

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of Monroe Academy for Visual Arts & Design (12X692) in Building X420 at the End of the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing the closure of Monroe Academy for Visual Arts & Design (12X692, “MAVAD”) at the end of the 2016-2017 school year. MAVAD is an existing district high school serving students in ninth through twelfth grades in building X420 (“X420”), located at 1300 Boynton Avenue, Bronx, NY 10472 in Community School District 12 (“District 12”). MAVAD is currently co-located¹ in X420 with Pan American International High School at Monroe (12X388, “Pan American”), a district high school serving students in grades nine through twelve; the Metropolitan Soundview High School (12X521, “Metropolitan”), a district high school serving students in grades nine through twelve; and High School of World Cultures (12X550, “World Cultures”), a district high school serving students in grades nine through twelve.² X420 also houses an Alternate Learning Center – Monroe³ (88X995, “ALC – Monroe”), which provides an educational setting for students in ninth through twelfth grade who are on a Superintendent’s Suspension for up to 90 days, as well as a Learning to Work Young Adult Borough Center⁴ (12X428, “Learning to Work YABC”) and a Living for the Young Family Through Education program (79M984, “LYFE Center”).⁵

The DOE is proposing to close MAVAD based on a consistent decline in enrollment, low performance, and low demand by students and families. If this proposal is approved, MAVAD will close at the end of the 2016-2017 school year and will no longer exist as a high school option beginning in the 2017-2018 school year. Current ninth-, tenth- and eleventh-grade students, as well as twelfth-grade students who are not on track to graduate or who do not meet graduation requirements, will work individually with DOE staff and will be offered seats in other high schools. Current twelfth-grade students who meet mandated graduation requirements at the end of the current school year will graduate from MAVAD.

There is sufficient capacity in high schools throughout the Bronx to accommodate current non-graduating

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces such as the auditorium, gymnasium, library and cafeteria.

² Pan American and World Cultures serve students who are new arrivals to the country, as described in more detail in Section III.

³ ALC-Monroe provides an educational setting for students in ninth through twelfth grades who are on a Superintendent’s Suspension for up to 90 days. Alternate Learning Centers (“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. Information about ALCs can be found on the DOE website: <http://schools.nyc.gov/Offices/ALC/default.htm>.

⁴ Young Adult Borough Centers (“YABCs”) are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. More information about YABCs can be found at: <http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/AlternativesHS/YoungAdult/default.htm>.

⁵ The LYFE program supports student parents enrolled in schools in building X420 as well as students enrolled in other schools in the surrounding community. Because LYFE programs are not full-time educational programs, but rather provide additional support and childcare services, students who participate in the LYFE program, but who are not enrolled at any of the schools in the building, are not included in the building’s enrollment totals. More information about District 79 sites and programs can be found at: <http://schools.nyc.gov/Offices/District79/default.htm>.

MAVAD students, as well as future students who might have enrolled in MAVAD.⁶ If the proposed closure of MAVAD is approved, all non-graduating students will receive individualized enrollment support from the superintendent's staff and Family Welcome Center ("FWC") counselors, which will help students and families in thinking through the options presented in order to ensure that students choose the right school to continue their education for the 2017-2018 school year and beyond. This will involve an application process by which students will be offered options including higher-performing high schools. All non-graduating students will receive alternative high school options before being discharged from the closing school.

Please see Appendix A of this Educational Impact Statement ("EIS") for a list of high schools with the same interest area as MAVAD (Visual Art & Design) in the Bronx, as well as charter school options in District 12. Non-graduating MAVAD students may also have the option to apply to other high schools Citywide, if this proposal is approved.

MAVAD belongs to a cohort of 86 schools that have been designated by the DOE as Renewal Schools.⁷ Schools selected to be Renewal Schools were assigned the state accountability status of "Priority" or "Focus" by the New York State Education Department ("SED"),⁸ demonstrated low academic achievement (for the three school years prior to selection), and scored "Proficient" or below on their most recent Quality Review.⁹ In four instances, which did not include MAVAD, schools were selected to be Renewal Schools per the Chancellor's discretion. MAVAD is also designated by the SED as a Priority School and a Struggling School. As a Struggling School, it has been a Priority School since the 2012-13 school year and is currently under Chancellor's Receivership.

Renewal Schools have been transformed into Community Schools. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities can congregate to share resources and address their common challenges.¹⁰ As such, MAVAD is a Renewal School and a Community School.

Rationale for Closure

The DOE has implemented an expanded support and supervision structure that allows regular engagement and evaluation of schools to ensure that every student in New York City receives a high-quality education and is on track to graduate ready for college and career. As a result of this increased support, the DOE has identified schools, including MAVAD that have experienced persistently low enrollment, low performance, and lack of demand by students and families. At MAVAD, these ongoing challenges have contributed to a loss of per-pupil and state funding and fewer extracurricular and athletic opportunities—all of which have negatively impacted the school's ability to improve student achievement.

In an effort to support MAVAD, the superintendent worked with leadership at the district and school level to reverse these problematic trends. As previously mentioned, MAVAD is a Renewal School and Community School. Through the Renewal School program, long-struggling schools receive clear guidance on the progress they need to make, as well as intensive resources and supports to make sustainable improvements and to ensure that every student in New York City receives a high-quality education and is on track to graduate ready for college and career. Many Renewal Schools are improving as a result of these supports. However, for schools that are not showing sufficient progress, as is the case with MAVAD,

⁶ Capacity is analyzed on a borough-wide basis for high schools. Students select high schools through the high school admissions process, which enables them to choose from a wide range of high schools citywide.

⁷ Information on the Renewal School program is available online at: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

⁸ SED assigns an accountability status to each district school – Good Standing, Local Assistance Plan, Focus or Priority. For more information on accountability designations, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

⁹ Schools can earn the following scores on Quality Review: well-developed, proficient, developing, or underdeveloped. For more information about Quality Reviews, please visit the DOE website at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹⁰ Information on the New York City Community Schools Initiative is available online at: <http://www1.nyc.gov/site/communityschools/index.page>.

additional strategies, such as closure, may be considered. In the case of MAVAD, the school did not improve as a result of these additional supports. Consequently, the DOE is proposing that MAVAD close at the end of this school year.

The following considerations informed the DOE's decision to propose this school for closure:

- MAVAD has seen a consistent decline in enrollment, with overall enrollment down by 23% over the past three years, with a 40% decline in new 9th grade admits over the last year.
- The school's graduation rate has averaged roughly 30 percentage points below the Citywide average.
- More than one-third of all students enrolled in the school are not on track to graduate on time. Of those who did graduate, on average only 6 of every 100 students are ready to take college courses without remediation. This places Monroe Academy for Visual Arts and Design in the bottom 3% of all high schools in the City.

MAVAD has struggled with declining enrollment and low demand by students and families, despite multiple prior interventions, such as programmatic changes at the school, including its designation as a Renewal School. During the 2012-2013 school year, MAVAD served 440 students in ninth through twelfth grade. During the current 2016-2017 school year, MAVAD serves 352 students, which represents a 20% decline in enrollment in four years. The school had four applicants per seat for the 2016-2017 school year, well below the Citywide average of 6.7, with only 7% of applicants to the school ranking it first. Further, of the 492 students who applied to MAVAD, only 7% listed the school as their number one choice, and only 73 students received a match to this school through the Round One application process because the other 420 students were matched to schools they ranked higher (see Appendix C for more information on the high school admissions process).

MAVAD has also struggled with persistently low performance. The graduation rate at MAVAD has consistently been close to 30 percentage points below the Citywide average. In the 2015-2016 school year, MAVAD's four-year graduation rate was just 38%, compared to the Bronx's average graduation rate of 66% and the City's average graduation rate of 72%. Additionally, only 6% of MAVAD students graduated college-ready, compared to the Bronx's average rate of 25%, and the Citywide average of 37%.¹¹

Despite programmatic interventions, MAVAD continues to struggle with performance and demand. Consequently, the DOE is proposing the closure of MAVAD at the end of this school year.

Community Engagement

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

- Calls were made to families of MAVAD on both the morning and afternoon of January 9, 2017 in both English and Spanish to notify them of the proposed closure and community meeting scheduled for January 12, 2017.
- Letters notifying MAVAD families of this proposed closure and the January 12, 2017 community meeting were backpacked home with students on January 9, 2017.
- The Superintendent, along with key representatives from DOE Central and Field offices, held a community meeting on January 12, 2017 to provide information and answer any questions families had about the proposed closure. Approximately 60 members of the public attended the community meeting.

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

¹¹ More information on MAVAD's performance can be found online at: http://schools.nyc.gov/OA/SchoolReports/2015-16/School_Quality_Snapshot_2016_HS_X692.pdf.

- 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 X420. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- A dedicated phone 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 D12Proposals@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 Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017SchoolProposals>.

II. Proposed or Potential Use of Building

According to the Enrollment, Capacity, and Utilization Report (the “Blue Book”), building X420 has the target capacity to serve a total of 2,100¹² students and currently serves a total of 1,727 students across MAVAD, Pan American, Metropolitan, World Cultures, and ALC – Monroe, yielding a building utilization rate of approximately 82%.¹³ The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix B of this EIS. Additional enrollment and utilization information is detailed in the following section.

If this proposal is approved, MAVAD will close at the end of the 2016-2017 school year and will no longer exist as a school option. As noted above, X420 is currently serving a total of 1,727 students and is therefore currently considered “under-utilized.”¹⁴ If the closure of MAVAD is approved by the PEP, in 2017-2018, X420 is projected to serve 420-460 students in Pan American, 395-435 students in Metropolitan, 400-440 students in World Cultures, and 55-80 students in ALC – Monroe, for a total building enrollment of 1,270-1,422, yielding a projected utilization rate of 60%-67%. X420 will then be further under-utilized, meaning it will have more capacity to accommodate additional students. If this proposal is approved, the DOE anticipates issuing another proposal for the use of that space, which is to be determined. Any future significant changes to school utilization in X420 would be proposed in a future EIS, if one is required pursuant to Chancellor’s Regulation A-190, and be subject to separate approval by the PEP in accordance with Chancellor’s Regulation A-190.

¹² According to the 2015-2016 Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-ReportsData#Enrollment-Capacity-Utilization-69>.

¹³ All references to the building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book, 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.

¹⁴ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s website on April 13, 2016. The memo can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/1F9EEB94-A7F6-461E-915F-6F6869825A14/0/UnderutilizedSpaceMemorandum20162017.pdf>.

The proposed grade spans for all schools in building X420 are as follows, if this proposal to close MAVAD is approved:

DBN	School Name	2016-2017	2017-2018
12X692	Monroe Academy for Visual Arts & Design	9-12	-
12X388	Pan American International High School at Monroe	9-12	9-12
12X521	The Metropolitan Soundview High School	9-12	9-12
12X550	High School of World Cultures	9-12	9-12
88X995	ALC - Monroe Campus	9-12	9-12

The table below shows the current and projected enrollments for all schools in X420 and the projected building utilization rates, if this proposal is approved:

DBN	School Name	2016-2017 Enrollment ¹⁵	2017-2018 Projected Enrollment
12X692	Monroe Academy for Visual Arts & Design	352	-
12X388	Pan American International High School at Monroe	456	420 - 460
12X521	The Metropolitan Soundview High School	423	395 - 435
12X550	High School of World Cultures	440	400 - 440
88X995 ¹⁶	ALC - Monroe Campus	56	55 - 80
Total Building Enrollment		1,727	1,270 - 1,415
Utilization		82%	60% - 67%

¹⁵ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

¹⁶ ALC enrollment is based on average enrollment as of January 18, 2017. 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 55-80 students.

If this proposal is approved, MAVAD will no longer exist as a high school option and will therefore no longer receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”) in X420. In addition, Pan American, Metropolitan, World Cultures, Learning to Work, and ALC – Monroe will continue to receive their baseline or adjusted baseline allocations of space pursuant to the Footprint.

More details about space are available in Section III.B and Appendix D of this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at:

http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

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

A. Students

If this proposal is approved, MAVAD will close at the end of the 2016-2017 school year and will no longer exist as a high school option in the Bronx beginning in the 2017-2018 school year. All current MAVAD students will continue to be served at the school for the remainder of the 2016-2017 school year.

Impact on Current Students at MAVAD

Academic and Extra-Curricular Programming

With respect to academics, MAVAD will continue to offer all classes to support current students as they work to meet mandated articulation and graduation requirements for the remainder of the 2016-2017 school year. If this proposal is approved, beginning in the 2017-2018 school year, MAVD will no longer offer any academic programming as it will cease to exist as a school option.

MAVAD admits students through the high school admissions process with an Educational Option¹⁷ admissions method that gives priority to Bronx students or residents and then to New York City residents. Please see Appendix A of this EIS for other high schools in the Bronx with the same interest area as MAVAD (Visual Art & Design) that also admit students through an Educational Option admissions method.

MAVAD currently serves general education students and students requiring special education services, including students receiving Special Education Teacher Support Services (“SETSS”). 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 the students with disabilities currently enrolled and, as such, may vary from year to year. All current students enrolled at MAVAD will continue to receive all mandated special education services for the duration of the school year if this proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at MAVAD receive English as a New Language (“ENL”) and Transitional Bilingual Education services. If this proposal is approved, these services will continue to be provided to those students currently attending MAVAD and all students will receive their mandated services for the duration of the school year.

If this proposal is approved, current non-graduating MAVAD students who receive special education or ENL services will receive any mandated services at their new schools. They will also receive individualized support from the superintendent’s staff and FWC counselors to find a new seat aligned to their needs.

¹⁷ Educational Option programs are meant to serve students having a wide range of academic levels. These programs admit students who have high, middle, and ELA levels. Half of the students in each reading level group are selected based on their rankings from the school using multiple criteria. The other half are selected randomly from the remaining applicants.

As mentioned above, MAVAD is a Renewal School and Community School. Approval of this proposal will not impact MAVAD's status as a Renewal or Community School for the remainder of the school year. Additionally, as a Renewal School, MAVAD is currently partnered with the CBO, ASPIRA of New York. As a Community School, MAVAD has implemented new programming to support mental health and increase family engagement at the school, such as individual and small-group meetings and tutoring, parent workshops, and ENL classes for parents. Approval of this proposal will not impact MAVAD's status as a Renewal or Community School for the remainder of the school year. If this proposal is approved, ASPIRA of New York is expected to continue working with MAVAD for the remainder of the 2016-2017 school year.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at MAVAD for the duration of the current (2016-2017) school year.

MAVAD's extra-curricular activities, clubs, and partnerships include:¹⁸

- **Extracurricular Activities and Clubs:** Student Council, Game Club, Cooking Club, Rugby USA, OMNI Learn, Alvin Ailey Dance, College and Careers, IVY Key SAT PREP, Dream Yard, Harlem Magic Masters, College Now
- **Sports:** PSAL Sports—Boys: Baseball, Basketball, Bowling, Soccer, Swimming
PSAL Sports—Girls: Basketball, Softball School
Sports: Rugby, Ultimate Frisbee
- **Partnerships:** South Bronx Overall Economic Development Corporation (“SoBRO”), ASPIRA of New York, Learning through an Expanded Arts Program (“LeAp”)

If this proposal is approved, MAVAD will close at the end of the 2016-2017 school year and will no longer offer the above-referenced extra-curricular activities and clubs. However, current MAVAD students will have the opportunity to participate in programs, partnerships, extra-curricular activities and clubs at their new schools, which will be offered 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 schools, which annually modify extra-curricular offerings based on student demand and available resources.

Current Ninth-, Tenth- and Eleventh-Grade Students at MAVAD

If the proposed closure of MAVAD is approved, all ninth-, tenth-, and eleventh-grade students will receive individualized enrollment support from the superintendent's staff and FWC counselors, who will work to help each student find a seat at an alternative high school that is aligned to his or her needs and/or interests. This will include an application process through which students will be offered options of higher-performing high schools from which to choose. All students will receive alternative options for enrollment in another school before being discharged from MAVAD.

Please see Appendix A for a list of high schools with the same interest area as MAVAD (Visual Art & Design) in the Bronx, as well as charter school options in District 12. Non-graduating MAVAD students may also have the option to apply to other high schools Citywide, if this proposal is approved.

Current Twelfth-Grade Students at MAVAD

Current twelfth-grade students who meet mandated graduation requirements at the end of the current school year will graduate from MAVAD.

Current twelfth-grade students at MAVAD who are not on track to graduate or who do not meet graduation requirements will receive individualized enrollment support from the superintendent's staff and FWC

¹⁸ School-reported data as of January 27, 2017.

counselors, who will work to help each student find a seat at an alternative high school that is aligned to his or her needs and/or interests.

Please see Appendix A of this EIS for a list of high schools with the same interest area as MAVAD in the Bronx, as well as charter school options District 12. Non-graduating MAVAD students may also have the option to apply to other high schools Citywide, if this proposal is approved.

Impact on Current and Future Students at Pan American International High School

The proposal to close MAVAD in X420 is not expected to impact current or future enrollment, academic offerings, or extra-curricular programming at Pan American. Pan American is a school for new arrivals, meaning it serves students who are new to the country.

Pan American currently serves general education students and students requiring special education services, including students receiving SETSS. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. This proposal will not affect the provision of mandated special education services to such students. All current Pan American students who are not graduating and all future students enrolled at Pan American will receive all mandated special education services if this proposal is approved.

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

Pan American currently offers the following instructional programs, extra-curricular activities, sports and partnerships:¹⁹

- **Instructional Programs:** Homework Help, One-to-One Tutoring, Reading
- **Extra-curricular Activities and Clubs:** Student Government, Gay/Straight Alliance, Creative Writing Club, Environmental Club, Saturday Academy
- **Sports:** PSAL Sports—Boys: Baseball, Basketball, Bowling, Soccer, Swimming
PSAL Sports—Girls: Basketball, Softball

The DOE does not anticipate that this proposal will impact the current programs, extra-curricular activities, sports or partnerships offered to students at Pan American. Pan American will continue to offer special programs, initiatives, extra-curricular programs and partnerships based on students' interests and available resources, though the specific programs offered are always subject to change. That is true at any City school, as all schools modify extra-curricular offerings annually based on student demand and available resources.

If this proposal is approved, there will be no impact on the manner in which Pan American admits students. Pan American currently admits students through the high school admissions process with a screened: language admissions method. Students eligible are ELL students per DOE guidelines scoring at the Entering, Emerging, or Transitioning levels on the NYSESLAT, NYSITELL, or LAB-R.

Through the high school admissions process, students are offered the opportunity to apply to a range of high schools citywide. Information about all of these options is printed in the High School Directory, which is updated yearly and can be found on the DOE's website at:

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

¹⁹ School-reported data as of January 26, 2017.

More information about the high school admissions process can be found in Appendix B of this EIS.

Impact on Current and Future Students at The Metropolitan Soundview High School

The proposal to close MAVAD in X420 is not expected to impact current or future enrollment, academic offerings, or extra-curricular programming at Metropolitan.

Metropolitan currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) 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 the students with disabilities currently enrolled and, as such, may vary from year to year. This proposal will not affect the provision of mandated special education services to such students. All current Metropolitan students who are not graduating and all future students enrolled at Metropolitan will receive all mandated special education services if this proposal is approved.

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

Metropolitan currently offers the following instructional programs, extra-curricular activities, sports and partnerships:²⁰

- **Instructional Programs:** Double literacy and mathematics classes, AP Literature, AP Calculus, AP Language, STEM Electives, Digital Art, Coding, College Preparatory Program, After-School Tutoring
- **Extra-curricular Activities and Clubs:** Flag Football, Art, Drama, Student Council, National Honor Society, Peer Group Connection, Sponsors for Educational Opportunity, Community Service, New York Commission on Human Rights, Peer Mediator Program, Newsletter, Cheerleading, Flag Football, Fitness, Intramural Basketball, Art, Drama, Chess, Dance, Video Gaming, Ukulele, Gay-Straight Alliance
- **Sports:** PSAL Sports—Boys: Baseball, Basketball, Bowling, Soccer, Swimming
PSAL Sports—Girls: Basketball, Softball
- **Partnerships:** CUNY College Now at Lehman College, Jump Start at Monroe College

The DOE does not anticipate that this proposal will impact the current programs, extra-curricular activities, sports or partnerships offered to students at Metropolitan. Metropolitan will continue to offer special programs, initiatives, extra-curricular programs and partnerships based on students’ interests and available resources, though the specific programs offered are always subject to change. That is true at any City school, as all schools modify extra-curricular offerings annually based on student demand and available resources.

If this proposal is approved, there will be no impact on the manner in which Metropolitan admits students. Metropolitan currently admits students through the high school admissions process with a limited unscreened admissions method. 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, then to New York City residents.

Through the high school admissions process, students are offered the opportunity to apply to a range of

²⁰ School-reported data as of January 26, 2017.

high schools citywide. Information about all of these options is printed in the High School Directory, which is updated yearly and can be found on the DOE's website at:

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

More information about the high school admissions process can be found in Appendix C of this EIS.

Impact on Current and Future Students at High School of World Cultures

The proposal to close MAVAD in X420 is not expected to impact current or future enrollment, academic offerings, or extra-curricular programming at World Cultures. World Cultures is a school for new arrivals, meaning it serves students who are new to the country.

World Cultures currently serves general education students and students requiring special education services, including students receiving SETSS. Students with disabilities will continue to receive services in accordance with their IEPs. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. This proposal will not affect the provision of mandated special education services to such students. All current World Cultures students who are not graduating and all future students enrolled at Pan American will receive all mandated special education services if this proposal is approved.

In addition, World Cultures offers a range of ENL services for ELL students, including Dual Language English-Spanish program as well as a traditional free standing ENL programs. If this proposal is approved, these services will continue to be provided at World Cultures, and all students will receive their mandated services.

World Cultures currently offers the following instructional programs, extra-curricular activities, sports and partnerships:²¹

- **Instructional Programs:** English as a New Language; Dual Language: Spanish
- **Extra-curricular Activities and Clubs:** Latin and African Dance, Photography, Culinary Arts Club, Theater (Drama, Musical, & Comedies)
- **Sports:** PSAL Sports—Boys: Baseball, Basketball, Bowling, Soccer, Swimming
PSAL Sports—Girls: Basketball, Softball School
Sports: Baseball, Rugby

The DOE does not anticipate that this proposal will impact the current programs, extra-curricular activities, sports or partnerships offered to students at World Cultures. World Cultures will continue to offer special programs, initiatives, extra-curricular programs and partnerships based on students' interests and available resources, though the specific programs offered are always subject to change. That is true at any City school, as all schools modify extra-curricular offerings annually based on student demand and available resources.

If this proposal is approved, there will be no impact on the manner in which World Cultures admits students. World Cultures currently admits students through the high school admissions process with a screened: language admissions method. The school is open only to New York City residents who have lived in the United States one year or less at the time of admission to high school and require an ELL program.

Through the high school admissions process, students are offered the opportunity to apply to a range of high schools citywide. Information about all of these options is printed in the High School Directory, which is updated yearly and can be found on the DOE's website at:

²¹ School-reported data as of January 26, 2017.

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

More information about the high school admissions process can be found in Appendix B of this EIS.

Impact on ALC – Monroe

ALC – Monroe currently enrolls approximately 56 students who are on Superintendent’s suspension.²² 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. The DOE does not anticipate that students attending ALC – Monroe would be impacted by this proposal, as there would continue to be sufficient space in the building to accommodate the program. ALC – Monroe is not expected to lose any space in X420 or have any programming changes as a result of this proposal.

Impact on Learning To Work YABC At Monroe Academy

YABCs are evening academic programs designed for high school students who are behind in credits, considering dropping out, or have adult responsibilities that make attending school in the daytime difficult. The Learning to Work YABC will not be affected as a result of this proposal. The Learning to Work YABC does not require dedicated instructional space during regular school hours because it is an evening program. However, as noted in Section III.B, the Learning to Work YABC will continue to be allocated one full-size equivalent (“FSE”) room of designed administrative space. For more information on YABCs and a list of YABCs in New York City please see the following website: <http://goingforme.org>.

Impact on LYFE Center

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 X420. The LYFE program serves students attending school in X420, but may also serve students in other schools in the surrounding community.

The central LYFE program in District 79 manages the individual sites both fiscally and programmatically. All LYFE staff are supervised by the program’s principal and assistant principals. The LYFE program leaders are the rating officers for the field staff.

The LYFE program in X420 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 X420 after the closure of MAVAD. The LYFE program is expected to remain in X420 and will continue to provide these services as long as there is a need and demand for the program. As noted in in Section III.B, that program will continue to be allocated one full-size room. For a list of LYFE sites please refer to: <http://lyfenyc.org/>.

Impact on CBO

²² The ALC’s enrollment is an approximation calculated by multiplying the number of students on register by the average attendance rate. Given ALC programming, actual enrollment fluctuates from day to day.

As noted, ASPIRA of New York works with MAVAD through the Community Schools program. If this proposal is approved, the DOE anticipates that these Community School services will remain on the campus and support the remaining schools at X420. However, these decisions are not yet finalized.

Impact on Future High School Students in District 12

If this proposal is approved, MAVAD will no longer exist after the end of the 2016-2017 school year as a school option and will no longer admit students through the high school admissions process. Students will have the opportunity to apply to a broad range of other high schools within the Bronx and citywide. This proposal is not expected to impact the admissions process at other New York City high schools.

Current eighth grade students who were matched to MAVAD through Round One of the high school admissions process will have the opportunity to apply to other options through Round Two of the high school admissions process. If this proposal is approved, school counselors of matched students will be informed of the decision and instructed to provide students with a Round Two High School Application. These students will be invited to visit schools at the Round Two High School Fair. If the students do not submit a Round Two High School Application or do not match to a program from their Round Two High School Application, the students will be assigned a program with availability.

If this proposal is approved, the closure of MAVAD may have a small impact on enrollment at other district and charter schools serving high school grades. Please see Appendix A for a list of district schools serving high school grades in the Bronx with the same interest area as MAVAD (Visual Arts & Design), and charter schools serving high school grades in District 12. Non-graduating MAVAD students may also have the option to apply to other high schools Citywide, if this proposal is approved.

If this proposal is approved, enrollment at other high schools may increase slightly; however, this proposal is not expected to have a material impact on any one particular school.

See Appendix C of this EIS for more information on the high school admissions process or visit the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

Enrollment Impact on Over-the-Counter (“OTC”) Placements

In addition to admitting students through the high school admissions process, MAVAD, Pan American, Metropolitan, and World Cultures, currently admit some students through the OTC process. If this proposal is approved, MAVAD will no longer admit OTC students in the future. Given available capacity, all future OTC students who may have enrolled at MAVAD will be able to be accommodated elsewhere, as demonstrated in Section III.C below. This proposal is not expected to impact the ability of Pan American, Metropolitan, and World Cultures to continue to admit students through the OTC process in the future.

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

B. Schools

If the proposal to close MAVAD is approved by the PEP, MAVAD will close at the end of the 2016-2017 school year. The proposed closure of MAVAD is not expected to impact current enrollment, academic programming or extra-curricular programming at Pan American, Metropolitan, or World Cultures.

As noted, if this proposal is approved, MAVAD will no longer exist as a school option and will therefore no longer receive its baseline or adjusted baseline allocation of space pursuant to the Footprint in X420. In addition, all schools in X420 as of the 2017-2018 school year will continue to receive their baseline or adjusted baseline allocations of space pursuant to the Footprint. If this proposal is approved, it will not have an impact on the Footprint allocation of Pan American, Metropolitan, World Cultures, and ALC – Monroe. Please see Appendix D 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/Instructional Footprint>.

According to a space assessment of X420 completed on October 17, 2016 by a representative from the Office of Space Planning, X420 has 87 full-size rooms, 21 half-size rooms, 12 quarter-size rooms, and 8.0 FSE rooms of designed administrative space. X420 also includes one gymnasium, an auditorium, one cafeteria, a library, and a pool, all of which are currently shared among the schools in X420. Pan American, Metropolitan, World Cultures, and ALC – Monroe will continue to share these spaces if this proposal is approved. The below spaces are also currently shared by the schools:

- The lecture room occupies 1 full-size room;
- The LYFE Center occupies 1 full-size room and 1 quarter-size room;
- The fitness center occupies 1 full-size room;
- The dance room occupies 1 full size room;
- The five cluster attachment rooms in cafeteria occupies 5 full size rooms;
- The building manager occupies 1 half-size room;
- The School-Based Support Team occupies 0.5 FSE room of designed administrative space;
- The School-Based Health Center occupies 2.0 FSE rooms of designed administrative space;
- The custodian's office occupies 1.0 FSE room of designed administrative space;
- The school safety office occupies 0.5 FSE room of designed administrative space; and,
- The Learning to Work YABC occupies 1.0 FSE room of designed administrative space.

Excluding the shared spaces outlined above, X420 has a total of 78 full-size rooms, 20 half-size rooms, 11 quarter-size rooms, and 3.0 FSE rooms of designed administrative space remaining to be allocated in X420.

Per the Footprint, MAVAD's current baseline Footprint allocation is 14 full-size rooms, 3 half-size rooms, and 3.50 FSE spaces for administrative use, comprised of 3 full-size rooms and 3 half-size rooms, for a total of 17 full-size rooms and 6 half-size rooms. Due to a lack of half-size spaces suitable for instruction, MAVAD's baseline Footprint allocation will be adjusted to include 1 full-size room in lieu of 1 half-size room. Currently, MAVAD is using 20 full-size rooms, 6 half-size rooms, and 2 quarter-size rooms. Therefore, MAVAD is using 2 full-size rooms, 1 half-size room, and 2 quarter-size rooms in excess of its Footprint allocation. As noted, if this proposal is approved, MAVAD will no longer exist as a school option as of the 2017-2018 school year and will therefore no longer receive its baseline or adjusted baseline allocation of space in X420 pursuant to the Footprint.

Per the Footprint, Pan American's current baseline Footprint allocation is 16 full-size rooms, 1 half-size room, and 4.0 FSE spaces for administrative use, comprised of 2 full-size room and 2.0 FSE rooms of designed administrative space, for a total of 18 full-size rooms, 1 half-size room and 2.0 FSE rooms of designed administrative space. Currently, Pan American is using 18 full-size rooms, 2 half-size rooms, 2 quarter-size rooms, and 2.0 FSE rooms of designed administrative space. Therefore, Pan American is using 1 half-size room and 2 quarter-size rooms in excess of its Footprint allocation.

Per the Footprint, Pan American's baseline Footprint allocation will continue to be 16 full-size rooms, 1 half-size room, and 4.0 FSE spaces for administrative use, comprised of 2 full-size room and 2.0 FSE rooms of designed administrative space, for a total of 18 full-size rooms, 1 half-size room and 2.0 FSE rooms of designed administrative space. Pan American's allocation will be 18 full-size rooms, 2 half-size rooms, 3 quarter-size rooms, and 2.0 FSE rooms of designed administrative space. Therefore, Pan American will use 1 half-size room and 3 quarter-size rooms in excess of its Footprint allocation.

Per the Footprint, Metropolitan's current baseline Footprint allocation is 14 full-size rooms, 4 half-size rooms, and 3.5 FSE spaces for administrative use, comprised of 2 full-size rooms and 3 half-size rooms. Due to a lack of half-size spaces suitable for instruction, Metropolitan's baseline Footprint allocation has been adjusted to include 1 full-size room in lieu of 1 half-size room. This total allocation includes of 17 full-size rooms and 7 half-size rooms. Currently, Metropolitan is using 18 full-size rooms, 7 half-size rooms, and 4 quarter-size rooms. Therefore, Metropolitan is using 1 full-size room, 1 half-size room, and 4 quarter-size rooms in excess of its Footprint allocation.

Per the Footprint, Metropolitan’s baseline Footprint allocation will continue to be 14 full-size rooms, 4 half-size rooms, and 3.5 FSE spaces for administrative use, comprised of 2 full-size rooms and 3 half-size rooms. Due to a lack of half-size spaces suitable for instruction, Metropolitan’s baseline Footprint allocation will be adjusted to include 1 full-size room in lieu of 1 half-size room. This total allocation includes of a total of 17 full-size rooms and 7 half-size rooms. Metropolitan’s allocation will be 18 full-size rooms, 7 half-size rooms, and 4 quarter-size rooms. Therefore, Metropolitan will use 1 full-size room, one half-size, and 4 quarter-size rooms in excess of its Footprint allocation.

Per the Footprint, World Culture’s current baseline Footprint allocation is 16 full-size rooms, 1 half-size room, and 4.0 FSE spaces for administrative use, comprised of 3 full-size rooms and 1.0 FSE room of designed administrative space, for a total of 19 full-size rooms, 1 half-size room, and 1.0 FSE room of designed administrative space. Due to a lack of half-size spaces suitable for instruction, World Culture’s baseline Footprint allocation has been adjusted to include 1 full-size room in lieu of 1 half-size room. Currently, World Culture is using 21 full-size rooms, 3 quarter-size rooms, and 1.0 FSE room of designed administrative space. Therefore, World Culture is using 1 full-size room and 3 quarter-size rooms in excess of its Footprint allocation.

Per the Footprint, World Culture’s baseline Footprint allocation will continue to be 16 full-size rooms, 1 half-size room, and 4.0 FSE spaces for administrative use, comprised of 3 full-size rooms and 1.0 FSE room of designed administrative space, for a total of 19 full-size rooms, 1 half-size room, and 1.0 FSE room of designed administrative space. Due to a lack of half-size spaces suitable for instruction, World Culture’s baseline Footprint allocation will be adjusted to include 1 full-size room in lieu of 1 half-size room. World Culture’s allocation will be 21 full-size rooms, 3 quarter-size rooms, and 1.0 FSE room of designed administrative space. Therefore, World Culture will use 1 full-size room and 3 quarter-size rooms in excess of its Footprint allocation.

Per the Footprint, ALC – Monroe current baseline Footprint allocation is 1 full-size room, 3 half-size rooms, and 1.0 FSE space for administrative use, comprised of 2 half-size rooms, for a total of 1 full-size room and 5 half-size rooms. Currently, ALC – Monroe is using 1 full-size room and 5 half-size rooms.

ALC – Monroe has been operating in an allocation of 1 full-size room, 3 half-size rooms, and 1.0 FSE space for administrative use, comprised of 2 half-size rooms, for a total of 1 full-size room and 5 half-size rooms. If this proposal is approved, space will become available in X420, which will enable the ALC to utilize different space in the building. ALC – Monroe, in 2017-2018, will be allocated a baseline Footprint allocation of 4 full-size rooms 1.5 FSE spaces for administrative use, comprised of three half-size rooms, for a total of 4 full-size room and 3 half-size rooms.

If this proposal is approved, the current and anticipated adjusted baseline Footprint allocations of full-size rooms for each organization in X420, and the current and anticipated number of full-size excess rooms in the building are shown in the table below:

DBN	School Name	2016-2017	2017-2018
12X388	Pan American International High School at Monroe	18	18
12X521	The Metropolitan Soundview High School	17	17
12X550	High School of World Cultures	20	20
12X692	Monroe Academy for Visual Arts and Design	18	-
88X995	ALC - Monroe	1	4
TOTAL		74	59
TOTAL FULL-SIZE ROOMS TO BE ALLOCATED		78	78
ROOMS IN EXCESS OF ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		4	19

All necessary adjustments for administrative or other purposes have been reflected in the chart above.

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 currently no other proposed uses for X420. Any future significant changes to school utilization in X420 would be proposed in a future EIS, if one is required pursuant to Chancellor's Regulation A-190, and be subject to separate approval by the PEP in accordance with Chancellor's Regulation A-190.

Building Safety and Security

If this proposal is approved, Pan American, Metropolitan, World Cultures, and ALC – Monroe 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.

More details about space allocation are available in Appendix D of this EIS. 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/Instructional Footprint>.

C. Community

MAVAD has experienced consistent decline in enrollment, performance issues, and low demand by students and families. These issues negatively impact the school's ability to improve student achievement. The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. The persistent performance issues and declining student enrollment at MAVAD over the past several school years indicate there is a need to provide better options for future and current students in the MAVAD community.

Non-graduating students currently attending MAVAD will have the opportunity to attend other high schools beginning in the 2017-2018 school year. If the proposed closure of MAVAD is approved, all non-graduating students will receive individualized enrollment support from the superintendent's staff and FWC counselors, focusing on each student's interests to find a seat at another high school for the 2017-2018 school year that is aligned to his or her needs. This will include an application process through which students will be offered options of higher-performing high schools from which to choose. All students will receive alternative options for enrollment in another school before being discharged from MAVAD.

There is sufficient capacity in high schools throughout the Bronx to accommodate non-graduating MAVAD students, as well as future students who would have otherwise enrolled in MAVAD, if this proposal is approved. Bronx district schools currently have the capacity to serve approximately 63,500 students in grades nine through twelve while only 54,479 such students are currently enrolled in 2016-2017. This means that the Bronx currently has an excess of about 9,000 high school seats in district schools. If the closure of MAVAD is approved, Bronx high schools will have the capacity to serve approximately 62,900 students in grades nine through twelve and will have an excess of about 8,400 high school seats. Additionally, if the concurrent proposal to close Leadership Institute (09X276) is approved,

Bronx schools will have the capacity to serve approximately 62,500 students in grades nine through twelve and will have an excess of about 8,000 seats in grades nine through twelve.²³

There are also approximately 5,700 high school students being served in sixteen charter schools in the Bronx. Students in the Bronx can also apply to these schools. More information can be found on the DOE website at: <http://schools.nyc.gov/community/charters/information/directory.htm>.

If this proposal is approved, the closure of MAVAD may have a small impact on future enrollment at other district and charter schools serving high school grades. In particular, enrollment at the schools listed in Appendix A may increase slightly; however, this proposal is not expected to have a material impact on any one school in particular.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X420. This proposal is not expected to impact the accessibility of X420, which is partially accessible.

IV. Enrollment, Admissions, and School Performance Information

MAVAD

Admissions Data

Current Admissions	Grades 9-12: High school admissions process Admissions Method: Educational option
Admissions if This Proposal Is Approved	Grades 9-12: N/A Admissions Method: N/A

Enrollment Data²⁴

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	128	101	66	57	352
2017-2018 (projected)	-	-	-	-	-

²³ On February 2, 2017, the DOE issued an EIS proposing to close Leadership Institute (09X276), a district high school serving students in grades nine through twelve in Community School District 9. More information on this proposal can be found online here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017PanelMeeting.htm>.

²⁴ 2016-2017 Unaudited Register as of October 31, 2016.

Demographic Data²⁵

% Students with Disabilities (any student receiving an IEP)	27%
% English Language Learners	26%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	92%

School Performance Data

Monroe Academy for Visual Arts & Design	2013-2014	2014-2015	2015-2016
School Quality Indicators ²⁶			
1.1 Curriculum	N/A	Developing	Proficient
1.2 Pedagogy	N/A	Developing	Developing
2.2 Assessment	N/A	Developing	Developing
3.4 High Expectations	N/A	Proficient	Developing
4.2 Teacher Teams and Leadership Development	N/A	Developing	Proficient
Key Components of Performance and Progress ²⁷			
% Earning 10+ Credits in Year 1	60%	65%	62%
4 Year Graduation Rate	44%	52%	38%
6 Year Graduation Rate	57%	58%	53%
4 Year College Readiness Index	3%	5%	6%
Attendance Rate	75%	77%	78%
2016-2017 State Accountability Status ²⁸	Priority School		

Pan American

Admissions Data

Current Admissions	Grades 9-12: High school admissions process Admissions Method: Screened: Language
Admissions if This Proposal Is Approved	Grades 9-12: High school admissions process Admissions Method: Screened: Language

²⁵ 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>.

²⁶ 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. MAVAD did not have a Quality Review for the 2013-2014 school year.

²⁷ Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

²⁸ This status is determined by the 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 Data²⁹

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	142	140	148	26	456
2017-2018 (projected)	150-160	120-130	130-140	20-30	420-460

Demographic Data³⁰

% Students with Disabilities (any student receiving an IEP)	2%
% English Language Learners	80%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	87%

School Performance Data

	2013-2014	2014-2015	2015-2016
School Quality Indicators ³¹			
1.1 Curriculum	Well Developed	N/A	Well Developed
1.2 Pedagogy	Well Developed	N/A	Well Developed
2.2 Assessment	Well Developed	N/A	Well Developed
3.4 High Expectations	Well Developed	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	Well Developed	N/A	Well Developed
Key Components of Performance and Progress ³²			
% Earning 10+ Credits in Year 1	94%	83%	93%
4 Year Graduation Rate	76%	88%	84%
6 Year Graduation Rate	73%	86%	82%
4 Year College Readiness Index	9%	43%	39%
Attendance Rate	87%	89%	89%
2016-2017 State Accountability Status ³³	Good Standing		

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

³⁰ 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>.

³¹ 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. Pan American did not have a Quality Review for the 2014-2015 school year.

³² Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

³³ 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>.

Metropolitan

Admissions Data

Current Admissions	Grades 9-12: High school admissions process Admissions Method: Limited unscreened
Admissions if This Proposal Is Approved	Grades 9-12: High School Admissions Process Admissions Method: Limited unscreened

Enrollment Data³⁴

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	124	117	100	82	423
2017-2018 (projected)	115-125	110-120	95-105	75-85	395-435

Demographic Data³⁵

% Students with Disabilities (any student receiving an IEP)	22%
% English Language Learners	12%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	93%

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

³⁵ 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

	2013-2014	2014-2015	2015-2016
School Quality Indicators³⁶			
1.1 Curriculum	Proficient	N/A	Proficient
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	Developing	N/A	Proficient
Key Components of Performance and Progress³⁷			
% Earning 10+ Credits in Year 1	80%	75%	80%
4 Year Graduation Rate	N/A	76%	72%
6 Year Graduation Rate	N/A	N/A	N/A
4 Year College Readiness Index	N/A	35%	14%
Attendance Rate	81%	79%	81%
2016-2017 State Accountability Status³⁸	Good Standing		

World Cultures

Admissions Data

Current Admissions	Grades 9-12: High school admissions process Admissions Method: Screened: Language
Admissions if This Proposal Is Approved	Grades 9-12: High school admissions process Admissions Method: Screened: Language

Enrollment Data³⁹

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	91	126	119	104	440
2017-2018 (projected)	95-105	115-125	120-130	70-80	400-440

³⁶ 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. Metropolitan did not have a Quality Review for the 2014-2015 school year.

³⁷ Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

³⁸ 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>.

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

Demographic Data⁴⁰

% Students with Disabilities (any student receiving an IEP)	0%
% English Language Learners	84%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	96%

School Performance Data

	2013-2014	2014-2015	2015-2016
School Quality Indicators⁴¹			
1.1 Curriculum	Developing	Proficient	N/A
1.2 Pedagogy	Developing	Developing	N/A
2.2 Assessment	Developing	Developing	N/A
3.4 High Expectations	Proficient	Proficient	N/A
4.2 Teacher Teams and Leadership Development	Proficient	Proficient	N/A
Key Components of Performance and Progress⁴²			
% Earning 10+ Credits in Year 1	87%	76%	91%
4 Year Graduation Rate	63%	56%	45%
6 Year Graduation Rate	64%	65%	73%
4 Year College Readiness Index	8%	10%	5%
Attendance Rate	85%	85%	85%
2016-2017 State Accountability Status⁴³	Priority School		

V. Initial Costs and Savings, and Cost of Instruction

If this proposal is approved, once the closure is implemented, the DOE will cease to allocate funds to MAVAD and will repurpose all remaining funds previously allocated to the school. Potential additional costs to the system may occur, however, if the teachers and other school staff, who are no longer needed at the school, are unsuccessful in finding other employment opportunities in the department. These staff members would be placed in the Absent Teacher Reserve (“ATR”) pool, which is described further below.

If this proposal is approved, MAVAD will no longer exist as a distinct school option as of the 2017-2018 school year, and will therefore no longer receive funding as a Renewal School and a Community School.

⁴⁰ 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>

⁴¹ 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. World Cultures did not have a Quality Review for the 2015-2016 school year.

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

⁴³ 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>.

This proposal is not expected to impact costs of instruction or the operating budgets for Pan American, Metropolitan, World Cultures, or ALC – Monroe.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at MAVAD will be excessed after the closure.⁴⁴ All excessing would be conducted in accordance with existing labor contracts.

Excessed teachers will be eligible to apply for positions in other district schools. Any teachers who do not find a position would be placed in the ATR pool where they would provide coverage for short- and long-term instructional needs while they continue to look for a regular assignment.

Students who would otherwise have enrolled in MAVAD would instead be enrolled in other high schools. Therefore, it is possible those schools might need to hire additional staff. Consequently, this proposal may not result in an overall loss of teaching positions within the citywide system. However, it is difficult to precisely determine the overall impact on staff as it is dependent on a number of factors.

This proposal is not expected to impact personnel needs for Pan American, Metropolitan, World Cultures, or ALC – Monroe.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to MAVAD would be excessed when the school is closed. Again, all excessing would take place in accordance with existing labor contracts.

This proposal is not expected to impact the administration at Pan American, Metropolitan, World Cultures, or ALC – Monroe.

C. Transportation

If this proposal is approved, transportation for students at MAVAD would continue to be provided according to Chancellor's Regulation A-801, available at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>, until the closure is complete.

This proposal is not expected to affect transportation practices at Pan American, Metropolitan, World Cultures, or ALC – Monroe for the 2016-2017 school year or in future school years.

D. Other Support Services

The provision of certain support services is described above. MAVAD would continue to receive other support services, consistent with citywide policy, for the remainder of the current school year, if this proposal is approved.

This proposal is not expected to impact support services for Pan American, Metropolitan, World Cultures, or ALC – Monroe.

⁴⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

VII. Building Information

Building		X420
Type of Building		HS
Year Built		1925
Overall BCAS rating		2.63
2015-2016 Blue Book Target Building Utilization		80%
2015-2016 Blue Book Target Building Capacity		2100
FY 2016 Maintenance Costs	Labor	\$2,562
	Materials	\$1,506
	Maintenance, repair, and service contracts	\$167,352
	Custodial operations costs— Materials	\$29,216
	Custodial operations costs— Custodial Allocation	\$861,416
FY 2016 Energy Costs⁴⁵	Electric	\$527,658
	Gas	\$26,737
	Steam	n/a
	Oil	\$144,150
Projects completed during the current or prior school year		Educational Enhancements - Science Lab Upgrades INTERIOR:Classrooms/Corridors/Admin Spaces:Floor Finish
Projects proposed in the capital plan		EXTERIOR MASONRY SCOPE Complete 3/5/2014 A 2/12/2015 A BOILER/CLIMATE CONTROL/WATER INFILTRATION DESIGN Complete 6/9/2015 A 12/16/2015 A CLASSROOM CONNECTIVITY PURCH & INSTALL In-Progress 6/24/2013 A 12/31/2013 F
Accessibility of the building		Partially Accessible
Building attributes		SCIENCE DEMO ROOM ART ROOM CONFERENCE ROOM COMPUTER LAB SCIENCE PREP ROOM SCIENCE LAB LIBRARY DANCE ROOM WEIGHT ROOM AUDITORIUM STUDENT CAFETERIA GYMNASIUM KITCHEN SWIMMING POOL TEACHER'S CAFETERIA

Appendix A: Bronx High School Options

⁴⁵ Energy costs are merged for X420 (main building), X421 (athletic field) and X423 (part of the same campus).

All students will receive alternative options for enrollment before being discharged from MAVAD. Please see the table below for a list of district schools serving high school grades in the Bronx with the same interest area as MAVAD (Visual Arts & Design), as well as charter schools serving high school grades in District 12. Additionally, students have the opportunity to apply to a range of high schools Citywide through the high school application process.

DBN	School Name	Address	Grade Span 2016-2017	Grade Span at Scale	Admissions Method	2016-2017 Enrollment ⁴⁶	2015-2016 School Capacity ⁴⁷	School Utilization
District-wide Choice Options								
07X600	Alfred E. Smith Career and Technical Education High School	333 East 151 Street	9-12	9-12	Screened	444	630	6670%
08X312	Millennium Art Academy	1980 Lafayette Avenue	9-12	9-12	Educational Option	447	601	74%
11X418	Bronx High School for the Visual Arts	2040 Antin Place	9-12	9-12	Limited Unscreened	471	479	98%
11X544	High School for Contemporary Arts	800 East Gun Hill Road	9-12	9-12	Limited Unscreened	476	481	99%
Charter Options								
84X185	Bronx Lighthouse Charter School	1001 Intervale Avenue	K-12	K-12	Lottery	696	N/A ⁴⁸	N/A
84X200	ROADS Charter School II	1010 Reverend James A. Polite Avenue	9-12	9-12	Lottery	180	262	69%
84X482	Dr. Richard Izquierdo Health and Science Charter School	800 Home Street	6-12	6-12	Lottery	747	738	101%

⁴⁶ Enrollment is based on the 2016-2017 Unaudited Register as of October 31, 2016 for district schools and the charter headcount as of October 1, 2016 for charter schools. It reflects the enrollment for all grades served by the school.

⁴⁷ School capacity is from the 2015-2016 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

⁴⁸ Bronx Lighthouse Charter School serves some of its students in private space and therefore capacity is not available.

Appendix B: 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 C: School Admissions

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 FWCs, 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.

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;⁴⁹ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or

⁴⁹ 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.

- 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 FWC 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 FWC 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 an audition schools, transfer schools,⁵⁰ international schools,⁵¹ 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.

⁵⁰ 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.

⁵¹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Appendix D: 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.