

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of New School 07X522 with Alfred E. Smith Career and Technical Education High School (07X600) and Bronx Haven High School (07X381) in School Building X600

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new school, 07X522 (“07X522”) in school building X600 (“X600”) located at 333 East 151st Street, Bronx, NY 10451, within the geographical confines of Community School District 7 (“District 7”). 07X522, a new high school with an inter-disciplinary and project-based curriculum, plans to offer five Career and Technical Education (“CTE”) programs aligned to two distinct career pathways: Construction and Design/Pre-Construction.¹ If this proposal is approved, 07X522 would be co-located with Alfred E. Smith Career and Technical Education High School (07X600, “Alfred E. Smith”) and Bronx Haven High School (07X381, “Bronx Haven”). Alfred E. Smith, an existing 9-12 school, would offer two CTE programs in the Facility Mobile Equipment Maintenance career pathway in the longterm. Bronx Haven is an existing Transfer School with a Learning to Work program (“LTW”), which serves students in grades 9-12.^{2,3} A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

The proposed co-location of 07X522 in building X600 is part of the DOE’s central goal to create high-quality educational options for all students. The mission of 07X522 is to train career and college ready graduates. 07X522 would equip students with academic and technical skills for pathways leading to high-skilled and high-wage careers. As discussed above, the school plans to offer five CTE programs aligned to two distinct career pathways:

¹ Career and Technical Education programs integrate academic study with workforce skills in specific careers. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. “Career Pathways” is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation’s current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.

² Transfer Schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. Each Transfer School determines criteria for admission individually. Students graduate with a high school diploma from the Transfer School they attend. To set up an interview for admission or learn more about a Transfer School, students must work with a guidance counselor at their school. To view a list of Transfer Schools, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/TransferHS/default.htm>.

³ The Learning to Work program offers additional academic and student support, post-secondary and career exploration, work preparation, skills development, and internships. These elements of LTW are designed to enhance and complement the academic component of Transfer Schools. For more information about Transfer Schools with a Learning to Work program, please visit the DOE’s website at http://schools.nyc.gov/NR/rdonlyres/E092084C-07D0-4038-A3C0-31DD0CD13AD9/87739/TransferSchoolLTWSitesbyBorough10_12.pdf.

CTE Program of Study	Career Pathway
Building Maintenance	Construction
Construction Technology: Electrical	Construction
Construction Technology: Plumbing	Construction
Construction Technology: Carpentry	Construction
Architectural Engineering	Design/Pre-Construction

Students would apply to 07X522 through the Citywide High School Admissions Process. 07X522 would have a Limited Unscreened admissions method. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs.

The proposed new school would open in September 2011 with a cohort of approximately 125-150 9th grade students. 07X522 would gradually phase in to X600 by adding one grade level every year until reaching its full grade span of 9-12 in 2014-2015, when it would serve approximately 500-600 students. Alfred E. Smith currently serves 880 students in grades 9-12.⁴ As described in more detail later in this document, Alfred E. Smith is in the process of phasing down (i.e., reducing the number of incoming 9th grade students it admits in comparison with the number of students it admitted prior to 2010-2011), and is expected to serve approximately 500-600 students at full scale in 2014-2015. Bronx Haven was re-located to building X600 in September 2010 and currently serves 125 students in grades 9-12. Bronx Haven is a Transfer School and is currently increasing its student enrollment. Bronx Haven is expected to complete its enrollment expansion in the 2013-2014 school year, at which time it will serve approximately 175-200 students in grades 9-12.

In 2009-2010, X600 had a target capacity to serve 1,508 students, and the building enrolled 1,049 students, yielding a target building utilization rate of 70%.⁵ In 2010-2011, X600 has a projected enrollment of 1,005 students, yielding an estimated utilization rate of 67% of target capacity.⁶ This means that the building is “under-utilized” and has extra space to accommodate additional students. If this co-location proposal is approved, 07X522 would gradually phase in to X600 by adding one grade level every year until the school completes its expansion in the 2014-2015 school year, serving approximately 500-600 students in grades 9-12. Alfred E. Smith will continue to reduce its enrollment and Bronx Haven will continue to increase its enrollment as planned. The X600 building has adequate capacity to accommodate the proposed new high school and the existing schools in the building in 2014-2015 at full operational capacity. At that point, the building would serve approximately 1,175-1,400 students, yielding an estimated building utilization rate of 93% of target capacity.⁷

⁴ Audited enrollment figures for the current school year are not yet available. Unless otherwise noted, all references in this document to 2010-2011 enrollment figures are based on the 2010-2011 enrollment projections.

⁵ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students who are actually projected to attend the school and do not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁶ Enrollment reflects 2010-2011 Enrollment Projections and utilization compares this enrollment with the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) capacity.

⁷ Unless otherwise indicated, utilization rate is calculated from the maximum number in the projected building enrollment range. The official target capacity and utilization rates for the 2014-2015 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-2010 Blue Book. As discussed above, utilization rates referenced herein only include the number of students projected to actually attend the school and do not

The DOE is also considering the possible re-siting of a Young Adult Borough Center (“YABC”) program from Harry S. Truman High School, building X455, located at 750 Baychester Avenue, Bronx, NY 10475, within the geographical confines of District 11 to building X600.⁸

Background on the DOE’s Decision-Making Process

In an Educational Impact Statement (“EIS”) published on December 11, 2009, the DOE proposed to phase out Alfred E. Smith beginning in the 2010-2011 school year due to its poor performance and student outcomes. In 2009-2010, Alfred E. Smith offered seven CTE programs in the Construction, Design/Pre-Construction, and Facility Mobile Equipment Maintenance career pathways: Building Maintenance – Heating, Ventilation and Air Conditioning (“HVAC”); Construction Technology – Carpentry; Construction Technology – Electrical; Construction Technology – Plumbing; Architectural Engineering; Autobody – Collision Repair; and Automotive Technology. After receiving feedback indicating that the community wanted to maintain an automotive program, the DOE revised its proposal and instead proposed to phase down all CTE programs except the automotive programs, as described in a revised EIS published on March 3, 2010. That EIS can be accessed on the DOE’s website at http://schools.nyc.gov/NR/rdonlyres/676176D9-06BC-42A9-9C45-C5D3C5110CD3/78558/X600_AlfredSmithrevisedEIS_3312.pdf. A “phase-down” in this instance refers to the process where a program no longer accepts incoming students through the High School Admissions Process.

The DOE now proposes to recover the CTE seats lost through the phase-down of Alfred E. Smith’s programs in the Construction and Design/Pre-Construction career pathways by adding a new school, 07X522, to the X600 building. 07X522 would offer a rigorous inter-disciplinary and project-based curriculum and prepare students for high-skilled and high-wage careers with 5 programs in the Construction and Design/Pre-Construction career pathways. The DOE believes that co-locating a new high school in the Alfred E. Smith Campus would create a much needed high-quality educational option in the community.

Community Feedback

Last year, DOE staff met with parents, students, educators, community leaders, and local business leaders to discuss the needs of the community in relation to the creation of new schools in the Alfred E. Smith Campus. Smalls Electrical Construction, Inc. and the NYC Metropolitan Transportation Authority developed a new school proposal addressing these community needs. As detailed in this EIS, the proposed new school intends to equip students with high-level academic and technical skills for successful careers in the construction and engineering industries. The proposed new school would establish on-going partnerships with local businesses and community-based organizations such as Sustainable South Bronx, Smalls Electrical Construction, Inc., and the NY and NJ Port Authority.

include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

⁸ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. To view a list of Young Adult Borough Centers Citywide, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

II. Proposed or Potential Use of Building

In 2009-2010, X600 had a target capacity of 1,508 students, and the building enrolled 1,049 students, yielding a target building utilization rate of 70%. In 2010-2011, X600 has a projected enrollment of 1,005 students, yielding an estimated building utilization rate of 67% of target capacity. This means that the building is “under-utilized” and has extra space to accommodate additional students. If this co-location proposal is approved, 07X522 would gradually phase in to X600 by adding one grade level every year until the school reaches its full grade span of 9-12 in 2014-2015. 07X522 would open in September 2011 with a cohort of approximately 125-150 9th grade students. 07X522 would operate at full organizational capacity in 2014-2015 with a total enrollment of approximately 500-600 students. 07X522 would be co-located with Bronx Haven and Alfred E. Smith.

Alfred E. Smith will serve grades 9-12 with approximately 500-600 students when it completes its phase-down in 2014-2015. Bronx Haven will serve grades 9-12 with approximately 175-200 students when it completes its enrollment expansion in 2013-2014.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s target capacity is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for classroom capacities (which are aspirational targets lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE’s projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, target classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

Over the next four years, the proposed grade spans for the schools in the building would be as follows:

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
Bronx Haven	07X381	9-12	9-12	9-12	9-12	9-12
07X522	07X522	N/A	9	9, 10	9, 10, 11	9-12
Alfred E. Smith	07X600	9-12	9-12	9-12	9-12	9-12

If this co-location proposal is approved, X600 has adequate capacity to accommodate the proposed new school and the existing schools in the building at full operational capacity. Once Bronx Haven and 07X522 complete their expansions, and Alfred E. Smith completes its phase-down, the building would serve

approximately 1,175-1,400 students in 2014-2015, yielding an estimated building utilization rate of 93% of target capacity.

Bronx Haven's Learning to Work program would continue to be housed in X600 and would not be impacted by this proposal.

The DOE is also considering the possible re-siting of a Young Adult Borough Center ("YABC") program from Truman High School, building X455, to X600.

The DOE is proposing to make capital investments to increase the building's capacity by converting shop rooms into classrooms and performing enhancement projects throughout the Alfred E. Smith building. If the building's capacity were to increase, then the overall utilization rate would decrease (assuming projected enrollments remained constant). This investment will benefit all organizations currently housed in the building. If this capital project results in significant increased capacity for the X600 building, the DOE may consider increasing the enrollment of one or both of the CTE schools on the Alfred E. Smith Campus.

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

A. Students

In September 2011, 07X522 would be housed in the X600 building and would be open to prospective 9th grade students who meet the school's selection criteria through the High School Admissions Process. The school is proposed to have a Limited Unscreened admissions method. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs.

Impact on Students Currently Attending Schools in the X600 Building

As described in the revised EIS posted on March 3, 2010 regarding Alfred E. Smith, all Alfred E. Smith students currently enrolled in the CTE programs in the Construction and Design/Pre-Construction career pathways would have the opportunity to graduate from the school as those programs phase down, assuming that these students continue to earn credits on schedule. Students who do not earn credits on schedule may remain at Alfred E. Smith, but their ability to graduate with a CTE Endorsed Diploma will depend on course offerings at Alfred E. Smith and availability of CTE course sequences at 07X522.

If they wish, current students enrolled in ninth grade for the first time during the 2010-2011 school year may opt to participate in the High School Admissions Process so that they can enroll in a different high school for tenth grade beginning in September 2011 (pending satisfactory completion of promotion criteria and grade ten seat availability). In New York City, the High School Admissions Process is a Citywide choice process. The High School Admissions Process permits the applicant to list up to 12 high school programs in order of preference on his/her application. High school admissions applications were due on December 3, 2010. There will be another opportunity for current, first time 9th grade students to participate in the High School Admissions Process and apply to attend a different high school for 10th grade in February 2011. Those interested in applying to attend a different school as a tenth grader in September 2011 should meet with a guidance counselor. In early February 2011, a new high school application called the New High Schools Choice Form will be available. Students interested in seeking a new 10th grade seat should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. Students may receive a match as part of the Main Round of the admissions process.

There are 10 CTE programs in the Construction career pathway Citywide. In addition, there are 10 CTE

programs in the Design/Pre-Construction career pathway Citywide. There are 9 CTE programs in the Facility Mobile Equipment Maintenance career pathway Citywide. The list of schools in the City that also provide CTE programs in these three career pathways can be found in Appendix A. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices or on the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Students enrolled in the CTE programs in the Construction and Design/Pre-Construction career pathways at Alfred E. Smith who are repeating the 9th grade would complete high school at Alfred E. Smith if they earn credits on schedule. As Alfred E. Smith phases down those CTE programs, students enrolled in those programs would receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students would also be encouraged to meet with their guidance counselor to review their progress toward graduation and, in appropriate cases, to consider applying to a Transfer School or enrolling in a Young Adult Borough Center ("YABC").⁹

The proposed co-location of 07X522 would not impact the educational options of students currently attending schools in the Alfred E. Smith Campus.

The high schools located in X600 serve general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching ("CTT") classes, Self-Contained ("SC") classes, and receiving Special Education Teacher Support Services ("SETSS"). Upon admission, the schools work with parents to develop an individualized program that is appropriate for the student.

In addition, students classified as English Language Learners ("ELL") are enrolled and receiving English as a Second Language ("ESL") or transitional bilingual services. Alfred E. Smith offers a transitional bilingual program in Spanish. The proposal to co-locate 07X522 in X600 is not anticipated to have an impact on the bilingual program offered at Alfred E. Smith. All students enrolled in one of the schools on the Alfred E. Smith Campus will continue to receive their mandated special education and/or ELL services if this proposal is approved.

Impact on Extracurricular Offerings in the X600 Building

The DOE does not anticipate that this proposal would impact available sports and extracurricular programs currently offered at the existing schools in the X600 building. Alfred E. Smith and Bronx Haven would continue to offer student athletics and other extracurricular programs, as appropriate.

Alfred E. Smith currently offers the following sports:¹⁰

PSAL Sports – Boys: Basketball, JV Basketball, Baseball, JV Baseball, Bowling, Cross Country, Football, JV Football, Golf, Gymnastics, Handball, Soccer, Tennis, Volleyball, and Wrestling.

PSAL Sports – Girls: N/A

⁹ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. To view a list of Young Adult Borough Centers Citywide, please visit the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

¹⁰ Sport offerings as reflected in the 2010-2011 Directory of High Schools. PSAL is the Public Athletic League. Its mission is to provide opportunities for educating students in physical fitness, charter development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

PSAL Sports – Co-ed: Outdoor Track.

School Sports: Jiu-Jitsu and Intramural Sports.

Alfred E. Smith also offers the following extracurricular activities: Skills USA, National Automotive Technicians Education Foundation (NATEF), Automotive Youth Educational System (AYES) Internships, PSAT/SAT Prep, Scholars at Work Internships, Greater New York Automotive Dealers Association (GNYADA), BMW, Poetry Idol, Robotics Club, Chess Club, National Association of Oil/Heating Service Managers, Occupational Safety and Health Association (OSHA), All Girls Project, Doll Project, ACE Mentor Program, School Construction Authority Internships, and College Now Programs at Hostos Community College and Bronx Community College.

Bronx Haven currently offers the following sports:

School Sports: Basketball

Bronx Haven also offers the following extracurricular activities: Student Leadership Program, Internship Program, Career Exploration, Building Better Men, Haven Girls, Team Building (overnight trip to Ramapo Reservation), Arts Enrichment, Service Learning, Music Appreciation, Culinary Arts, and Advisory Field Trips.

Similarly, all school organizations in the building would continue to offer extracurricular programs and athletics based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. It should also be noted that campuses that are home to multiple schools typically field athletic teams collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, we anticipate that this same opportunity would continue to exist for students across the Alfred E. Smith Campus, including current Alfred E. Smith students as that school phases down. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Impact on Community Partnerships in the X600 Building

The DOE does not anticipate that this proposal would impact the partnerships of the existing schools in the X600 building.

Alfred E. Smith currently has partnerships with several community organizations, including Sustainable South Bronx, New York City Garden Club, POSSE Foundation, Directions for Youth, Nos Quedamos, and Alfred E. Smith Alumni Association. These partnerships provide additional supports, social services, and internship opportunities for students. Alfred E. Smith's partnerships would continue to support current and future students as the proposed new school phases in.

Bronx Haven also has a partnership with East Side House Settlement. East Side House Settlement provides students with social services and internship opportunities. That partnership would continue to support Bronx Haven students as the proposed new school phases in.

The DOE would work with all school organizations on the Alfred E. Smith Campus to enhance existing

partnerships with community organizations or develop new partnerships, as appropriate.

Impact on Career and Technical Education Programs

As Alfred E. Smith phases down its CTE programs in the Construction and Design/Pre-Construction career pathways, some students in these programs may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth grade student who only earned four credits during the 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Alfred E. Smith and would have access to appropriate courses to support their continued progress toward graduation.

Current students enrolled in the CTE programs in the Construction and Design/Pre-Construction career pathways will continue to participate in their CTE specific classes as these programs phase down. For students enrolled at Alfred E. Smith in these pathways that do not graduate by June 2013, the last year in which these programs will be offered by Alfred E. Smith, students may have the opportunity to continue their CTE programmatic instruction at 07X522 depending on the individual course needs of the student. Students who do not earn credits on schedule may remain at Alfred E. Smith, but their ability to graduate with a CTE Endorsed Diploma will depend on course offerings at Alfred E. Smith and the availability of CTE course sequences at 07X522, which have not yet been determined.

Alfred E. Smith currently offers the following programs:

CTE Program of Study	Career Pathway	Status of Program
Building Maintenance	Construction	Expired ¹¹
Construction Technology: Electrical	Construction	Expired
Construction Technology: Plumbing	Construction	Expired
Construction Technology: Carpentry	Construction	Expired
Architectural Engineering	Design/Pre-Construction	In development
Autobody – Collision Repair	Facility Mobile Equipment Maintenance	In development
Automotive Technology	Facility Mobile Equipment Maintenance	Under review ¹²

As a result of this proposal, once Alfred E. Smith has completed its phase-down and once 07X522 has completed its phase-in, the following CTE programs will be offered at each school:

¹¹ The approval of these programs expired in June 2010 at the end of the standard five year approval process. Alfred E. Smith will need to re-apply to the State for program approval status for these programs. 07X522 will need to apply to the State for program approval as well.

¹² “Under review” means that the school has submitted an application for their CTE program of study to be reviewed by the City and State.

CTE Program of Study	Career Pathway	School
Building Maintenance	Construction	07X522
Construction Technology: Electrical	Construction	07X522
Construction Technology: Plumbing	Construction	07X522
Construction Technology: Carpentry	Construction	07X522
Architectural Engineering	Design/Pre-Construction	07X522
Autobody – Collision Repair	Facility Mobile Equipment Maintenance	Alfred E. Smith
Automotive Technology	Facility Mobile Equipment Maintenance	Alfred E. Smith (Under review)

Impact on Learning to Work Program

Bronx Haven offers a Learning to Work program. Learning to Work is a part-time evening program where community-based organization personnel work collaboratively with all students to set and achieve individual academic, workplace, and personal goals. These programs run Monday through Thursday from 5:30 pm – 8:30 pm. There is no anticipated impact on Bronx Haven’s LTW program as a result of this proposal.

Impact on Future Students

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference during the Main Round of high school admissions. Alfred E. Smith admits students through the High School Admissions Process and exercises a Screened selection method. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Screened schools may also use other criteria to evaluate applicants such as an interview, essay or additional diagnostic test. As discussed earlier, Alfred E. Smith is currently phasing down its programs in the Construction and Design/Pre-Construction pathways. However, Alfred E. Smith will continue to admit students into its Automotive Technology and Autobody CTE programs through the High School Admissions Process.

Bronx Haven, a Transfer School, does not participate in the High School Admissions Process. Bronx Haven has a rolling admissions policy accepting students who are 16 years of age and older throughout the year. Interested students must have attended another high school in New York City for at least one year. Students can refer to the following website for more information about applying to a Transfer School: www.goingforme.org.

Students are encouraged to meet with a guidance counselor or visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced NYC public school counselor or social worker can explain options to students.

The proposed co-location of 07X522 in building X600 will not impact the admissions policies at the existing schools in the building.

Students who are currently enrolled in the 8th grade and are interested in applying to 07X522 would participate in the High School Admissions Process this school year for a 9th grade seat in September 2011. The High School Admissions Process permits student applicants to list up to 12 high school programs in order of preference on his/her application. Students submit these applications in early December. There are three rounds to the High School Admissions Process:

Specialized High Schools Round: Students who took the Specialized High School Admissions Test and are eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts receive both a specialized high school offer and, if they received one, their Main Round offer at the same time in February. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

Main Round: All 8th grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

Supplementary Round: Any student who is not matched in the Main Round would have to complete a new high school application in April 2011. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: <http://schools.nyc.gov/ChoicesEnrollment/High/Calendar/default.htm>.

Although high school applications were due on December 3, 2010, students who are interested in applying to 07X522 would have the opportunity to submit a new admission application with revised school rankings in February 2011. This application would replace the previously submitted application and would be included as the student's application for the Main Round of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2011-2012 school year will also be available for these students to consider.

Although the PEP is scheduled to vote on this proposal in March 2011, after the submission deadline for the New Schools Choice Form, the programs at 07X522 may be listed as one of the student's ranked choices on the New Schools Choice Form. However, students will only be matched to the school if the PEP approves this co-location proposal.

Students with Individualized Education Plans ("IEPs") are admitted to high schools in the same manner as general education students. Schools are expected to create programs that meet the needs of all students and ensure appropriate exposure to a general education curriculum. Therefore, the placement process for students with IEPs and ELLs is the same process as described above.

In addition to the High School Admissions Process, some students receive placement through the "over-the-counter" ("OTC") process. Over-the-counter placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹³ or
- Did not submit a high school application.

When a student needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or she meets with a counselor who

¹³Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

reviews options that would meet the student's needs.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available is reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Educational Option or Unscreened.

Screened programs (those that have academic criteria) which have a two-year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, Transfer Schools, international schools and alternative programs are offered to OTC students through referral.¹⁴ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 123 to 128.

Non-District 75 high school students with IEPs are admitted in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

The proposed co-location of 07X522 with Alfred E. Smith and Bronx Haven is not anticipated to impact current students attending any of the existing schools in building X600. As detailed above, current eighth grade students in all five boroughs would be eligible to apply to the new school through the High School Admissions Process in February 2011.

Detailed information about new high schools is published annually in the High School Directory, available in print at DOE middle schools and Borough Enrollment Centers or on the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

¹⁴ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over-age and under-credited").

B. Schools

07X522 is intended to offer additional high-quality seats at the high school level in both District 7 and the Bronx in general. The X600 building would continue to house Alfred E. Smith and Bronx Haven during the phase-in of 07X522. The building has sufficient capacity to accommodate all three schools at their anticipated full organizational capacities. Collectively, the three schools will serve approximately 1,175-1,400 students in 2014-2015. At that point, the projected building utilization rate for X600 would be 93% of target capacity.

The chart below provides projected enrollment at each school in X600 for the next four years:¹⁵

School Name	Enrollment					Admissions Method
	2010-11	2011-12	2012-13	2013-14	2014-15	
Bronx Haven	125	125-150	150-175	175-200	175-200	Transfer School
07X522	N/A	125-150	250-300	375-450	500-600	Limited Unscreened
Alfred E. Smith	880	700-800	650-750	600-650	500-600	Screened
Total Enrollment	1,005	950-1,100	1,050-1,225	1,150-1,300	1,175-1,400	N/A
Projected Bldg. Utilization	67%	73%	81%	86%	93%	N/A

If this co-location proposal is approved, there would be sufficient space to serve students in Alfred E. Smith, Bronx Haven, and 07X522 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools, at http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.¹⁶ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms, or as

¹⁵ The enrollment estimates are based on a standard phase-in plan. This does not reflect the outcome of the annual Enrollment Projection process for schools.

¹⁶ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school's Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or self-contained special education classrooms.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to their schools. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE in October 2010, there are 65 full-size spaces, 4 science labs, and 2 science demonstration rooms, for a total of 71 full-size spaces in X600.¹⁷ There are also 33 half-size spaces in the building. Consistent with the Footprint, when Alfred E. Smith completes its phase-down, it will be allocated a baseline of 20-24 full-size spaces based on its projected enrollment of 500-600. When Bronx Haven completes its enrollment expansion, it will be allocated a baseline of 7-9 full-size spaces based on its projected enrollment of 175-200. 07X522 will be allocated a baseline of 20-24 full-size spaces when it reaches full scale in 2014-2015. This represents a total of 47-57 full-size spaces when all schools are operating at full scale. Thus, there will be sufficient instructional space in X600 for all schools to grow to scale. Schools would also be allocated resource rooms in accordance with the Footprint. As in other situations where schools are co-located, the schools will need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, library, and cafeteria. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

Alfred E. Smith is currently using 64 full-size spaces, including 3 science labs and 2 science demonstration rooms. Per the Footprint, Alfred E. Smith currently should be allocated a baseline of 39 full-size spaces. In other words, Alfred E. Smith is currently 25 full-size spaces over the baseline Footprint allocation. As its enrollment decreases, Alfred E. Smith's baseline allocation will decrease and it will need to operate closer to the Footprint. In 2011-2012, Alfred E. Smith will be allocated a baseline of 27-31 full-size spaces.

Bronx Haven is currently using 7 full-size spaces, including 1 science lab. Bronx Haven will be allocated a baseline of 7-8 full-size instructional spaces in 2011-2012. If this co-location proposal is approved, 07X522 will be allocated a baseline of 6-7 full-size instructional spaces plus administrative space during the first year of phase-in. This represents a total of 40-46 full-size rooms, and thus there is adequate space in X600

¹⁷ The X600 building has many CTE designated shop spaces that are counted here as full-size spaces. Not all of these rooms can be used for alternative uses. For example, the carpentry workshop, automotive labs, and architecture drafting rooms are typically not programmed as efficiently or for as many different uses as regular classrooms. There are 24 full-size spaces in the X600 building and 30 full-size lab spaces that are used for automotive, drafting, science, computers or other shops. CTE shop rooms count as part of a school's Footprint allocation, but the DOE recognizes that some of these labs can only be used for CTE instruction. However, there are enough regular classrooms in the building for both schools given the 24 regular classrooms available in the building compared with the number of rooms allocated per the baseline footprint.

for all schools in 2011-2012. The space in excess of the baseline allocations in the building will be distributed equitably between the three schools as part of a Building Council agreement and in conjunction with the Office of Space Planning.

The table below outlines the baseline number of spaces that each school should be allocated based on their projected enrollment for the next four years:

	2010-11 Total Baseline Footprint Allocation for Full-Size Spaces	2011-12 Total Baseline Footprint Allocation for Full-Size Spaces	2012-13 Total Baseline Footprint Allocation for Full-Size Spaces	2013-14 Total Baseline Footprint Allocation for Full-Size Spaces	2014-2015 Total Baseline Footprint Allocation for Full-Size Spaces
Bronx Haven	7	7-8	7-9	7-9	7-9
07X522	N/A	6-7	12-14	18-20	20-24
Alfred E. Smith	39	27-31	25-29	23-25	20-24
Total Full-Size Spaces	46	40-46	44-52	48-54	47-57

The DOE is also considering the possible re-siting of a Young Adult Borough Center (“YABC”) program from Truman High School, building, X455 to X600.¹⁸ This program operates after school hours and is not anticipated to impact the space allocation describe above.

Building Safety and Security

The DOE makes available the following supports to schools around safety and security:

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD);
- Technical assistance when incidents occur via the Borough Safety Directors;
- Professional development and support to Children’s First Network (“CFN”) Safety Liaisons;
- Professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed co-location of 07X522 is intended to increase the number of high-quality educational options for all students across the City, and specifically in the Bronx.

As noted elsewhere in this document, and taken collectively with ongoing utilization changes in building

¹⁸ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. To view a list of Young Adult Borough Centers Citywide, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

X600, the proposal to phase down Alfred E. Smith is not expected to yield a net loss of seats in building X600. The seats that Alfred E. Smith will lose once it is fully phased-down will be recovered through the phase-in of 07X522, which will offer between 500-600 seats once it reaches its full grade scale in 2014-2015. In fact, as a result of this proposal, there will be more students served in the X600 building. Between 07X522 and Alfred E. Smith, the proposed at scale enrollment is 1,000-1,200 students. With Bronx Haven, there could be as many as 1,400 students served in the building. As a result, this proposal provides an opportunity for expanded access to CTE seats in the Bronx.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis.

This year, the DOE proposes to phase out eight high schools in the Bronx:¹⁹

School Name	DBN	Address	Zip Code	Admissions Method
School for Community Research and Learning	08X540	1980 Lafayette Avenue	10473	Limited Unscreened
Urban Assembly Academy for History and Citizenship for Young Men	09X239	240 East 172 nd Street	10457	Limited Unscreened
John F. Kennedy High School	10X475	99 Terrace View Avenue	10463	Limited Unscreened
Christopher Columbus High School	11X415	925 Astor Avenue	10469	Zoned
Global Enterprise High School	11X541	925 Astor Avenue	10469	Limited Unscreened
New Day Academy	12X245	800 Home Street	10456	Limited Unscreened
Performance Conservatory High School	12X262	1619 Boston Road	10460	Limited Unscreened
Monroe Academy for Business and Law	12X690	1300 Boynton Avenue	10472	Educational Option

If all eight of the proposals above are approved by the PEP, the DOE has plans in place to replace lost seats in the Bronx. Based on the November 1, 2010 enrollment register, these eight schools that are proposed to phase-out are serving a total of 759 new 9th grade students.²⁰ However, these seats will be recovered through seats at new schools.

As of January 14, 2011, the DOE anticipates proposing seven new high schools to open in September 2011 that will also provide additional seats to Bronx students—some of these schools will open in campuses of the proposed phase-out schools while others will open in other campuses. Each of these new high schools is the subject of an EIS, which can be found on the DOE's website at <http://schools.nyc.gov/community/planning/changes/default.htm>. All seven new schools will provide seats that are not screened. If approved by the PEP, these seven new schools are expected to serve approximately 830 new ninth grade students in 2011-2012:

¹⁹ Last winter, the PEP voted to gradually phase out School for Community Research and Learning, New Day Academy, Christopher Columbus High School, Global Enterprise High School, and Monroe Academy for Business and Law. A lawsuit prevented the DOE from following through with those plans.

²⁰ Enrollment register of new ninth graders is from the November 1, 2010 for the following schools: School for Community Research and Learning, New Day Academy, Urban Assembly Academy for History and Citizenship for Young Men, John F. Kennedy High School, Christopher Columbus High School, Global Enterprise High School, Performance Conservatory High School, and Monroe Academy for Business and Law.

School Name	DBN	Address	Zip Code	2011-12 Projected Enrollment	Admissions Method
07X522	07X522	333 East 151 st Street	10451	175-225	Limited Unscreened
New School 11X508	11X508	925 Astor Avenue	10469	100-125	Limited Unscreened
New School 11X509	11X509	925 Astor Avenue	10469	100-125	Limited Unscreened
New School 12X511	12X511	1619 Boston Road	10460	75-100	Limited Unscreened
New School 12X521	12X521	1300 Boynton Avenue	10472	100-125	Limited Unscreened
New Visions Charter High School for the Humanities	TBD	99 Terrace View Ave.	10463	100-150	Charter Lottery; preference to District 10 residents
New Visions Charter High School for Advanced Math and Science	TBD	99 Terrace View Ave.	10463	100-150	Charter Lottery; preference to District 10 residents

Additionally, given that Monroe Academy for Business and Law, New Day Academy, Christopher Columbus High School, Global Enterprise High School, and School for Community Research and Learning were proposed to be phased out last year, in January 2010, the DOE proposed and received PEP approval to open replacements for some of these schools. Specifically, at New Day Academy, the Dr. Richard Izquierdo Health and Science Charter School (84X482, “Dr. Izquierdo”) opened in September 2010 serving students in grades 6 and will grow to ultimately enroll students in grades 6-12 at scale, with capacity to serve approximately 80 new 9th graders in 2013-2014. And on the Stevenson Campus (X450), the DOE opened the Bronx Bridges High School (08X432, “Bronx Bridges”) in anticipation of the phase-out of School for Community Research and Learning. Bronx Bridges currently serves 78 new 9th grade students:

School Name	DBN	Address	Zip Code	2010-11 9 th grade Enrollment	Admissions Method
Bronx Bridges High School	08X432	1980 Lafayette Ave.	10473	78 ²¹	Limited Unscreened
Dr. Richard Izquierdo Health and Science Charter School	84X482	800 Home Street	10456	N/A ²²	Charter Lottery; preference to District 12 residents

Some schools on the Morris Campus (X400) and the new Mott Haven Campus (X790) were able to increase their seat capacity due to the addition of available space when Bronx Leadership Academy II High School (07X527, “BLA II”) moved from the Morris Campus to the new Mott Haven construction. Of these ten schools that have increased capacity this year, seven have Limited Unscreened admissions method (meaning all students are eligible with priority given to those that attend an Information Session or Open House event) while three schools have a Screened admissions method for Bronx students who have lived in the U.S. fewer than 4 years and have limited English proficiency. In total, there is an anticipated increase of approximately 520 new 9th grade seats within these ten schools.

²¹ Enrollment is based on the November 1, 2010 unaudited register.

²² Dr. Izquierdo will serve approximately 80 new 9th graders in 2013-2014.

With the opening of replacement schools last year and the seven anticipated replacement schools this year, the DOE will have created the capacity for approximately 990 new 9th grade seats in the Bronx, which is more than enough to offset the 759 seats anticipated to be lost by the eight proposed phase-outs. Factoring in new 9th grade seats that were made available by expanding capacity in existing schools this year, there will be capacity for approximately 1,510 9th grade seats in 2011-2012.

Information regarding the new schools that will be proposed to open in 2011 will be provided in the winter for students who may be interested in applying to the schools as part of the High Schools Admissions Process. The details of this process were discussed earlier in this EIS. Detailed information about all City high schools is published annually in the High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X600.

IV. Enrollment, Admissions and School Performance Information

The schools affected by this proposal are Alfred E. Smith Career and Technical Education High School and Bronx Haven High School. All of these schools are located in building X600.

Alfred E. Smith Career and Technical Education High School

Admissions Data

Current Admissions	9-12: High School Applications Process Admissions Method: Screened
Admissions in 2011-2012	9-12: High School Applications Process Admissions Method: Screened

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	880
Grades Served in 2011-2012	9-12
Projected 2011-2012 Enrollment	700-800
Grades Served in 2012-2013	9-12
Projected 2012-2013 Enrollment	650-750
Grades Served in 2013-2014	9-12
Projected 2013-2014 Enrollment	600-650
Grades Served in 2014-2015	9-12
Projected 2014-15 Enrollment	500-600
Projected Enrollment at Scale	500-600

Demographic Data

Percentage Students Receiving CTT or SC services ²³	14%
Percentage Students with Individual Education Plan ²⁴	21%
Percentage English Language Learner Students ²⁵	11%
Percentage of Students Eligible for Free or Reduced Lunch ²⁶	89%

School Performance Data

Alfred E. Smith Career and Technical Education High School	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	WD	P	P
Graduation Data²⁷			
Four-Year Graduation Rate	37%	46%	44%
Four-Year Regents Diploma Rate	24%	26%	21%
Six-Year Graduation Rate	55%	57%	47%
Other Key Indicators²⁸			
Percent of First-Year Students Earning 10+ Credits	55%	57%	63%
Attendance Rate	76%	77%	77%
2010-2011 State Accountability Status			
Restructuring (advanced) - Comprehensive			

²³ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

²⁴ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

²⁵ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

²⁶ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

²⁷ Source: 2009-2010 Progress Report.

²⁸ Source: 2009-2010 Progress Report.

Bronx Haven High School

Admissions Data

Current Admissions	9-12: Transfer School
Admissions in 2011-2012	9-12: Transfer School

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	125
Grades Served in 2011-2012	9-12
Projected 2011-2012 Enrollment	125-150
Grades Served in 2012-2013	9-12
Projected 2012-2013 Enrollment	150-175
Grades Served in 2013-2014	9-12
Projected 2013-2014 Enrollment	175-200
Grades Served in 2014-2015	9-12
Projected 2014-2015 Enrollment	175-200
Projected Enrollment at Scale	175-200

Demographic Data

Percentage Students Receiving CTT or SC services²⁹	8%
Percentage Students with Individual Education Plan³⁰	10%
Percentage English Language Learner Students³¹	9%
Percentage of Students Eligible for Free or Reduced Lunch³²	86%

²⁹ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

³⁰ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

³¹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Bronx Haven High School	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	B
Quality Review Score	N/A	N/A	Proficient
Graduation Data³³			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	54%
Other Key Indicators³⁴			
Percent of First-Year Students Earning 10+ Credits	N/A	N/A	N/A
Attendance Rate	N/A	N/A	N/A
2010-2011 State Accountability Status			
In Good Standing			

³³ Source: 2009-2010 Progress Report.

³⁴ Source: 2009-2010 Progress Report.

07X522

Admissions Data

Current Admissions	N/A
Admissions in 2011-12	Grade 9: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data

Current Grades Served	N/A
Projected 2010-2011 Enrollment	N/A
Grades Served in 2011-2012	9
Projected 2011-2012 Enrollment	125-150
Grades Served in 2012-2013	9, 10
Projected 2012-2013 Enrollment	250-300
Grades Served in 2013-2014	9, 10, 11
Projected 2013-2014 Enrollment	375-450
Grades Served in 2014-2015	9-12
Projected 2014-2015 Enrollment	500-600
Projected Enrollment at Scale	500-600

Demographic Data

07X522 has not yet opened; therefore, there is no demographic data for the school.

School Performance Data

07X522 has not yet opened; therefore, there is no performance data for the school.

V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. Estimates are based on current Fair Student Funding (“FSF”) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 07X522 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$627,166.5 in per pupil allocations. Beginning in its second year of operation, 07X522 will receive approximately \$225,000 in annual fixed FSF foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current FSF per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

As a result of Alfred E. Smith’s phase-down, the total number of students enrolled at that school will decline, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to Alfred E. Smith as a result of this proposal do not represent net/incremental operational costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. The DOE is proposing to make capital investments to increase capacity by converting shop rooms into classrooms and perform enhancement projects throughout the Alfred E. Smith Campus. This investment will benefit all organizations currently housed there and may increase the capacity of the building.

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

A. Personnel Needs

07X522 would need to hire teachers, administrative staff, and non-pedagogical (school support) staff during each year of the phase-in as the total number of students enrolled in the school increases. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created each year as each grade phases in would be determined based on annual enrollment projections available as the school grows to serve those grades. It is worth noting that teachers working in high schools typically hold secondary licenses with appropriate subject-area specialization. The school would hire appropriately licensed and credentialed teachers to work with its students as it grows.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and the United Federation of Teachers (“UFT”).

Bronx Haven may also need to hire additional teachers, administrative staff, and non-pedagogical (school support) staff as the total number of students enrolled in the school increases. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created each year as the enrollment grows would be determined based on annual enrollment projections available as the school grows to serve those grades. It is worth noting that teachers working in high schools typically hold secondary licenses with appropriate subject-area specialization. The school would hire appropriately licensed and credentialed teachers to work with its students as it grows.

As Alfred E. Smith phases down, it may excess some teachers, administrative and non-pedagogical staff. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school’s staffing needs will be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers’ seniority. It is also important to understand that the students who would otherwise have enrolled in Alfred E. Smith may now enroll in 07X522 and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, Alfred E. Smith’s phase-down would not necessarily result in an overall loss of teaching positions within the Citywide system.

The co-location of 07X522 in X600 is not expected to impact the teachers, administrative staff and non-pedagogical staff of Alfred E. Smith or Bronx Haven.

B. Cost of Instruction

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

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language Learner (“ELL”) they enrolled.

As with all other schools Citywide, the proposed new school to co-locate in X600 may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Alfred E. Smith and Bronx Haven are currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individualized Education Plans (“IEPs”). Funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs in the schools co-located in building X600.

C. Administration

07X522 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school’s phase-in.

Transportation

Transportation will be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as 07X522 phases in.

VII. Building Information

Type of Building	HS
Year Built	1932
Overall BCAS rating	2.62
2009-2010 Target Utilization	73%
2009-2010 Target Capacity	1,508
FY 2009 Maintenance Costs	Labor: \$36,227.25 Materials: \$22,678.67 Maintenance and Repair Contracts: \$12,151.20 Custodial Operations Costs—Materials: \$19,877.63 Custodial Operations Costs—Custodial Allocation: \$570,304.67
FY 2009 Energy Costs	Electric: \$180,415.00 Gas: \$2,914.00 Oil: \$228,643.00
Projects completed during the current or prior school year	CIP – Interior spaces ceiling only
Projects proposed in the capital plan	No projects identified
Accessibility of the building	Not functionally accessible
Building attributes	Auditorium, Cafeteria, Computer rooms(CR's), Gymnasium, Library & Science Labs (CR's)

APPENDIX A: CTE Programs
 Career Pathway: Construction

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
14K632	Brooklyn	Frances Perkins Academy	AUTOMOTIVE TRADES VOC HS	Construction	Construction Technology: Carpentry	In development	50 BEDFORD AVENUE BROOKLYN NY	151	176	63%	14%	8%		Limited Unscreened
21K620	Brooklyn	William E. Grady Career and Technical Education High School	WILLIAM E. GRADY VOC HS	Construction	Construction Technology	Approved	25 BRIGHTON 4TH ROAD BROOKLYN NY	1201	1529	89%	15%	3%	D	Educational Option
21K620	Brooklyn	William E. Grady Career and Technical Education High School	WILLIAM E. GRADY VOC HS	Construction	Heating, Ventilation, and Air Conditioning: HVAC	Approved	25 BRIGHTON 4TH ROAD BROOKLYN NY	1201	1529	89%	15%	3%	D	Educational Option
24Q600	Queens	Queens Vocational & Technical High School	QUEENS VOC HS	Construction	Construction Technology: Plumbing	Approved	37-02 47 AVENUE QUEENS NY	1320	1146	112%	11%	6%	A	Screened
27Q650	Queens	High School for Construction Trades, Eng. & Arch	HS FOR CONST.TRADES, ENGG.,& ARCH	Construction	Construction Management	In development	94-06 104TH STREET QUEENS NY	902	941	89%	0%	1%	A	Screened
31R600	Staten Island	Ralph McKee Career and Technical Education High School	RALPH MCKEE VOC HS	Construction	Construction Technology: Carpentry	Under review	290 ST MARKS PLACE STATEN ISLAND NY	747	1072	70%	15%	4%	A	Educational Option

APPENDIX A: CTE Programs
 Career Pathway: Design/Pre-Construction

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Design/Pre-Construction	Architectural Design	Approved	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
03M402	Manhattan	Urban Assembly School for Green Careers	LOUIS D. BRANDEIS HS	Design/Pre-Construction	Green Design	In development	145 WEST 84 STREET MANHATTAN NY	188	135	70%	17%	24%		Limited Unscreened
03M402	Manhattan	Urban Assembly School for Green Careers	LOUIS D. BRANDEIS HS	Design/Pre-Construction	Green Science	In development	145 WEST 84 STREET MANHATTAN NY	188	135	70%	17%	24%		Limited Unscreened
13K430	Brooklyn	Brooklyn Technical High School	BROOKLYN TECH HS	Design/Pre-Construction	Architecture	In development	29 FT GREENE PLACE BROOKLYN NY	5146	4036	123%	0%	0%	B	Test
14K558	Brooklyn	Williamsburg High School for Architecture and Design	HARRY VANARSDALE VOC HS(WHITNEY)	Design/Pre-Construction	Architecture and Design	In development	257 NORTH 6 STREET BROOKLYN NY	429	552	72%	9%	7%	A	Limited Unscreened
24Q455	Queens	Newtown High School	NEWTOWN HS	Design/Pre-Construction	Architecture	Approved	48-01 90 STREET QUEENS NY	2934	2569	117%	6%	31%	C	Educational Option
27Q650	Queens	High School for Construction Trades, Eng. & Arch	HS FOR CONST.TRADES, ENGG.,& ARCH	Design/Pre-Construction	Architecture	In development	94-06 104TH STREET QUEENS NY	902	941	89%	0%	1%	A	Screened
27Q650	Queens	High School for Construction Trades, Eng. & Arch	HS FOR CONST.TRADES, ENGG.,& ARCH	Design/Pre-Construction	Engineering	In development	94-06 104TH STREET QUEENS NY	902	941	89%	0%	1%	A	Screened
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Design/Pre-Construction	CAD/CADD Drafting	Under review	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Screened
31R600	Staten Island	Ralph McKee Career and Technical Education High School	RALPH MCKEE VOC HS	Design/Pre-Construction	Architectural Drafting	Approved	290 ST MARKS PLACE STATEN ISLAND NY	747	1072	70%	15%	4%	A	Educational Option

APPENDIX A: CTE Programs
 Career Pathway: Facility & Mobile Equipment Maintenance

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	2010 Progress Report	Admissions Method
14K610	Brooklyn	Automotive High School	AUTOMOTIVE TRADES VOC HS	Facility & Mobile Equipment Maintenance	Autobody - Collision Repair	In development	50 BEDFORD AVENUE BROOKLYN NY	900	993	99%	12%	6%	C	Educational Option
14K610	Brooklyn	Automotive High School	AUTOMOTIVE TRADES VOC HS	Facility & Mobile Equipment Maintenance	Automotive Service Technician	Approved	50 BEDFORD AVENUE BROOKLYN NY	900	993	99%	12%	6%	C	Educational Option
19K615	Brooklyn	Transit Tech Career and Technical Education High School	E NY VOC HS OF TRANSIT TECH	Facility & Mobile Equipment Maintenance	Transit Technician	Under review	1 WELLS STREET BROOKLYN NY	1460	1274	121%	10%	2%	B	Educational Option
21K620	Brooklyn	William E. Grady Career and Technical Education High School	WILLIAM E. GRADY VOC HS	Facility & Mobile Equipment Maintenance	Automotive Technology	Under review	25 BRIGHTON 4TH ROAD BROOKLYN NY	1201	1529	89%	15%	3%	D	Educational Option
24Q610	Queens	Aviation High School	AVIATION HS	Facility & Mobile Equipment Maintenance	Aviation Maintenance Technology	Approved	45-30 36 STREET QUEENS NY	2134	1613	130%	3%	3%	A	Screened
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Facility & Mobile Equipment Maintenance	Automotive Technology	Under review	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Screened
31R455	Staten Island	Tottenville High School	TOTTENVILLE HS	Facility & Mobile Equipment Maintenance	Automotive Technology	In development	100 LUTEN AVENUE STATEN ISLAND NY	3841	3491	111%	7%	2%	B	Limited Unscreened
31R600	Staten Island	Ralph McKee Career and Technical Education High School	RALPH MCKEE VOC HS	Facility & Mobile Equipment Maintenance	Automotive Technology	In development	290 ST MARKS PLACE STATEN ISLAND NY	747	1072	70%	15%	4%	A	Educational Option

APPENDIX A: CTE Programs

Note about Approval Status: If a school is “in development,” it is in the process of developing a CTE program of study but has not yet received official approval from the City or State. Students are exposed to CTE content in classes but the school has not yet been granted approval to endorse diplomas with a CTE certification. If a school is “under review,” it has submitted an application for their CTE program of study to be reviewed by the City and State. If a school is “approved,” the CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification. If a school’s CTE program has “expired,” the official City and State approval for the program has expired.

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

Sources:	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization	School Utilization in 2009-2010 from the School Utilization Report ("Blue Book")
% Special Education (SE)	Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
Progress Report	Progress Report Grade
Admissions Method	Process by which students are admitted to the school