

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Consolidation of Pablo Neruda Academy (08X305) with Bronx Guild (08X452) in Building X450 Beginning in the 2017-2018 School Year**

### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to consolidate Pablo Neruda Academy (08X305, “Pablo Neruda”) with Bronx Guild (08X452), two existing district high schools both currently serving students in ninth through twelfth grades, beginning in the 2017-2018 school year. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. Proposals for consolidation seek to improve learning environments by combining the strengths and best practices of both schools and distributing resources to reinforce academic enrichment opportunities, interventions, and other supports. Pablo Neruda and Bronx Guild are co-located in building X450 (“X450”), located at 1980 Lafayette Avenue, Bronx, NY 10473 in Community School District 8 (“District 8”).<sup>1</sup>

The DOE is proposing to consolidate Pablo Neruda with Bronx Guild in an effort to improve the learning environment for current and future students by formalizing the collaboration between the two schools and promoting efficient use of resources. The proposed consolidation is intended to support enrollment, realign duplicative services, increase colleague collaboration and professional development opportunities, and allow the consolidated school to provide multiple sections across subject areas. If this proposal is approved, Pablo Neruda and Bronx Guild will be combined such that students, staff, and resources of Pablo Neruda will become part of Bronx Guild, and Pablo Neruda will no longer exist as a distinct school option as of the 2017-2018 school year.

Pablo Neruda and Bronx Guild are co-located in building X450 with five other schools: Millennium Art Academy (08X312, “Millennium”), a district high school serving grades nine through twelve, Antonia Pantoja Preparatory Academy: A College Board School (08X376, “APPA”), a district secondary school serving grades six through twelve, Bronx Community High School (08X377, “Bronx Community”), a transfer high school<sup>2</sup> serving grades nine through twelve,<sup>3</sup> Bronx Bridges High School (08X432, “Bronx Bridges”), a district high school serving grades nine through twelve, and Bronx Compass High School (08X561, “Bronx Compass”), a district high school serving grades nine through twelve.

X450 also contains a Pathways to Graduation Program<sup>4</sup> (79Q950, “Pathways”), the Adlai E.

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<sup>1</sup> A co-location means that two or more school organizations are located in the same building and may share common spaces such as auditoriums, gymnasiums, and cafeterias.

<sup>2</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at <http://www.goingforme.org>.

<sup>3</sup> While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions, as students typically enroll at various stages of credit accumulation or number of Regents exams passed.

<sup>4</sup> Pathways to Graduation helps students earn their High School Equivalency (“HSE”) plus prepares them for college and career options. Students 18-21 years old can choose to participate in a full-time or part-time program. Students who are 17 years old may only enroll with parent or guardian permission, though final determinations are considered on a

Stevenson Campus Young Adult Borough Center<sup>5</sup> (08X507, “Stevenson YABC”), and a Living for the Young Family through Education (“LYFE”) program.<sup>6</sup> Additionally, the X450 campus includes an Alternate Learning Center (88X996, “ALC – Stevenson”), which provides an educational setting for students in grades nine through twelve who are on a Superintendent’s suspension for up to 90 days. ALC – Stevenson is currently located in Transportable Classroom Units (“TCUs”) X922 on the campus; however, given the excess space that will become available in the X450 building when Pablo Neruda and Bronx Guild are consolidated, the DOE is planning to move ALC – Stevenson into X450 beginning in the 2017-2018 school year, if this proposal is approved, which will provide an improved learning environment for those students, as well as allow for the removal of the TCUs from the Stevenson Campus.

X450 also houses the following community-based organizations (“CBOs”): Good Shepherd, New York City Mission Society (“Mission”), and Leadership Program. If this proposal is approved, Good Shepherd, Mission, and Leadership program will continue to provide services and maintain space in X450.<sup>7</sup>

### *Rationale for Consolidation*

Consolidation decisions are made on a case-by-case basis in partnership with the Superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that arise as a result of low enrollment. A consolidation may also be proposed to allow the DOE to leverage a particularly strong school leader, and/or where requested by the school communities to further support their collaboration.<sup>8</sup> Other potential benefits of consolidations include increased access to resources and improvements in school performance.

The DOE is proposing to consolidate Pablo Neruda with Bronx Guild based primarily on the benefits students would derive from the combined resources made available by consolidating the two school organizations into one. Operating as one school with a larger enrollment, the consolidated Bronx Guild will be able to offer more courses and electives for all students, including higher level courses and Advanced Placement courses, as well as more integrated co-teaching classes to support students requiring special education services. All students will also be able to take advantage of the internship program currently available at Bronx Guild, in which students get real world learning and career readiness to more students. The consolidated school will also be able

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case-by-case basis. Pathways to Graduation is offered at no cost and has many locations throughout the five boroughs. More information about Pathways to Graduation Programs is available at:

<http://schools.nyc.gov/Offices/District79/SchoolsProgramsServices/default.htm>.

<sup>5</sup> 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. More information about YABCs can be found at:

<http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/AlternativesHS/YoungAdult/default.htm>

<sup>6</sup> The LYFE program supports student parents enrolled in a DOE school or program by providing childcare and referral services. Each LYFE classroom is staffed with a teacher and educational paraprofessionals that provide early childhood education to infants and toddlers of student parents. Social workers assigned to each LYFE site provide academic, social and emotional support to student parents to ensure they stay on track to graduation, while transitioning into parenthood. The LYFE program operates independently of the high schools in X450. The LYFE program serves students in those schools, but may also serve students from other schools in the surrounding community.

<sup>7</sup> Mission and the Leadership Program occupy space within offices shared with school administrators meaning they do not have individual space allocations within the X450 building. Good Shepherd occupies its own administrative spaces within the building, as shown in Section III.B.

<sup>8</sup> Since most funding in schools’ budgets is allocated on a per-pupil basis based on Fair Student Funding (“FSF”) per capita allocation levels, schools that struggle with low enrollment may also subsequently struggle with funding issues. For example, they may not be able to afford a full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively.

to more effectively draw upon the strengths of each teacher, as a larger faculty and expanded school offerings will allow increased opportunities for teachers to specialize in their areas of strength.

This proposal has been developed through a collaborative planning process among the Bronx High School Superintendent, the principals of the schools proposed for consolidation, the school communities, and the DOE. The advantages of a potential consolidation between Pablo Neruda and Bronx Guild became evident through this planning process. As explained above, the consolidation of Pablo Neruda and Bronx Guild is intended to strengthen collaboration and promote efficient use of resources at the consolidated school. The DOE believes this proposal will result in stronger school options for high school students.

The principals of the two schools have begun to collaborate in preparation for the proposed consolidation. In the 2016-2017 school year, Pablo Neruda and Bronx Guild have benefitted from joint activities that will continue through the consolidation, if this proposal is approved, including the following:

- Shared space: The two schools share one floor of the Stevenson Campus and share processes relating to floor safety, including hall pass systems and a large adult presence in the halls at all times.
- Shared partners: The schools share a CBO that brings enrichment in the arts to both schools.
- Shared personnel functions: Pablo Neruda and Bronx Guild share non-classroom staff who support technology and testing.
- Shared programs: Pablo Neruda and Bronx Guild presently share the Youth Court restorative justice program, through which students hear and give sanctions to student defendants. The consolidation will allow the school to form a team dedicated to restorative justice, with the intention of reducing overall suspension rates and improving the school environment.
- After-school clubs: Both schools already share after-school clubs and activities and will look to further expand extracurricular activities at the consolidated school.
- Shared protocols: Both schools use school-wide protocols as a means to drive team meetings and teacher work. This will be a continued strategy moving forward.
- Educational technology: Both schools support educational technology in the classroom, including laptop cart and smartboards for classrooms, as well as document cameras and iPad carts.

The schools plan to form committees to inform the consolidated school's design moving forward, if this proposal is approved. The consolidated Bronx Guild could have a new mission, launch programs aligned to the existing strengths of the two individual schools, be re-named, and undergo other efforts to improve the school and bolster enrollment.

The New York State Education Department ("SED") assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.<sup>9</sup> Both Bronx Guild and Pablo Neruda are identified as Priority schools. If this proposal is approved, the SED will determine the accountability status of the newly consolidated school.

### *Community Engagement*

Engagement was conducted in the course of creating this proposal. This engagement includes the following:

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<sup>9</sup> More information on New York State Education Department accountability status can be found at <http://www.p12.nysed.gov/accountability/APA/home.html>.

- The Bronx High School Superintendent met with the principals and representatives of the SLTs of Pablo Neruda and Bronx Guild, along with union representatives from the staffs of both schools, on January 17, 2017 to discuss the potential consolidation and gather feedback.
- On January 18, 2017, the principals of Pablo Neruda and Bronx Guild discussed the proposed consolidation with their school communities, and letters describing the potential consolidation were sent home with students.
- The Bronx High School Superintendent held a public meeting on January 19, 2017 for the Pablo Neruda and Bronx Guild communities to discuss the potential consolidation.

The DOE will provide additional community engagement opportunities following this posting, including:

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at X450, which will be open to the public and at which attendees are encouraged to provide comments on this proposal.
- A dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-5159 or emailing [D08Proposals@schools.nyc.gov](mailto:D08Proposals@schools.nyc.gov).
- A Panel for Educational Policy (“PEP”) meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearings and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017SchoolProposals>.

If this proposal is approved, Pablo Neruda will be consolidated with Bronx Guild beginning in the 2017-2018 school year. The consolidated Bronx Guild will continue to serve students in ninth through twelfth grades. Pablo Neruda will no longer exist as an individual school option, and current Pablo Neruda students will be accommodated at Bronx Guild (see Section III of this Educational Impact Statement (“EIS”) for more information).

X450 has the target capacity to serve a total of 3,483 students.<sup>10</sup> If this proposal is approved, Bronx Guild will absorb the enrollment of Pablo Neruda and will serve a projected 585-625 students in ninth through twelfth grades in the 2017-2018 school year. Millennium will serve a projected 435-475 students in grades nine through twelve, APPA will serve a projected 390-460 students in grades six through twelve, Bronx Community will serve a projected 155-195 students

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<sup>10</sup> According to the 2015-2016 Enrollment Capacity Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

in grades nine through twelve, Bronx Bridges will serve a projected 310-350 students in grades nine through twelve, Bronx Compass will serve a projected 440-480 students in grades nine through twelve, Pathways will serve a projected 40-100 students, and ALC - Stevenson will serve a projected 35-80 students.

This will result in a total projected building enrollment of 2,390-2,765 students in X450 in 2017-2018, yielding an estimated building utilization rate of 69%-79%.<sup>11</sup>

## II. Proposed or Potential Use of Building

As noted in Section I above, X450 has the target capacity to serve 3,483 students. X450 currently serves 2,562 students across Pablo Neruda, Bronx Guild, Millennium, APPA, Bronx Community, Bronx Bridges, Compass, Pathways, and ALC – Stevenson, yielding a building utilization rate of 74%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this EIS. If this proposal is approved, X450 will serve a total of approximately 2,390-2,765 students in the 2017-2018 school year, resulting in a projected utilization rate of 69% - 79%.

If this proposal is approved, the grade spans served by each of the current and proposed school organizations in X450 will be as follows:<sup>12</sup>

DBN	School Name	2016-2017	2017-2018
08X305	Pablo Neruda Academy	9-12	-
08X312	Millennium Art Academy	9-12	9-12
08X376	Antonia Pantoja Preparatory Academy	6-12	6-12
08X377	Bronx Community High School	9-12	9-12
08X432	Bronx Bridges High School	9-12	9-12
08X452	Bronx Guild	9-12	9-12
08X561	Bronx Compass High School	9-12	9-12
79Q950	Pathways to Graduation	Ungraded	Ungraded
88X996	ALC - Stevenson	Ungraded	Ungraded

<sup>11</sup> All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book and the 2016-2017 Unaudited Register as of October 31, 2016. 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

<sup>12</sup> The YABC in X450 is excluded from these calculations because it serves students only in the evenings and on weekends, when the building is not in use by other organizations.

The table below shows enrollment and utilization for building X450:

DBN	School Name	2016-2017 Enrollment <sup>13</sup>	2017-2018 Projected Enrollment
08X305	Pablo Neruda Academy	323	-
08X312	Millennium Art Academy	447	435 - 475
08X376	Antonia Pantoja Preparatory Academy	428	390 - 460
08X377	Bronx Community High School	180	155 - 195
08X432	Bronx Bridges High School	332	310 - 350
08X452	Bronx Guild	296	585 - 625
08X561	Bronx Compass High School	469	440 - 480
79Q950 <sup>14</sup>	Pathways to Graduation	45	40 - 100
88X996 <sup>15</sup>	ALC - Stevenson	42 <sup>16</sup>	35 - 80
<b>Total Building Enrollment</b>		2,562	2,390 – 2,765
<b>Utilization</b>		74%	69% - 79%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, the newly consolidated Bronx Guild will receive its baseline or adjusted baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”). In addition, Millennium, APPA, Bronx Community, Bronx Bridges, Bronx Compass, and Pathways will also continue to receive their baseline allocations of space pursuant to the Footprint, and ALC – Stevenson will begin to receive its baseline allocation of space in X450 pursuant to the footprint. More details about space allocation are available in Section III and Appendix C of this. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

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

#### A. Students

##### *Impact on Current Students at Pablo Neruda and Bronx Guild*

If this proposal is approved, current Pablo Neruda students in ninth through eleventh grade, as well as Pablo Neruda students in the twelfth grade who do not meet requirements for graduation,

<sup>13</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment for grades kindergarten through eight and 2014-2015 to 2016-2017 enrollment for grades 9-12.

<sup>14</sup> Pathways to Graduation’s enrollment is based on average enrollment as of December 23, 2016. While Pathways to Graduation has rolling admissions and enrollment can vary throughout the year, 100 students is the maximum allowable enrollment at any one time. Therefore, Pathways to Graduation enrollment is anticipated to be 40-100 students.

<sup>15</sup> ALC enrollment is based on average enrollment as of December 23, 2016. While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated to be 35-80 students.

<sup>16</sup> The building capacity and utilization include the main building and its attached structures, such as TCUs. Since TCUs are considered to have a capacity of zero, the removal of the TCUs for the 2017-2018 school year and addition of ALC – Stevenson students to the main X450 building does not, in and of itself (unaccompanied by a change in the number of students ALC – Stevenson serves), cause the building utilization for X450 to change.

will be served in Bronx Guild beginning in the 2017-2018 school year. If the proposal to consolidate Pablo Neruda with Bronx Guild is approved by the PEP, Pablo Neruda will no longer exist as a distinct school option and new students will no longer enroll in Pablo Neruda as of the 2017-2018 school year. Current Pablo Neruda students, with the exception of those who graduate in the current school year, may continue to be served at Bronx Guild.

Current Bronx Guild students will continue to be served at the school alongside their new classmates from Pablo Neruda.

The proposed consolidation of Pablo Neruda with Bronx Guild may impact educational and/or extra-curricular programming available to Bronx Guild students, as the consolidated school may offer opportunities currently available at Pablo Neruda in place of or in addition to Bronx Guild's current offerings. If approved, students currently attending Pablo Neruda will gain access to the programming available at Bronx Guild and will no longer be served by Pablo Neruda as of the 2017-2018 school year, although many of the programs and services currently provided by Pablo Neruda would be offered instead by Bronx Guild.

Pablo Neruda and Bronx Guild both serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") and students receiving Special Education Teacher Support Services ("SETSS") and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the individual needs of currently enrolled students with disabilities and, as such, may vary from year to year. All current and future students enrolled at the consolidated Bronx Guild will receive all mandated special education services in accordance with their IEPs if this proposal is approved. The consolidated Bronx Guild may offer additional programming, such as Self-Contained programming, in future needs depending on the needs of students enrolled.

In addition, English Language Learner ("ELL") students currently enrolled at Pablo Neruda and Bronx Guild receive English as a New Language ("ENL") services. If this proposal is approved, these services will continue to be provided at the consolidated school, and all students will receive their mandated services.

Current twelfth grade students who are on track to graduate will complete high school at their current school (Pablo Neruda or Bronx Guild) and graduate at the end of the 2016-2017 school year, provided they meet graduation requirements.

If this proposal is approved, current Bronx Guild ninth, tenth, and eleventh grade students, as well as twelfth grade students who are not on track to graduate, will continue to be served by Bronx Guild alongside their new classmates from the former Pablo Neruda. It is expected that all current Pablo Neruda students, with the exception of those graduating high school, will attend the consolidated Bronx Guild. However, any Pablo Neruda students who prefer a different school option may seek a transfer for the 2017-2018 school year through the Office of Student Enrollment ("OSE") by speaking first with school administrators and then visiting a Family Welcome Center,<sup>17</sup> which will work to match students based on their needs and seat availability, in accordance with Chancellor's Regulation A-101.<sup>18</sup>

This proposal is not expected to impact any particular academic or extra-curricular programs

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<sup>17</sup> For more information on Family Welcome Centers, please visit:  
<http://schools.nyc.gov/ChoicesEnrollment/NewStudents/WelcomeCenters/default.htm>.

<sup>18</sup> The full details of Chancellor's Regulation A-101 can be found at:  
<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

currently offered at Pablo Neruda or Bronx Guild for the duration of the current (2016-2017) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

Pablo Neruda currently offers the following extra-curricular activities and clubs, sports, and partnerships:<sup>19</sup>

- **Extra-curricular activities and clubs:**
  - Youth Court, Student Government, Youth Service, Youth Service Leaders, Art, Graffiti Mural, Yearbook, Homework Help & Tutoring Services, Regents Prep, Saturday Academy, Senior Committee, Video Game, Yoga, Dance, Digital Media, Book, Chess, National Honor Society, Skateboarding
- **Academic Opportunities:**
  - iLearnNYC: Program for expanded online coursework and self-paced learning
  - Electives courses: Art & Design, Criminal Justice, Entrepreneurship, Careers & Internships, and Advanced Art
  - Student Learning Communities, Individualized Student Programming, After-School Enrichment Classes
  - CUNY College Now & JumpStart (Credit-bearing College Courses)
  - All students are assigned to a small Student Learning Community that meets twice a week
- **Sports:**
  - PSAL Sports—Boys: Baseball, Basketball, Football, Outdoor Track, Soccer
  - PSAL Sports—Girls: Badminton, Basketball, Indoor Track, Soccer, Softball, Tennis, Volleyball
  - School Sports: Baseball, Basketball, Flag Football, Soccer, Softball, Volleyball,

Bronx Guild currently offers the following extra-curricular activities and clubs, sports, and partnerships:<sup>20</sup>

- **Extra-curricular activities and clubs:**
  - Student Government, School-based Garden, Anime Club, Guitar Club, National History Club, Dance Team, Girls Club, Youth Court, Theater, Yoga, Weightlifting, Skateboarding
- **Academic Opportunities:**
  - Project-Based Learning, Interdisciplinary Courses, Extended Class Periods
- **Sports:**
  - PSAL Sports—Boys: Baseball, Basketball, Football, Outdoor Track, Soccer
  - PSAL Sports—Girls: Badminton, Basketball, Indoor Track, Soccer, Softball, Tennis, Volleyball

If this proposal is approved, the consolidated Bronx Guild will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true at all City schools, which modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, the consolidated school may also offer programs and partnerships that are currently offered by Pablo Neruda after Pablo Neruda ceases to operate as a

<sup>19</sup> School-reported information as of January 25, 2017 and the High School Directory available at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

<sup>20</sup> Information from school reported data as of January 25, 2017 and the High School Directory available at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

distinct school and therefore no longer offers its current programs and partnerships.

If this proposal is approved, the DOE expects the consolidation to increase the programmatic opportunities available to students, due to the combination of the schools' individual resources.

### *Impact on Current and Future Students Attending Millennium Art Academy*

As previously noted, Millennium currently serves students in grades nine through twelve in X450. This proposal is not expected to impact current enrollment, admissions, or academic or extracurricular programming at Millennium. If this proposal is approved, Millennium will continue to serve students in ninth through twelfth grades.

Millennium serves general education students and students requiring special education services, including students currently enrolled in ICT special education classes and students receiving SETSS and related services. Millennium also serves students in a new ASD Nest program, which is currently offered to ninth-grade students and is gradually being phased in for other grade levels in future years.<sup>21</sup> Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of currently enrolled students with disabilities and, as such, may vary from year to year. All current and future students enrolled at Millennium will receive all mandated special education services in accordance with their IEPs, if this proposal is approved. Students will continue to be enrolled and served in the ASD Nest program as well.

In addition, ELL students currently enrolled at Millennium receive ENL services. If this proposal is approved, these services will continue to be provided at Millennium and all students will receive their mandated services.

Millennium currently offers the following extra-curricular activities, academics and sports:<sup>22</sup>

- **Extra-curricular activities:** Anime, LGBTQ Committee, Mural Painting, Lincoln Center Theater for the Arts Program, Broadway Shows, Shakespeare, Songwriting, Peer Mediation, Nutrition and Wellness, Community Volunteering, Lehman College Art Gallery Program, Book Writing, Art Club, Ukulele, Model United Nations, Photography, Student Ambassadors, Cricket Club, Student Government, Drama, National Honor Society, Poetry, School Newspaper, Gardening, Crochet/Knitting, Good Shepherd activities, Ernst and Young Mentorship Program, Internships
- **Academics:** College Readiness Initiative, Arts: Drawing, Painting, Printmaking, Sculpture, Illustration, Mixed-Media, Graphic and Digital Design, Animation, Photography, Documentary Film; iLearnNYC: Program for expanded online coursework and self-paced learning, Intergenerational Work Study Program, CUNY College Now, Town Halls, PBIS Framework, Restorative Justice Initiative, Boys To Men
- **Sports:** PSAL Sports—Boys: Baseball, Basketball, Football, Outdoor Track, Soccer; PSAL Sports—Girls: Badminton, Basketball, Indoor Track, Soccer, Softball, Tennis, Volleyball; School Sports: Basketball, Tennis; School Sports: Young Runners Club

If this proposal is approved, Millennium will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific

<sup>21</sup> The ASD Nest Program serves students with Autism Spectrum Disorder and typically developing students in a reduced class-size ICT model.

<sup>22</sup> Information from school reported data as of January 26, 2017 and the High School Directory available at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

This proposal is not expected to impact the high school admissions process at Millennium, which admits ninth grade students via an Educational Option (“Ed. Opt.”) admissions method. Ed. Opt. programs are meant to serve a wide range of academic performers. Based on English Language Arts (“ELA”) standardized test scores from the prior school year, students are matched to Ed. Opt. programs based on the following distribution: 16% from the high ELA level; 68% from the middle ELA level; and 16% from the low ELA level. Half of the students matched to Ed. Opt. programs are selected based on their rankings from the school; the other half are selected randomly.

### *Impact on Current and Future Students Attending Antonia Pantoja Preparatory Academy*

As previously noted, APPA currently serves students in grades six through twelve in X450. This proposal is not expected to impact current enrollment, admissions, or academic or extracurricular programming at APPA. If this proposal is approved, APPA will continue to serve students in sixth through twelfth grades.

APPA serves general education students and students requiring special education services, including students currently enrolled in ICT and SC special education classes and students receiving SETSS and related services. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of currently enrolled students with disabilities and, as such, may vary from year to year. All current and future students enrolled at APPA will receive all mandated special education services in accordance with their IEPs, if this proposal is approved.

In addition, ELL students currently enrolled at APPA receive ENL services. If this proposal is approved, these services will continue to be provided at APPA and all students will receive their mandated services.

APPA currently offers the following extra-curricular activities, academics and sports:<sup>23</sup>

- **Extra-curricular activities:** Advisory, Chess, Community Service, Drama, Mentoring, Poetry Slam, Screenwriting, Student Government, Student Newspaper, Yearbook, Computer Technology, Dance, Graphic Arts, Spanish Language, Restorative Justice, Peace Ambassadors, Monthly Town Hall Assemblies, YMCA, After-School Program: Culinary Arts (Cooking Matters!), Arts and Crafts, Homework Help, Broadway Junior Productions such as Annie Jr
- **Academics:** Academic Portfolio required, iLearnNYC: Program for expanded online coursework and self-paced learning, College Now, Individualized university/college advising, Academic and career planning, Advisory, College Tours, Service learning and social action projects with an emphasis on community service; Leadership Requirement, College Access for All, Drafting, Coding
- **Sports:** PSAL Sports—Boys: Baseball, Basketball, Football, Outdoor Track, Soccer; PSAL Sports—Girls: Badminton, Basketball, Indoor Track, Soccer, Softball, Tennis,

<sup>23</sup> Information from school reported data as of January 26, 2017, the Middle School Directory available at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Resources/default.htm>, and the High School Directory available at <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>

Volleyball; School Sports: Baseball, Basketball, Capoeira, Rugby, Soccer, Tennis, Volleyball

If this proposal is approved, APPA will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

This proposal is not expected to impact the middle or high school admissions processes at APPA, which admits sixth and ninth grade students via a limited unscreened admissions method, giving admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the Middle School Fairs (for sixth grade) or High School Fairs (for ninth grade). In the high school admissions process, priority is given to continuing eighth grade students, then to Bronx students or residents who attend an information session, then to New York City residents who attend an information session, then to Bronx students or residents, and then to New York City residents. In the middle school admissions process, priority is given to District 8 students or residents who attend an information session, then to District 8 students or residents.

### *Impact on Current and Future Students attending Bronx Community High School*

This proposal is not expected to impact the educational options of students currently attending Bronx Community. Bronx Community is a transfer school. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend.

Bronx Community serves general education students and students requiring special education services, including students currently enrolled in ICT special education classes and students receiving SETSS and related services. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of currently enrolled students with disabilities and, as such, may vary from year to year. All current and future students enrolled at Bronx Community will receive all mandated special education services in accordance with their IEPs, if this proposal is approved.

In addition, ELL students currently enrolled at Bronx Community receive ENL services. If this proposal is approved, these services will continue to be provided at Bronx Community and all students will receive their mandated services.

Bronx Community currently offers the following programs and initiatives, partnerships, and extra-curricular activities:<sup>24</sup>

- **Programs:** Learning to Work: Students participate in community building and community service activities both in school and in the surrounding community. The curriculum is focused on basic literacy and numeracy skills as well as oral communication through a public speaking program.

<sup>24</sup> Information from school reported data as of January 26, 2017 and the 2015-2016 New York City Additional Ways to Graduate Directory available at: <http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/6049combined2ndproof.pdf>.

- **Language Classes:** Spanish
- **Partnerships:** New York City Mission Society
- **Extracurricular Activities:** Group meetings with advocate counselors twice a week, peer counseling, mediation, restorative justice training for staff and students, small group instruction, peer tutoring

If this proposal is approved, Bronx Community will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

This proposal is not expected to impact the admissions process at Bronx Community, which has a rolling admissions policy accepting students who are 16 years of age and older throughout the year. Interested students must have attended high school for at least one year and have a minimum 6th grade reading level. Students 16 years old must have 5-10 credits; students 17 years old must have 10-25 credits; and students 18 years old must have 25 credits and two Regents exams with a score of 65 or above. Bronx Community aims to serve students from the area surrounding the Stevenson Campus.<sup>25</sup>

### *Impact on Current and Future Students Attending Bronx Bridges High School*

As previously noted, Bronx Bridges currently serves students in grades nine through twelve in X450. This proposal is not expected to impact current enrollment, admissions, or academic or extracurricular programming at Bronx Bridges. If this proposal is approved, Bronx Bridges will continue to serve students in ninth through twelfth grades.

Bronx Bridges serves general education students and students requiring special education services, including students currently enrolled in ICT and students receiving SETSS and related services. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of currently enrolled students with disabilities and, as such, may vary from year to year. All current and future students enrolled at Bronx Bridges will receive all mandated special education services in accordance with their IEPs, if this proposal is approved.

In addition, ELL students currently enrolled at Bronx Bridges receive ENL services. Bronx Bridges also serves students in a Transitional Bilingual Education program. If this proposal is approved, these services will continue to be provided at Bronx Bridges and all students will receive their mandated services.

Bronx Bridges currently offers the following extra-curricular activities, academics and sports:<sup>26</sup>

- **Extra-curricular activities:** Internships opportunities in the following areas: Art Teaching, NYPD, Fire Department, Cooking, Life Guard Program, Summer Jobs; Art, Drama Club, Board Games from Around the World, Community Volunteer Opportunities, MOUSE Squad, Latin Dance, School Newspaper, Student Government, Tutoring, Visual Art,

<sup>25</sup> More information on transfer high schools is available at <http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/6049combined2ndproof.pdf>.

<sup>26</sup> Information from school reported data as of January 26, 2017 and the High School Directory available at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

- **Academics:** College Now courses through Monroe College and Bronx Community College; Geriatric Career Development, Small advisory groups led by a faculty mentor, Supportive classroom environments with a focus on language acquisition, academic and career planning starting in the ninth grade, career and college explorations including college visits, tutoring available
- **Sports:** PSAL Sports—Boys: Baseball, Soccer; PSAL Sports—Girls: Soccer, Volleyball; School Sports: Baseball, Basketball, Soccer, Table Tennis

If this proposal is approved, Bronx Bridges will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

This proposal is not expected to impact the high school admissions process at Bronx Bridges, which admits ninth grade students via a screened language admissions method and is open only to New York City residents who are English Language Learners. The school specializes in serving students whose native language is Bengali, Arabic, French, or Spanish.

### *Impact on Current and Future Students Attending Bronx Compass High School*

As previously noted, Bronx Compass currently serves students in grades nine through twelve in X450. This proposal is not expected to impact current enrollment, admissions, or academic or extracurricular programming at Bronx Compass. If this proposal is approved, Bronx Compass will continue to serve students in ninth through twelfth grades.

Bronx Compass serves general education students and students requiring special education services, including students currently enrolled in ICT and SC special education classes and students receiving SETSS and related services. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of currently enrolled students with disabilities and, as such, may vary from year to year. All current and future students enrolled at Bronx Compass will receive all mandated special education services in accordance with their IEPs, if this proposal is approved.

In addition, ELL students currently enrolled at Bronx Compass receive ENL services. If this proposal is approved, these services will continue to be provided at Bronx Compass and all students will receive their mandated services.

Bronx Compass currently offers the following extra-curricular activities, academics and sports:<sup>27</sup>

- **Extra-curricular activities:** STEP Team, Open Gym, Open Art Studios (Film, Tech Squad/Video Game Club), Recording studio, Vocal, Guitar, Garage Robotics, LEGO Robotics, Chess, Acting/Drama, Green Team, Weight room
- **Academics:** iLearnNYC: Program for expanded online coursework and self-paced learning, 1-1 Student-to-Laptop Ratio, Technology-infused Coursework, Courses in Game Design, Garageband, Adobe Illustrator, Garage Robotics, and Software

<sup>27</sup> Information from school reported data as of January 27, 2017 and the High School Directory available at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

Engineering; Personalized Pathway to Graduation, Filmmaking Studio, Recording Studio, Maker Lab, Compass Award Ceremony, Internships, CUNY College Now Courses

- **Sports:** PSAL Sports—Boys: Soccer Baseball, Basketball, Football, Outdoor Track, Soccer; PSAL Sports—Girls: Badminton, Basketball, Indoor Track, Soccer, Softball, Tennis, Volleyball; School Sports: Intramural Basketball

If this proposal is approved, Bronx Compass will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

This proposal is not expected to impact the high school admissions process at Bronx Compass, which admits ninth grade students via a limited unscreened admissions method giving admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. In the high school admissions process, priority is given to Bronx students or residents who attend an information session, then to New York City residents who attend an information session, then to Bronx students or residents, and then to New York City residents.

### *Impact on Pathways to Graduation Program*

A Pathways to Graduation program is also located in X450. Pathways to Graduation helps students earn their HSE plus prepares them for college and career options. Students 18 - 21 years old can choose to participate in a full-time or part-time program. Students who are 17 years old may only enroll with parent or guardian permission, though final determinations are considered on a case-by-case basis. Pathways to Graduation is offered at no cost and has many locations throughout the five boroughs.

Students interested in enrolling in a Pathways to Graduation program are encouraged to visit a Referral Center.

The DOE does not anticipate that current or future students attending the Pathways to Graduation program in X450 would be impacted by this proposal, as there will continue to be sufficient space in the building to accommodate the program. More information about Pathways to Graduation programs may be found here:

<http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/FullPtGED/default.htm>.

### *Impact on ALC – Stevenson*

X450 houses an ALC, which currently enrolls approximately 42 students who are on Superintendent's suspension and therefore not currently being served by their home schools. ALCs provide a safe and high-quality instructional program that encompasses social and emotional development to prepare students for their return to their home schools. ALCs offer the same core curriculum materials that traditional schools offer for consistency of instruction for students. They also provide intervention measures that build students' capacity to return to school better able to be productive and engaged members of their school communities.

ALC – Stevenson is currently located in TCUs on the campus of X450. With the consolidation of Pablo Neruda and Bronx Guild creating further excess space in X450, ALC – Stevenson will be relocated from the TCUs to space within the main building as of the 2017-2018 school year. This will improve the learning environment and facilities for students attending ALC – Stevenson, and it will also enable the DOE to remove the TCUs.

The DOE does not anticipate that students attending ALC–Stevenson will otherwise be impacted by this proposal, as no programmatic changes are planned.

### *Impact on the Stevenson YABC*

As stated above, YABCs are evening academic programs and designed for high school students who are behind in credit, who are considering dropping out, or who have adult responsibilities in the daytime.

According to the 2015-2016 New York City Alternative Pathways Directory,<sup>28</sup> the Stevenson YABC serves 250 students and currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:

- **Community Based Organization Services:** All students are eligible to receive paid internships, individual & group counseling, career opportunities, college tours, attendance outreach, family engagement, college planning & exploration
- **Internship Highlights:** Internships at pre-schools & P.S. 138
- **Partnerships:** Good Shepherd Services, Bronx Community College, Sullivan County Community College
- **Language Classes:** Spanish
- **Extracurricular Activities:** Broadway shows, basketball games, trips to parks, college tours
- **Recreational Sports:** Basketball

The DOE does not anticipate that current or future students attending the YABC program in X450 would be impacted by this proposal, as the YABC program operates in X450 in the evenings and weekends, when the other schools in X450 are not in session. More information about YABC programs such as enrollment information and eligibility can be found at: <http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/AlternativesHS/YoungAdult/default.htm>.

### *Impact on LYFE Program*

The LYFE program supports student parents enrolled in a DOE school by providing childcare and referral services. Each LYFE classroom is staffed with a teacher and educational paraprofessionals that provide early childhood education to infants and toddlers of student parents. Social workers assigned to each LYFE site provide academic, social, and emotional support to student parents to ensure they stay on track to graduation, while transitioning into parenthood.

The LYFE program operates independently of the high schools in X450. The LYFE program serves students attending school in X450, but may also serve students in other schools in the surrounding community. The central LYFE program in District 79 manages the individual sites, including the site at X450, both fiscally and programmatically. All LYFE staff are supervised

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<sup>28</sup> 2015-2016 New York City Alternative Pathways Directory available at: <http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/6049combined2ndproof.pdf>

by the program's principal and assistant principals. The LYFE program leaders are the rating officers for the field staff.

The LYFE program in X450 is not expected to lose any space or reduce the services offered as a result of this proposal. The LYFE program will continue to operate in X450 alongside the consolidated Bronx Guild and the other organizations in the building. The LYFE program is expected to remain in X450 and will continue to provide these services as long as there is a need and demand for the program. As noted in section II.B., that program will continue to be allocated 2.5 FSE rooms of designed administrative space. For a list of LYFE sites please refer to: <http://lyfenyc.org/>.

### *Impact on CBOs Located in X450*

X450 also houses the following CBOs: Good Shepherd, New Mission, and Leadership Program. If this proposal is approved, Good Shepherd, Mission, and Leadership program will continue to provide services and operate within their current space in X450.

### *Impact on Over-the-Counter Students*

In addition to admitting students through the high school admissions process, Pablo Neruda and Bronx Guild currently admit some students through the over-the-counter ("OTC") process. If this proposal is approved, Pablo Neruda will no longer be a distinct school option and will cease to admit new students as of the 2017-2018 school year. The consolidated Bronx Guild will continue to admit some students through the OTC process. The consolidation is not expected to impact the DOE's ability to accommodate future OTC high school students in the district since the consolidated Bronx Guild will have adequate capacity to accommodate the combined number of students who would have been admitted through the OTC process to either Pablo Neruda or Bronx Guild. Millennium, APPA, Bronx Bridges, and Bronx Compass will continue to admit students through the OTC process.

Please see Appendix B of this EIS for more information on the OTC process.

### *Impact on Future High School Students in District 8*

If this proposal is approved, Pablo Neruda will no longer be a distinct school option and will cease to admit students as of the 2017-2018 school year. The consolidated Bronx Guild will instead offer admissions to the seats previously available at Pablo Neruda.

Pablo Neruda and Bronx Guild both currently admit students through the high school admissions process using a limited unscreened admissions method, giving admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. If this proposal is approved, the consolidated Bronx Guild will continue to admit students through the high school admissions process using a limited unscreened admissions method.

Students who were matched to Pablo Neruda in round one of the high school admissions process will have their assignment changed to Bronx Guild. All students will have the opportunity to participate in round two of the high school admissions process, described in Appendix B of this EIS.

For more information about the high school admissions process, please see Appendix B of this EIS or visit: <http://schools.nyc.gov/ChoicesEnrollment/High>.

### *Impact on Future Transfer High-School Students*

If this proposal is approved, New York City residents between the ages of 15-21, who have a minimum of one year in high school, will continue to have access to a broad range of transfer high school options, including Bronx Community. Bronx Community will continue to admit students as described above.

See Appendix B of this EIS for more information on transfer high school admissions.

### **B. Schools**

If this proposal is approved, Pablo Neruda and Bronx Guild will be consolidated such that Pablo Neruda will no longer be a distinct school option and will cease to serve students as of the 2017-2018 school year; rather, the students from Pablo Neruda's current ninth, tenth and eleventh grades, as well as any twelfth grade students who do not meet graduation requirements, will be served in Bronx Guild beginning in the 2017-2018 school year.

If this proposal is approved, pursuant to the Footprint, there will be sufficient space to accommodate the consolidated Bronx Guild. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in City schools, and visit the DOE's website to access the Footprint:

<http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

According to a space assessment of X450 completed on August 22, 2016 and updated on January 30, 2017 by a representative from the Office of Space Planning, X450 has 130 full-size rooms, 49 half-size rooms, 9 quarter-size rooms, and 17.0 full-size equivalent ("FSE") rooms of designed administrative space. X450 also includes two gymnasiums, an auditorium, two cafeterias, a library, and a teacher's cafeteria, all of which are currently shared among the organizations in the building. The below spaces are also currently shared by the organizations:

- Dance, Choral, and Band Rooms occupy 3 full-size rooms
- The Stevenson YABC occupies 2 full-size rooms and 0.5 FSE room of designed administrative space, which is dedicated to Stevenson YABC at all times, even when the program is not in session.
- The Home Economics Room occupies 1 full-size room
- The Weight Room occupies 1 full-size room
- The School-Based Support Team occupies 1 full-size room, 1 half-size room, 1 quarter-size room, and 0.5 FSE room of designed administrative space
- Pathways occupies 7 half-size rooms
- Good Shepherd CBO occupies 1 half-size room and 0.25 FSE room of designed administrative space
- The Custodian occupies 1 half-size room
- School Safety occupies 1 quarter-size
- The LYFE Center occupies 2.5 FSE rooms of designed administrative space
- The School-Based Health Clinic occupies 2.5 FSE rooms of designed administrative space

Excluding the shared spaces outlined above, X450 has a total of 122 full-size rooms, 39 half-size rooms, 7 quarter-size rooms, and 10.75 FSE rooms of designed administrative space remaining to be allocated.

Per the Footprint, Pablo Neruda's current baseline allocation is 15 full-size rooms, 1 half-size room, and 3.0 FSE rooms for administrative use, comprised of 1 full-size room and 2.0 FSE rooms of designed administrative space for a total of 16 full-size rooms, 1 half-size room, and 2.0 FSE

rooms of designed administrative space. Currently, Pablo Neruda is using 19 full-size rooms, 2 half-size rooms, and 2.0 FSE rooms of designed administrative space. Therefore, Pablo Neruda is using 3 full-size rooms and 1 half-size room in excess of its baseline Footprint allocation.

Per the Footprint, Bronx Guild's current baseline allocation is 12 full-size rooms, 1 half-size room, and 3.0 FSE rooms for administrative use, comprised of 4 half-size rooms and 1.0 FSE room of designed administrative space, for a total of 12 full-size rooms, 5 half-size rooms and 1.0 FSE rooms of designed administrative space. Currently, Bronx Guild is using 12 full-size rooms, 7 half-size rooms, 1 quarter-size room, and 1.0 FSE room of designed administrative space. Therefore, Bronx Guild is using 2 half-size rooms and 1 quarter-size room in excess of its baseline Footprint allocation.

If this proposal is approved, Pablo Neruda will be consolidated with Bronx Guild, and Bronx Guild's baseline Footprint allocation of space will be 24 full-size rooms, 3 half-size rooms, and 4.5 FSE spaces for administrative use. Due to a lack of half-size spaces suitable for instruction, Bronx Guild will be allocated two full-size rooms lieu of two half-size rooms, for an adjusted baseline Footprint allocation of 26 full-size rooms, one half-size room, and 4.5 FSE spaces for administrative use, comprised of three half-size rooms and 3.0 FSE rooms of designed administrative space, for a total of 26 full-size rooms, 4 half-size rooms, and 3.0 FSE of designed administrative space.

Per the Footprint, Millennium's current baseline allocation is 18 full-size rooms, 2 half-size rooms, and 4.0 FSE rooms for administrative use, comprised of 3 half-size rooms, 4 quarter-size rooms, and 1.5 FSE rooms of designed administrative space, for a total of 18 full-size rooms, 5 half-size rooms, 4 quarter-size rooms, and 1.5 FSE rooms of designed administrative space. Currently, Millennium is using 22 full-size rooms, 6 half-size rooms, 5 quarter-size rooms, and 1.5 FSE rooms of designed administrative space. Therefore, Millennium is using 4 full-size rooms, 1 half-size room, and 1 quarter-size room in excess of its baseline Footprint allocation. In the 2017-2018 school year, Millennium's baseline allocation will be 19 full-size rooms, 2 half-size rooms, and 4.0 FSE rooms for administrative use, comprised of 3 half-size rooms, 4 quarter-size rooms, and 1.5 FSE rooms of designed administrative space, for a total of 19 full-size rooms, 5 half-size rooms, 4 quarter-size rooms, and 1.5 FSE rooms of designed administrative space. This baseline allocation accounts for increased space need associated with the of the school's ASD Nest program.

Per the Footprint, APPA's current baseline allocation is 18 full-size rooms, 2 half-size rooms, and 4.0 FSE rooms for administrative use, comprised of 4 half-size rooms and 2.0 FSE rooms of designed administrative space, for a total of 18 full-size rooms, 6 half-size rooms and 2.0 FSE rooms of designed administrative space. Currently, APPA is using 18 full-size rooms, 12 half-size rooms, and 2.0 FSE rooms of designed administrative space. Therefore, APPA is using 6 half-size rooms in excess of its baseline Footprint allocation. In the 2017-2018 school year, APPA's baseline allocation will be 18 full-size rooms, 2 half-size rooms, and 4.0 FSE rooms for administrative use, comprised of 4 half-size rooms and 2.0 FSE rooms of designed administrative space, for a total of 18 full-size rooms, 6 half-size rooms, and 2.0 FSE rooms of designed administrative space.

Per the Footprint, Bronx Community's current baseline allocation is 8 full-size rooms, 1 half-size room, and 2.5 FSE rooms for administrative use, comprised of 2.5 FSE rooms of designed administrative space. Currently, Bronx Community is using 9 full-size rooms, 2 half-size rooms, and 2.75 FSE rooms of designed administrative space. Therefore, Bronx Community is using 1 full-size room, 1 half-size room, and 0.25 FSE of designed administrative space in excess of its baseline Footprint allocation. In the 2017-2018 school year, Bronx Community's baseline allocation will be 8 full-size rooms, 1 half-size room, and 2.5 FSE rooms for administrative use,

comprised of 2.5 FSE rooms of designed administrative space, for a total of 8 full-size rooms, 1 half-size room, and 2.5 FSE rooms of designed administrative space.

Per the Footprint, Bronx Bridges’ current baseline allocation is 14 full-size rooms, 1 half-size room, and 3.5 FSE rooms for administrative use, comprised of 2 full-size rooms, 2 half-size rooms, and 0.5 FSE rooms of designed administrative space, for a total of 16 full-size rooms, 3 half-size rooms, and 0.5 FSE rooms of designed administrative space. Currently, Bronx Bridges is using 19 full-size rooms, 6 half-size rooms, and 0.5 FSE rooms of designed administrative space. Therefore, Bronx Bridges is using 3 full-size rooms and 3 half-size rooms in excess of its baseline Footprint allocation. In the 2017-2018 school year, Bronx Bridges’ baseline allocation will be 14 full-size rooms, 1 half-size room, and 3.5 FSE rooms for administrative use, comprised of 2 full-size rooms, 2 half-size rooms, and 0.5 FSE rooms of designed administrative space, for a total of 16 full-size rooms, 3 half-size rooms, and 0.5 FSE rooms of designed administrative space.

Per the Footprint, Bronx Compass’ current baseline allocation is 19 full-size rooms, 2 half-size rooms, and 4.0 FSE rooms for administrative use, comprised of 2 full-size rooms, 2 half-size rooms, and 1.0 FSE rooms of designed administrative space for a total of 21 full-size rooms, 4 half-size rooms, and 1.0 FSE rooms of designed administrative space. Currently, Bronx Compass is using 23 full-size rooms, 4 half-size rooms, 1 quarter-size room, and 1.0 FSE rooms of designed administrative space. Therefore, Bronx Compass is using 2 full-size rooms and 1 quarter-size room in excess of its baseline Footprint allocation. In the 2017-2018 school year, Bronx Compass’ baseline allocation will be 19 full-size rooms, 2 half-size rooms, and 4.0 FSE rooms for administrative use, comprised of 2 full-size rooms, 2 half-size rooms, 1.0 FSE rooms of designed administrative space, for a total of 21 full-size rooms, 4 half-size rooms, and 1.0 FSE rooms of designed administrative space.

ALC – Stevenson is currently located in TCUs next to building X450. With the space efficiencies gained from the consolidation of Pablo Neruda and Bronx Guild, the DOE will relocate ALC – Stevenson from the TCUs into the X450 building, allowing for the removal of the TCUs. Per the Footprint, ALC – Stevenson’s current baseline allocation is 4 full-size rooms and 1.5 FSE of administrative space. In the 2017-2018 school year, ALC – Stevenson’s baseline allocation will be 4 full-size rooms and 1.5 FSE rooms for administrative use, comprised of 3 half-size rooms, for a total of 4 full-size rooms and 3 half-size rooms.

The current and estimated future baseline Footprint allocations of full-size rooms in X450, including any full-size rooms allocated for administrative or other purposes, are detailed in the chart below:

DBN	School Name	2016-2017	2017-2018
08X305	Pablo Neruda	16	-
08X452	Bronx Guild	12	26
08X312	Millennium	18	19
08X376	APPA	18	18
08X377	Bronx Community	8	8
08X432	Bronx Bridges	16	16
08X561	Bronx Compass	21	21
88X996	ALC – Stevenson	-	4

<b>TOTAL</b>	<b>109</b>	<b>112</b>
<b>TOTAL FULL-SIZE ROOMS TO BE ALLOCATED</b>	<b>122</b>	<b>122</b>
<b>ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS</b>	<b>13</b>	<b>10</b>

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

There are no other proposed uses or plans for building X450 at this time.

*Building Safety and Security*

If this proposal is approved, the Building Council will develop a safety and security plan for the building prior to the first day of school in September 2017.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

**C. Community**

The consolidation of Pablo Neruda and Bronx Guild is intended to result in a stronger school, as the schools will be able to formalize their collaboration under unified leadership and leverage their strengths to provide their students with expanded instructional and extracurricular options, including advanced placement classes, internships, partnerships, and clubs. Successful elements from both schools will be adopted under the new, combined leadership. Because of the efficiencies gained from consolidation, the consolidated Bronx Guild is intended to be a stronger school environment and an improved high school option. The goal is provide a more robust and enriching experience for students.

The proposal to consolidate Bronx Guild with Pablo Neruda was developed by the Bronx High School Superintendent in conjunction with school leadership and other stakeholders. The DOE and Superintendent plan to leverage the strong leadership teams of both schools by uniting the consolidated Bronx Guild under their combined direction. The administrative team will be able to leverage the strengths of both schools and better serve the students as a whole.

The consolidation will also promote efficient use of building space, and allow for the relocation of ALC – Stevenson students from TCUs the X450 main building. This will benefit the students of ALC – Stevenson, as they will be provided with a more suitable learning environment. It will also enable the removal of the TCUs on the campus, which is a priority of the DOE.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at X450. This proposal is not expected to impact the accessibility of X450, which is partially accessible.

## IV. Enrollment, Admissions and School Performance Information

### Pablo Neruda (08X305)

#### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Limited Unscreened
<b>Admissions if proposal approved</b>	None

#### *Enrollment Data*<sup>29</sup>

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2016-2017	59	82	84	98	323
2017-2018 (projected)	-	-	-	-	-

#### *Demographic Data*<sup>30</sup>

% Students with Disabilities (any student receiving an IEP)	34%
% English Language Learners	20%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

<sup>29</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

<sup>30</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the city wide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

### School Performance Data

<b>Pablo Neruda</b>	2013-2014	2014-2015	2015-2016
<b>School Quality Indicators<sup>31</sup></b>			
1.1 Curriculum	N/A	Developing	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Developing	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Key Components of Performance and Progress<sup>32</sup></b>			
% Earning 10+ Credits in Year 1	85%	84%	85%
4 Year Graduation Rate	70%	59%	63%
6 Year Graduation Rate	68%	65%	77%
4 Year College Readiness Index	8%	8%	2%
Attendance Rate	82%	84%	85%
<b>2016-2017 State Accountability Status<sup>33</sup></b>	Priority School		

### Bronx Guild (08X452)

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Limited Unscreened
<b>Admissions if proposal approved</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Limited Unscreened

<sup>31</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at:

<http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

Not all schools receive Quality Reviews every year. Pablo Neruda did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

<sup>32</sup> Performance data is from the School Quality Reports available at:

<http://schools.nyc.gov/Accountability/tools/report/default.htm>.

<sup>33</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*Enrollment Data*<sup>34</sup>

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	61	86	76	73	296
2017-2018 (projected)	130-140	155-165	145-155	155-165	585-625

*Demographic Data*<sup>35</sup>

% Students with Disabilities (any student receiving an IEP)	27%
% English Language Learners	10%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

*School Performance Data*

Bronx Guild	2013-2014	2014-2015	2015-2016
<b>School Quality Indicators</b> <sup>36</sup>			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Proficient	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Well Developed	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Key Components of Performance and Progress</b> <sup>37</sup>			
% Earning 10+ Credits in Year 1	71%	90%	87%
4 Year Graduation Rate	57%	57%	65%
6 Year Graduation Rate	71%	66%	65%

<sup>34</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

<sup>35</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

<sup>36</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at:

<http://schools.nyc.gov/NR/ronlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

Not all schools receive Quality Reviews every year. Bronx Guild did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

<sup>37</sup> Performance data is from the School Quality Reports available at:

<http://schools.nyc.gov/Accountability/tools/report/default.htm>.

4 Year College Readiness Index	4%	2%	6%
Attendance Rate	77%	74%	78%
<b>2016-2017 State Accountability Status<sup>38</sup></b>	Priority School		

**Millennium (08X312)**

*Admissions Data*

<b>Current Admissions</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Educational Option
<b>Admissions if proposal approved</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Educational Option

*Enrollment Data<sup>39</sup>*

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2016-2017	127	118	95	107	447
2017-2018 (projected)	115-125	115-125	100-110	105-115	435-475

*Demographic Data<sup>40</sup>*

% Students with Disabilities (anystudent receiving an IEP)	30%
% English Language Learners	4%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

<sup>38</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

<sup>39</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

<sup>40</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

### School Performance Data

Millennium	2013-2014	2014-2015	2015-2016
<b>School Quality Indicators<sup>41</sup></b>			
1.1 Curriculum	N/A	Developing	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Developing	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Key Components of Performance and Progress<sup>42</sup></b>			
% Earning 10+ Credits in Year 1	85%	75%	80%
4 Year Graduation Rate	68%	61%	67%
6 Year Graduation Rate	73%	73%	79%
4 Year College Readiness Index	23%	11%	14%
Attendance Rate	86%	86%	83%
<b>2016-2017 State Accountability Status<sup>43</sup></b>	Focus School		

### APPA (08X376)

#### Admissions Data

<b>Current Admissions</b>	<p><b>Grades 6-8:</b> Middle School Admissions Process <b>Admissions Method:</b> Limited Unscreened</p> <p><b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Limited Unscreened</p>
<b>Admissions if proposal approved</b>	<p><b>Grades 6-8:</b> Middle School Admissions Process <b>Admissions Method:</b> Limited Unscreened</p> <p><b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Limited Unscreened</p>

<sup>41</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>. Not all schools receive Quality Reviews every year. Millennium did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

<sup>42</sup> Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

<sup>43</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*Enrollment Data*<sup>44</sup>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2016-2017	70	49	63	70	71	49	56	428
2017-2018 (projected)	65-75	65-75	45-55	70-80	70-80	35-45	40-50	390-460

*Demographic Data*<sup>45</sup>

% Students with Disabilities (any student receiving an IEP)	26%
% English Language Learners	11%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

<sup>44</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment for grades K-8 and 2014-2015 to 2016-2017 enrollment for grades 9-12.

<sup>45</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

### School Performance Data

APPA	2013-2014	2014-2015	2015-2016
<b>School Quality Indicators<sup>46</sup></b>			
1.1 Curriculum	N/A	Developing	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Developing	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Developing	N/A
<b>Middle School Performance Data and Indicator<sup>47</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	18%	16%	31%
Math % Proficient (Levels 3 and 4)	16%	8%	10%
Attendance Rate	90%	90%	92%
<b>High School Key Components of Performance and Progress</b>			
% Earning 10+ Credits in Year 1	55%	63%	74%
4 Year Graduation Rate	59%	61%	57%
6 Year Graduation Rate	N/A	N/A	72%
4 Year College Readiness Index	15%	23%	13%
Attendance Rate	83%	81%	80%
<b>2016-2017 State Accountability Status<sup>48</sup></b>	Focus School		

### Bronx Community (08X377)

#### Admissions Data

<b>Current Admissions</b>	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.
<b>Admissions if proposal approved</b>	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.

<sup>46</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at:

<http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

Not all schools receive Quality Reviews every year. Antonia Pantoja did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

<sup>47</sup> Performance data is from the School Quality Reports available at:

<http://schools.nyc.gov/Accountability/tools/report/default.htm>.

<sup>48</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*Enrollment Data*<sup>49</sup>

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	14	70	48	48	180
2017-2018 (projected)	5-15	50-60	45-55	55-65	155-195

*Demographic Data*<sup>50</sup>

% Students with Disabilities (any student receiving an IEP)	13%
% English Language Learners	4%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

*School Performance Data*

Bronx Community	2013-2014	2014-2015	2015-2016
<b>School Quality Indicators</b> <sup>51</sup>			
1.1 Curriculum	N/A	Well Developed	N/A
1.2 Pedagogy	N/A	Proficient	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Key Components of Performance and Progress</b> <sup>52</sup>			
Transfer School Graduation Rate	N/A	38.3%	37.8%
Credits earned per year for students starting with 0-11 <sup>53</sup>	N/A	10.17	8.49
Attendance Rate <sup>54</sup>	N/A	N/A	N/A
<b>2016-2017 State Accountability Status</b> <sup>55</sup>	Good Standing		

<sup>49</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

<sup>50</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the city wide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

<sup>51</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>. Not all schools receive Quality Reviews every year. Bronx Community did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

<sup>52</sup> Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. Transfer School Performance data is not available for 2013-14.

<sup>53</sup> This Key Component of Performance and Progress is specific to Transfer High Schools.

<sup>54</sup> School-level attendance data is not available for transfer schools.

<sup>55</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

**Bronx Bridges (08X432)**

*Admissions Data*

<b>Current Admissions</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Screened: Language
<b>Admissions if proposal approved</b>	<b>Grades 9-12:</b> High School Admissions Process <b>Admissions Method:</b> Screened: Language

*Enrollment Data<sup>56</sup>*

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2016-2017	81	89	80	82	332
2017-2018 (projected)	80-90	80-90	75-85	75-85	310-350

*Demographic Data<sup>57</sup>*

% Students with Disabilities (any student receiving an IEP)	12%
% English Language Learners	79%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

<sup>56</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

<sup>57</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

### School Performance Data

Bronx Bridges	2013-2014	2014-2015	2015-2016
<b>School Quality Indicators<sup>58</sup></b>			
1.1 Curriculum	N/A	Developing	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Well Developed	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Key Components of Performance and Progress<sup>59</sup></b>			
% Earning 10+ Credits in Year 1	81%	73%	77%
4 Year Graduation Rate	66%	57%	51%
6 Year Graduation Rate	N/A	N/A	87%
4 Year College Readiness Index	12%	6%	14%
Attendance Rate	85%	83%	84%
<b>2016-2017 State Accountability Status<sup>60</sup></b>	Priority School		

### Bronx Compass (08X561)

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 9-12: High School Admissions Process</b> <b>Admissions Method: Limited Unscreened</b>
<b>Admissions if proposal approved</b>	<b>Grades 9-12: High School Admissions Process</b> <b>Admissions Method: Limited Unscreened</b>

<sup>58</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at:

<http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-BOC3703CEA81/0/201617QualityReviewRubric.pdf>. Not all schools receive Quality Reviews every year. Bronx Bridges did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

<sup>59</sup> Performance data is from the School Quality Reports available at:  
<http://schools.nyc.gov/Accountability/tools/report/default.htm>.

<sup>60</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*Enrollment Data*<sup>61</sup>

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	108	114	118	129	469
2017-2018 (projected)	110-120	115-125	105-115	110-120	440-480

*Demographic Data*<sup>62</sup>

% Students with Disabilities (any student receiving an IEP)	27%
% English Language Learners	7%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

*School Performance Data*

Bronx Compass	2013-2014	2014-2015	2015-2016
<b>School Quality Indicators</b> <sup>63</sup>			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Well Developed	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Key Components of Performance and Progress</b> <sup>64</sup>			
% Earning 10+ Credits in Year 1	79%	69%	22%
4 Year Graduation Rate	N/A	N/A	70%
6 Year Graduation Rate	N/A	N/A	N/A
4 Year College Readiness Index	N/A	N/A	N/A
Attendance Rate	83%	80%	78%
<b>2016-2017 State Accountability Status</b> <sup>65</sup>	Good Standing		

<sup>61</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

<sup>62</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

<sup>63</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at:

<http://schools.nyc.gov/NR/ronlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>. Not all schools receive Quality Reviews every year. Bronx Compass did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

<sup>64</sup> Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

<sup>65</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

**Pathways (79Q950)**

*Admissions Data*

<b>Current Admissions</b>	<b>Ungraded Admissions Method:</b> Referral and Placement Interview
<b>Admissions if proposal approved</b>	<b>Ungraded Admissions Method:</b> Referral and Placement Interview

*Enrollment Data<sup>66</sup>*

	<b>Total Enrollment</b>
2016-2017	45
2017-2018 (projected)	40-100

*Demographic Data<sup>67</sup>*

% Students with Disabilities (any student receiving an IEP)	11%
% English Language Learners	16%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	40%

<sup>66</sup> Pathways to Graduation's enrollment is based on average enrollment as of December 23, 2016. While Pathways to Graduation has rolling admissions and enrollment can vary throughout the year, 100 students is the maximum allowable enrollment at any one time. Therefore, Pathways to Graduation enrollment is anticipated to be 40-100 students.

<sup>67</sup> Demographic data for 79Q950 is not site-specific and represents program 79Q950 as a whole.

## V. Initial Impact on Budget and Cost of Instruction

Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding per capita allocation levels. As shown in Section IV above, Bronx Guild's enrollment is expected to increase as a result of this consolidation and as a result, Bronx Guild's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, ELL students, and those students with other supplemental academic needs. Please refer to the FSF Guide<sup>68</sup> and FY17 School Allocation Memoranda<sup>69</sup> for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of this consolidation.

Bronx Guild has been provisionally approved to receive School Improvement Grant ("SIG") Cohort 7, through which the DOE will receive funding in the amount of approximately \$2.5 million over the course of five years, beginning in the 2016-2017 school year. This consolidation proposal is not expected to impact that SIG funding to the consolidated Bronx Guild. The DOE does not receive SIG funding to support Pablo Neruda.

This proposal should not impact the budget or costs of instruction for any of the other remaining organizations in X450.

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

### A. Personnel Needs

If this proposal is approved, some Pablo Neruda and/or Bronx Guild's staff members may be excessed when the schools are consolidated. Where possible, the DOE will seek to minimize excessing<sup>70</sup> of represented staff during any approved school consolidation. In the event that staff excessing is required, all contractual rules regarding excessing and agreements between parties will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the absent teacher reserve ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. The consolidation is not expected to affect staffing at any other organizations in X450.

### B. Administration

If this proposal is approved, some Pablo Neruda and/or Bronx Guild administrators may be excessed when the schools are consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation. Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that

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<sup>68</sup>The FSF Guide is available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/fy17\\_pdf/fsf\\_guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/fy17_pdf/fsf_guide.pdf).

<sup>69</sup>The FY17 School Allocation Memoranda are available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/AM\\_FY17\\_pgl.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pgl.html)

<sup>70</sup>Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

they will continue to earn their salary while serving on a temporary basis in other City schools. The consolidation is not expected to affect administration at any other organizations in X450.

### **C. Transportation**

This proposal is not expected to affect transportation practices at Pablo Neruda or Bronx Guild in the 2016-2017 schoolyear, or at the consolidated Bronx Guild in future schoolyears.

If this proposal is approved, transportation will continue to be provided to all students in X450 in accordance with Chancellor's Regulation A-801:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

### **D. Other Support Services**

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

## VII. Building Information

<b>Building</b>	X450	
<b>Type of Building</b>	HS	
<b>Year Built</b>	1970	
<b>Overall BCAS rating</b>	2.78	
<b>2015-2016 Blue Book Target Building Utilization<sup>71</sup></b>	72%	
<b>2015-2016 Blue Book Target Building Capacity</b>	3483	
<b>FY 2016 Maintenance Costs<sup>72</sup></b>	<b>Labor</b>	\$803
	<b>Materials</b>	\$0
	<b>Maintenance, repair, and service contracts</b>	\$29,487
	<b>Custodial operations costs—Materials</b>	\$30,876
	<b>Custodial operations costs—Custodial Allocation</b>	\$866,006
<b>FY 2016 Energy Costs</b>	<b>Electric</b>	\$323,138
	<b>Gas</b>	\$5,078
	<b>Steam</b>	n/a
	<b>Oil</b>	\$169,724
<b>Projects completed during the current or prior school year</b>	CAMPUS RESTRUCTURING	
<b>Projects proposed in the capital plan</b>	ANSUL SYS/GYM UPG/ROOF/REINFORC SUPP/MASONRY/DOORS CONSTR In-Progress 11/17/2014 A 11/15/2016 F CTF-ROOM CONVERSION DESIGN In-Progress 3/20/2015 A 4/8/2016 F CLASSROOM CONNECTIVITY PURCH & INSTALL In-Progress 6/24/2013 A 12/31/2013 F	
<b>Accessibility of the building</b>	Partially Accessible	
<b>Building attributes</b>	COMPUTER LAB SCIENCE PREP ROOM SCIENCE LAB ART ROOM HOME ECONOMICS KITCHEN STUDENT CAFETERIA TEACHER'S CAFETERIA CONFERENCE ROOM WEIGHT ROOM GYMNASIUM DANCE ROOM AUDITORIUM LIBRARY MUSIC ROOM	

<sup>71</sup> The capacity and utilization include any attached structure such as an annex, mini school, tandem building, or TCB along with the main building.

<sup>72</sup> The main building, athletic field, and TCUs are treated as one building for custodial, M&R, and energy purposes.

## Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for 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 target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 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 2016-2017 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal 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 will decrease.

## Appendix B: School Admissions

### *Middle School Admissions*

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices, which are pre-populated on each student's customized middle school application. These options may include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school) or composite score admissions method (a combination of factors are used to create one score for each applicant);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a zoned, screened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The citywide deadline for fifth-grade students to submit middle school applications for the 2017-2018 school year was December 1, 2016. Additionally, new middle schools designated to open throughout the city for the 2017-2018 school year will be available for students to consider in early 2017. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

### *High School Admissions*

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply through the high school application, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High Schools Admissions Test ("SHSAT"), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2017-2018 school year, there are two application rounds in the high school admissions process:

**Round One:** All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March.

**Round Two:** All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two. The available programs for Round Two include school programs with availability and new schools or programs that will open or be available the following September. Detailed information about any new schools or programs are published with the list of schools with availability in Round 2. Students will receive Round Two results in May.

For more information about the high school admissions process, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

The Citywide deadline for high school applications for the 2017-2018 school year was December 1, 2016. The 2017 New York City High School Directory, which is available in print at DOE middle schools, High School Fairs, and Family Welcome Centers, or online on the DOE's website at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

### *Transfer School Admissions*

Transfer schools do not participate in the High School Admissions Process. 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: <http://www.goingforme.com>. Students can also visit a Referral Center for High School Alternatives or a Family Welcome Center to learn more about their options. To search for City transfer schools, please refer to the Directory of High School Diploma & General Educational Development ("GED") Programs available on the DOE's website at: [http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14\\_15forposting.pdf](http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14_15forposting.pdf).

### *OTC Placement*

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or

- Left the New York City school system and have returned;<sup>73</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When a middle or high school-eligible student arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on their district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student's needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

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

If the Office of Student Enrollment 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 base admissions decisions on students' academic criteria) that have a two year track record of not meeting their enrollment targets 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,<sup>74</sup> international schools,<sup>75</sup> and alternative programs are offered through referral. 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.

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<sup>73</sup> Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

<sup>74</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: [www.goingforme.org](http://www.goingforme.org).

<sup>75</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

## Appendix C: Instructional Footprint

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 a school's representative.

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.