

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-out of John F. Kennedy High School (10X475)

I. Summary of Proposal

John F. Kennedy High School (10X475, “Kennedy”) is an existing high school located at 99 Terrace View Avenue, Bronx, NY 10463, within the geographical confines of Community School District 10. It currently serves students in grades nine through twelve. The New York City Department of Education (DOE) is proposing to phase out and eventually close Kennedy based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

If approved, Kennedy would no longer admit new ninth-grade students after the conclusion of the 2010-2011 school year. Current students would be supported as they progress towards graduation while remaining enrolled at Kennedy. In cases where students do not complete graduation requirements by June 2014, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after Kennedy completes its phase out.

Kennedy is located in building X475 and is currently co-located with five other district high schools: Bronx Engineering and Technology Academy (10X213, “BETA”), Bronx School for Law and Finance (10X284), E.L.L.I.S. Preparatory Academy (10X397, “E.L.L.I.S.”), Marble Hill High School for International Studies (10X477), and Bronx Theatre High School (10X546, “Bronx Theatre”). E.L.L.I.S. opened in 2008 and is still “phasing in” to the building, gradually growing to “full-scale” as it adds a new grade of students annually. The other schools in the building have already reached full scale and currently enroll students in grades 9-12. Building X475 also houses a part-time GED Plus Learning to Work Program and a Young Adult Borough Center (“YABC”).¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In 2009-2010, Building X475 had a target capacity of 3,992 students and enrolled 3,111 students, yielding a building utilization rate of 79%.² In 2010-2011, the six schools within the building are projected to serve a total of 3,084 students, which would yield a target building utilization rate of 77%. This means that the building is “underutilized” and has extra space to accommodate additional students.³

If this proposal is approved, the existing schools located in X475 would continue to serve their current students and E.L.L.I.S. would continue to phase-in as planned. In a separate EIS, which is slated to be posted in January 2011, the DOE is also proposing to co-locate two new high schools in building X475 as replacement options for Kennedy. Those schools would begin phasing into the X475 campus, starting with ninth grade during the 2011-2012 school year, and would continue growing to full-scale as Kennedy phases

¹ 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.

² Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) includes students categorized as “Long Term Absences” (“LTAs”) where these building enrollment numbers do not. LTAs are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

³ The official target capacity and utilization rates for the 2010-11 school year are not yet available. Unless otherwise noted, all references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”). Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

out. Both new schools would complete their expansions during the 2014-2015 school year, at which point they would serve students in grades 9-12.

Background on the DOE Decision-Making Process

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating below Proficient on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase out. Progress Reports are released by the DOE each fall, and evaluate schools on a scale of A through F based on Student Progress, Student Performance, and School Environment—which includes safety, attendance, and survey feedback from parents, teachers, and 6th-12th grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with “Under-developed” as the lowest-possible rating and “Well Developed” as the highest.

In addition, all schools identified by SED as PLA are considered for more intensive support or intervention, including the possibility of phase-out. In January 2010, the State issued the first list of schools identified as PLA. Then, in December 2010, SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 ELA and math test scores and graduation rates for high schools. In January 2010, the State identified Kennedy as a PLA school. The school continued to be classified as such in the December 2010 identification.

Kennedy received an overall D grade on its 2009-2010 Progress Report, with an F grade on Student Performance, a D grade on Student Progress, and a C grade on School Environment. The Progress Report results for Kennedy put the school in the bottom 8% of all high schools that received a 2009-2010 Progress Report.

Based on its Progress Report results and status as a PLA school, the DOE initiated a comprehensive review of Kennedy High School, with the goal of determining which intensive supports and interventions would best benefit its students and the Kennedy community. During that review, the DOE looked at recent and historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Kennedy—will address the school’s longstanding performance struggles and allow for new school options to develop in Building X475 that will better serve future students and the broader community.

Performance and School Environment at Kennedy High School

- Kennedy High School has struggled for years. In 2010, the school’s four-year graduation rate (including August graduates) was 46%, well below the citywide 63% average.⁴ This puts Kennedy in the bottom 5% of all high schools for 2010, and in the bottom 4% of high schools in the Bronx.
 - If Regents diplomas alone counted toward graduation (as will be the case in just one year) the four-year graduation rate at Kennedy would drop to just 25%. The citywide Regents average is 46%.
 - The school’s six-year graduation rate in 2009-2010 was 57%—still below the citywide four-year

⁴ The 2010 graduation rate cited for Kennedy represents the City’s calculation of the four-year graduation rate on the 2009-2010 Progress Reports. Like the State rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State rate. State graduation rates for the Kennedy Class of 2010 are still being audited and will not likely be available until spring 2011, at which time the citywide graduation rate for 2010 will also be released by the New York State Education Department. The most recent available citywide four-year graduation rate (including August graduates) was 63% for the Class of 2009.

average.

- In 2009-2010, only 52% of first-year students at Kennedy earned at least 10 credits. This is a key predictor of future student success because students who fall behind often have trouble getting back on track to graduation.
- Kennedy received an overall D grade on its most recent Progress Report in 2009-2010 with an F grade on Student Performance, a D grade on Student Progress, and a C grade on School Environment. This represents a pattern of decline for Kennedy, which earned an overall C grade on its 2008-2009 Progress Report and an overall C grade in 2007-2008.
- Attendance at Kennedy High School remains very low. The 2009-2010 attendance rate was 81%, which is below the citywide average of 86% for high schools. In fact, this attendance rate puts Kennedy in the bottom 17% among all City high schools, and the bottom 16% among high schools in the Bronx.
- Safety has been a serious concern at Kennedy, although it has improved moderately over the last few years. According to the NYC School Survey, in 2008-2009, 37% of Kennedy student respondents reported that they felt unsafe in the hallways, stairwells, and locker rooms at school; by 2010 that number had dropped to 32%. Similarly, in 2008-2009, 42% of teacher respondents reported feeling that order and discipline were not maintained at the school, but that figure dropped to 26% in 2010. While this news is welcome, it has not translated into comparable improvements in student academic performance.
- Demand for Kennedy has fallen steadily over the past five years. Kennedy has one limited unscreened program to which students may apply through the High School Admissions Process. The types of programs available to students at Kennedy have been reduced in recent years due to insufficient demand; the number of students applying to Kennedy High School has fallen by approximately 1,500 students since 2005. Over the past two years, demand for these programs has declined from 8.0 applications per seat to 4.6 applications per seat. The citywide average is approximately 8.1 applications per seat.
- Kennedy was rated “Proficient” on its most recent Quality Review in 2009-2010. Quality Reviews evaluate how well schools are organized to support student learning. While Proficient schools have strengths and weaknesses, Kennedy’s 2009 Quality Review cited a number of serious concerns, including inadequate differentiation of instruction to support individual student needs and insufficient attention to monitoring students.

John F. Kennedy High School	2007-2008	2008-2009	2009-2010
School Performance and Progress⁵			
Overall Progress Report Grade	C	C	D
Performance Grade	B	C	F
Progress Grade	C	C	D
Environment Grade	B	D	C
Quality Review Score	WD	P	P
Graduation Data			
Four-Year Graduation Rate ⁶	63%	44%	46%
Four-Year Regents Diploma Rate ⁷	16%	17%	25%
Six-Year Graduation Rate	47%	49%	57%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	49%	64%	52%
Attendance Rate	82%	81%	81%

2010-2011 State Accountability Status	Restructuring (advanced) - Comprehensive
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Overview of Past Strategic Improvement Efforts at Kennedy High School

We recognize that Kennedy staff members have worked hard to improve the school, but the school has not turned around. In recent years, the DOE has offered numerous supports to Kennedy, including:

Leadership Support:

- Helping the principal develop Kennedy’s Comprehensive Education Plan and set school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at Kennedy.
- Offering extensive leadership coaching for the principal.

Instructional Support:

- Working with the school to create Small Learning Communities in an effort to increase personalization and meet the needs of all students.

⁵ Source: Progress Report

⁶ The graduation rate cited here for 2008-2009 represents the State’s calculation of the four-year graduation rate. In the case of Kennedy, there was a significant discrepancy between the State and City graduation calculation, and their data from 2008-2009 is currently under investigation.

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- Training for school leadership and teachers on developing curriculum and high-quality instructional practices that align with new state standards.
- Working with the school to create teacher teams and develop common planning time.
- Helping teacher teams to improve instruction for English language learners, students with disabilities, and students performing below grade level.

Operational Support:

- Helping the school budget its dollars in a way that best meets student needs; Kennedy receives additional state funds because of its low performance and federal funds because of its student population.
- Coaching staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Training for guidance counselors on how to use scholarship reports and graduation tracking systems.
- Working with school leadership to identify ways to reduce student suspensions.
- Helping the attendance teacher use home visits and other outreach strategies to improve student attendance.

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 First Network Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

Given Kennedy’s lack of success despite the above supports—whether as part of a centralized effort to support all schools or individualized plans for Kennedy—it is apparent that Kennedy High School has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Kennedy High School community about strategies to better support students and improve outcomes at the school. On October 12, 2010, Bronx High School Superintendent Elena Papaliberios held meetings with the School Leadership Team and parents at the school to discuss what is and is not working at Kennedy, and how we can work together to better serve students. Parents had positive feedback about the school’s guidance counseling team, but also expressed various concerns. Parents said:

- There is an unfriendly relationship between staff and students.
- Some teachers do not challenge students and instead allow them to “hang out” during class.
- Struggling students do not get adequate support from the school.

The School Leadership Team shared some similar concerns, but also had positive feedback about the school’s extended day and credit accumulation programs.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/bronx/Kennedy>. The DOE used that webpage to keep the community informed about important dates and to update the community with important new information, including responses to frequently voiced concerns and comments.

While many members of the Kennedy High School community objected to the possibility of phasing the school out, the DOE believes that drastic action must be taken given the school’s longstanding performance struggles, the lack of evidence that the school is poised to quickly turn around to better support students, and the very low demand for seats at the school. We plan to incorporate community feedback in other ways as we continue to support current Kennedy High School students working toward graduation and as we develop plans to replace Kennedy with other schools that better meet student and community needs. We will continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

II. Proposed or Potential Use of Building

The building in which Kennedy is located has the capacity to serve 3,992 students. In 2009, the combined enrollment of all six schools in the building was 3,111, yielding a building utilization rate of 79% of target capacity.⁸ With the exception of E.L.L.I.S. Preparatory Academy which is still phasing in, all schools in the building—Bronx Engineering and Technology Academy, Bronx School for Law and Finance, Marble Hill High School for International Studies, and Bronx Theatre High School—are operating at full scale. The combined 2010-2011 enrollment projection for all six schools in the building is 3,084 students, which would yield a building utilization rate of 77%.⁹

As part of the replacement strategy for Kennedy High School, the DOE is also proposing to co-locate two new high schools in the X475 building beginning in 2011-2012. That proposal will be outlined in a separate Educational Impact Statement, to be posted in January 2011. Specific details regarding each school’s instructional program and enrollment criteria are still being determined.

Over the next four years, the proposed grade spans for the schools in the building are as follows:¹⁰

School Name	2010-11	2011-12	2012-13	2013-14	2014-15
E.L.L.I.S. Preparatory Academy	9,10,11	9-12	9-12	9-12	9-12
BETA	9-12	9-12	9-12	9-12	9-12
Bronx School for Law and Finance	9-12	9-12	9-12	9-12	9-12
Marble Hill HS for International Studies	9-12	9-12	9-12	9-12	9-12
Bronx Theatre High School	9-12	9-12	9-12	9-12	9-12
Kennedy High School	9-12	10,11,12	11,12	12	N/A
New School #1	N/A	9	9,10	9,10,11	9-12
New School #2	N/A	9	9,10	9,10,11	9-12

⁸ Utilization Rate as calculated in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) includes students categorized as “Long Term Absences” (“LTAs”), whereas these building enrollment numbers do not. LTAs are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

⁹ The official target capacity and utilization rates for the 2010-11 school year are not yet available. Unless otherwise noted, all references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”). Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

¹⁰ As Kennedy phases out, some students may be technically classified in grades “no longer served” at the school. This would occur in situations where current students have 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 still technically be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Kennedy and would have access to appropriate courses to support their continued progress toward graduation.

In 2014-2015, Bronx Engineering and Technology Academy (BETA) will serve 400-450 students, Bronx School for Law and Finance will serve 400-450 students, Marble Hill High School for International Studies will serve 450-500 students, and Bronx Theatre High School will serve 400-450 students. In addition, E.L.L.I.S. Preparatory Academy will have completed its phase in and will also serve 300-350 students in grades 9-12.

If the separate proposal to co-locate two new high schools in X475 is approved, these new schools would each serve approximately 100-150 9th graders during the first year of implementation, and approximately 400-600 ninth- through twelfth-grade students at full scale. Once those schools have completed their expansions, and Kennedy has completed its phase-out in 2014-2015, there would be approximately 2,750-3,400 students served in the building, yielding an estimated utilization rate of approximately 85%.¹¹

This proposal is not expected to impact the GED Plus Learning to Work Program that is currently housed in the X475 building. That program takes place in the evening and will not lose space as a result of this proposal. In addition, the YABC program housed in X475 would not be impacted by the phase out of Kennedy.

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

A. Students

Enrollment Options for Current Kennedy High School Students

Under this proposal, all current Kennedy High School students would have the opportunity to graduate from Kennedy assuming that they continue to accumulate credits on schedule.

Current Ninth Graders at Kennedy High School

In New York City, the High School Admissions Process is a citywide choice process, as described later in this document. The High School Admissions Process permits applicants to list up to twelve high school programs in order of preference on his/her application. High school admissions applications were due December 3, 2010. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth grade students at Kennedy who are interested in attending a different school for tenth grade may have already taken part in this process. If this proposal is approved in February 2011, there would be another opportunity for current ninth grade students at Kennedy, and students at other schools who have applied to Kennedy, to participate in the High School Admissions Process.

Those interested in applying to attend a different school as a 10th grader in September 2011 should meet with a guidance counselor. In early February, a new high school application called the New High Schools Choice Form will be available. These students 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.

Alternatively, current repeat ninth grade students would complete high school at Kennedy, provided they earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a transfer school.¹²

¹¹ Based on enrollment at scale compared to 2009-2010 target building utilization.

¹² Transfer schools are small, academically rigorous, full-time high schools designed to re-engage students who are behind in high school or have dropped out. The essential elements of transfer schools include: a personalized learning environment,

Current Tenth, Eleventh and Twelfth Graders at Kennedy High School

Current tenth, eleventh, and twelfth grade students who are on track to graduate would complete high school at Kennedy if they continue to earn credits on schedule. As the school becomes smaller, students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to discuss all of their options.

Current tenth, eleventh, and twelfth grade students who are not on track to graduate should meet with their guidance counselor to discuss options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the City's transfer schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation.¹³ In general, however, it is expected that most current Kennedy High School students would remain enrolled at the school as they work toward graduation.

Kennedy High School currently offers Collaborative Team Teaching ("CTT"), Self Contained ("SC") classes and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language program. English Language Learners at Kennedy High School will continue to receive mandated services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans. 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. Placement for students with IEPs is the same process as described above.

If this proposal is approved, Kennedy High School would no longer admit new ninth grade students after the end of the 2010-2011 school year. Kennedy High School would continue to serve students currently enrolled in the school until the school completes phasing out in June 2014.

The DOE will arrange a new placement for students who haven't accumulated sufficient credits and those who have not passed the minimum number of Regents exams by June 2014.

rigorous academic standards, student-centered pedagogy, support to meet instructional and developmental goals, and a focus on connections to college.

¹³ 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.

Impact on Academic and Extracurricular Offerings at Kennedy High School

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Kennedy. However, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, Kennedy High School would continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school shrinks, the school would likely need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented as decisions would rest with school administrators and be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE would work with Kennedy to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City.

During the proposed phase-out, the DOE will build on our past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teacher practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students.
- Facilitating partnerships with community based organizations to support youth development initiatives at the school.

As a school identified as PLA, Kennedy High School is eligible for School Improvement funds to support the Turnaround model. In most cases schools undergoing a Turnaround model must replace the principal and at least 50% of the staff. In New York State, the Turnaround model also allows for a school to be phased out and replaced by a new school over time.

If Kennedy High School were selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between Kennedy and the new proposed high schools to be co-located in X475, and will be available to support programs at both schools that will actively advance students towards graduation. (Examples include online credit recovery programs, additional youth development and guidance support to struggling students.)

Kennedy High School would continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

Kennedy High School currently offers the following sports:¹⁴

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

PSAL Sports – Girls: Basketball & JV Basketball, Bowling, Cross Country, Golf, Gymnastics, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Tennis, and Volleyball & JV Volleyball.

PSAL Sports – Co-ed: N/A

School Sports – N/A

¹⁴ Sport offerings as reflected in the 2010-2011 Directory of High Schools. PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development and socialization skills through an athletic program that fosters teamwork, discipline and sportsmanship.

According to the High School Directory, Kennedy also offers the following extracurricular activities: National Honor Society, Arista, Peer Mediators, Spanish Honor Society, Senior Student Council, Los Paleteros de JFK, Video Yearbook, Filming, Voting is Power, Digital and Audio Recording, buildOn, Mock Trial, “Eternal Flame” Newspaper, Choir, Literario Cultural, Band, Drama, Yearbook, Chess Club, Environmental Club, Step Team Club, Cheerleaders Club, Kennedy Cares Club, Filming Club, O-Ambassadors Club, Fitness Club, and Entrepreneur Club.

It is difficult to predict precisely how those changes might be implemented as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the Kennedy campus is already home to several other school organizations and if this proposal is approved, the DOE anticipates that additional new high schools will also phase into the building. Typically, campuses that are home to multiple schools field athletic teams, but do so 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 Kennedy campus, including current Kennedy students as that school phases out. 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.

Similarly, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current Kennedy High School students would continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student interest and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

Impact on Community Partnerships at Kennedy High School

Kennedy currently has partnerships with several community organizations including, Alternative Education Program, Federation Employment and Guidance Service, Inc. (FEGS), Community Association of Progressive Dominicans, Inc. (ACDP), Sports & Arts in Schools Foundation, and buildOn, among others. Those partnerships would continue to support current students as Kennedy phases out though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Kennedy staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period.

In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Kennedy students in the past. The other schools currently housed on the Kennedy campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. As appropriate, the DOE will work with other schools on the Kennedy campus to introduce or enhance partnerships with the community organizations that currently support Kennedy High School students. The DOE does not anticipate that this proposal will impact the program offerings at other schools in the X475 building.

Career and Technical Education Programs

Kennedy currently offers four Career and Technical Education (CTE) programs aligned to three distinct pathways: Audio and Visual Technology and Film, Management, and Visual Arts, all of which are still in development.¹⁵ CTE programs integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-

¹⁵ 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 receive instruction related to CTE content, but the school has not yet been granted approval to endorse diplomas with a CTE certification in this area.

specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce.

Students participating in Kennedy’s CTE programs would continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. There are 7 CTE programs in the Audio and Visual Technology and Film pathway citywide, including 1 in the Bronx. In addition, there are 38 citywide programs in the Management pathway, including 6 in the Bronx, and 26 programs in the Visual Arts pathway, three of which are located in the Bronx. The list of schools in the City that also provide CTE pathways in these three areas can be found in Appendix B. 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 and on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

The proposed phase-out of Kennedy High School is not anticipated to impact students enrolled in the five other schools in X475.

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

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. With the exception of E.L.L.I.S. Preparatory Academy, a school designed to serve students identified as having an Interrupted Formal Education (SIFE) and who are over-age, all of the other schools in the X475 building admit students as part of the High School Admissions Process. Bronx Engineering and Technology Academy, Bronx School of Law and Finance, Bronx Theater High School, and Kennedy High School admit students through a Limited Unscreened admissions method. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending the school’s Information Session or Open House events or visiting the school’s exhibit at any one of the High School Fairs. Marble Hill High School has a Screened admissions method. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay or additional diagnostic test.

Students who are in the eighth grade must participate in the High School Admissions Process and, as described earlier, students who are first time ninth-graders have the option of participating to apply for a tenth-grade seat in another school. There are three rounds to the High School Admissions Process¹⁶:

Specialized High School Round: Students who took the Specialized High School Admissions Test and are eligible based on their score will receive their specialized high school offer and a regular high school match.

Main Round: All eighth 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 grade students who want to apply to any of the new schools have the opportunity to complete a new high school application which supersedes the application that was submitted in December.

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

¹⁶ Each school that participates in the High School Admissions Process may have multiple programs that students to which students can apply. There are different selection criteria associated with each program. Details on the criteria for each admissions method may be found in the High School Directory at a Borough Enrollment Center or on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

High school admissions applications for the Main Round were due on December 3, 2010. If this proposal is approved by the PEP, students who listed any of the program offerings at Kennedy on their high school admissions applications would have the opportunity in February to submit a new application (New School Choice Form) with revised school rankings. 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. New high schools designated to open throughout the city for the 2011-2012 school year will be available for these students to consider as well.

If a student does not submit a new application in February, Kennedy's high school program would be removed from the student's existing ranking list before the Main Round match is executed. In this scenario, any schools ranked lower than the program in Kennedy on the application would essentially move up on the application. This may or may not impact the eventual match as the student might have been matched to a school ranked higher than Kennedy on the application. However, if the student would have been matched to Kennedy, he or she would instead be matched to the next-highest program listed on the application.

Admissions Impact for Future High School Students

In order to best anticipate the future needs of students, the DOE utilizes historical data to best predict the volume and demographic of students it will need to serve as a result of a phase-out decision. As of the November 1 register, Kennedy High School has a total of 286 new ninth grade admits. New ninth grade admits are made up of students who enter the school through two methods:

- High School Admissions process
- "Over-the-counter" ("OTC") placement

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 three 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)¹⁷.

When a student arrives for 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 reviews options that will 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 are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option or unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered through referral¹⁸. In this way, the DOE is able to offer individual students

¹⁷ Per 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.

¹⁸ International schools are designed to provide quality education for recently arrived immigrant students through a unique

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.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over the counter, the following analysis uses the data from the 2010-2011 school year to approximate future needs. At Kennedy High School, the below provides an overview of how many students arrived through either the High School Admissions process vs. over-the-counter:

	High School Admissions Process	Over-the-Counter
9th Grade	210	76

Additionally, Kennedy High School admitted 64 OTC students in grades 10-12 as well¹⁹:

	Over-the-Counter
10th Grade	32
11th Grade	22
12th Grade	10

It is critical that the needs of all students – whether they arrive through the admissions process or over-the-counter – are met. Of the 210 9th grade students who were admitted through the High School Admissions process, 24% are students with disabilities and 21% are ELL. And of the 140 students who arrived ‘over-the-counter’, 12% are students with disabilities and 18% are ELL.²⁰

Kennedy High School currently offers Collaborative Team Teaching (“CTT”), Self Contained (“SC”) classes and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language program. English Language Learners at Kennedy High School will continue to receive mandated services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans.

High school students with Individual Education Plans (IEPs) are placed in the school they would attend if they were not disabled. Schools are expected to create programs that meet the needs of all students ensuring greater exposure to a general education curriculum. Placement for students with IEPs is the same process as described above.

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").

¹⁹ Some of the tenth grade new admits may have been through the High School Admissions Process for tenth grade students.

²⁰ Students with disabilities as percentage of total students from the 2010 Unaudited Register on November 1, 2010. This count does not include SETSS or students receiving speech or language services. English Language Learner students as percentage of total students from the 2010 Unaudited Register on November 1, 2010.

Schools with Programs Similar to Kennedy's program offerings²¹

In addition to its CTE program offerings, Kennedy offers Bronx Digital Academy, which falls into the Computer Technology interest area. Students are admitted to this program through a limited unscreened admissions method. Students currently enrolled in that program would continue to have access to the academic classes they need to complete their program requirements.

Students who might have selected Kennedy would continue to have access to a broad range of high school options through the citywide high school admissions process. There are approximately 39 schools Citywide that offer programs in the Computer Science and Technology interest area. Students can apply to these programs through the High School Admissions Process. Additional information about these schools can be found in Appendix A.

A full list of City high schools is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices and on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

B. Schools

Kennedy is currently projected to enroll 1,158 students.²² If this proposal is approved, Kennedy will phase out gradually. Although limited unscreened seats would be lost as a result of that phase-out, new seats will be created as two new schools phase in to the Kennedy campus.

The overall plan for the X475 building includes the phase-out of Kennedy, the continued phase-in of E.L.L.I.S. Preparatory Academy, and the continued existence of Bronx Engineering and Technology Academy, Bronx School for Law and Finance, Marble Hill High School for International Studies, and Bronx Theatre High School. In a separate proposal, the DOE is also proposing the co-location of two new high schools, beginning in 2011-2012. Each school would serve approximately 100-150 new ninth-grade students, and would phase-in gradually adding one grade annually. When those two schools complete their expansions and achieve full scale, the seven schools are projected to collectively enroll between 2,750-3,400 students in 2014-2015. At that point, Kennedy would have completed its phase out, and the projected utilization for Building X475 would be 85%.²³ This means that the building has adequate capacity to accommodate the full expansion of the two schools separately proposed to be co-located in X475.

²¹ Similar programs are defined as those in the same "interest area" to which students can apply through the High School Admissions Process.

²² 2010-2011 Enrollment Projection

²³ Based on enrollment at scale compared to 2009-2010 target building utilization.

The table below outlines the estimated enrollment ranges for the schools in X475 as Kennedy phases out and the proposed high schools phase-in.²⁴

School Name	2010-11	2011-12	2012-13	2013-14	2014-15
E.L.L.I.S. Preparatory Academy	235	250-300	300-350	300-350	300-350
BETA	394	400-450	400-450	400-450	400-450
Bronx School for Law and Finance	420	400-450	400-450	400-450	400-450
Marble Hill HS for International Studies	453	450-500	450-500	450-500	450-500
Bronx Theatre High School	424	400-450	400-450	400-450	400-450
New School #1	N/A	100-150	250-300	300-400	400-600
New School # 2	N/A	100-150	250-300	300-400	400-600
Kennedy High School	1,158	800-900	500-600	225-325	N/A
Total	3,084	2,900-3,350	2,950-3,400	2,775-3,325	2,750-3,400

If both this phase-out proposal and the proposal to co-locate two new high schools in X475 are approved, there would be sufficient space to serve students enrolled at Kennedy, Bronx Engineering and Technology Academy, Bronx School for Law and Finance, Marble Hill High School for International Studies, Bronx Theatre High School, E.L.L.I.S. Preparatory Academy, and the two new high schools pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Kennedy phases out and while both new schools gradually phase in. (Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: 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.²⁵ Additionally, all schools receive a baseline of the approximate equivalent of 1 full size classroom and 1 half size classroom for administrative services.

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.

²⁴ 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.

²⁵ 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.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, 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.

Half-size classrooms can be used as self contained special education classrooms, as resource rooms, or as 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.

According to the building survey completed by the Office of Space Planning in December 2010, there are 125 full-size instructional rooms plus 5 science labs and 13 science demonstration rooms in X475, for a total of 143 full-size spaces in X475.

Consistent with the Footprint, at scale, Bronx Engineering and Technology Academy, Bronx School for Law and Finance, Marble Hill High School for International Studies, and Bronx Theatre High School, will each be allocated a baseline of 16 full-size spaces. E.L.L.I.S. Preparatory Academy will be allocated a baseline of 12 full-size spaces when it reaches full scale. The new schools are projected to be allocated a baseline of approximately 18-22 rooms each at full scale, depending on their projected enrollment. This represents a total of 120-136 full-size spaces when all schools are operating at full scale. Thus, there would be sufficient instructional space in X475 for all schools to grow to scale. Schools would also be allocated resource rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

Kennedy is currently allocated 50 full-size instructional spaces, 9 full-size spaces in excess of its baseline allocation. In the first year of implementation, Kennedy would be allocated a baseline of 30-33 full-size rooms based on its projected enrollment of 800-900 students pursuant to the Footprint. Bronx Engineering and Technology will be allocated a baseline of 16 full-size spaces, Bronx School for Law and Finance will be allocated a baseline of 16 full-size spaces, Marble Hill will be allocated a baseline of 16 full-size spaces, Bronx Theatre will be allocated a baseline of 16 full-size spaces, and E.L.L.I.S. Prep will be allocated a baseline of 10-12 full-size spaces. All schools in X475, with the exception of Kennedy, are currently allocated the number of full-size rooms consistent with their baseline allocation. If the proposal to co-locate two new schools in the building is approved, those schools would be allocated a baseline of 4-6 full-size instructional classrooms each in 2011-2012. Therefore, in 2011-2012, if this proposal is approved, there will be 112-121 full-size rooms allocated, and thus there is adequate space in X475 for all schools in 2011-2012.

	2010-11 Total Baseline Footprint Allocation for full-size Classrooms	2011-12 Baseline Footprint Allocation for full-size Classrooms	2012-13 Baseline Footprint Allocation for full-size Classrooms	2013-14 Baseline Footprint Allocation for full-size Classrooms	2014-2015 Baseline Footprint Allocation for full-size Classrooms
E.L.L.I.S. Preparatory Academy	8	10-12	12	12	12
BETA	16	16	16	16	16
Bronx School for Law and Finance	16	16	16	16	16
Marble Hill HS for International Studies	16	16	16	16	16
Bronx Theatre High School	16	16	16	16	16
Kennedy	41	30-33	18-22	12-16	8-12
New School #1	N/A	4-6	8-10	12-16	18-22
New School # 2	N/A	4-6	8-10	12-16	18-22

The GED program housed in X475 are conducted during evening hours, so their space needs do not conflict with the needs of the schools housed in X475.

C. Community

The Building X475 opened in 1972 and has been serving high school student since. Kennedy has struggled for years to provide a high-quality education to its students. The DOE has offered considerable support to the school, but despite these efforts, Kennedy’s performance continues to be low. As a result, there is a need to provide better options for families in the community. Under this proposal, the JFK building will remain open but will offer new educational options that better support the learning needs of future students in the Bronx.

This proposal addresses many needs of the Kennedy community:

- Kennedy has struggled for years to provide a high-quality education to its students. The DOE has offered considerable support to the school, but despite these efforts, Kennedy’s performance continues to be low. As a result, there is a need to provide better options for families in the community. Under this proposal, the Kennedy building will remain open but will offer new educational options that better support student needs.
- During the 2009-2010 school year, Building X475 had a target capacity to serve 3,992 students, and the building enrolled 3,111 students, yielding a utilization rate of 79% of target capacity. In 2010-2011, the six schools within the building are projected to serve a total of 3,084 students, which would yield a target building utilization rate of 77%.²⁶ This means that the building is under-utilized, with extra space remaining to accommodate additional students.

²⁶The official target capacity and utilization rates for the 2010-11 school year are not yet available. Unless otherwise noted, all references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”). Please note that building capacity and utilization figures are not always a

- Between 2009 and 2010 demand for seats at Kennedy fell from 8.0 applications per seat to just 4.6, compared to the citywide average of 8.1 applications per seat. Phasing out Kennedy allows the DOE to create better options for local families. As a result, the DOE anticipates that students would be attracted back to the building.
- As noted elsewhere in this document, taken collectively with ongoing utilization changes in Building X475, the proposal to phase out Kennedy is not expected to yield a net loss of seats in Building X475. There are currently five schools located on Kennedy’s campus, and the DOE is separately proposing to phase-in two new high schools into the facility. In addition, the seats lost as a result of Kennedy’s phase out would be recovered through the 800-1200 seats that would be offered by the two new high schools proposed to be co-located in X475.

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: School for Community Research and Learning (SCRL), New Day Academy (New Day), Urban Assembly Academy for History and Citizenship for Young Men, John F. Kennedy High School, Christopher Columbus High School (Christopher Columbus), Global Enterprise High School (Global Enterprise), Performance Conservatory High School and Monroe Academy for Business/Law (MABL). Five of these schools—SCRL, New Day, Christopher Columbus, Global Enterprise and MABL—were also proposed to be phased out last year.

If all eight of the proposals above are approved by the Panel for Education Policy (PEP), the DOE has plans in place to replace lost seats in the Bronx. Based on the November 1, 2010 enrollment register, these 8 schools that are proposed to phase-out are serving a total of 759 new 9th grade students.²⁷ However, these seats will be recovered through seats at new high schools.

As of December 10, 2010, 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 phased-out schools while others will open in other campuses. Two of these seven schools are being proposed to open in the JFK campus (X475). And as previously mentioned, each of these new high schools will be the subject of a forthcoming EIS. 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 9th grade students in 2011-2012.

Additionally, given that MABL, New Day, Christopher Columbus, Global Enterprise and SCRL were proposed to be phased-out last year, in January 2010, the DOE proposed to open replacements for some of these schools. At New Day, the Dr. Izquierdo Charter School 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 about 80 new 9th graders in 2013-2014.²⁸ And on the Stevenson Campus (X450), the DOE opened the Bronx Bridges School in anticipation of the phase-out of School for Community Research and Learning. Bronx Bridges currently serves 78 new 9th grade students.

Some schools on the Morris Campus and the new Mott Haven Campus were able to increase their seat capacity due to the addition of available space when Bronx Leadership Academy II (“BLA II”) moved from the Morris Campus to the new Mott Haven Campus. Of these ten schools that have increased capacity

precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

²⁷ Enrollment register of new ninth graders is from the November 1, 2010 for the following schools: School for Community Research and Learning (SCRL), 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, and Monroe Academy for Business/Law (MABL).

²⁸ Last winter, the PEP voted to gradually phase-out School for Community Research and Learning (SCRL), New Day Academy, Christopher Columbus High School, Global Enterprise High School, and Monroe Academy for Business/Law (MABL). A lawsuit prevented the DOE from following through with those plans.

this year, seven are Limited Unscreened (meaning all students are eligible with priority given to those that attend an Information Session or Open House event) while three are screened for Bronx students who have lived in the United States for fewer than 4 years and have limited English proficiency. In total, there is an increase of approximately 520 new ninth grade seats within these ten schools. With the opening of new schools in September 2010 and the 7 anticipated new replacement schools this year, the DOE will have created the capacity for approximately 990 new ninth grade seats in the Bronx, which is more than enough to offset the 759 seats anticipated to be lost by the 8 proposed phase-outs. Factoring in new ninth grade seats that were made available through expanding high school capacity in existing schools this year, there would be capacity for approximately 1,510 additional ninth grade seats.

With the opening of these schools last year and the seven anticipated schools this year, the DOE will have created the capacity for approximately 990 ninth grade seats for new students in the Bronx, which is more than enough to offset the 759 seats anticipated to be lost by the 8 proposed phase-outs. Factoring in new ninth grade seats that were made available by expanding capacity in existing schools this year, there will be capacity for approximately 1,510 ninth grade seats in 2011-12.

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 Educational Impact Statement. Detailed information about all City high schools is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at Building X475.

IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are Kennedy High School, Bronx Engineering and Technology Academy, Bronx School for Law and Finance, Marble Hill High School for International Studies, E.L.L.I.S. Preparatory Academy, and Bronx Theatre High School

Kennedy High School

Admissions Data

Current Admissions	9-12:High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	1158
Grades Served after Phase-Out Proposal in 2011-2012	10-12
Projected 2011-2012 Enrollment	800-900
Grades Served after Phase-Out Proposal in 2012-2013	11-12
Projected Enrollment 2012-2013	500-600
Grades Served after Phase-Out Proposal in 2013-2014	12

Projected Enrollment 2013-2014	225-325
Grades Served after Phase-Out Proposal in 2014-2015	N/A
Projected Enrollment at Scale	N/A

Demographic Data

Percentage Students Receiving CTT or SC services²⁹	15%
Percentage Students with Individual Education Plan³⁰	21%
Percentage English Language Learner Students³¹	22%
Percentage of Students Eligible for Free or Reduced Lunch³²	91%

School Performance Data

John F. Kennedy High School	2007-2008	2008-2009	2009-2010
<i>School Performance and Progress³³</i>			
Overall Progress Report Grade	C	C	D
Quality Review Score	WD	P	P
<i>Graduation Data</i>			
Four-Year Graduation Rate ³⁴	63%	44%	46%
Four-Year Regents Diploma Rate ³⁵	16%	17%	25%
Six-Year Graduation Rate	47%	49%	57%
<i>Other Key Indicators</i>			
Percent of First-Year Students Earning 10+ Credits	49%	64%	52%
Attendance Rate	82%	81%	81%

2010-2011 State Accountability Status	Restructuring (advanced) - Comprehensive
----------------------------------------------	------------------------------------------

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.

³³ Source: 2009-2010 Progress Report

³⁴ The graduation rate cited here for 2009 represents the State's calculation of the four-year graduation rate. In the case of Kennedy, there was a significant discrepancy between the State and City graduation calculation, and their data from 2008-2009 is currently under investigation.

³⁵ The graduation rate cited here for 2009 represents the State's calculation of the four-year graduation rate. In the case of Kennedy, there was a significant discrepancy between the State and City graduation calculation, and their data from 2008-2009 is currently under investigation.

Bronx Engineering and Technology Academy

Admissions Data

Current Admissions	9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	394
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	400-450
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected Enrollment 2012-2013	400-450
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected Enrollment 2013-2014	400-450
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	400-450

Demographic Data

Percentage Students Receiving CTT or SC services³⁶	15%
Percentage Students with Individual Education Plan³⁷	21%
Percentage English Language Learner Students³⁸	17%
Percentage of Students Eligible for Free or Reduced Lunch³⁹	89%

³⁶ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

³⁷ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

³⁸ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Bronx Engineering and Technology Academy	2007-2008	2008-2009	2009-2010
School Performance and Progress⁴⁰			
Overall Progress Report Grade	A	B	A
Quality Review Score	WD		P
Graduation Data			
Four-Year Graduation Rate	90%	75%	85%
Four-Year Regents Diploma Rate	90%	59%	66%
Six-Year Graduation Rate			90%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	59%	77%	78%
Attendance Rate	87%	84%	84%
2010-2011 State Accountability Status		In Good Standing	

Bronx School for Law and Finance

Admissions Data

Current Admissions	9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Admissions Method: Limited Unscreened

⁴⁰ Source: Progress Report

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	420
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	400-450
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected Enrollment 2012-2013	400-450
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected Enrollment 2013-2014	400-450
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	400-450

Demographic Data

Percentage Students Receiving CTT or SC services⁴¹	12%
Percentage Students with Individual Education Plan⁴²	13%
Percentage English Language Learner Students⁴³	5%
Percentage of Students Eligible for Free or Reduced Lunch⁴⁴	87%

⁴¹ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁴² Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁴³ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁴⁴ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Bronx School of Law and Finance	2007-2008	2008-2009	2009-2010
School Performance and Progress⁴⁵			
Overall Progress Report Grade	A	B	B
Quality Review Score	WD		P
Graduation Data			
Four-Year Graduation Rate	76%	70%	68%
Four-Year Regents Diploma Rate	58%	56%	56%
Six-Year Graduation Rate		81%	79%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	69%	64%	60%
Attendance Rate	84%	83%	81%

2010-2011 State Accountability Status	In Good Standing
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Marble Hill High School for International Studies

Admissions Data

Current Admissions	9-12: High School Admissions Process Admissions Method: Screened
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Admissions Method: Screened

⁴⁵ Source: Progress Report

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	453
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected Enrollment 2012-2013	450-500
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected Enrollment 2013-2014	450-500
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	450-500

Demographic Data

Percentage Students Receiving CTT or SC services⁴⁶	2%
Percentage Students with Individual Education Plan⁴⁷	5%
Percentage English Language Learner Students⁴⁸	32%
Percentage of Students Eligible for Free or Reduced Lunch⁴⁹	95%

⁴⁶ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁴⁷ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁴⁸ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁴⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Marble Hill High School for International Studies	2007-2008	2008-2009	2009-2010
School Performance and Progress⁵⁰			
Overall Progress Report Grade	A	A	A
Quality Review Score	O		
Graduation Data			
Four-Year Graduation Rate	91%	90%	90%
Four-Year Regents Diploma Rate	76%	82%	87%
Six-Year Graduation Rate	89%	96%	95%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	96%	97%	97%
Attendance Rate	93%	93%	92%
2010-2011 State Accountability Status			
In Good Standing			

E.L.L.I.S. Preparatory Academy

Admissions Data

Current Admissions	9-12: OTC process for Students with Interrupted Formal Education (SIFE)
Admissions after Phase-out Proposal in 2011-2012	9-12: OTC process for Students with Interrupted Formal Education (SIFE)

⁵⁰ Source: Progress Report

Enrollment Data

Current Grades Served	9-11
Projected 2010-2011 Enrollment	235
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	250-300
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected Enrollment 2012-2013	300-350
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected Enrollment 2013-2014	300-350
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	300-350

Demographic Data

Percentage Students Receiving CTT or SC services⁵¹	0%
Percentage Students with Individual Education Plan⁵²	0%
Percentage English Language Learner Students⁵³	82%
Percentage of Students Eligible for Free or Reduced Lunch⁵⁴	98%

⁵¹ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁵² Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁵³ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁵⁴ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

English Language Learners and International Support Preparatory Academy (ELLIS)	2007-2008	2008-2009	2009-2010
School Performance and Progress⁵⁵			
Overall Progress Report Grade			
Quality Review Score			WD
Graduation Data			
Four-Year Graduation Rate			
Four-Year Regents Diploma Rate			
Six-Year Graduation Rate			
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits		83%	76%
Attendance Rate		88%	89%

2010-2011 State Accountability Status	Pending
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Bronx Theatre High School

Admissions Data

Current Admissions	9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	424
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	400-450
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected Enrollment 2012-2013	400-450
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected Enrollment 2013-2014	400-450
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	400-450

⁵⁵ Source: Progress Report

Demographic Data

Percentage Students Receiving CTT or SC services⁵⁶	8%
Percentage Students with Individual Education Plan⁵⁷	13%
Percentage English Language Learner Students⁵⁸	8%
Percentage of Students Eligible for Free or Reduced Lunch⁵⁹	90%

School Performance Data

Bronx Theatre High School	2007-2008	2008-2009	2009-2010
School Performance and Progress⁶⁰			
Overall Progress Report Grade	B	B	C
Quality Review Score	WD		P
Graduation Data			
Four-Year Graduation Rate	61%	70%	67%
Four-Year Regents Diploma Rate	31%	40%	38%
Six-Year Graduation Rate		85%	69%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	74%	66%	68%
Attendance Rate	82%	83%	84%
2010-2011 State Accountability Status	In Good Standing		

⁵⁶ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁵⁷ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁵⁸ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁵⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

⁶⁰ Source: Progress Report

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to Kennedy High School, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Kennedy roster as the phase out is implemented, the school is expected to receive approximately \$4,181 less per pupil funding annually for high school students. These 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.

As a result of the phase out, the total number of students enrolled at Kennedy will decline each year, 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 naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. 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. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

In addition, schools with approved CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (VTEA). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high skill, high wage, high demand careers. As VTEA funds are funded on a per pupil basis, as Kennedy phases out, the school would lose some of their additional funding to support the CTE program development as the enrollment declines.

All costs related to opening new schools will be included in the separate EIS proposing the co-location of both schools with Kennedy High School.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at Kennedy would be excessed over the course of the phase-out.⁶¹ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

⁶¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (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 Absent Teacher Reserve 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 Kennedy High School will now be enrolled in the new schools phasing in on the campus 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, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools that have an impact on a school that is closing or phasing out are required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

B. Cost of Instruction

As a result of the phase out, the total number of students enrolled at Kennedy will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. 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 naturally 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 they enrolled.

As with all other schools citywide, Kennedy 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. Kennedy is 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 Individual Education Plans (IEP). Even as Kennedy is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

C. Administration

All school supervisor and/or administrator positions assigned to Kennedy would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

D. Transportation

Transportation will be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.
 There will be no change to existing transportation practices at Kennedy as a result of this proposal.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with citywide policy.

VII. Building Information

Type of Building	High School
Year Built	1972
Overall BCAS rating	2.59
2009-2010 Target Utilization	X475: 79%
2009-2010 Target Capacity	X475: 3,992
FY 2009 Maintenance Costs	Labor: \$48,201.42 Materials: \$18,301.51 Maintenance and Repair Contracts: \$130,068.07 Custodial Operations Costs—Materials: \$85,200.00 Custodial Operations Costs—Custodial Allocation: \$34,598.72
FY 2009 Energy Costs	Electric: \$494,239.00 Gas: \$8,888.00 Oil: \$364,675.00
Projects completed during the current or prior school year	FY09 final C of O for multi-campus. Paved areas-blacktop. FY10 Reso A Smartboards & desktop computers
Projects proposed in the capital plan	System Replacements- Paved area-blacktop
Accessibility of the building	Fully programmatic accessible
Building attributes	Art rooms (CR's), Auditorium, Cafeteria, Computer room, Gymnasium(2), Library, & Science labs (CR's)

APPENDIX A Interest Area: Computer Science and Technology

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Target Seats	2010 Applicants	Program Name	Interest Area	Admissions Method
Bronx	Samuel Gompers Career and Technical Education High School	07X655	455 SOUTHERN BLVD BRONX NY	842	1348	81%	18%	16%	C	190	576	Information Technology	Computer Science & Technology	Educational Option
Bronx	Herbert H. Lehman High School	08X405	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	650	3782	Academy for Computer Technology	Computer Science & Technology	Educational Option
Bronx	Academy for Language and Technology*	09X365	1700 MACOMBS ROAD BRONX NY	364	120	252%	0%	91%	N/A	N/A	N/A	National Academy Foundation Institute for Computer and Technology	Computer Science & Technology	Limited Unscreened
Bronx	Academy for Language and Technology*	09X365	1700 MACOMBS ROAD BRONX NY	364	120	252%	0%	91%	N/A	N/A	N/A	National Academy Foundation Computer Networking	Computer Science & Technology	Limited Unscreened
Bronx	In-Tech Academy (M.S. / High School 368)	10X368	2975 TIBBETT AVENUE BRONX NY	1120	945	114%	7%	15%	B	136	689	Information and Network Technology Academy	Computer Science & Technology	Screened
Bronx	Grace Dodge Career and Technical Education High School	10X660	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	45	243	Academy of Information Technology	Computer Science & Technology	Screened
Bronx	Grace Dodge Career and Technical Education High School	10X660	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	45	243	Desktop Publishing	Computer Science & Technology	Screened
Bronx	High School of Computers and Technology	11X275	800 EAST GUN HILL ROAD BRONX NY	562	432	125%	11%	12%	A	135	1409	High School of Computers and Technology	Computer Science & Technology	Limited Unscreened
Bronx	Harry S Truman High School	11X455	750 BAYCHESTER AVENUE BRONX NY	2030	3052	70%	14%	9%	B	97	299	Computer Technology/Business Program	Computer Science & Technology	Educational Option

*The Academy for Language and Technology opened in 2007 and some data for the school is not yet available.

APPENDIX A Interest Area: Computer Science and Technology

Sources:	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity (Org Capacity)	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization (Org Util)	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
2010 Seat Target	Program Seat Target for September 2010
2010 Applicants	Program Applicants for September 2010
Admissions Method	Process by which students are admitted to the school

APPENDIX B

Alternative CTE Programs: Audio and Visual Technology and Film

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	Audio and Visual Technology and Film	Cartoon and Animation	Approved	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
08X405	Bronx	Herbert H Lehman High School	HERBERT H. LEHMAN HS	Audio and Visual Technology and Film	Entrepreneurship/ Virtual Enterprise	Under review	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	Educational Option, Zoned
21K559	Brooklyn	Life Academy HS for Film & Music	LAFAYETTE HS	Audio and Visual Technology and Film	Film and Video	In Development	2630 BENSON AVENUE BROOKLYN NY	219	322	48%	15%	3%		Limited Unscreened
22K405	Brooklyn	Midwood High School	MIDWOOD HS	Audio and Visual Technology and Film	Media Production	In Development	2839 BEDFORD AVENUE BROOKLYN NY	4009	2409	147%	5%	3%	B	Screened
30Q301	Queens	Academy for Career in Tel. & Film	I.S. 204	Audio and Visual Technology and Film	Video Production & Communication	In Development	36-41 28 STREET QUEENS NY	313	285	77%	11%	2%		Limited Unscreened
30Q502	Queens	Information Technology High School	HS FOR INFORMATION TECH	Audio and Visual Technology and Film	Film and Video	In Development	21-16 44TH ROAD QUEENS NY	955	765	128%	11%	10%	A	Educational Option
30Q502	Queens	Information Technology High School	HS FOR INFORMATION TECH	Audio and Visual Technology and Film	Media Production	In Development	21-16 44TH ROAD QUEENS NY	955	765	128%	11%	10%	A	Educational Option

APPENDIX B

Alternative CTE Programs: Management

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
02M316	Manhattan	Urban Assembly School of Business for Young Women	26 Broadway	Management	Virtual Enterprise	In Development	26 BROADWAY NEW YORK NY	376	492	71%	8%	6%	B	Limited Unscreened
02M392	Manhattan	Manhattan Business Academy	BAYARD RUSTIN EDUCATIONAL COMP	Management	Entrepreneurship/ Virtual Enterprise	In Development	351 WEST 18 STREET MANHATTAN NY	214	148	82%	15%	7%		Limited Unscreened
02M393	Manhattan	Business of Sports School	HS OF GRAPHIC COMMUNICATION ARTS	Management	Entrepreneurship and Business Management	In Development	439 WEST 49TH STREET MANHATTAN NY	212	80	129%	16%	9%		Limited Unscreened
02M489	Manhattan	High School of Economics and Finance	HS FOR ECONOMICS & FINANCE	Management	Virtual Enterprise	In Development	100 TRINITY PLACE MANHATTAN NY	811	716	115%	7%	6%	C	Educational Option
02M520	Manhattan	Murry Bergtraum High School for Business Careers	MURRY BERGTRAUM HS (ECF)	Management	Economics and Finance	In Development	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	Educational Option
02M529	Manhattan	Jacqueline Kennedy Onassis High School	J. K. ONASSIS HS FOR INT CAREERS	Management	Entrepreneurship/ Virtual Enterprise	In Development	120 WEST 46 STREET MANHATTAN NY	712	565	125%	8%	8%	B	Educational Option
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Management	Cartoon and Animation	Approved	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
03M299	Manhattan	High School for Arts, Imagination & Inquiry	MARTIN LUTHER KING, JR. HS	Management	Entrepreneurship/ Virtual Enterprise	In Development	122 AMSTERDAM AVENUE MANHATTAN NY	403	350	121%	11%	16%	B	Limited Unscreened
03M494	Manhattan	High School of Arts and Technology	MARTIN LUTHER KING, JR. HS	Management	Virtual Enterprise	In Development	122 AMSTERDAM AVENUE MANHATTAN NY	608	732	81%	11%	8%	B	Educational Option
08X405	Bronx	Herbert H Lehman High School	HERBERT H. LEHMAN HS	Management	Entrepreneurship/ Virtual Enterprise	Under review	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	Educational Option, Zoned

APPENDIX B

Alternative CTE Programs: Management

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	Admission Method
09X412	Bronx	Bronx High School for Business	WILLIAM H. TAFT HS	Management	Business and Administrative Services Career Area	In Development	240 EAST 172 STREET BRONX NY	440	508	87%	11%	18%	C	Educational Option
10X433	Bronx	High School for Teaching and the Profession	WALTON HS	Management	Entrepreneurship/Virtual Enterprise	In Development	2780 RESERVOIR AVENUE BRONX NY	465	634	76%	9%	17%	A	Limited Unscreened
10X440	Bronx	DeWitt Clinton High School	DEWITT CLINTON HS	Management	Entrepreneurship/Virtual Enterprise	In Development	100 WEST MOSHOLU PARKWAY SOUTH BRONX NY	4421	3450	129%	10%	21%	C	Educational Option, Screened
10X660	Bronx	Grace Dodge Career and Technical Education High School	GRACE H. DODGE VOC HS	Management	Entrepreneurship/Virtual Enterprise	In Development	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	Educational Option, Screened
11X270	Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	I.S./H.S. 362	Management	Entrepreneurship/Virtual Enterprise	In Development	921 EAST 228TH STREET BRONX NY	608	612	102%	10%	4%	C	Limited Unscreened
13K336	Brooklyn	Academy of Business and Community Development	I.S. 258 - BROOKLYN	Management	Virtual Enterprise	In Development	141 MACON STREET BROOKLYN NY	230	592	35%	11%	2%		Limited Unscreened
13K499	Brooklyn	Acorn Community School	ACORN COMMUNITY HS	Management	Business and New Media	In Development	561 GRAND AVENUE BROOKLYN NY	752	673	103%	12%	4%	A	Educational Option
14K610	Brooklyn	Automotive High School	AUTOMOTIVE TRADES VOC HS	Management	Auto Business	In Development	50 BEDFORD AVENUE BROOKLYN NY	900	993	99%	12%	6%	C	Educational Option
16K455	Brooklyn	Boys and Girls High School	BOYS & GIRLS HS	Management	Digital Print Media	In development	1700 FULTON STREET BROOKLYN NY	1999	3619	63%	15%	2%	C	Screened, Zoned
20K490	Brooklyn	Fort Hamilton High School	FORT HAMILTON HS	Management	Entrepreneurship/Virtual Enterprise	Under review	8301 SHORE ROAD BROOKLYN NY	4380	2752	130%	9%	21%	B	Audition, Screened, Zoned

APPENDIX B

Alternative CTE Programs: Management

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
21K348	Brooklyn	High School of Sports Management	LAFAYETTE HS	Management	Virtual Enterprise	In Development	2630 BENSON AVENUE BROOKLYN NY	346	508	69%	13%	3%	B	Limited Unscreened
21K410	Brooklyn	Abraham Lincoln High School	ABRAHAM LINCOLN HS	Management	Entrepreneurship/Virtual Enterprise	In Development	2800 OCEAN PARKWAY BROOKLYN NY	2653	2048	124%	9%	17%	C	Educational Option, Audition, Screened, Zoned
21K410	Brooklyn	Abraham Lincoln High School	ABRAHAM LINCOLN HS	Management	Pre-Veterinary	In Development	2800 OCEAN PARKWAY BROOKLYN NY	2653	2048	124%	9%	17%	C	Educational Option, Audition, Screened, Zoned
21K525	Brooklyn	Edward R. Murrow High School	EDWARD R. MURROW HS	Management	Entrepreneurship/Virtual Enterprise	In Development	1600 AVENUE L BROOKLYN NY	4052	3493	113%	10%	8%	A	Educational Option, Audition
22K495	Brooklyn	Sheepshead Bay High School	SHEEPSHEAD BAY HS	Management	Virtual Enterprise	In Development	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	Educational Option, Zoned
24Q264	Queens	Academy of Finance & Enterprise	QUEENS HIGH SCHOOL COMPLEX	Management	Entrepreneurship/Virtual Enterprise	In Development	30-20 THOMSON AVENUE QUEENS NY	426	377	105%	5%	8%	A	Limited Unscreened
24Q550	Queens	High School for Arts and Business	HS FOR ARTS AND BUS.	Management	Graphic and Commercial Arts	In development	105-25 HORACE HARDING EXPY N QUEENS NY	794	574	133%	6%	14%	A	Educational Option
25Q460	Queens	Flushing High School	FLUSHING HS	Management	Virtual Enterprise	In Development	35-01 UNION STREET QUEENS NY	3077	2124	129%	7%	24%	C	Educational Option, Zoned
27Q480	Queens	John Adams High School	JOHN ADAMS HS	Management	Entrepreneurship/Virtual Enterprise	In Development	101-01 ROCKAWAY BOULEVARD QUEENS NY	3351	2932	111%	9%	14%	B	Educational Option, Zoned
28Q440	Queens	Forest Hills High School	FOREST HILLS HS	Management	Entrepreneurship/Virtual Enterprise	In Development	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	Educational Option, Audition, Screened, Zoned
28Q505	Queens	Hillcrest High School	HILLCREST HS	Management	Virtual Enterprise	In Development	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	Educational Option, Audition, Screened, Zoned

APPENDIX B
Alternative CTE Programs: Management

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
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Management	Commercial Art	Approved	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened
29Q496	Queens	Business, Computer Applications, Entrepreneurship Magnet	CAMPUS MAGNET HS	Management	Entrepreneurship/Virtual Enterprise	In Development	207- 01 116TH AVENUE QUEENS NY	365	520	92%	7%	3%	D	Educational Option
30Q445	Queens	William Cullen Bryant High School	WILLIAM CULLEN BRYANT HIGH SCHOOL	Management	Entrepreneurship/Virtual Enterprise	Approved	48-10 31 AVENUE QUEENS NY	3056	2845	109%	8%	20%	C	Screened, Zoned
30Q555	Queens	Newcomers High School	NEWCOMERS HIGH SCHOOL	Management	E-Commerce/Virtual Enterprise	Under review	28-01 41 AVENUE QUEENS NY	1054	894	102%	0%	91%	A	Screened
31R440	Staten Island	New Dorp High School	NEW DORP HS	Management	Media and Communications	In development	465 NEW DORP LANE STATEN ISLAND NY	2492	3374	68%	8%	5%	A	Educational Option, Screened, Zoned
31R445	Staten Island	Port Richmond High School	PORT RICHMOND HS	Management	Entrepreneurship/Virtual Enterprise	In Development	85 ST JOSEPHS AVENUE STATEN ISLAND NY	2291	2197	101%	10%	5%	B	Educational Option, Screened, Zoned
31R455	Staten Island	Tottenville High School	TOTTENVILLE HS	Management	E-Commerce/Virtual Enterprise	In Development	100 LUTEN AVENUE STATEN ISLAND NY	3841	3491	111%	7%	2%	B	Educational Option, Limited Unscreened, Screened, Zoned

APPENDIX B

Alternative CTE Programs: Visual Arts

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
02M460	Manhattan	Washington Irving	WASHINGTON IRVING HS	Visual Arts	Web Design	In development	40 IRVING PLACE NEW YORK NY	1261	2117	70%	10%	20%	C	Educational Option, Screened
02M600	Manhattan	High School of Fashion Industries	FASHION INDUSTRIES VOC HS	Visual Arts	Fashion Design	In development	225 WEST 24 STREET MANHATTAN NY	1641	1901	88%	6%	3%	A	Audition
02M600	Manhattan	High School of Fashion Industries	FASHION INDUSTRIES VOC HS	Visual Arts	Graphics & Illustration	In development	225 WEST 24 STREET MANHATTAN NY	1641	1901	88%	6%	3%	A	Audition
02M615	Manhattan	Chelsea Career and Technical Education High School	CHELSEA VOC HS	Visual Arts	Commercial Art	In development	131 AVENUE OF THE AMERICAS MANHATTAN NY	509	900	68%	8%	5%	C	Educational Option, Screened
02M625	Manhattan	High School of Graphic Communication Arts	HS OF GRAPHIC COMMUNICATION ARTS	Visual Arts	Commercial Art Production	Approved	439 WEST 49TH STREET MANHATTAN NY	1740	1781	102%	11%	10%	D	Educational Option
02M625	Manhattan	High School of Graphic Communication Arts	HS OF GRAPHIC COMMUNICATION ARTS	Visual Arts	Commercial Photography	Under review	439 WEST 49TH STREET MANHATTAN NY	1740	1781	102%	11%	10%	D	Educational Option
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Visual Arts	Cartoon and Animation	Approved	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Visual Arts	Commercial Photography	Approved	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
02M630	Manhattan	Art and Design High School	ART & DESIGN VOC HS	Visual Arts	Fashion and Costume Design	Approved	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition

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Alternative CTE Programs: Visual Arts

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	Visual Arts	Illustration and Graphic Design	Approved	1075 SECOND AVENUE MANHATTAN NY	1295	1641	85%	6%	3%	B	Audition
07X655	Bronx	Samuel Gompers Career and Technical Education High School	SAMUEL GOMPERS VOC HS	Visual Arts	Computer Aided Design	Expired June 2010	455 SOUTHERN BLVD BRONX NY	842	1348	81%	18%	16%	C	Educational Option, Screened
07X655	Bronx	Samuel Gompers Career and Technical Education High School	SAMUEL GOMPERS VOC HS	Visual Arts	Desktop Publishing	Approved	455 SOUTHERN BLVD BRONX NY	842	1348	81%	18%	16%	C	Educational Option, Screened
11X418	Bronx	Bronx High School for Visual Arts	BRONX HIGH SCHOOL FOR THE VISUAL ARTS	Visual Arts	Graphic Design	In development	2040 ANTIN PL BRONX NY	427	460	88%	12%	4%	B	Limited Unscreened
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	GEORGE WESTINGHOUSE VOC HS	Visual Arts	Multimedia and Internet Technology	Under review	105 JOHNSON STREET BROOKLYN NY	944	1448	67%	11%	2%	D	Screened
16K455	Brooklyn	Boys and Girls High School	BOYS & GIRLS HS	Visual Arts	Digital Print Media	In development	1700 FULTON STREET BROOKLYN NY	1999	3619	63%	15%	2%	C	Screened, Zoned
19K618	Brooklyn	Academy of Innovative Technology	FRANKLIN K. LANE HS	Visual Arts	Web Design	In development	999 JAMAICA AVENUE BROOKLYN NY	305	187	110%	11%	17%		Limited Unscreened
19K660	Brooklyn	William Maxwell Career and Technical Education High School	WILLIAM MAXWELL CTE HS	Visual Arts	Apparel Technology	In development	145 PENNSYLVANIA AVENUE BROOKLYN NY	764	1028	94%	15%	4%	B	Educational Option
21K620	Brooklyn	William E. Grady Career and Technical Education High School	WILLIAM E. GRADY VOC HS	Visual Arts	Media Arts	In development	25 BRIGHTON 4TH ROAD BROOKLYN NY	1201	1529	89%	15%	3%	D	Educational Option, Screened
24Q550	Queens	High School for Arts and Business	HS FOR ARTS AND BUS.	Visual Arts	Graphic and Commercial Arts	In development	105-25 HORACE HARDING EXPY N QUEENS NY	794	574	133%	6%	14%	A	Educational Option

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Alternative CTE Programs: Visual Arts

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
24Q600	Queens	Queens Vocational & Technical High School	QUEENS VOC HS	Visual Arts	Graphic Arts	In development	37-02 47 AVENUE QUEENS NY	1320	1146	112%	11%	6%	A	Educational Option, Screened
25Q525	Queens	Townsend Harris High School	TOWNSEND HARRIS HS	Visual Arts	New Media	In development	149-11 MELBOURNE AVENUE QUEENS NY	1098	925	120%	0%	0%	A	Screened
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Visual Arts	Commercial Art	Approved	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Visual Arts	Graphic Communications	Approved	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Visual Arts	Web Design	Approved	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened
31R440	Staten Island	New Dorp High School	NEW DORP HS	Visual Arts	Media and Communications	In development	465 NEW DORP LANE STATEN ISLAND NY	2492	3374	68%	8%	5%	A	Educational Option, Screened, Zoned
31R600	Staten Island	Ralph McKee Career and Technical Education High School	RALPH MCKEE VOC HS	Visual Arts	Graphic Design	Approved	290 ST MARKS PLACE STATEN ISLAND NY	747	1072	70%	15%	4%	A	Educational Option, Screened

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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 (Org Capacity)	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization (Org Util)	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
2010 Seat Target	Program Seat Target for September 2010
2010 Applicants	Program Applicants for September 2010
Admissions Method	Process by which students are admitted to the school