL	217	Full	1					
MARBLE HILL H.S. FOR INTERNATIONAL STUDIES	229	No	1		1			
MARTA VALLE SECONDARY SCHOOL	597	Full	1	1	1			
MARTIN VAN BUREN HIGH SCHOOL	3,517	No	1		1	1		1
MATHEMATICS, SCIENCE RESEARCH AND TECHNOLOGY MAGNET HIGH SCHOOL	539	No	1	1	1			
MEDGAR EVERS PREPARATORY SCHOOL AT MEDGAR EVERS COLLEGE	932	Full	1					
METROPOLITAN CORPORATE ACADEMY H.S.	369	No	1	1				
MICHAEL J. PETRIDES HIGH SCHOOL	1,217	Partial	1					
MIDWOOD HIGH SCHOOL	3,873	No	1	1	1			
MILLENNIUM ART ACADEMY	159	Full	1		1			
MILLENNIUM HIGH SCHOOL	338	Full	1		1			
MONROE ACADEMY FOR BUSINESS/LAW	583	No	1	1	1			
MONROE ACADEMY FOR VISUAL ARTS	517	No	1	1	1			
MORRIS ACADEMY FOR COLLABORATIVE STUDIES	187	Full	1		1			
MOTT HALL BRONX HIGH SCHOOL	N/A	No	1					
MOTT HALL HIGH SCHOOL	110	No	1	1				
MOTT HAVEN VILLAGE PREPARATORY H.S.	258	No	1		1			
MURRY BERGTRAUM H.S FOR BUSINESS CAREERS	2,967	Full	1	1	1	1		1
NEW DAY ACADEMY	N/A	Full	1					
NEW DESIGN HIGH SCHOOL	201	Full	1		1			
NEW DORP HIGH SCHOOL	2,387	Full	1	1	1			

APPENDIX B

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Other	Services provided as needed	Special Class for Hearing Impaired Students
NEW EXPLORATIONS INTO SCIENCE, TECHNOLOGY AND MATH HIGH SCHOOL	624	No	1					
NEW EXPLORERS HIGH SCHOOL	264	No	1		1			
NEW SCHOOL FOR ARTS AND SCIENCE	441	No	1	1	1			
NEW UTRECHT HIGH SCHOOL	2,934	No	1	1	1			
NEW WORLD HIGH SCHOOL	N/A	Full				1	1	
NEW YORK HARBOR SCHOOL	241	Partial	1		1			
NEWCOMERS HIGH SCHOOL	1,060	No	1			1	1	
NEWTOWN HIGH SCHOOL	4,298	No	1	1	1			
NORMAN THOMAS HIGH SCHOOL	3,003	Full	1	1	1			
NYC LAB SCHOOL FOR COLLABORATIVE STUDIES	395	Full	1		1			
NYC MUSEUM SCHOOL	390	Partial	1					
PABLO NERUDA ACADEMY FOR ARCHITECTURE AND WORLD STUDIES	165	Partial	1		1			
PACE HIGH SCHOOL	108	Full	1					
PACIFIC HIGH SCHOOL	347	No	1					
PARK EAST HIGH SCHOOL	334	No	1		1			
PATHWAYS COLLEGE PREPARATORY SCHOOL: A COLLEGE BOARD SCHOOL	N/A	Partial	1					
PAUL ROBESON HIGH SCHOOL	1,530	Full	1		1			
PEACE AND DIVERSITY ACADEMY	113	Full	1					
PELHAM PREPARATORY ACADEMY	306	Full	1		1			
PERFORMING ARTS AND TECHNOLOGY H.S.	97	No	1					
PORT RICHMOND HIGH SCHOOL	2,663	Partial	1	1	1			
PROFESSIONAL PERFORMING ARTS H.S.	421	No	1					
PROGRESS H.S. FOR PROFESSIONAL CAREERS	1,041	Full	1	1	1			
PROVIDING URBAN LEARNERS SUCCESS IN EDUCATION HIGH SCHOOL	126	No	1					
QUEENS ACADEMY HIGH SCHOOL	325	Full	1					
QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY SCHOOL	571	Full	1					
QUEENS H.S. FOR SCIENCES AT YORK COLLEGE	356	Partial				1	1	
QUEENS HIGH SCHOOL OF TEACHING	630	Full	1		1			
QUEENS PREPARATORY ACADEMY	108	No	1					
QUEENS VOCATIONAL AND TECHNICAL H.S.	1,219	Partial	1	1	1			
RACHEL CARSON H.S. FOR COASTAL STUDIES	N/A	No	1					
RALPH R. MCKEE CAREER AND TECHNICAL H.S.	780	Partial	1	1	1			
RENAISSANCE HIGH SCHOOL OF MUSICAL THEATER & TECHNOLOGY	170	Partial	1		1			
REPERTORY COMPANY H.S. FOR THEATRE ARTS	210	Full	1					
RICHARD R. GREEN HIGH SCHOOL OF TEACHING	742	No	1		1			
RICHMOND HILL HIGH SCHOOL	3,456	No	1	1				
RIVERDALE/KINGSBRIDGE ACADEMY (MS/HS 141)	1,226	No	1	1	1			
ROBERT F. KENNEDY COMMUNITY H.S.	448	No	1		1			
ROBERT F. WAGNER, JR. SECONDARY SCHOOL FOR ARTS AND TECHNOLOGY	486	Full	1		1			
SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL	1,541	Full	1	1				
SAMUEL J. TILDEN HIGH SCHOOL	2,419	Full	1	1	1			
SATELLITE ACADEMY HIGH SCHOOL	840	Partial	1					
SCHOOL FOR COMMUNITY RESEARCH & LEARNING	186	Full	1		1			
SCHOOL FOR DEMOCRACY AND LEADERSHIP	147	No	1					
SCHOOL FOR EXCELLENCE	318	Full	1		1			
SCHOOL FOR INTERNATIONAL STUDIES	512	No	1	1	1			
SCHOOL FOR LEGAL STUDIES	905	Full	1	1	1			

APPENDIX B

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Other	Services provided as needed	Special Class for Hearing Impaired Students
SCHOOL FOR THE PHYSICAL CITY HIGH SCHOOL	313	Partial	1					
SCHOOL OF THE FUTURE HIGH SCHOOL	627	Full	1					
SCIENCE SKILLS CENTER HIGH SCHOOL FOR SCIENCE, TECHNOLOGY & THE CREATIVE ARTS	888	Partial	1		1			
SCIENCE, TECHNOLOGY AND RESEARCH EARLY COLLEGE HIGH SCHOOL AT ERASMUS	187	No	1					
SECONDARY SCHOOL FOR JOURNALISM	491	No	1	1				
SECONDARY SCHOOL FOR LAW	581	No	1	1				
SECONDARY SCHOOL FOR RESEARCH	471	No	1	1				
SHEEPSHEAD BAY HIGH SCHOOL	3,510	Full	1	1	1			
SOUTH BRONX PREPARATORY: A COLLEGE BOARD SCHOOL	155	No	1		1			
SOUTH BROOKLYN COMMUNITY HIGH SCHOOL	150	No	1					
SOUTH SHORE HIGH SCHOOL	2,148	Partial	1	1	1			
SPORTS PROFESSIONS HIGH SCHOOL	N/A	Full	1					
STATEN ISLAND TECHNICAL HIGH SCHOOL	747	No				1	1	
STUYVESANT HIGH SCHOOL	2,748	Full				1	1	
SUSAN E. WAGNER HIGH SCHOOL	2,997	Full	1	1	1			
TALENT UNLIMITED HIGH SCHOOL	426	No	1					
TEACHERS PREPARATORY HIGH SCHOOL	522	Full	1		1			
THE CELIA CRUZ BRONX H.S. OF MUSIC	157	Full	1					
THE FACING HISTORY SCHOOL	N/A	Full	1					
THE FELISA RINCON DE GAUTIER INSTITUTE FOR LAW AND PUBLIC POLICY	N/A	Full	1					
THE HERITAGE SCHOOL	303	Partial	1		1			
THE HIGH SCHOOL FOR GLOBAL CITIZENSHIP	106	Full	1		1			
THE HIGH SCHOOL OF FASHION INDUSTRIES	1,743	Full	1	1				
THE JAMES BALDWIN SCHOOL: A SCHOOL FOR EXPEDITIONARY LEARNING	N/A	Partial	1					
THE MARIE CURIE HIGH SCHOOL FOR NURSING, MEDICINE, AND ALLIED HEALTH PROFESSIONS	108	Partial	1					
THE METROPOLITAN HIGH SCHOOL	N/A	Full	1					
THE RENAISSANCE CHARTER SCHOOL	499	Full	1					
THE SCHOOL FOR HUMAN RIGHTS	136	Full	1		1			
THE URBAN ASSEMBLY ACADEMY FOR HISTORY AND CITIZENSHIP FOR YOUNG MEN	90	Full	1					
THE URBAN ASSEMBLY ACADEMY OF GOVT. & LAW	N/A	Partial	1					
THE URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS	331	No	1		1			
THE URBAN ASSEMBLY SCHOOL FOR LAW & JUSTICE	109	No	1		1			
THE URBAN ASSEMBLY SCHOOL FOR MEDIA STUDIES	104	Full	1					
THE URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN	N/A	No	1					
THE URBAN ASSEMBLY SCHOOL OF MUSIC AND ART	N/A	Partial	1					
THEATRE ARTS PRODUCTION COMPANY SCHOOL	N/A	Full	1					
THOMAS A. EDISON CAREER AND TECHNICAL EDUCATION HIGH SCHOOL	2,271	Full	1	1	1			
THURGOOD MARSHALL ACADEMY FOR LEARNING AND SOCIAL CHANGE	497	Full	1		1			
TOTTENVILLE HIGH SCHOOL	3,957	Partial	1	1	1			
TOWNSEND HARRIS HIGH SCHOOL	1,066	Full	1			1	1	
TRANSIT TECH CAREER & TECHNICAL EDUCATION HIGH SCHOOL	1,582	Full	1	1	1			
UNITY CENTER FOR URBAN TECHNOLOGIES	202	Partial	1		1			

APPENDIX B

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Other	Services provided as needed	Special Class for Hearing Impaired Students
UNIVERSITY HEIGHTS SECONDARY SCHOOL AT BRONX COMMUNITY COLLEGE	418	Partial	1					
UNIVERSITY NEIGHBORHOOD HIGH SCHOOL	328	Partial	1		1			
URBAN ACADEMY LABORATORY HIGH SCHOOL	136	Partial	1			1	1	
URBAN ASSEMBLY SCHOOL OF DESIGN & CONSTRUCTION	109	Partial	1					
URBAN PEACE ACADEMY	303	No	1					
VALIDUS PREPARATORY ACADEMY: AN EXPEDITIONARY LEARNING SCHOOL	N/A	No	1					
VANGUARD HIGH SCHOOL	394	Full	1		1			
W. H. MAXWELL CAREER AND TECHNICAL EDUCATION HIGH SCHOOL	1,611	Full	1	1	1			
W.E.B. DUBOIS ACADEMIC HIGH SCHOOL	308	No	1					
WADLEIGH SECONDARY SCHOOL FOR THE PERFORMING & VISUAL ARTS	857	Full	1	1				
WASHINGTON IRVING HIGH SCHOOL	3,008	Partial	1	1	1			
WEST BRONX ACADEMY FOR THE FUTURE	125	Full	1					
WILDCAT ACADEMY CHARTER HIGH SCHOOL	450	Full	1					
WILLIAM CULLEN BRYANT HIGH SCHOOL	3,780	No	1	1	1			
WILLIAM E. GRADY CAREER AND TECHNICAL EDUCATION HIGH SCHOOL	1,727	Partial	1	1	1			
WILLIAMSBURG CHARTER HIGH SCHOOL	129	No	1					
WILLIAMSBURG HIGH SCHOOL FOR ARCHITECTURE AND DESIGN	106	No	1					
WILLIAMSBURG PREPARATORY SCHOOL	104	No	1					
WINGS ACADEMY	558	Full	1	1				
WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH HIGH SCHOOL	106	No	1		1			
YOUNG WOMEN'S LEADERSHIP SCHOOL	401	No	1					
YOUNG WOMEN'S LEADERSHIP SCHOOL, BRONX	N/A	No	1					

High Schools Listed in the 2006-2007 High School Directory

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Services provided as needed	Special Class for Hearing Impaired Students
47 THE AMERICAN SIGN LANGUAGE AND ENGLISH DUAL	166	Partial	1				
A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL	1,628	Partial	1	1	1		
ABRAHAM LINCOLN HIGH SCHOOL	2,795	Partial	1	1	1		
ACADEMY FOR COLLEGE PREPARATION AND CAREER EXPLORATION: A COLLEGE BOARD SCHOOL	N/A	No	1				
ACADEMY FOR ENVIRONMENTAL LEADERSHIP	N/A	NOT LISTED	1				
ACADEMY FOR HOSPITALITY AND TOURISM	N/A	NOT LISTED	1				
ACADEMY FOR SCHOLARSHIP AND ENTREPRENEURSHIP: A COLLEGE BOARD SCHOOL	157	Full	1		1		
ACADEMY FOR YOUNG WRITERS	108	NOT LISTED	1				
ACADEMY OF AMERICAN STUDIES	608	No	1		1		
ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY H.S.	651	No	1		1		
ACADEMY OF FINANCE AND ENTERPRISE	108	Partial	1		1		
ACADEMY OF URBAN PLANNING	363	No	1	1	1		
ACORN COMMUNITY HIGH SCHOOL	695	Full	1	1			
ACORN HIGH SCHOOL FOR SOCIAL JUSTICE	714	Partial	1	1	1		
AGNES Y. HUMPHREY SCHOOL FOR LEADERSHIP	464	NOT LISTED	1				
ALFRED E. SMITH CAREER AND TECHNICAL EDUCATION H.S.	1,285	Partial	1	1	1		
ALL CITY LEADERSHIP SECONDARY SCHOOL	237	No	1				
ART AND DESIGN HIGH SCHOOL	1,406	Partial	1	1	1		
ASTOR COLLEGIATE ACADEMY	289	Full	1		1		
AUGUST MARTIN HIGH SCHOOL	1,715	No	1	1	1		
AUTOMOTIVE HIGH SCHOOL	982	No	1	1	1		
AVIATION CAREER & TECHNICAL EDUCATION HIGH SCHOOL	1,863	No	1	1	1		
BACCALAUREATE SCHOOL FOR GLOBAL EDUCATION	410	Full	1				
BALLET TECH / NYC PUBLIC SCHOOL FOR DANCE	156	No	1				
BANANA KELLY HIGH SCHOOL	291	No	1		1		
BARD HIGH SCHOOL EARLY COLLEGE	513	No	1				
BARUCH COLLEGE CAMPUS HIGH SCHOOL	409	Full	1				
BAYARD RUSTIN EDUCATIONAL COMPLEX	2,026	Partial	1	1	1		
BAYSIDE HIGH SCHOOL	3,623	No	1	1			
BEACH CHANNEL HIGH SCHOOL	2,588	Full	1	1	1		
BEACON HIGH SCHOOL	1,042	Partial	1		1		
BEDFORD ACADEMY HIGH SCHOOL	290	Partial	1		1		
BEDFORD STUYVESANT PREPARATORY HIGH SCHOOL	195	Partial	1				
BELMONT PREPARATORY HIGH SCHOOL	378	Full	1	1			
BENJAMIN BANNEKER ACADEMY	939	Partial	1		1		
BENJAMIN N. CARDOZO HIGH SCHOOL	4,042	No	1	1	1		
BOYS AND GIRLS HIGH SCHOOL	4,400	Full	1	1			
BREAD & ROSES INTEGRATED ARTS HIGH SCHOOL	488	No	1	1	1		
BRONX ACADEMY HIGH SCHOOL	394	Full	1				
BRONX ACADEMY OF HEALTH CAREERS	289	Partial	1		1		
BRONX ACADEMY OF LETTERS	229	Full	1		1		
BRONX AEROSPACE ACADEMY	349	No	1	1	1		
BRONX CENTER FOR SCIENCE AND MATHEMATICS	109	No	1		1		
BRONX COALITION COMMUNITY HIGH SCHOOL	524	No	1	1			
BRONX ENGINEERING AND TECHNOLOGY ACADEMY (BETA)	210	No	1		1		
BRONX EXPEDITIONARY LEARNING HIGH SCHOOL	213	Full	1		1		
BRONX GUILD: A NEW YORK CITY OUTWARD BOUND SCHOOL	306	No	1		1		
BRONX HEALTH SCIENCES HIGH SCHOOL	203	Partial	1		1		
BRONX HIGH SCHOOL FOR LAW AND COMMUNITY SERVICE	446	Full	1	1	1		

APPENDIX C

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Services provided as needed	Special Class for Hearing Impaired Students
BRONX HIGH SCHOOL FOR MEDICAL SCIENCE	432	Full	1	1			
BRONX HIGH SCHOOL FOR PERFORMANCE AND STAGECRAFT	215	No	1		1		
BRONX HIGH SCHOOL FOR THE VISUAL ARTS	348	Full	1		1		
BRONX H.S. FOR WRITING & COMMUNICATION ARTS	212	No	1		1		
BRONX HIGH SCHOOL OF BUSINESS	482	Full	1	1			
BRONX HIGH SCHOOL OF SCIENCE	2,436	Full				1	
BRONX INTERNATIONAL HIGH SCHOOL	322	Full				1	
BRONX LAB SCHOOL	224	Partial	1		1		
BRONX LATIN	119	Full	1		1		
BRONX LEADERSHIP ACADEMY HIGH SCHOOL	628	Full	1	1	1		
BRONX LEADERSHIP ACADEMY II HIGH SCHOOL	361	Full	1	1	1		
BRONX REGIONAL HIGH SCHOOL	376	Partial	1				
BRONX SCHOOL FOR LAW, GOVERNMENT AND JUSTICE	598	Full	1	1	1		
BRONX SCHOOL OF LAW AND FINANCE	37	No	1		1		
BRONX STUDIO SCHOOL	225	NOT LISTED	1		1		
BRONX THEATRE HIGH SCHOOL	293	No	1		1		
BROOKLYN ACADEMY HIGH SCHOOL	323	Partial	1				
BROOKLYN ACADEMY OF SCIENCE AND THE ENVIRONMENT	336	Full	1		1		
BROOKLYN COLLEGE ACADEMY	556	Partial	1				
BROOKLYN COLLEGIATE: A COLLEGE BOARD SCHOOL	298	Full	1		1		
BROOKLYN COMMUNITY HIGH SCHOOL OF COMMUNICATIONS, ARTS AND MEDIA	108	NOT LISTED	1		1		
BROOKLYN COMPREHENSIVE NIGHT HIGH SCHOOL	475	No	1				
BROOKLYN HIGH SCHOOL OF THE ARTS	746	Full	1		1		
BROOKLYN INTERNATIONAL HIGH SCHOOL	331	Full				1	
BROOKLYN LATIN	125	NOT LISTED				1	
BROOKLYN PREPARATORY HIGH SCHOOL	200	No	1		1		
BROOKLYN SCHOOL FOR GLOBAL STUDIES	663	No	1		1		
BROOKLYN SCHOOL FOR MUSIC & THEATRE	320	Full	1		1		
BROOKLYN SECONDARY SCHOOL FOR COLLABORATIVE STUDIES	487	No	1		1		
BROOKLYN STUDIO SECONDARY SCHOOL	795	No	1		1		
BROOKLYN TECHNICAL HIGH SCHOOL	4,240	Partial				1	
BROWNSVILLE ACADEMY HIGH SCHOOL	181	Partial	1		1		
BUSHWICK COMMUNITY HIGH SCHOOL	357	No	1		1		
BUSHWICK LEADERS H.S. FOR ACADEMIC EXCELLENCE	300	No	1	1	1		
BUSHWICK SCHOOL FOR SOCIAL JUSTICE	347	No	1		1		
BUSINESS, COMPUTER APPLICATIONS AND ENTREPRENEURSHIP MAGNET HIGH SCHOOL	546	No	1	1			
CANARSIE HIGH SCHOOL	2,885	No	1	1	1		
CASCADES HIGH SCHOOL FOR TEACHING AND LEARNING	213	Partial	1				
CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC	244	Partial	1				
CENTRAL PARK EAST SECONDARY HIGH SCHOOL	328	No	1		1		
CHANNEL VIEW SCHOOL FOR RESEARCH	459	Full	1		1		
CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL	1,040	No	1	1	1		
CHOIR ACADEMY OF HARLEM	619	No	1				
CHRISTOPHER COLUMBUS HIGH SCHOOL	2,268	Full	1	1	1		
CITY AS SCHOOL	714	Partial				1	
CLARA BARTON HIGH SCHOOL	2,380	Full	1	1	1		
COALITION SCHOOL FOR SOCIAL CHANGE	418	Partial	1		1		
COBBLE HILL SCHOOL OF AMERICAN STUDIES	928	No	1	1	1		
COLLEGIATE INSTITUTE OF MATH AND SCIENCE (CIMS)	312	Full	1		1		
COMMUNITY SCHOOL FOR SOCIAL JUSTICE	338	Full	1		1		
CONCORD HIGH SCHOOL	148	No	1				

APPENDIX C

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Services provided as needed	Special Class for Hearing Impaired Students
CROTONA ACADEMY HIGH SCHOOL	147	Full	1		1		
CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES	114	Full	1		1		
CURTIS HIGH SCHOOL	2,707	Partial	1	1	1		
CYPRESS HILLS COLLEGIATE PREPARATORY	N/A	Full	1				
DEWITT CLINTON HIGH SCHOOL	4,533	Full	1	1	1		
DISCOVERY HIGH SCHOOL	267	Partial	1	1			
DR. SUSAN MCKINNEY SECONDARY SCHOOL OF THE ARTS	699	No	1		1		
DREAMYARD PREPARATORY SCHOOL	N/A	No	1				
EAGLE ACADEMY FOR YOUNG MEN	191	Full	1		1		
EAST BRONX ACADEMY FOR THE FUTURE	304	Full	1		1		
EAST NEW YORK FAMILY ACADEMY	419	No	1	1			
EAST SIDE COMMUNITY HIGH SCHOOL	501	Partial	1		1		
EAST-WEST SCHOOL OF INTERNATIONAL STUDIES	N/A	Full	1				
EBC HIGH SCHOOL FOR PUBLIC SERVICE-BUSHWICK	656	Full	1	1	1		
EBC/ENY HIGH SCHOOL FOR PUBLIC SAFETY & LAW	512	Partial	1	1			
EDWARD A.REYNOLDS WEST SIDE HIGH SCHOOL	568	Full	1	1			
EDWARD R. MURROW HIGH SCHOOL	3,985	Partial	1	1	1		1
EL PUENTE ACADEMY FOR PEACE AND JUSTICE	151	No	1		1		
ELEANOR ROOSEVELT HIGH SCHOOL	468	Full	1				
ENTERPRISE, BUSINESS AND TECHNOLOGY HIGH SCHOOL	823	Full	1		1		
ESSEX STREET ACADEMY	183	Full	1		1		
EXCELSIOR PREPARATORY HIGH SCHOOL	212	Full	1		1		
EXIMIUS COLLEGE PREPARATORY ACADEMY: A COLLEGE BOARD SCHOOL	152	No	1		1		
EXPLORATIONS ACADEMY	112	No	1		1		
FACING HISTORY SCHOOL	114	Full	1		1		
FANNIE LOU HAMER FREEDOM HIGH SCHOOL	467	Full	1	1			
FAR ROCKAWAY HIGH SCHOOL	1,099	No	1	1	1		
FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY	210	No	1		1		
FELISA RINCON DEGAUTIER INSTITUTE FOR LAW & PUBLIC POLICY	229	Full	1		1		
IORELLLO H. LAGUARDIA H.S. OF MUSIC & ART & PERFORMING ARTS	2,464	Partial	1				
FLUSHING HIGH SCHOOL	2,661	No	1	1	1		
FLUSHING INTERNATIONAL HIGH SCHOOL	216	No				1	
FOOD AND FINANCE HIGH SCHOOL	204	Full	1		1		
FORDHAM HIGH SCHOOL FOR THE ARTS	467	Full	1	1			
FORDHAM LEADERSHIP ACADEMY FOR BUSINESS & TECHNOLOGY	527	Full	1	1	1		
FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES (FLAGS)	420	No	1	1			
FOREST HILLS HIGH SCHOOL	3,689	Partial	1	1	1		
FORT HAMILTON HIGH SCHOOL	4,538	Partial	1	1	1		
FOUNDATIONS ACADEMY	109	No	1		1		
FRANCIS LEWIS HIGH SCHOOL	4,235	Partial	1	1	1		
FRANK SINATRA SCHOOL OF THE ARTS HIGH SCHOOL	569	Partial	1				
FRANKLIN DELANO ROOSEVELT HIGH SCHOOL	3,652	No	1	1	1		
FRANKLIN K. LANE HIGH SCHOOL	3,192	Partial	1	1	1		
FREDERICK DOUGLASS ACADEMY	1,387	No	1		1		
FREDERICK DOUGLASS ACADEMY II SECONDARY SCHOOL	389	Full	1		1		
FREDERICK DOUGLASS ACADEMY III SECONDARY SCHOOL	306	No	1		1		
FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL	348	No	1		1		
FREDERICK DOUGLASS ACADEMY VI HIGH SCHOOL	187	No	1		1		
FREDERICK DOUGLASS ACADEMY VII HIGH SCHOOL	216	Partial	1		1		
FREEDOM ACADEMY HIGH SCHOOL	288	Partial	1		1		
GATEWAY SCHOOL FOR ENVIRONMENTAL RESEARCH AND TECHNOLOGY	268	Full	1		1		

APPENDIX C

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Services provided as needed	Special Class for Hearing Impaired Students
GEORGE WASHINGTON CARVER H.S. FOR THE SCIENCES	304	No	1		1		
GEORGE WESTINGHOUSE CAREER & TECHNICAL EDUCATION HIGH SCHOOL	1,054	No	1	1	1		1
GLOBAL ENTERPRISE HIGH SCHOOL	319	Full	1		1		
GRACE DODGE CAREER AND TECHNICAL EDUCATION H.S.	1,496	No	1	1			
GREEN SCHOOL: AN ACADEMY FOR ENVIRONMENTAL CAREERS	108	NOT LISTED	1				
GREGORIO LUPERON H.S. FOR SCIENCE & MATHEMATICS	409	No	1				
GROVER CLEVELAND HIGH SCHOOL	3,058	No	1	1	1		
HARLEM RENAISSANCE HIGH SCHOOL	211	Partial	1		1		
HARRY S TRUMAN HIGH SCHOOL	3,391	Partial	1	1	1		1
HARVEY MILK HIGH SCHOOL	64	Full	1	1			
HEALTH OPPORTUNITIES HIGH SCHOOL	593	Full	1		1		
HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES	294	No	1		1		
HERBERT LEHMAN HIGH SCHOOL	4,120	Full	1	1	1		
HERITAGE SCHOOL	304	Partial	1		1		
H.S. FOR ARTS AND BUSINESS	796	No	1		1		
H.S. FOR ARTS, IMAGINATION AND INQUIRY	110	Full	1		1		
H.S. FOR CIVIL RIGHTS	195	No	1		1		
H.S. FOR CONSTRUCTION TRADES, ENGINEERING & ARCHITECTURE	N/A	Full	1				
H.S. FOR CONTEMPORARY ARTS	287	Full	1		1		
H.S. FOR DUAL LANGUAGE AND ASIAN STUDIES	218	No				1	
H.S. FOR ENVIRONMENTAL STUDIES	1,474	Partial	1	1			
H.S. FOR GLOBAL CITIZENSHIP	222	Full	1		1		
H.S. FOR HEALTH CAREERS AND SCIENCES	595	Full	1	1	1		
H.S. FOR HEALTH PROFESSIONS AND HUMAN SERVICES	1,476	No	1		1		
H.S. FOR INTERNATIONAL BUSINESS AND FINANCE	678	Full	1	1			
H.S. FOR LAW AND PUBLIC SERVICE	598	Full	1	1	1		
H.S. FOR LAW ENFORCEMENT AND PUBLIC SAFETY	488	Full	1	1			
H.S. FOR LAW, ADVOCACY AND COMMUNITY JUSTICE	521	Full	1	1	1		
H.S. FOR MATHEMATICS, SCIENCE & ENGINEERING AT CITY COLLEGE	403	Partial				1	
H.S. FOR MEDIA AND COMMUNICATIONS	601	Full	1	1	1		
H.S. FOR PUBLIC SERVICE: HEROES OF TOMORROW	295	No	1				
H.S. FOR SERVICE & LEARNING AT ERASMUS	218	Partial	1		1		
H.S. FOR TEACHING AND THE PROFESSIONS	493	Partial	1	1	1		
H.S. FOR VIOLIN AND DANCE	232	No	1		1		
H.S. FOR YOUTH & COMMUNITY DEVELOPMENT AT ERASMUS	212	Full	1		1		
H.S. OF AMERICAN STUDIES AT LEHMAN COLLEGE	309	Full				1	
H.S. OF APPLIED COMMUNICATION	113	Partial	1		1		
H.S. OF ARTS AND TECHNOLOGY	633	Full	1	1	1		
H.S. OF COMPUTERS AND TECHNOLOGY	200	Full	1		1		
H.S. OF ECONOMICS AND FINANCE	760	Partial	1		1		
H.S. OF FASHION INDUSTRIES	1,659	Full	1	1			
H.S. OF GRAPHIC COMMUNICATION ARTS	1,955	No	1	1	1		
H.S. OF HOSPITALITY MANAGEMENT	214	Full	1		1		
H.S. OF SPORTS MANAGEMENT	91	No	1		1		
H.S. OF TELECOMMUNICATION ARTS AND TECHNOLOGY	1,207	No	1	1	1		
H.S. OF WORLD CULTURES	373	No				1	
HILLCREST HIGH SCHOOL	3,329	Full	1	1	1		
HOLCOMBE L. RUCKER SCHOOL OF COMMUNITY RESEARCH	N/A	NOT LISTED	1				
HOSTOS-LINCOLN ACADEMY OF SCIENCE	525	Partial	1		1		
HUMANITIES & ARTS MAGNET HIGH SCHOOL	513	No	1	1			
HUMANITIES PREPARATORY ACADEMY	169	Partial	1		1		

APPENDIX C

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Services provided as needed	Special Class for Hearing Impaired Students
INDEPENDENCE HIGH SCHOOL	450	Partial	1				
INFORMATION TECHNOLOGY HIGH SCHOOL	724	Full	1	1	1		
INSTITUTE FOR COLLABORATIVE EDUCATION	421	Partial	1		1		
IN-TECH ACADEMY (MS/HS 368)	954	Full	1	1			
INTERNATIONAL ARTS BUSINESS SCHOOL	291	Full	1		1		
INTERNATIONAL COMMUNITY HIGH SCHOOL	N/A	NOT LISTED	1				
INTERNATIONAL HIGH SCHOOL	72	No				1	
INTERNATIONAL H.S. AT LAGUARDIA COMMUNITY COLLEGE	480	Full				1	
INTERNATIONAL HIGH SCHOOL AT PROSPECT HEIGHTS	216	Full				1	
INTERNATIONAL LEADERSHIP CHARTER SCHOOL	N/A	No				1	
INTERNATIONAL SCHOOL FOR LIBERAL ARTS	N/A	Partial	1				
JACQUELINE KENNEDY ONASSIS HIGH SCHOOL	700	Full	1		1		
JAMAICA HIGH SCHOOL	2,489	No	1	1			
JAMES BALDWIN SCHOOL: A SCHOOL FOR EXPEDITIONARY LEARNING	83	Partial	1		1		
JAMES MADISON HIGH SCHOOL	4,223	Partial	1	1	1		
JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS	1,753	Full	1	1	1		
JOHN ADAMS HIGH SCHOOL	3,358	No	1	1	1		
JOHN BOWNE HIGH SCHOOL	3,326	Partial	1	1	1		
JOHN DEWEY HIGH SCHOOL	3,294	No	1	1	1		
JOHN F. KENNEDY HIGH SCHOOL	3,419	No	1	1	1		
JONATHAN LEVIN H.S. FOR MEDIA AND COMMUNICATIONS	411	Full	1	1	1		
JUAN MOREL CAMPOS SECONDARY SCHOOL	787	Full	1		1		
KINGSBRIDGE INTERNATIONAL HIGH SCHOOL	112	Partial				1	
LAFAYETTE HIGH SCHOOL	1,849	Full	1	1	1		
LANDMARK HIGH SCHOOL	430	No	1		1		
LAW, GOVERNMENT AND COMMUNITY SERVICE HIGH SCHOOL	505	No	1	1			
LEADERSHIP AND PUBLIC SERVICE HIGH SCHOOL	682	Partial	1	1			
LEADERSHIP INSTITUTE	106	No	1		1		
LEGACY SCHOOL FOR INTEGRATED STUDIES	497	Partial	1		1		
LEON M. GOLDSTEIN HIGH SCHOOL FOR THE SCIENCES	970	Full	1		1		
LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS	488	Full				1	
LIFE SCIENCES SECONDARY SCHOOL	699	No	1		1		
LONG ISLAND CITY HIGH SCHOOL	3,824	Full	1	1	1		
LOUIS D. BRANDEIS HIGH SCHOOL	2,751	Partial	1	1	1		
LOWER EAST SIDE PREPARATORY HIGH SCHOOL	550	Partial	1				
LOWER MANHATTAN ARTS ACADEMY	83	Partial	1		1		
MANHATTAN BRIDGES HIGH SCHOOL	318	Full				1	
MANHATTAN CENTER FOR SCIENCE AND MATHEMATICS	1,583	Partial	1	1			
MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL	843	Full	1		1		
MANHATTAN INTERNATIONAL HIGH SCHOOL	329	Full				1	
MANHATTAN THEATRE LAB HIGH SCHOOL	197	No	1		1		
MANHATTAN VILLAGE ACADEMY	361	No	1		1		
MANHATTAN/HUNTER SCIENCE HIGH SCHOOL	320	Full	1				
MARBLE HILL HIGH SCHOOL FOR INTERNATIONAL STUDIES	411	No	1		1		
MARIE CURIE HIGH SCHOOL FOR NURSING, MEDICINE, AND ALLIED PROFESSIONS	279	Partial	1		1		
MARTA VALLE SECONDARY SCHOOL	558	Full	1	1	1		
MARTIN VAN BUREN HIGH SCHOOL	3,425	No	1	1	1		1
MATHEMATICS, SCIENCE RESEARCH AND TECHNOLOGY MAGNET HIGH SCHOOL	542	No	1	1			
MEDGAR EVERS PREPARATORY SCHOOL AT MEDGAR EVERS COLLEGE	930	Full	1				
METROPOLITAN CORPORATE ACADEMY HIGH SCHOOL	376	No	1	1			

APPENDIX C

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Services provided as needed	Special Class for Hearing Impaired Students
METROPOLITAN HIGH SCHOOL	107	Full	1		1		
MICHAEL J. PETRIDES HIGH SCHOOL	1,233	Partial	1				
MIDDLE COLLEGE H.S. AT LAGUARDIA COMMUNITY COLLEGE	488	Full	1	1	1		
MIDWOOD HIGH SCHOOL	3,773	No	1	1	1		
MILLENNIUM ART ACADEMY	266	Partial	1		1		
MILLENNIUM HIGH SCHOOL	458	Full	1		1		
MONROE ACADEMY FOR BUSINESS/LAW	601	No	1	1			
MONROE ACADEMY FOR VISUAL ARTS	529	No	1	1	1		
MORRIS ACADEMY FOR COLLABORATIVE STUDIES	300	Full	1	1	1		
MOTT HALL BRONX HIGH SCHOOL	112	No	1		1		
MOTT HALL HIGH SCHOOL	209	No	1		1		
MOTT HAVEN VILLAGE PREPARATORY HIGH SCHOOL	345	No	1		1		
MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS	2,907	Full	1	1	1		1
NEW DAY ACADEMY	146	Full	1		1		
NEW DESIGN HIGH SCHOOL	281	Full	1		1		
NEW DORP HIGH SCHOOL	2,486	Full	1	1	1		
NEW EXPLORATIONS INTO SCIENCE, TECHNOLOGY & MATH H.S.	755	No	1				
NEW EXPLORERS HIGH SCHOOL	336	No	1		1		
NEW HEIGHTS ACADEMY CHARTER SCHOOL	176	Partial	1		1		
NEW UTRECHT HIGH SCHOOL	3,067	No	1	1	1		
NEW WORLD HIGH SCHOOL	191	Full				1	
NEW YORK HARBOR SCHOOL	313	Partial	1	1	1		
NEWCOMERS HIGH SCHOOL	1,080	No				1	
NEWTOWN HIGH SCHOOL	4,138	No	1	1	1		
NORMAN THOMAS HIGH SCHOOL	2,437	Full	1	1	1		
NYC LAB SCHOOL FOR COLLABORATIVE STUDIES	429	Full	1		1		
NYC MUSEUM SCHOOL	387	Partial	1		1		
PABLO NERUDA ACADEMY FOR ARCHITECTURE & WORLD STUDIES	274	Partial	1		1		
PACE HIGH SCHOOL	208	Full	1		1		
PACIFIC HIGH SCHOOL	307	No	1				
PARK EAST HIGH SCHOOL	346	No	1		1		
PATHWAYS COLLEGE PREPARATORY SCHOOL: A COLLEGE BOARD SCHOOL	146	No	1		1		
PAUL ROBESON HIGH SCHOOL	1,528	Full	1	1	1		
PEACE AND DIVERSITY ACADEMY	186	Full	1		1		
PELHAM PREPARATORY ACADEMY	421	Full	1		1		
PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL	192	No	1		1		
PORT RICHMOND HIGH SCHOOL	2,583	Partial	1	1	1		
PREPARATORY ACADEMY FOR WRITERS: A COLLEGE BOARD SCHOOL	162	NOT LISTED	1				
PROFESSIONAL PERFORMING ARTS HIGH SCHOOL	420	No	1		1		
PROGRESS HIGH SCHOOL FOR PROFESSIONAL CAREERS	1,089	Full	1	1	1		
PROVIDING URBAN LEARNERS SUCCESS IN EDUCATION (PULSE) HIGH SCHOOL	126	No	1		1		
QUEENS ACADEMY HIGH SCHOOL	392	Partial	1				
QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY SCHOOL	569	Full	1				
QUEENS HIGH SCHOOL FOR SCIENCES AT YORK COLLEGE	376	Partial				1	
QUEENS HIGH SCHOOL OF TEACHING	914	Full	1		1		
QUEENS PREPARATORY ACADEMY	96	No	1		1		
QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL	1,210	Partial	1	1	1		
RACHEL CARSON HIGH SCHOOL FOR COASTAL STUDIES	108	No	1		1		
RALPH R. MCKEE CAREER AND TECHNICAL HIGH SCHOOL	750	Partial	1	1	1		
RENAISSANCE CHARTER SCHOOL	499	Full	1				
RENAISSANCE H.S. OF MUSICAL THEATER & TECHNOLOGY	270	Partial	1		1		

APPENDIX C

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Services provided as needed	Special Class for Hearing Impaired Students
REPERTORY COMPANY HIGH SCHOOL FOR THEATRE ARTS	180	Full	1		1		
RICHARD R. GREEN HIGH SCHOOL OF TEACHING	708	No	1		1		
RICHMOND HILL HIGH SCHOOL	3,619	No	1	1	1		
RIVERDALE/KINGSBRIDGE ACADEMY (MS/HS 141)	1,227	No	1	1			
ROBERT F. KENNEDY COMMUNITY HIGH SCHOOL	446	No	1		1		
ROBERT F. WAGNER, JR. SECONDARY SCHOOL FOR ARTS AND TECHNOLOGY	503	Full	1		1		
SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION H.S.	1,533	Full	1	1			
SAMUEL J. TILDEN HIGH SCHOOL	2,501	Full	1	1	1		
SATELLITE ACADEMY HIGH SCHOOL	935	No	1				
SCHOOL FOR COMMUNITY RESEARCH AND LEARNING	288	Full	1		1		
SCHOOL FOR DEMOCRACY AND LEADERSHIP	277	No	1		1		
SCHOOL FOR EXCELLENCE	390	Full	1		1		
SCHOOL FOR HUMAN RIGHTS	300	Full	1		1		
SCHOOL FOR INTERNATIONAL STUDIES	512	No	1	1	1		
SCHOOL FOR LEGAL STUDIES	885	Full	1	1	1		
SCHOOL FOR THE PHYSICAL CITY HIGH SCHOOL	302	Partial	1		1		
SCHOOL OF THE FUTURE HIGH SCHOOL	672	Full	1				
SCIENCE SKILLS CENTER HIGH SCHOOL FOR SCIENCE, TECHNOLOGY AND THE CREATIVE ARTS	928	Partial	1		1		
SCIENCE, TECHNOLOGY AND RESEARCH EARLY COLLEGE HIGH SCHOOL AT ERASMUS	300	No	1				
SECONDARY SCHOOL FOR JOURNALISM	610	No	1	1			
SECONDARY SCHOOL FOR LAW	573	No	1	1			
SECONDARY SCHOOL FOR RESEARCH	519	No	1	1			
SHEEPSHEAD BAY HIGH SCHOOL	3,531	Full	1	1	1		
SOUTH BRONX PREPARATORY: A COLLEGE BOARD SCHOOL	322	No	1		1		
SOUTH BROOKLYN COMMUNITY HIGH SCHOOL	134	No	1				
SOUTH SHORE HIGH SCHOOL	1,990	Partial	1	1	1		
SPORTS PROFESSIONS HIGH SCHOOL	200	Full	1		1		
STATEN ISLAND TECHNICAL HIGH SCHOOL	788	No				1	
STUYVESANT HIGH SCHOOL	3,015	Full				1	
SUSAN E. WAGNER HIGH SCHOOL	3,156	Full	1	1	1		
TALENT UNLIMITED HIGH SCHOOL	442	No	1		1		
TEACHERS PREPARATORY HIGH SCHOOL	575	No	1	1	1		
THEATRE ARTS PRODUCTION COMPANY SCHOOL (TAPCo)	386	Full	1		1		
THOMAS A. EDISON CAREER & TECHNICAL EDUCATION H.S.	2,319	Full	1	1	1		
THURGOOD MARSHALL ACADEMY FOR LEARNING & SOCIAL CHANGE	536	Full	1		1		
TOTTENVILLE HIGH SCHOOL	3,870	Partial	1	1	1		
TOWNSEND HARRIS HIGH SCHOOL	1,048	Full				1	
TRANSIT TECH CAREER AND TECHNICAL EDUCATION H.S.	1,693	Full	1	1	1		
UNITY CENTER FOR URBAN TECHNOLOGIES	203	Partial	1		1		
UNIVERSITY HEIGHTS SECONDARY SCHOOL AT BRONX COMMUNITY COLLEGE	422	Partial	1	1			
UNIVERSITY NEIGHBORHOOD HIGH SCHOOL	478	Partial	1		1		
URBAN ACADEMY LABORATORY HIGH SCHOOL	123	Partial				1	
URBAN ASSEMBLY ACADEMY FOR HISTORY & CITIZENSHIP FOR YOUNG MEN	163	Full	1		1		
URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW	82	Partial	1		1		
URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE	159	No	1		1		
URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS	309	No	1		1		
URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE	222	No	1		1		
URBAN ASSEMBLY SCHOOL FOR MEDIA STUDIES	216	Full	1		1		
URBAN ASSEMBLY SCHOOL FOR THE PERFORMING ARTS	N/A	NOT LISTED	1				

APPENDIX C

High School	Enrollment	Site Accessibility	SETSS	Self-Contained	CTT	Services provided as needed	Special Class for Hearing Impaired Students
URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN	107	No	1		1		
URBAN ASSEMBLY SCHOOL OF DESIGN AND CONSTRUCTION	208	Partial	1		1		
URBAN ASSEMBLY SCHOOL OF MUSIC AND ART	110	Partial	1		1		
URBAN PEACE ACADEMY	322	No	1	1	1		
VALIDUS PREPARATORY ACADEMY: AN EXPEDITIONARY LEARNING SCHOOL	107	Full	1		1		
VANGUARD HIGH SCHOOL	366	Full	1		1		
W. H. MAXWELL CAREER AND TECHNICAL EDUCATION H.S.	1,467	Full	1	1	1		
W.E.B. DUBOIS ACADEMIC HIGH SCHOOL	319	No	1				
WADLEIGH SECONDARY SCHOOL FOR THE PERFORMING & VISUAL ARTS	880	Full	1	1			
WASHINGTON IRVING HIGH SCHOOL	2,817	Partial	1	1	1		
WEST BRONX ACADEMY FOR THE FUTURE	297	Full	1		1		
WILDCAT ACADEMY CHARTER HIGH SCHOOL	N/A	Full	1				
WILLIAM CULLEN BRYANT HIGH SCHOOL	3,516	No	1	1	1		
WILLIAM E. GRADY CAREER AND TECHNICAL EDUCATION H.S.	1,659	Partial	1	1	1		
WILLIAMSBURG CHARTER HIGH SCHOOL	N/A	No	1				
WILLIAMSBURG HIGH SCHOOL FOR ARCHITECTURE AND DESIGN	199	No	1		1		
WILLIAMSBURG PREPARATORY SCHOOL	213	No	1		1		
WINGS ACADEMY	574	Full	1	1			
WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH H.S.	214	No	1		1		
WORLD JOURNALISM PREPARATORY: A COLLEGE BOARD SCHOOL	162	NOT LISTED	1				
YOUNG WOMEN'S LEADERSHIP SCHOOL	398	No	1				
YOUNG WOMEN'S LEADERSHIP SCHOOL, BRONX CAMPUS	150	No	1				
YOUNG WOMEN'S LEADERSHIP SCHOOL, QUEENS	N/A	No	1				

Glossary of Acronyms

IDEA	The Individuals with Disabilities Education Act. This federal law requires school districts to provide a free appropriate public education to students with disabilities.
DOE	The New York City Department of Education.
IEP	Individualized Education Program. The IEP is a document revised at least annually that sets forth, among other things, the special education program and services that the child is entitled to receive, as well as any necessary classroom or testing accommodations.
CSE	Committee on Special Education. Each of New York City's ten geographically defined regions has its own CSE, which is the entity with primary responsibility for evaluating students with disabilities, developing their IEP's, and arranging for provision of their special education programs and services.
SETSS	Special Education Teacher Support Services. SETSS refers to additional support from a special education teacher (other than the classroom teacher) for some part of the school day. This support may be provided inside the classroom or in a separate location.
CTT	Collaborative Team Teaching. CTT is a type of classroom that integrates students with disabilities and their non-disabled peers. It is staffed by a general education teacher and a special education teacher, both of whom work in the classroom full-time.

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