

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-Out of Gateway School of Environmental Research and Technology (08X295) Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Gateway School of Environmental Research and Technology (08X295, “Gateway”), an existing high school in building X450, the Adlai E. Stevenson Educational Campus (“X450” or “Stevenson Campus”), located at 1980 Lafayette Avenue, Bronx, NY 10473, within the geographical confines of Community School District 8 (“District 8”). It currently serves students in grades nine through twelve. The DOE is proposing to phase out Gateway 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. In a separate Educational Impact Statement (“EIS”) also posted on December 22, 2011, the DOE is proposing to co-locate a new high school in building X450. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

If this proposal is approved, Gateway will no longer admit new ninth-grade students after the conclusion of the 2011-2012 school year. The school will continue to phase out one grade level at a time, and current students will be supported as they progress towards graduation while remaining enrolled at Gateway. In cases where students do not complete graduation requirements by June 2015, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after Gateway completes phasing out.

Gateway is co-located with Bronx Guild (08X452), an existing high school serving students in grades nine through twelve; Millenium Art Academy (08X312, “Millennium”), an existing high school serving students in grades nine through twelve; Pablo Neruda Academy for Architecture and World Studies (08X305, “Pablo Neruda”), an existing high school serving students in grades nine through twelve; Bronx Community High School (08X377, “Bronx Community”), an existing transfer high school serving students in grades nine through twelve; Antonia Pantoja Preparatory Academy (08X376, “Antonia Pantoja”), an existing secondary school serving students in grades six through ten that is still phasing in; Bronx Bridges High School (08X432, “Bronx Bridges”), an existing high school serving students in grades nine and ten that is still phasing in; and the School for Community Research and Learning (08X540, “SCRL”), an existing high school currently in its second year of phasing out pursuant to a proposal previously approved by the Panel for Educational Policy (“PEP”). In addition, X450 houses a pre-kindergarten program operated by P.S. 138 Samuel Randall (08X138, “P.S. 138”), and a Young Adult Borough Center, Stevenson YABC (08X507, “YABC”).¹ A community based organization (“CBO”), Good Shepherd Services (“Good Shepherd”), is also located in building X450, where it partners with a number of schools on the Stevenson Campus, as well as with the Stevenson YABC program..

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. Antonia Pantoja will serve students in

¹ Young Adult Borough Centers (“YABCs”) are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. The YABC program in X450 is an evening program, though it is allocated one full-size room during the day.

grades six through twelve when it reaches full scale in the 2013-2014 school year. Bronx Bridges will also reach full scale in the 2013-2014 school year when it will serve students in grades nine through twelve. SCRL began phasing out in September 2011 and will no longer enroll students following the 2013-2014 school year.

There is also an Alternative Learning Center (08X996, “ALC”) located in the Transportable Classroom Units adjacent to the Stevenson Campus. The ALC does not use any of the space in building X450, nor does any school in X450 use space in the Temporary Classroom Units where the ALC is located. Thus, the ALC is not co-located with Gateway, would not be impacted by this proposal, and is not discussed further throughout this EIS.

Gateway, Bronx Guild, Millenium, Pablo Neruda, Antonia Pantoja, and Bronx Bridges admit students into ninth grade through the Citywide High School Admissions Process. Each of these schools admits students through a limited unscreened process except for Bronx Bridges, which is a screened school. Bronx Community is a transfer school. Transfer schools are small, academically rigorous high schools designed to re-engage over-age, under-credited students.² Additional information about the High School Admissions Process and admissions into transfer schools is provided in Section III.A of this proposal.

If this proposal is approved, Gateway will begin phasing out one grade at a time, beginning in September 2012, and will complete its phase-out after the 2014-15 school year. In another EIS, the DOE is proposing to open a new high school, 08X561, in building X450 in September 2012. The proposal can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>. If both proposals are approved, 08X561 will grow to full scale as Gateway phases out. The new school would open with ninth grade, adding one grade annually until it reaches full scale in the 2015-2016 school year, with a grade span of nine through twelve. If this proposal is approved, SCRL will continue to phase out as planned, while Antonia Pantoja and Bronx Bridges will continue to phase in as planned.

Background on the DOE Decision-Making Process

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent 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 of Underdeveloped 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.³ During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

In addition, all schools identified by the SED as PLA, regardless of the school’s Progress Report grade and Quality Review scores, are considered for more intensive support or intervention including the possibility of phase-out.⁴ In December 2010, SED identified 67 PLA schools across the State, including 43 in New

² Students designated as “over-age, under-credited” are considered to be two or more years behind their expected age and credit accumulation at the time of entry into a transfer school.

³ The School Environment grade is based on student attendance and the school’s NYC School Survey, through which parents, teachers, and students rate academic expectations, safety, respect, communication, and engagement.

⁴ High Schools with a four year graduation rate that is higher than the Citywide average, which earn a Well Developed or Outstanding rating on the most recent Quality Review, which received an A or B on the 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

York City. High schools are identified as PLA based on the school's graduation rate and/or their state test performance.

Gateway received an overall D grade on its Progress Report in 2010-2011, with a C grade on the Student Performance sub-section, a D grade on the Student Progress sub-section, and an F grade on the School Environment sub-section.

As a result, the DOE initiated a comprehensive review of Gateway, with the goal of determining what intensive supports and interventions would best benefit its students and the Gateway community. During that review, the DOE looked at recent 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 Gateway—will address the school's performance struggles and allow for new school options to develop in Building X450 that will better serve future students and the broader community.

Performance and School Environment at Gateway

Gateway has struggled, and the school's performance during the 2010-2011 school year confirmed the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs.

- Graduation rates at Gateway have been declining over the last four years. Gateway's four-year graduation rate (including August graduates) of 52% in 2011 was well below the 2010 Citywide average of 65.1%.⁵
- The school's six-year graduation rate is not much better. In 2011, Gateway achieved a 64% six-year graduation rate, putting it in the bottom 15% of high schools Citywide.
- If Regents diplomas alone counted toward graduation—as will be the case next school year—the four-year graduation rate at Gateway would drop to just 37%, putting Gateway in the bottom 13% of high schools Citywide.
- First-year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 69% of first-year students at Gateway earned at least 10 credits. This rate of credit accumulation puts Gateway in the bottom 20% of high schools Citywide. (The Progress Report defines students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Math, English, Science, and/or Social Studies.)

⁵ The 2011 graduation rate cited for Gateway represents the City's calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State calculated Citywide graduation rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State calculated rate. State calculated graduation rates for the Gateway Class of 2011 are still being audited by the State and will not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 will also be released by the New York State Education Department. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65% for the Class of 2010.

- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Gateway earned an overall D grade on its 2010-2011 annual Progress Report, with a D grade on Student Progress, a C grade on Student Performance, and an F grade on School Environment. Although Gateway earned a B overall in 2009-2010, even in that year important underlying measures like 4-year, 6-year, and Regents Diploma graduation rates were all low.
- The school’s attendance rate remains below most other high schools’ attendance rates. The 2010-2011 attendance rate was 80% compared to the Citywide high school average of 86%, putting Gateway in the bottom 17% of all high schools Citywide.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 38% of teacher respondents agreed that discipline and order were maintained at Gateway, and only two-thirds of student respondents reported feeling safe in the hallways, bathrooms, and locker rooms.

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

Gateway School for Environmental Research and Technology	2008-2009	2009-2010	2010-2011
School Performance and Progress⁶			
Overall Progress Report Grade	C	B	D
Progress Report Progress Grade	C	B	D
Progress Report Performance Grade	B	C	C
Progress Report Environment Grade	D	B	F
Quality Review Score ⁷		UPF	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ⁸	51%	69%	69%
4-Year Graduation Rate	49%	45%	52%
6-Year Graduation Rate	77%	72%	64%
% Graduating with a Regents Diploma	38%	19%	37%
Attendance Rate	80%	81%	80%
2010-2011 State Accountability Status			
Improvement (year 2) Comprehensive ⁹			

⁶ Based on 2010-2011 Progress Report.

⁷ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁸ The 2010-11 the Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.

⁹ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

Overview of Past Strategic Improvement Efforts at Gateway

Staff members have worked hard to improve Gateway, but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports including:

Leadership Support:

- Training the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan and Language Allocation Plan.
- Coaching and training leadership on implementing plans in support of Citywide instructional initiative.
- Supporting leadership and staff in generating meaningful strategies for improving the quality of classroom visitations and instructional feedback, as a way to raise teacher practice and improve student outcomes.

Instructional Support:

- Supporting and training teachers in classroom engagement strategies as a way to heighten instructional expectations, student interest, and classroom rigor.
- Supporting the school in assessment design, curriculum mapping, and student feedback collection as tools aimed at meeting the necessary standards and expected student outcomes.
- Training staff on successful ways to assess student progress through rigorous tasks and use the information to inform and improve teacher practice.

Operational Support:

- Advising school staff on managing budgeting, human resources, teacher recruitment and building logistics.
- Supporting school staff in developing strategies and practices for improving student attendance and addressing attendance concerns.
- Supporting school staff in Special Education compliance issues, such as the timely writing of Individualized Education Plans and alternative assessments, and providing other supports and strategies for improving instruction and plans for students with disabilities.

Student Support:

- Training the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies to enable them to better provide social and emotional support to students at the school.
- Facilitating review of disciplinary and procedural protocols targeted at improving the school learning environment and student outcomes.

Gateway has received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed 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 Gateway community about strategies to better support students and improve outcomes at the school. This fall, Cluster Leader Jose Ruiz held meetings—with parents at the school, with the teachers, and with the School Leadership Team—on November 8, 2011 to discuss what is and is not working at Gateway and how joint efforts could serve students better.

Approximately 52 people attended the teacher meeting, and approximately 34 people attended the parent meeting.

Parents had some positive feedback about the school’s advanced placement class. However, parents also expressed several concerns:

- Many students enter the school reading below grade-level.
- Integrated Co-teaching classes at the school do not adequately support students.
- Some teachers have poor classroom management.

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/proposal?id=45>

While some members of the Gateway community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school’s performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback as it continues to support current Gateway students working toward graduation and develops plans to replace Gateway with a new school that better meets student and community needs.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the PEP.

II. Proposed or Potential Use of Building

X450 has the capacity to serve 3,335 students.¹⁰ (The concept of “target capacity” is described below.) In 2010-2011—the most recent year for which audited enrollment data is available—the building served only

¹⁰ 2010-2011 Enrollment Capacity Utilization Report (“Blue Book”)

2,607¹¹ students, yielding a utilization rate of just 78%.¹² In 2011-2012, the building is serving 2,721 total students,¹³ yielding a target utilization rate of just 82%.¹⁴

If this proposal is approved, Gateway would begin phasing out one grade at a time, beginning in the 2012-2013 school year, and would complete its phase-out after the 2014-2015 school year. SCRL would continue to phase out as planned until it closes following the 2013-2014 school year. Antonia Pantoja and Bronx Bridges would continue to phase in as planned, adding one grade per year and completing their phase-ins during the 2013-2014 school year. As part of the replacement strategy for Gateway, the DOE is also proposing to co-locate a new district high school, 08X561, on the Stevenson Campus, beginning in the 2012-2013 school year. This school would phase in one grade at a time and complete phase-in during the 2015-2016 school year. The proposal to co-locate this school is detailed in a separate EIS, also posted on December 22, 2011. The proposal can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

Over five years, the proposed grade spans for the existing and proposed schools in the building are as follows:¹⁵

Grade Spans						
DBN	School Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
08X295	Gateway School for Environmental Research and Technology	9-12	10-12	11-12	12	-
08X561	New District School	-	9	9-10	9-11	9-12
08X305	Pablo Neruda Academy for Architecture and World Studies	9-12	9-12	9-12	9-12	9-12
08X312	Millennium Art Academy	9-12	9-12	9-12	9-12	9-12
08X376	Antonia Pantoja Preparatory Academy, A College Board School	6-10	6-11	6-12	6-12	6-12
08X377	Bronx Community High School	9-12	9-12	9-12	9-12	9-12

¹¹ 2010-2011 Audited Register

¹² All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

¹³ October 31, 2011 Unaudited Register

¹⁴ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹⁵ As Gateway and SCRL phase out, some students may technically be in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2011-2012 school year would technically still be considered a ninth-grade student in 2012-2013. In those cases, students would still be served in Gateway or SCRL and would have access to appropriate courses to support their continued progress toward graduation.

08X432	Bronx Bridges High School	9-10	9-11	9-12	9-12	9-12
08X452	Bronx Guild	9-12	9-12	9-12	9-12	9-12
08X540	School for Community Research and Learning	10-12	11-12	12	-	-
08X138	P.S. 138 Samuel Randall	PK ¹⁶	PK	PK	PK	PK

Antonia Pantoja will serve 545-615 sixth- through twelfth-grade students when it completes its expansion and achieves full scale in 2013-2014.¹⁷ Bronx Bridges will serve 295-335 ninth- through twelfth-grade students when it completes its expansion and achieves full scale in 2013-2014. SCRL is currently phasing out and will close following the 2013-2014 school year.

If approved, the new high school, 08X561, would serve approximately 420-460 students in grades nine through twelve at full scale.¹⁸ Once Gateway and SCRL have completed their respective phase-outs and Antonia Pantoja, Bronx Bridges, and 08X561 have completed their respective expansions, there would be approximately 2,719- 3,029 students served in building X450 in 2015-2016, yielding an estimated utilization rate of 80%-89%. Therefore, the building has adequate capacity to accommodate the full expansions of Antonia Pantoja, Bronx Bridges, and 08X561, during and after the respective phase-outs of Gateway and SCRL.

In addition to the eight school organizations and the pre-kindergarten program currently operating on the Stevenson Campus, a CBO, Good Shepherd, also occupies space on the campus. Good Shepherd works with the Stevenson YABC program and several schools on the Stevenson Campus to connect vulnerable youth to family, school and community with the goal of ensuring their self-sufficiency.¹⁹

Over five years, the proposed enrollments for each proposed and existing school and projected building utilization rate are as follows:

DBN	School Name	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
08X295	Gateway School for Environmental Research and Technology	506	310 - 350	145 - 185	65 - 105	-

¹⁶ Pre-kindergarten is a program, rather than a grade, and is not traditionally included in grade spans of schools. However, because this is the only portion of P.S. 138 that is located in the Stevenson Campus, it has been listed in this chart of grade spans.

¹⁷ High School enrollment projections for Antonia Pantoja Preparatory Academy and Bronx Bridges High School are based on a standard phase-in plan of three sections per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

¹⁸ Enrollment projections the new school, 08X561, are based on a standard phase-in plan of four sections per entry grade in the first year. Actual enrollment 2012-2013, however, depends on applicant demand.

¹⁹ <http://www.goodshepherds.org/>

08X561	New District School	-	105 - 115	210 - 230	315 - 345	420 - 460
08X305	Pablo Neruda Academy for Architecture and World Studies	363	360 - 400	365 - 405	395 - 435	420 - 460
08X312	Millennium Art Academy	512	490 - 530	490 - 530	490 - 530	490 - 530
08X376	Antonia Pantoja Preparatory Academy, A College Board School	436	475 - 535	545 - 615	575 - 645	555 - 625
08X377	Bronx Community High School	198	180 - 220	180 - 220	180 - 220	180 - 220
08X432	Bronx Bridges High School	156	220 - 250	295 - 335	295 - 335	300 - 340
08X452	Bronx Guild	307	285 - 325	295 - 335	295 - 335	300 - 340
08X540	School for Community Research and Learning	191	100 - 125	50 - 100	-	-
08X138	P.S. 138 Samuel Randall	52	54	54	54	54
Total Building Enrollment		2,721	2,579 - 2904	2,629 - 3009	2,664 - 3004	2,719 – 3,029
Utilization		82%	77% - 87%	79% - 90%	80% - 90%	82% - 91%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate.

Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Enrollment Options for Current Gateway Students

Under this proposal, all current Gateway students will have the opportunity to graduate from Gateway, assuming that they continue to earn credits on schedule.

Current Ninth Graders at Gateway

In New York City, the high school admissions process is a citywide choice process. (Please see "Admissions Impact for Future High School Students—High School Admissions Process" below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Gateway who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2, 2011. If this proposal is approved in February 2012, there would be another opportunity for current first-time ninth-grade students at Gateway, and students at other schools who have applied to Gateway, to submit a new list of 12 schools in Round Two of the High School Admissions Process. Those interested in applying to attend a different school as a tenth grader in September 2012 should meet with a guidance counselor.

In March, students will be able to participate in Round Two of the High School Admissions process. Students would submit a Round Two application and would be able to rank schools that have available seats for tenth grade. Students may receive a match as part of Round Two in April. If a student submitted an application as part of Round One of the High School Admissions process, a match received in Round Two will nullify the Round One match.

Current repeat ninth grade students would complete high school at Gateway, if 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 High School.

Current Tenth, Eleventh, and Twelfth Graders at Gateway

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate will complete high school at Gateway, provided they continue to earn credits on schedule. As the school becomes smaller, students will receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students will 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 also meet with

their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the DOE's transfer high schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation.²⁰ In general, however, it is expected that most current Gateway students will remain enrolled at the school as they work toward graduation.

The DOE will arrange a new placement for students who have not accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate by June 2015.

Impact on Academic and Extracurricular Offerings at Gateway

With respect to academics, if this proposal is approved, Gateway will 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 declines throughout the course of the phase-out, the school will 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 would be based on student demand, as well as staff and budget conditions at the school. As appropriate, the DOE will work with Gateway 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.

Gateway currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") classes, and Special Education Teacher Support Services ("SETSS"). Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Gateway currently offers English as a Second Language ("ESL") services. English Language Learner ("ELL") students at Gateway will continue to receive mandated services as the school phases out.

Gateway was selected to participate in iLearnNYC for the 2011-2012 school year. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing the ideas, technologies, and tools that work best for their school community. As an iZone school, Gateway participates in iLearnNYC, which allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

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

Gateway has been using iLearnNYC to support credit recovery programs for students in grades nine through twelve. For the 2012-2013 school year, iZone is currently accepting applications from schools interested in participating in iLearnNYC. All current iLearnNYC schools must reapply to be a part of the iZone during school year 2012-2013. Information about the application process can be found here: <http://schools.nyc.gov/community/innovation/izone/ProspectiveSchools/default.htm>. Gateway will receive preference in the application process as a school proposed for phase-out.

²⁰ <http://schools.nyc.gov/NR/rdonlyres/B581CC4F-678B-4884-B650-B107E0980E27/0/AWTGDirectory201112.pdf>

The DOE remains focused on helping Gateway students succeed. If this proposal is approved, Gateway would be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes

Gateway will continue to offer student athletics and other extracurricular options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

According to the High School Directory, Gateway currently offers the following sports:²¹

- PSAL Sports²² – Boys: Baseball, Basketball, Football, Outdoor Track, Soccer
- PSAL Sports – Girls: Basketball, Bowling, Outdoor Track, Soccer, Softball, Tennis, Volleyball
- PSAL Sports – Co-ed: N/A
- School Sports – Intramural sports

According to the High School Directory, Gateway also offers the following extracurricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> ■ Student Government Council ■ Student Campus Senate ■ Gateway Institute Citywide Student Council ■ New Visions Student Council ■ After-school Regents Prep ■ SAT Preparation ■ Tutoring ■ Computer Lab ■ Art ■ Music 	<ul style="list-style-type: none"> ■ Environmental Garden Program ■ Chess ■ Film ■ Debate ■ Drama

Again, it is difficult to predict precisely how changes to the above offerings 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 Stevenson Campus is already home to several school organizations other than Gateway, including two that are still growing to scale, and if this proposal is approved, the DOE anticipates that 08X561 will also phase into the building. Typically, campuses that are home to multiple

²¹ <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>

²² 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.

schools continue to 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 exist for students across the Stevenson Campus, including students attending Gateway 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 Gateway students will 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 demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed phase-out is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools on the Stevenson Campus.

Impact on Community Partnerships at Gateway

Gateway currently offers a number of partnerships with community-based organizations (“CBOs”) such as The Gateway Institute for Pre-College Education, Wave Hill, Rocking the Boat, The New York Bronx Botanical Garden (Bronx Green-Up), Horizon Farm Project, Save the Sound, and Bronx Power Alliance. Gateway also has partnerships with Cornell University and the Cornell Cooperative Extension as well as the Environmental Protection Agency and the New York City Department of Parks and Recreation. Those partnerships would continue to support current students as Gateway 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 Gateway 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 Gateway students in the past. The other schools currently located on the Stevenson campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools.

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

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

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

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

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

Gateway currently offers ICT classes, SC classes, and SETTS. Gateway currently offers ESL services; it does not offer a transitional bilingual or dual-language program. Students with disabilities will continue to receive mandated services in accordance with their IEP. High school students with IEPs are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same process as described above. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers. ELLs at Gateway will also continue to receive mandated services as the school phases out.

Gateway admits students through the Educational Option admissions method. Educational Option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If a student scores in the top 2% on their previous year's English Language Arts reading exam and lists an Educational Option program as their first choice, they are guaranteed a match to that program.

Gateway has one academic program in the Environmental Science interest area to which students may apply.

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on February 9, 2012, students who listed Gateway on their high school admissions applications would have the opportunity to submit a new application during Round Two. Schools with available seats as well as new high schools designated to open throughout the city for the 2012-2013 school year will also be available for these students to consider in Round Two. If a student already received a match in Round One, that match will be nullified if the student receives a Round Two match.

If this proposal is approved, and a student does not submit a new application in February, Gateway's high school program would be removed from the student's existing ranking list before the Round One match is executed. In this scenario, any schools ranked lower than the program offered at Gateway 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 Gateway on the application. However, if the student would have been matched to Gateway, he or she would instead be matched to the next-highest program listed on the application for which he or she is considered, subject to admissions methods, priorities, and seat availability.

Enrollment Impact for Future High School Students – Transfer School Students

As previously noted, one of the schools on the Stevenson Campus, Bronx Community, is a transfer school. This proposal will not affect the admissions process for transfer school students applying to Bronx Community. As discussed above, transfer schools do not participate in the High School Admissions Process.¹⁴ Transfer schools accept students who have been enrolled in high school in New York City for at least one year and who are behind in high school or at risk of dropping out. Each transfer school determines its own admissions criteria. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain options to students.

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a phase-out decision. As of the October 31, 2011 Unaudited Register, Gateway has a total of 160 new ninth-grade students for the 2011-2012 school year. New ninth-grade students are made up of students who enter the school through two methods:

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

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. Most of these students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);²³ or
- Did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interests, his/her home address, which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs.

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

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) that have a two-year track record of not filling seats through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.²⁴ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared with 388 five years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 114 to 134.

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 OTC, the following

²³ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

²⁴ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth-grade students arrived at Gateway through each admissions method in 2011-2012:

	High School Admissions Process	Over-the-Counter
9th Grade	81	28

Additionally, Gateway admitted 30 OTC students in grades ten through twelve:

	Over-the-Counter
10th Grade ²⁵	15
11th Grade	12
12th Grade	3

It is critical that the needs of all students—whether they arrive through the admissions process or the OTC process—are met. Of the 81 ninth-grade students who were admitted through the High School Admissions process, 20% are students with disabilities and 15% are ELL students. Of the 28 students who arrived OTC, 11% are students with disabilities and 11% are ELL students.²⁶

OTC information for other schools in building X450 is included below.

Pablo Neruda:

08X305	Over-The-Counter	HS Admissions Process
9th Grade	25	56
10th Grade	17	
11th Grade	12	
12th Grade	1	

Millenium:

08X312	Over-The-Counter	HS Admissions Process
9th Grade	8	127
10th Grade	8	
11th Grade	1	
12th Grade	-	

²⁵ In addition to admitting 15 OTC students in the tenth grade, Gateway also admitted 17 students through the High School Admissions Process.

²⁶ These figures represent students with disabilities and ELL students, respectively, as a percentage of total ninth grade OTC students at Gateway from the 2011 Unaudited Register on October 31, 2011. The percentage of students with disabilities does not include all students with IEPs. Students only receiving SETSS or students only receiving speech or language services receive those services as a result of their IEPs, but they are not included in the percentage of students with disabilities because they receive these services on a pull-out basis rather than in a specific classroom setting

Antonia Pantoja:

08X376	Over-The-Counter	HS Admissions Process
9th Grade	13	72
10th Grade	4	
11th Grade	-	
12th Grade	-	

Bronx Community:

08X377	Over-The-Counter	HS Admissions Process
9th Grade	21	5
10th Grade	29	
11th Grade	6	
12th Grade	3	

Bronx Bridges:

08X432	Over-The-Counter	HS Admissions Process
9th Grade	17	59
10th Grade	5	
11th Grade	-	
12th Grade	-	

Bronx Guild:

08X452	Over-The-Counter	HS Admissions Process
9th Grade	15	58
10th Grade	8	
11th Grade	3	
12th Grade	3	

SCRL²⁷:

08X540	Over-The-Counter	HS Admissions Process
9th Grade	1	-

²⁷ Although SCRL did not admit new ninth-grade students for the 2011-2012 school year, an OTC student could be placed in SCRL’s tenth grade and re-classified as a ninth-grade student upon entry into the school based on an assessment of how many credits that student had earned..

10th Grade	4
11th Grade	3
12th Grade	1

The proposal to phase out Gateway is not expected to impact the placement of OTC students at schools on the Stevenson Campus. Gateway may continue to receive OTC students in the grades it serves.

Schools with Programs Similar to Gateway's Program Offerings²⁸

In addition to Gateway, eighth-grade students will continue to have access to a broad range of high school options through the Citywide High School Admissions Process. These include many other Bronx high schools, some of which offer academic programs and pathways similar to those currently available at Gateway. The New York City High School Directory, available in print at Borough Enrollment Offices and on the DOE Web site, offers a full list of high schools Citywide. The directory can be accessed on the DOE Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

A number of schools in the City also offer programs in the same "Interest Area" (Environment) as Gateway. Please see Appendix A, for a list of City schools offering programs in the Environment interest area. Appendix A also includes the percentages of ELL students and students with disabilities that attend each of these schools so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

According to the New York City High School Directory, Gateway's mission has been, in part, to attract students "interested in learning about the environment with emphasis placed on science and math." The Bronx offers a number of other high school programs emphasizing science and math. Please see Appendix B for a list of Bronx schools in the Science & Math interest area.

Additionally, as indicated by the school's name (the Gateway School for Environmental Research and Technology), the school has also sought to provide targeted instruction in technology. Please see Appendix C for a list of other schools in the Bronx in the Computer Science & Technology interest area. Appendices B and C also include the percentages of ELL students and students with disabilities at each school listed.

Impact on Students Attending Other Schools on the Stevenson Campus

The proposed phase-out is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools in X450. The proposed phase-out is not expected to impact the enrollment or admissions at other schools located on the Stevenson Campus.

Impact on YABC Program

As indicated previously, the YABC program in the building will continue to operate on the Stevenson Campus if this proposal is approved and will not be affected by the proposed phase-out. Once Gateway's phase-out is complete, the YABC program is expected to remain in the building and will continue to provide services as long as there is a need and demand for the program.

As noted, YABCs are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that

²⁸ Similar programs are defined as those in the same "interest area" to which students can apply through the High School Admissions Process.

make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. To view a list of YABCs Citywide, please visit the DOE’s website at the following address: <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

Impact on the Pre-Kindergarten Program

P.S. 138’s pre-kindergarten program occupies the full-size equivalent of 2.5 rooms in X450. The program will continue to be located in these rooms on the Stevenson Campus if this proposal is approved and will not be affected by the proposed phase-out of Gateway. P.S. 138 will continue to offer its pre-kindergarten program, subject to continued demand and the availability of funding.

B. Schools

The estimated enrollment for all schools in X450 during the course of the proposed phase-out is shown in the table below.

DBN	School Name	2010-2011 Audited Register	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
08X295	Gateway School for Environmental Research and Technology	473	506	310 - 350	145 - 185	65 - 105	-
08X561	New District School	-	-	105 - 115	210 - 230	315 - 345	420 - 460
08X305	Pablo Neruda Academy for Architecture and World Studies	344	363	360 - 400	365 - 405	395 - 435	420 - 460
08X312	Millennium Art Academy	483	512	490 - 530	490 - 530	490 - 530	490 - 530
08X376	Antonia Pantoja Preparatory Academy, A College Board School	368	436	475 - 535	545 - 615	575 - 645	555 - 625
08X377	Bronx Community High School	184	198	180 - 220	180 - 220	180 - 220	180 - 220
08X432	Bronx Bridges High School	78	156	220 - 250	295 - 335	295 - 335	300 - 340
08X452	Bronx Guild	316	307	285 - 325	295 - 335	295 - 335	300 - 340
08X540	School for Community Research and Learning	308	191	100 - 125	50 - 100	-	-

08X138	P.S. 138 Samuel Randall	53	52	54	54	54	54
Total Building Enrollment		2,607	2,721	2,579 – 2,904	2,629 – 3,009	2,664 – 3,004	2,719 – 3,029
Utilization		78%	82%	77% - 87%	79% - 90%	80% - 90%	82% - 91%

If this proposal is approved, there will be sufficient space in X450 to accommodate all of the school organizations currently located in the building, pursuant to the Citywide Instructional Footprint (the “Footprint”), throughout the period during which Gateway phases out and 08X561 phases in (if that proposal is also approved). There would also be sufficient space to continue to house the YABC program and P.S. 138’s pre-kindergarten program. (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/community/planning/default.htm>.)

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of 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 elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

As in other situations where schools are co-located, the schools on the Stevenson Campus need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces are made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

The details of the proposal to open and co-locate 08X561 in X450 are discussed in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The performance at Gateway over the past four years indicates there is a need to create better options for future students in the Gateway community. Under this proposal, the

Stevenson Campus will remain open, continuing to serve students enrolled in Bronx Guild, Millennium, Pablo Neruda, SCRL as it phases out, and Bronx Bridges and Antonia Pantojas as they continue to phase in. In addition, the campus would house a new school, 08X561, the opening and co-location of which, as described in the corresponding EIS, is intended to better serve the Gateway community.

Impact on Borough-Wide Seat Capacity

The proposed phase-out of Gateway is one of several previously and concurrently proposed changes to high school seats in the Bronx. These proposed changes include: phase-out schools, co-locations of new schools to replace phase-out schools, and grade expansions of existing schools.

The DOE plans for high school capacity on a borough-wide basis and measures high school seat capacity based on ninth-grade seats. The chart below details each of the proposed changes and provides a summary of the overall impact on ninth-grade seat capacity in the Bronx.

Proposed Changes to Bronx High Schools						
DBN	School Name	Building	PEP Vote	Impact on 9 th Grade Seat Capacity ²⁹	Admissions Method for Seats Added/Removed	Offers CTE Programming
Proposed High School Phase-Outs for 2012-2013						
07X655	Samuel Gompers Career and Technical Education High School	X655	Pending February Vote	-113	Educational Option and Screened	Yes
08X295	Gateway School for Environmental Research and Technology	X450	Pending February Vote	-109	Limited Unscreened	
08X650	Jane Addams High School for Academic Careers	X650	Pending February Vote	-135	Screened	Yes
10X660	Grace Dodge Career and Technical Education High School	X660	Pending February Vote	-228	Educational Option and Screened	Yes
Proposed New High Schools for 2012-2013³⁰						
84XTBD	New Visions Charter High School for Advanced Math and Science II	X655	Pending February Vote	+150	Lottery, preference to District 7	Yes

²⁹ Seat Capacity of existing schools is based on total new ninth-grade admits in 2011-2012 (which includes both students who entered through the High School Admissions Process and through OTC placements). Seat capacity of new schools is based on the phase-in plans for proposed new schools, as described in the EISs for each proposal. These proposals can be found on the DOE’s Web site at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

³⁰ New schools listed exclude transfer schools, which serve students who have already attended DOE schools for at least a year and therefore do not represent new ninth-grade admits.

08X561	New High School	X450	Pending February Vote	+108	Limited Unscreened, priority to the Bronx	
84XTBD	New Visions Charter High School for Humanities II	X650	Pending February Vote	+150	Lottery, preference to District 8	Yes
08X559	New High School	X650	Pending February Vote	+135	Limited Unscreened, priority to the Bronx	Yes
10X565	New CTE High School	X660	Pending February Vote	+108	Limited Unscreened, priority to the Bronx	Yes
Proposed Grade Expansion for 2012-2013						
09X327	Comprehensive Model School Project M.S. 327	X240 ³¹	Pending January Vote	+128 ³²	Limited Unscreened, priority to continuing 8th graders (MS Choice: Unscreened)	
Total Proposed Change in 9th Grade Seat Capacity for 2012-2013				+194		
Approved Grade Expansion for 2013-2014						
07X223	M.S. 223 The Laboratory School of Finance and Technology	X149	Approved in December 2011 Vote ³³	+160	Limited Unscreened, priority to continuing 8th graders (MS Choice: Unscreened)	
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				+354		

The proposed new schools and grade expansions would add 779 ninth-grade seats available in new high schools and expanded middle schools. The phase-outs of Samuel Gompers, Gateway, Jane Addams, and Grace Dodge would result in the loss of 585 ninth-grade seats. Therefore, the DOE anticipates there would be a net gain of capacity of 194 new ninth grade seats in the Bronx.

³¹ Building X240 is new construction that is scheduled to open for the 2012-2013 school year. As part of the proposal to expand M.S. 327, the DOE has also proposed to resite the school out of its current location and into this new building where it would have enough space to expand to high school grades.

³² As noted in the proposals for the grade expansion of both M.S. 327 for 2012-2013 and of M.S. 223 for 2013-2014, these schools would have larger ninth grade capacity in the first few years of expansion, when they must serve all continuing eighth grade students who want to remain in the schools. Both schools would begin admitting smaller sixth grade classes in 2012-2013, and therefore would eventually serve approximately 75-85 students in ninth grade. By the time this reduction occurs, the DOE anticipates it will have created additional new schools in underutilized space which will more than offset that future reduction.

³³ The DOE proposed to expand M.S. 223 to serve high school grades, and this proposal was approved by the PEP on December 14, 2011. However, for reasons detailed in the EIS for that proposal (<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Dec2011Proposals.htm>), the implementation of M.S. 223's grade expansion will be delayed a year and will only add new ninth-grade seats beginning in the 2013-2014 school year.

For the 2011-2012 school year, there was a total of 15,459 ninth-grade seats available in the Bronx.³⁴ A total of 15,322 new ninth-grade students are enrolled in Bronx high schools in 2011-2012, leaving 137 excess seats.

Thus, if all of these proposals are approved, there would be 194 new seats, and a total of 15,653 total ninth-grade seats in the Bronx for the 2012-2013 school year.

Further, the changes above represent an increase in limited unscreened seats, which are available to all students, regardless of past academic history. This means that a wider set of options would be available to a greater number of students. These changes also represent an increase in the number of seats which would give priority to students residing in the Bronx.

In addition to what is reflected in the prior chart, as part of the replacement plan for the proposed phase-out of Samuel Gompers, the DOE has also proposed to open a new transfer high school to serve overage, under-credited students in building X655. This new school would add approximately 130-170 seats in 2012-2013 and 230-270 seats by 2014-2015. These seats are not included above, as they are not available to first time ninth graders. The DOE also intends to propose to open at least one more school in the Bronx for the 2012-2013 school year, which may further increase the capacity of high school seats in the borough. This proposal will be described in an EIS anticipated to post in January or February 2012.

Information regarding the new high schools proposed to open in September 2012 would be provided in the winter for students who may be interested in applying to these schools as part of Round Two of the High Schools Admissions Process. Detailed information about all City high schools and the High School Admissions Process is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE’s Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

IV. Enrollment, Admissions, and School Performance Information

The impacted schools for this proposal are the Gateway School for Environmental Research and Technology, Pablo Neruda Academy for Architecture and World Studies, Millenium Art Academy, Antonia Pantoja Preparatory Academy, Bronx Community High School, Bronx Bridges High School, Bronx Guild, School for Community Research and Learning, and P.S. 138’s pre-kindergarten program.

Gateway School for Environmental Research and Technology

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions During and After Proposed Phase-out of 08X295	N/A

³⁴ Current ninth grade seat capacity is based on 2011 ninth-grade seat targets for all district high schools (excludes District 75 and District 79 programs that offer CTE); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	506
2012-13 (proj.)	309 - 349
2013-14 (proj.)	145 - 185
2014-15 (proj.)	63 - 103
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services³⁵	20%
Percentage of Students with Individual Education Plans³⁶	25%
Percentage of English Language Learner Students³⁷	13%
Percentage of Students Eligible for Free or Reduced Lunch³⁸	82%

School Performance Data

Gateway School for Environmental Research and Tech	2008- 2009	2009- 2010	2010- 2011
School Performance and Progress			
Overall Progress Report Grade	C	B	D
Quality Review Score ³⁹		UPF	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	51%	69%	69%
4-Year Graduation Rate	49%	45%	52%
6-Year Graduation Rate	77%	72%	64%
% Graduating with a Regents Diploma	38%	19%	37%
Attendance Rate	80%	81%	80%
2010-2011 State Accountability Status	Improvement (year 2) Comprehensive ⁴⁰		

³⁵ Students receiving ICT or SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

³⁶ Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

³⁷ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

³⁸ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

³⁹ The Quality Review Criteria Rubric for 2011-2012 is available at <http://schools.nyc.gov/NR/ronlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>.

Pablo Neruda Academy for Architecture and World Studies

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions During and After Proposed Phase-out of 08X295	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	363
2012-13 (proj.)	360 - 400
2013-14 (proj.)	365 - 405
2014-15 (proj.)	395 - 435
2015-16 (proj.)	420 - 460

Demographic Data

Percentage of Students Receiving ICT or SC services⁴¹	27%
Percentage of Students with Individual Education Plans⁴²	28%
Percentage of English Language Learner Students⁴³	18%
Percentage of Students Eligible for Free or Reduced Lunch⁴⁴	83%

⁴⁰ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁴¹ Students receiving ICT or SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁴² Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁴³ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁴⁴ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data

Pablo Neruda Academy for Architecture and World Studies	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	B	B
Quality Review Score		UPF	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	63%	77%	79%
4-Year Graduation Rate	50%	57%	51%
6-Year Graduation Rate	57%	77%	58%
% Graduating with a Regents Diploma	20%	29%	40%
Attendance Rate	83%	82%	82%
2010-2011 State Accountability Status		Improvement (year 1) Comprehensive ⁴⁵	

Millennium Art Academy

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions During and After Proposed Phase-out of 08X295	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	512
2012-13 (proj.)	490 - 530
2013-14 (proj.)	490 - 530

⁴⁵ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

2014-15 (proj.)	490 - 530
2015-16 (proj.)	490 - 530

Demographic Data

Percentage of Students Receiving ICT or SC services ⁴⁶	18%
Percentage of Students with Individual Education Plans ⁴⁷	22%
Percentage of English Language Learner Students ⁴⁸	6%
Percentage of Students Eligible for Free or Reduced Lunch ⁴⁹	84%

School Performance Data

Millennium Art Academy	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score			
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	72%	88%	83%
4-Year Graduation Rate	66%	64%	71%
6-Year Graduation Rate	83%	73%	77%
% Graduating with a Regents Diploma	42%	41%	56%
Attendance Rate	92%	90%	87%
2010-2011 State Accountability Status			
Improvement (year 2) Comprehensive ⁵⁰			

⁴⁶ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁴⁷ Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁴⁸ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁴⁹ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

⁵⁰ For more information about Quality Reviews, please visit the DOE Web site at

<http://schools.nyc.gov/Accountability/tools/review>.

Antonia Pantoja Preparatory Academy

Admissions Data

Current Admissions	Grades 9-10: High School Admissions Process; Admissions Method: Limited Unscreened, with priority given to continuing eighth-grade students
Admissions During and After Proposed Phase-out of 08X295	Grades 9-11: High School Admissions Process; Admissions Method: Limited Unscreened, with priority given to continuing eighth-grade students

Enrollment Data

	Total Middle School Enrollment	Total High School Enrollment (Grades 9-12)	Total Enrollment
2011-12 (unaudited)	287	436	436
2012-13 (proj.)	260 - 290	215 - 245	475 - 535
2013-14 (proj.)	255 - 285	290 - 330	545 - 615
2014-15 (proj.)	255 - 285	320 - 360	575 - 645
2015-16 (proj.)	255 - 285	300 - 340	555 - 625

Demographic Data

Percentage of Students Receiving ICT or SC services⁵¹	22%
Percentage of Students with Individual Education Plans⁵²	25%
Percentage of English Language Learner Students⁵³	7%
Percentage of Students Eligible for Free or Reduced Lunch⁵⁴	22%

⁵¹ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁵² Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁵³ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁵⁴ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data

Antonia Pantoja Preparatory Academy, A College Board School (grades 6-8)	2008- 2009	2009- 2010	2010- 2011
School Performance and Progress			
Overall Progress Report Grade	A	C	B
Quality Review Score	P		
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	68%	28%	32%
Math % Proficient (Levels 3 and 4)	74%	41%	48%
Other Key Performance Indicators			
Attendance Rate	92.3%	93.0%	92.2%

2010-2011 State Accountability Status	In Good Standing
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Antonia Pantoja opened in 2007 and has not yet received a progress report for its high school grades. However, in 2010-2011, its attendance rate was 88% and 37% of students accumulated ten or more credits in their first year.

Bronx Community High School

Admissions Data

Current Admissions	Transfer school; rolling admissions
Admissions During and After Proposed Phase-out of 08X295	Transfer school; rolling admissions

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	198
2012-13 (proj.)	180 - 220
2013-14 (proj.)	180 - 220
2014-15 (proj.)	180 - 220
2015-16 (proj.)	180 - 220

Demographic Data

Percentage of Students Receiving ICT or SC services ⁵⁵	0%
Percentage of Students with Individual Education Plans ⁵⁶	6%
Percentage of English Language Learner Students ⁵⁷	5%
Percentage of Students Eligible for Free or Reduced Lunch ⁵⁸	77%

School Performance Data

Bronx Community High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	B
Quality Review Score	UPF	UPF	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	-	-	-
4-Year Graduation Rate	-	-	-
6-Year Graduation Rate	35%	40%	42%
% Graduating with a Regents Diploma	-	-	-
Attendance Rate	-	-	-
2010-2011 State Accountability Status	In Good Standing		

Bronx Bridges High School

Admissions Data

Current Admissions	Grades 9-10: High School Admissions Process; Admissions Method: Screened
Admissions During and After Proposed Phase-out of 08X295	Grades 9-11: High School Admissions Process; Admissions Method: Screened

⁵⁵ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁵⁶ Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁵⁷ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁵⁸ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	156
2012-13 (proj.)	220 - 250
2013-14 (proj.)	295 - 335
2014-15 (proj.)	295 - 335
2015-16 (proj.)	300 - 340

Demographic Data

Percentage of Students Receiving ICT or SC services ⁵⁹	10%
Percentage of Students with Individual Education Plans ⁶⁰	10%
Percentage of English Language Learner Students ⁶¹	74% ⁶²
Percentage of Students Eligible for Free or Reduced Lunch ⁶³	91%

School Performance Data

Bronx Bridges opened in 2010 and has not yet received a progress report. However, in 2010-2011, its attendance rate was 94% and 93% of students accumulated ten or more credits in their first year.

Bronx Guild

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions During and After Proposed Phase-out of 08X295	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened

⁵⁹ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁶⁰ Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁶¹ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁶² Bronx Bridges only admits students who are ELLs. However, as students progress they can be re-classified, allowing for an ELL percentage less than 100%.

⁶³ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

Enrollment Data

	Total High School Enrollment (Grades 9-12)
2011-12 (unaudited)	307
2012-13 (proj.)	285 - 325
2013-14 (proj.)	295 - 335
2014-15 (proj.)	295 - 335
2015-16 (proj.)	300 - 340

Demographic Data

Percentage of Students Receiving ICT or SC services⁶⁴	22%
Percentage of Students with Individual Education Plans⁶⁵	24%
Percentage of English Language Learner Students⁶⁶	7%
Percentage of Students Eligible for Free or Reduced Lunch⁶⁷	84%

School Performance Data

Bronx Guild	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	B
Quality Review Score	P	UPF	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	53%	70%	65%
4-Year Graduation Rate	58%	65%	70%
6-Year Graduation Rate	77%	73%	65%
% Graduating with a Regents Diploma	7%	15%	38%
Attendance Rate	80%	83%	81%
2010-2011 State Accountability Status	Improvement (year 1) Comprehensive ⁶⁸		

⁶⁴ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁶⁵ Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁶⁶ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁶⁷ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School for Community Research and Learning

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Phase-out of 08X295	N/A

Enrollment Data

	Total High School Enrollment (Grades 9-12)
2011-12 (unaudited)	190
2012-13 (proj.)	100 - 125
2013-14 (proj.)	50 - 100
2014-15 (proj.)	-
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services⁶⁹	28%
Percentage of Students with Individual Education Plan⁷⁰	29%
Percentage of English Language Learner Students⁷¹	11%
Percentage of Students Eligible for Free or Reduced Lunch⁷²	91%

⁶⁸ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁶⁹ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁷⁰ Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁷¹ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁷² Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data

School for Community Research and Learning	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	D	
Quality Review Score			
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	53%	76%	56%
4-Year Graduation Rate	44%	53%	44%
6-Year Graduation Rate	57%	57%	50%
% Graduating with a Regents Diploma	19%	26%	29%
Attendance Rate	78%	79%	75%
2010-2011 State Accountability Status	Improvement (year 2) Comprehensive ⁷³		

P.S. 138 Samuel Randall

Admissions Data

Current Admissions	Pre-kindergarten: Standard Universal Pre-K Admissions Process
Admissions During and After Proposed Phase-out of 08X295	Pre-kindergarten: Standard Universal Pre-K Admissions Process

Enrollment Data

	Total Pre-Kindergarten Enrollment
2011-12 (unaudited)	52
2012-13 (proj.)	54
2013-14 (proj.)	54
2014-15 (proj.)	54
2015-16 (proj.)	54

⁷³ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

Demographic Data⁷⁴

Percentage of Students Receiving ICT or SC services ⁷⁵	10%
Percentage of Students with Individual Education Plans ⁷⁶	15%
Percentage of English Language Learner Students ⁷⁷	7%
Percentage of Students Eligible for Free or Reduced Lunch ⁷⁸	87%

School Performance Data

No performance data exist for P.S. 138’s pre-kindergarten program.

⁷⁴ Demographic data for P.S. 138 are not specific to site X450 and reflect enrollment at P.S. 138 as a whole.

⁷⁵ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁷⁶ Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁷⁷ ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011

⁷⁸ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

V. Initial Costs and Savings

If this proposal is approved, once the phase-out of Gateway is fully implemented, the DOE will cease to allocate funds to Gateway, and repurpose all remaining funds previously allocated to the school.

Most funding in schools' budgets is allocated on a per-pupil basis. If this proposal is approved, for each student no longer on the Gateway roster as the phase-out is implemented, the school is expected to receive approximately \$4,207.47 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 Gateway 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 per classroom 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.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of new school 08X561 with Gateway, SCRL, Pablo Neruda, Millennium, Antonia Pantoja, Bronx Community, Bronx Bridges, and Bronx Guild, and the other programs in the building.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Gateway would be excessed over the course of the phase-out.⁷⁹ 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.

⁷⁹ 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 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 teachers who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving as substitute teachers 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 regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in Gateway may now enroll in new school 08X561 phasing into the Stevenson Campus, or in 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 shall be required to hire no less than 50% of their staff from the most senior qualified staff from the closing or phasing-out school, if sufficient number of staff apply, until the impacted school has completed its phase-out.

If approved, this proposal will not impact the personnel needs of SCRL, Pablo Neruda, Millennium, Antonia Pantoja, Bronx Community, Bronx Bridges, and Bronx Guild, or the other programs in the building.

B. Cost of Instruction

If this proposal is approved, as a result of the phase-out, the total number of students enrolled at Gateway High School 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 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled.

As with all other schools Citywide, Gateway 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. Gateway 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 IEPs. Even as Gateway is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

If approved, this proposal will not impact the costs of instruction of SCRL, Pablo Neruda, Millennium, Antonia Pantoja, Bronx Community, Bronx Bridges, and Bronx Guild, or the other programs in the building.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to Gateway 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.

If approved, this proposal will not impact the administration of SCRL, Pablo Neruda, Millennium, Antonia Pantoja, Bronx Community, Bronx Bridges, and Bronx Guild, or the other programs in the building.

C. Transportation

If this proposal is approved, transportation would continue to 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 Gateway or the other organizations in X450 as a result of this proposal.

D. Other Support Services

The provision of certain support services is described above. Other support services would continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the X450 building.

VII. Building Information

Building		X450
Type of Building		High school
Year Built		1970
Overall BCAS rating		2.78
2010-2011 Target Building Utilization		79%
2010-2011 Target Building Capacity		3335
FY 2011 Maintenance Costs	Labor	\$5,477
	Materials	\$0
	Maintenance and repair contracts	\$686
	Service contracts	\$0

	Custodial operations costs—Materials	NA
	Custodial operations costs—Custodial Allocation	\$766,636
FY2011 Energy Costs	Electric	\$377,449
	Gas	\$14,821
	Oil	\$374,262
Projects completed during the current or prior school year		CIP - Electrical Upgrade
Projects proposed in the capital plan		Educational enhancements -campus restructuring
Accessibility of the building		Fully programmatically accessible
Building attributes		Art rooms, Cafeteria, Computer rooms, Gymnasium, Library, Nurse’s office, Science Labs (Classrooms)

Appendix A: Citywide Schools with Environment Interest Area

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M400	Manhattan	High School for Environmental Studies	448 WEST 56 STREET	1399	1044	134%	B	9%	8%	Honors Academy	Screened
03M402	Manhattan	THE URBAN ASSEMBLY SCHOOL FOR GREEN CAREERS	145 WEST 84 STREET	288	291	99%	N/A	16%	21%	The Urban Assembly School for Green Careers	Limited Unscreened
18K637	Brooklyn	Academy for Conservation and the Environment	6565 FLATLANDS AVENUE	275	540	51%	N/A	18%	8%	Academy for Conservation and the Environment	Limited Unscreened
21K344	Brooklyn	Rachel Carson High School for Coastal Studies	521 WEST AVENUE	488	487	100%	B	10%	12%	Rachel Carson High School for Coastal Studies	Limited Unscreened
26Q495	Queens	Bayside High School	32-24 CORP KENNEDY STREET	3318	2235	148%	A	10%	6%	Environmental Research & Technology	Screened
32K403	Brooklyn	Academy for Environmental Leadership	400 IRVING AVENUE	367	640	57%	A	18%	34%	Academy for Environmental Leadership	Limited Unscreened

Appendix B: Bronx Schools with Science & Math Interest Area

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
08X367	Bronx	Archimedes Academy for Math, Science and Technology Applications	456 WHITE PLAINS ROAD	501	530	95%	B	20%	2%	Archimedes Academy for Math, Science and Technology	Limited Unscreened
11X299	Bronx	Astor Collegiate Academy	925 ASTOR AVENUE	504	400	126%	F	16%	8%	Science & Technology	Limited Unscreened
09X260	Bronx	Bronx Center for Science and Mathematics	1363 FULTON AVENUE	449	434	103%	F	12%	2%	Bronx Center for Science and Mathematics	Limited Unscreened
07X527	Bronx	Bronx Leadership Academy II High School	730 CONCOURSE VILLAGE WEST	509	473	108%	A	17%	14%	Bronx Leadership Academy II High School	Limited Unscreened
11X288	Bronx	Collegiate Institute for Math and Science	925 ASTOR AVENUE	544	509	107%	F	11%	3%	Collegiate Institute for Math and Science	Limited Unscreened
12X242	Bronx	Mott Hall V	1551 EAST 172ND STREET	479	456	105%	C	18%	12%	Mott Hall V High School	Limited Unscreened
09X241	Bronx	Urban Assembly School for Applied Math and Science, The	1595 BATHGATE AVENUE	607	478	127%	A	10%	9%	The Urban Assembly School for Applied Math and Science	Limited Unscreened
12X372	Bronx	Urban Assembly School for Wildlife Conservation	2024 MOHEGAN AVENUE	400	391	102%	A	17%	11%	Urban Assembly School for Wildlife Conservation	Limited Unscreened
08X282	Bronx	Women's Academy of Excellence	456 WHITE PLAINS ROAD	386	466	83%	B	13%	4%	Women's Academy of Excellence	Limited Unscreened
10X440	Bronx	DeWitt Clinton High School	100 WEST MOSHOLU PARKWAY SOUTH	4278	3455	124%	F	13%	20%	Macy Honors Gifted program in the Sciences and Humanities	Screened
10X445	Bronx	Bronx High School of Science	75 WEST 205 STREET	3013	2277	132%	F	0%	0%	The Bronx High School of Science	Test

Appendix C: Bronx Schools with Computer Science and Technology Interest Area

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
11X455	Bronx	Harry S Truman High School	750 BAYCHESTER AVENUE	1812	2902	62%	N/A	16%	10%	Computer Technology/Bus ness Program	Educational Option
08X405	Bronx	Herbert H. Lehman High School	3000 EAST TREMONT AVENUE	3682	3096	119%	C	17%	10%	Academy for Computer Technology	Educational Option
07X655*	Bronx	Samuel Gompers Career and Technical Education High School	455 SOUTHERN BLVD	676	1348	50%	A	22%	17%	Information Technology	Educational Option
11X275	Bronx	High School of Computers and Technology	800 EAST GUN HILL ROAD	553	426	130%	B	14%	11%	High School of Computers and Technology	Limited Unscreened
10X660*	Bronx	Grace Dodge Career and Technical Education High School	2474 CROTONA AVENUE	1195	1416	84%	A	17%	19%	Computer Repair A+ and Cisco Networking	Screened
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 TIBBETT AVENUE	1129	944	120%	N/A	8%	12%	Information and Network Technology Academy	Screened
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	337	439	77%	A	0%	88%	National Academy Foundation Institute for Computer Technology	Screened: Language
09X365	Bronx	Academy for Language and Technology	1700 MACOMBS ROAD	337	439	77%	N/A	0%	88%	National Academy Foundation Computer Networking	Screened: Language

Sources:	
2011-2012 Enrollment	October 31 st , 2011 Unaudited Register
2010-2011 Organization Capacity (Org Capacity)	School Capacity in 2010-2011 from the School Utilization Report ("Blue Book")
2011-2012 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the October 31 st Unaudited 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 October 31 st , 2011 unaudited register.
Progress Report	2010-2011 Progress Report Grade
2011 Seat Target	Program Seat Target for September 2011
2011 Applicants	Program Applicants for September 2011
Admissions	Process by which students are admitted to the school