

EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of Leadership Institute (09X276) in Building X004 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 Leadership Institute (09X276, “Leadership Institute”) at the end of the 2016-2017 school year. Leadership Institute is an existing high school that currently serves students in ninth through twelfth grades in building X004 (“X004”), located at 1701 Fulton Avenue, Bronx, NY 10457 in Community School District 9 (“District 9”). Leadership Institute is currently co-located¹ in X004 with P.S./M.S. 4 Crotona Park West (09X004, “P.S./M.S. 4”), a district school serving students in grades kindergarten through eight and offering a pre-kindergarten program, and Icahn Charter School 6 (84X133, “Icahn 6”), a public charter elementary school serving students in grades kindergarten through four.² P.S./M.S. 4 also serves students in adjacent annex X171 (“X171”), located at 1717 Fulton Avenue, Bronx, NY 10457.³ X004 also houses a community-based organization (“CBO”), Phipps Neighborhoods.⁴

The DOE is proposing to close Leadership Institute based on its persistently low enrollment, low performance, and low demand by students and families. If this proposal is approved, Leadership Institute 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 receive individualized enrollment support from 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 Leadership Institute.

There is sufficient capacity in high schools throughout the Bronx to accommodate current non-graduating Leadership Institute students, as well as future students who may have enrolled in Leadership Institute.⁵ If the proposed closure of Leadership Institute 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 Leadership Institute (Humanities & Interdisciplinary) in the Bronx, as well as charter school options in District 9. Non-graduating Leadership Institute students may also have the option to apply to other high schools Citywide, if this proposal is approved.

Leadership Institute belongs to a cohort of 86 schools that have been designated by the DOE as Renewal

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 Icahn 6 also currently serves students in grades five and six in private building XADA, located at 1776 Mansion Street, Bronx, NY 10460. The Icahn Network’s model for its schools is grades kindergarten through eight.

³ X171 also houses Head Start, which provides free child development activities and educational programs in the community.

⁴ More information on Phipps Neighborhoods can be found online at: <http://www.phippsny.org/>.

⁵ 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.

Schools.⁶ Schools selected to be Renewal Schools were assigned the state accountability status of “Priority” or “Focus” by the New York State Education Department (“SED”),⁷ demonstrated low academic achievement (for the three school years prior to selection), and scored “Proficient” or below on their most recent Quality Review.⁸ In four instances, which did not include Leadership Institute, schools were selected to be Renewal Schools per the Chancellor’s discretion.

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.⁹ As such, Leadership Institute 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 Leadership Institute that have experienced persistently low enrollment, low performance, and lack of demand by students and families. At Leadership Institute, 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 Leadership Institute, the superintendent worked with leadership at the district and school level to reverse these problematic trends. As previously mentioned, Leadership Institute 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 Leadership Institute, additional strategies, such as closure, may be considered. Consequently, the DOE is proposing that Leadership Institute close at the end of this school year.

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

- Leadership Institute remains significantly under-enrolled with a total enrollment of only 164 students in the current school year.
- Enrollment at Leadership Institute has been steadily declining and is down by 28% since the 2013-2014 school year.
- Leadership Institute has low Regents pass rates in Algebra, U.S. History, Global History, and Living Environment with scores consistently 10-20 percentage points lower than the Citywide average since the 2012-2013 school year.
- Leadership Institute has had low ratings across the three college and career metrics over the last several years. The school’s college readiness index has remained 5% below the Citywide average since 2013, which has steadily increased from 31% to 37% since 2013.
- Leadership Institute has persistently low demand, despite efforts to attract students to the school.

⁶ Information on the Renewal School program is available online at: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

⁷ 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>.

⁸ Schools can earn the following scores on Quality Reviews: 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>.

⁹ Information on the New York City Community Schools Initiative is available online at: <http://www1.nyc.gov/site/communityschools/index.page>.

Leadership Institute has struggled with persistently low 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 2011-2012 school year, Leadership Institute served 212 students in ninth through twelfth grade.¹⁰ During the current 2016-2017 school year, Leadership Institute serves 164 students,¹¹ which represents a 23% decline in enrollment over five years. As of October 31, 2016, Leadership Institute is the ninth lowest-enrolled district high school in New York City. The school had only 2.1 applicants per seat for the 2016-2017 school year, well below the citywide average of approximately 6.7 applicants per seat. Further, of the 174 students who applied to Leadership Institute for the 2016-2017 school year, only 5% listed the school as their number one choice, and only 17 students received a match to this school through the Round One application process. The other 157 students were matched to schools that they ranked higher.¹²

Leadership Institute has also struggled with persistently low performance. Prior to the 2015-2016 school year, Leadership Institute's four-year graduation rate had been declining for several years, reaching as low as 28% in the 2014-2015 school year. Although Leadership Institute's four-year graduation rate increased to 51% in the 2015-2016 school year, that was still more than 20 percentage points lower than New York City's average graduation rate of 72%, and was far lower than the Bronx's average graduation rate of 66%. In fact, Leadership Institute had the 22nd lowest graduation rate in New York City last year, with only 38 out of 68 twelfth-grade students graduating. Additionally, only 2% of Leadership Institute students graduated college-ready, compared to the Bronx's average rate of 25%, and New York City's average rate of 37%.¹³

Despite programmatic interventions, Leadership Institute continues to struggle with enrollment, performance, and demand. Consequently, the DOE is proposing the closure of Leadership Institute 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 Leadership Institute both the morning and afternoon of January 9, 2017 in both English and Spanish to notify them of the proposed closure and the upcoming community meeting scheduled for January 12, 2017.
- Letters notifying Leadership Institute 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 150 members of the public attended this meeting.

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

- An optional supplemental 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.

¹⁰ Enrollment based on the 2011-2012 Audited Register as of October 31, 2011.

¹¹ Enrollment based on the 2016-2017 Unaudited Register as of October 31, 2016.

¹² For more information on the high school admissions process, please see Appendix C of this EIS. Additionally, the 2017 High School Directory can be found online at: <http://schools.nyc.gov/NR/rdonlyres/00F2DEB3-4F50-4747-A14E-E53295E078DC/0/2017NYCHSDirectoryCitywideENGLISH.pdf>.

¹³ More information on Leadership Institute's performance can be found online at: <https://schoolqualityreports.nyc/reports/dashboard.html>.

- A Joint Public Hearing to be held at X004. This meeting will be open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- 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 D09Proposals@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 Joint Public Hearing or through the dedicated phone line or email address by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which will be 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”), X004 has a target capacity of 821 students, and X171 has a target capacity of 200 students. Thus, X004 and X171 have a combined target capacity¹⁴ of 1,021 students¹⁵ and currently serve a total of 949 students across Leadership Institute, P.S./M.S. 4, and Icahn 6 in the 2016-2017 school year, yielding a building utilization rate of 93%.¹⁶ The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix B of this EIS.

If this proposal is approved, Leadership Institute will close at end of the 2016-2017 school year and will no longer exist as a school option. As noted above, X004 is currently serving a total of 949 students and is therefore operating below its target capacity of 1,021 students. If the closure of Leadership Institute is approved by the PEP, in 2017-2018 X004 is projected to serve 551-641 students in P.S./M.S. 4 and 180-230 students in Icahn 6, yielding a projected utilization rate of 72%-85%.

The grade spans for all schools in X004 are as follows, if this proposal to close Leadership Institute is approved:

¹⁴ For the purposes of this proposal, references throughout this EIS to the target capacity of X004 includes the target capacity of X171. The target capacity of X171 stated in this proposal does not include the seats allocated to Head Start in X171. Rather, the target capacity of 200 students only reflects the allocation of seats to P.S./M.S. 4.

¹⁵ According to the 2015-2016 Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-ReportsData#Enrollment-Capacity-Utilization-69>.

¹⁶ 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 for district schools, and, for charter schools, the charter headcount as of October 1, 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.

| DBN | School Name | 2016-2017 | 2017-2018 |
|--------|----------------------|-----------|-----------|
| 09X276 | Leadership Institute | 9-12 | - |
| 09X004 | P.S./M.S. 4 | K-8 | K-8 |
| 84X133 | Icahn 6 | K-4 | K-4 |

The table below shows the current and projected enrollments for all schools in X004 and the current and projected building utilization rates, if this proposal is approved:

| DBN | School Name | 2016-2017 Enrollment ¹⁷ | 2017-2018 Projected Enrollment |
|----------------------------------|----------------------|------------------------------------|--------------------------------|
| 09X276 | Leadership Institute | 164 | - |
| 09X004 | P.S./M.S. 4 | 574 | 551 - 641 |
| 84X133 | Icahn 6 | 211 | 180 - 230 |
| Total Building Enrollment | | 949 | 731 - 871 |
| Utilization | | 93% | 72% - 85% |

If this proposal is approved, Leadership Institute will close at the conclusion of the 2016-2017 school year and, as a result, will no longer be allocated space in X004. P.S./M.S. 4 and Icahn 6 will continue to receive their baseline or adjusted baseline allocations of space pursuant to the Footprint. In addition, any excess space in X004 resulting from the closure of Leadership Institute will be allocated equitably among P.S./M.S. 4 and Icahn 6 in accordance with Chancellor's Regulation A-190.

More details about space are available in Section III.B and Appendix D of this EIS as well as in the Building Utilization Plan ("BUP") that accompanies 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](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint).

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

¹⁷ 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. Projected enrollment is based on 2016-2017 enrollment.

A. Students

If this proposal is approved, Leadership Institute 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 Leadership Institute students will continue to be served at the school for the remainder of the 2016-2017 school year.

Impact on Current Students at Leadership Institute

Academic and Extra-Curricular Programming

With respect to academics, Leadership Institute 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, Leadership Institute will no longer offer any academic programming as it will cease to exist as a school option.

Leadership Institute 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, as well as 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 Leadership Institute 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 Leadership Institute receive English as a New Language (“ENL”) services. If this proposal is approved, all students will continue to receive their mandated ENL services for the duration of the school year.

If this proposal is approved, current non-graduating Leadership Institute 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.

As mentioned above, Leadership Institute is a Renewal School and Community School. Approval of this proposal will not impact Leadership Institute’s status as a Renewal or Community School for the remainder of the school year. Additionally, as a Renewal School, Leadership Institute is currently partnered with the CBO, Phipps Neighborhoods. Phipps Neighborhoods has a contract from the DOE’s Office of Community Schools to support Leadership Institute by providing and coordinating attendance improvement strategies, mental health interventions, supports around family engagement, and expanded learning programming. If this proposal is approved, in an effort to keep supports in the community, the DOE is planning to transfer Phipps Neighborhoods’ Community School contract to building X826 where it will provide similar support to Bronx Leadership Academy High School (09X525), a Bronx district high school serving students in grades nine through twelve. Building X826 is only several blocks from X004.

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

Leadership Institute’s extra-curricular activities, instructional programs, sports, and partnerships include:¹⁸

- **Instructional Programs:** School-wide Mentoring Program, Art/Music-LIHS, Robotics, STEM/STEAM, Performing Arts, Regents Prep Classes, SAT, Saturday Regents Academy, College Seminars

¹⁸ School-reported data as of January 31, 2017.

- **Extra-curricular Activities:** Vocal Rush, Chorus and School Band, The Leadership Program-Sports Club (Basketball, Baseball, Volleyball, Girls Flag Football, Boys Soccer, Girls Soccer), The Future Project, Dream Team, DJ Program, Dance, Arts, Student-led Community Action Projects, Parker Tutors, Yoga, Enact, Art, Student Government, College Awareness
- **Sports:** PSAL Sports-Boys: Baseball, Basketball, Soccer and PSAL Sports- Girls: Flag Football, Soccer
- **Partnerships:** The Leadership Program, Rowes Scholar, YMCA, Phipps Neighborhoods, Sistas and Brothas United, Summer Search, Hostos-College Now, Pathways to Leadership (P2L)

If this proposal is approved, Leadership Institute will close at the end of the 2016-2017 school year and will no longer offer the above-referenced extra-curricular activities, sports, partnerships, and instructional programs. However, current Leadership Institute 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 Leadership Institute

If the proposed closure of Leadership Institute 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. All students will receive alternative options for enrollment in another school before being discharged from Leadership Institute.

Please see Appendix A for a list of high schools with the same interest area as Leadership Institute (Humanities & Interdisciplinary) in the Bronx, as well as charter school options in District 9. Non-graduating Leadership Institute students may also have the option to apply to other high schools Citywide, if this proposal is approved.

Current Twelfth-Grade Students at Leadership Institute

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

Current twelfth-grade students at Leadership Institute 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 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 Leadership Institute in the Bronx, as well as charter school options in District 9. Non-graduating Leadership Institute 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 P.S./M.S. 4

The proposal to close Leadership Institute in X004 is not expected to impact enrollment, academic offerings, or extra-curricular programming at P.S./M.S. 4.

P.S./M.S. 4 currently serves general education students and students requiring special education services, including students currently enrolled in ICT classes, 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 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 P.S./M.S. 4 students who are not articulating to high school and all future students enrolled at P.S./M.S. 4 will receive all mandated special education services in X004 if this proposal is approved.

In addition, ELL students currently enrolled at P.S./M.S. 4 receive ENL services. If this proposal is approved, these services will continue to be provided at P.S./M.S. 4, and all current and future students will receive their mandated services.

P.S./M.S. 4 currently offers the following instructional programs for its elementary school grades:¹⁹

- **Instructional Programs:** K-5 Academic Afterschool Enrichment Program

P.S./M.S. 4 currently offers the following instructional programs, extra-curricular activities, sports and partnerships for its middle school grades:²⁰

- **Instructional Programs:** 6-8 Academic Enrichment Program
- **Extra-curricular Activities:** Broadway Junior Drama, Arts Program and
- **Sports:** Basketball Teams (Varsity, JV Boys, and JV Girls)
- **Partnerships:** The Phipps Community Development Corporation

The DOE does not anticipate that this proposal will impact the current programs, extra-curricular activities, sports, or partnerships offered to students at P.S./M.S. 4. P.S./M.S. 4 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 P.S./M.S. 4 admits students. P.S./M.S. 4 is a zoned district school serving students in grades kindergarten through eight and offers a pre-kindergarten program. P.S./M.S. 4 is zoned at both the elementary and middle school level and will continue to admit students with a zoned priority in accordance with Chancellor's Regulation A-101. P.S./M.S. 4 will continue to admit students for middle school through the middle school admissions process, giving priority to continuing fifth-grade students and then to students residing in the zone.

See Appendix C of this EIS for more information on elementary school admissions. General information about the middle school admissions process can be found in Appendix C of this EIS and on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Impact on Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S./M.S. 4. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S./M.S. 4 is subject to continued funding, availability, and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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

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

Please see Appendix C of this EIS for more information on pre-kindergarten admissions.

Impact on Current and Future Students at Icahn 6

The proposal to close Leadership Institute in X004 is not expected to impact enrollment, academic offerings, or extra-curricular programming at Icahn 6.

Icahn 6 is an existing public charter school that currently serves students in kindergarten through fourth grade in X004. Icahn 6 also currently serves students in grades five and six in private space in District 12. The Icahn Network's model for its schools is kindergarten through grade eight.

Icahn 6 serves general education students and students requiring special education services, including 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 current or future students at Icahn 6.

In addition, ELL students currently enrolled at Icahn 6 receive ENL services. This proposal will not affect the provision of such mandated services to current or future ELL students at Icahn 6.

Icahn 6 currently offers a variety of programs, special initiatives, and extra-curricular activities in alignment with the Icahn Network's offerings across its charter schools. The DOE does not anticipate that this proposal will impact the existing programs, special initiatives, or extra-curricular programs currently offered at Icahn 6, which are as follows:²¹

- **Instructional Programs:** Extended Day and Extended Year, Targeted Assistance, Saturday Academy, After School Tutoring, After School Latchkey Program
- **Extra-curricular Activities:** Student Mentor Program, Book Blog Club, Harlem Dance Academy Residency
- **Sports:** After School Basketball Club
- **Partnerships:** Learning through an Expanded Arts Program

This proposal is not expected to impact the admissions process for elementary school students at Icahn 6. Icahn 6 admits students in kindergarten and at any other grade where seats may be available through a yearly charter lottery application, with preference to returning students, siblings of students attending Icahn 6, and District 9 students.

Impact on Future High School Students in District 9

If this proposal is approved, Leadership Institute will no longer exist after the end of the 2016-2017 school year 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 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 Leadership Institute 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

²¹ School reported data as of January 30, 2017.

submit a Round Two High School Application or do not match to a school from their Round Two High School Application, the students will be assigned to a school with availability.

If this proposal is approved, the closure of Leadership Institute 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 Leadership Institute (Humanities & Interdisciplinary), as well as charter school options in the district. Non-graduating Leadership Institute 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 school in particular.

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 and middle school admissions processes respectively, Leadership Institute and P.S./M.S. 4 currently admit some students through the OTC process. If this proposal is approved, Leadership Institute will not admit any OTC students for the remainder of the current school year. Given available capacity, all future OTC students who may have enrolled at Leadership Institute will be able to be accommodated elsewhere, as demonstrated in Section III.C below. This proposal is not expected to impact the ability of P.S./M.S. 4 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.

Impact on CBOs

X004 houses the CBO, Phipps Neighborhoods, which serves Leadership Institute as part of the Community Schools program. As noted above, if this proposal is approved, the DOE will transfer Phipps Neighborhoods’ Community School contract to building X826, where it will provide support to Bronx Leadership Academy High School (09X525) in an effort to keep supports in the community. Building X826 is only several blocks from X004.

B. Schools

If this proposal is approved, Leadership Institute will no longer exist as a school option and will therefore no longer receive space in X004 following the conclusion of the current school year.

P.S./M.S. 4 and Icahn 6 are currently operating under Footprint in X004 as they did not receive their full adjusted baseline allocations of space pursuant to the Footprint. Specifically, P.S./M.S. 4 is currently operating under Footprint by four half-size rooms, and Icahn 6 is currently operating under Footprint by two half-size rooms and 0.5 FSE of designed administrative space. If this proposal is approved, the space currently occupied by Leadership Institute will be re-allocated to P.S./M.S. 4 and Icahn 6. As a result, P.S./M.S. 4 and Icahn 6 will no longer operate under Footprint. Both schools will receive their adjusted baseline allocations of space pursuant to the Footprint, including some additional excess space. Please see the attached BUP for more information about space allocations in X004.

As described in more detail in the attached BUP that accompanies this EIS, there will be sufficient instructional and administrative space in X004 for the remaining schools. As in other situations where schools are co-located, including currently in X004, the schools will share large common and specialty rooms in the building, namely the cafeteria, library, gymnasium, and auditorium. Specific decisions regarding the use of shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning. A Shared Space Committee

meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. As per the attached BUP, any space remaining that is not allocated as part of either school's baseline or adjusted baseline Footprint will be equitably distributed among the schools based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

More details about space allocation are available in Appendix D of this EIS and in the BUP that accompanies 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

Leadership Institute has experienced persistently low 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 school data for Leadership Institute indicates that there is a need to provide better options for current and future students in the community.

Non-graduating students currently attending Leadership Institute will have the opportunity to attend other high schools beginning in the 2017-2018 school year, if this proposal is approved. The superintendent's staff and FWC counselors will provide individualized enrollment support to non-graduating students in an effort to identify a new high school that is aligned to each student's needs and/or interests. This will include an application process through which students will be offered options of higher-performing high schools. All students will receive alternative options for enrollment in another school before being discharged from Leadership Institute.

There is sufficient capacity in high schools throughout the Bronx to accommodate non-graduating Leadership Institute students, as well as future students who would have otherwise enrolled in Leadership Institute, if this proposal is approved. Bronx district schools currently have the capacity to serve approximately 63,500 students in grades nine through twelve, and only 54,479 such students are currently enrolled in the 2016-2017 school year. This means that the Bronx currently has an excess of about 9,000 high school seats in district schools. If the closure of Leadership Institute is approved, Bronx schools will have the capacity to serve approximately 63,100 students in grades nine through twelve and will have an excess of about 8,600 seats in grades nine through twelve. Additionally, if the concurrent proposal to close Monroe Academy for Visual Arts & Design (12X692) 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.²²

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 Leadership Institute 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 X004. This proposal is not expected to impact the accessibility of X004, which is not accessible.

²² On February 2, 2017, the DOE issued an EIS proposing to close Monroe Academy for Visual Arts & Design (12X692), a district high school serving students in grades nine through twelve in Community School District 12. More information on this proposal can be found online at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>.

IV. Enrollment, Admissions, and School Performance Information

Leadership Institute

Admissions Data

| | |
|--|--|
| Current Admissions | Grades 9-12: High school admissions process Admissions Method: Limited unscreened |
| Admissions if this proposal is approved | Grades 9-12: N/A Admissions Method: N/A |

Enrollment Data²³

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total Enrollment |
|-----------------------|----------------|-----------------|-----------------|-----------------|-------------------------|
| 2016-2017 | 48 | 40 | 45 | 31 | 164 |
| 2017-2018 (projected) | - | - | - | - | - |

Demographic Data²⁴

| | |
|---|-----|
| % Students with Disabilities (any student receiving an IEP) | 28% |
| % English Language Learners | 22% |
| % Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits | 87% |

²³ 2016-2017 Unaudited Register as of October 31, 2016.

²⁴ 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

| Leadership Institute | 2013-2014 | 2014-2015 | 2015-2016 |
|--|-----------------|------------|----------------|
| School Quality Indicators²⁵ | | | |
| 1.1 Curriculum | N/A | Proficient | Proficient |
| 1.2 Pedagogy | N/A | Developing | Proficient |
| 2.2 Assessment | N/A | Proficient | Proficient |
| 3.4 High Expectations | N/A | Developing | Well Developed |
| 4.2 Teacher Teams and Leadership Development | N/A | Proficient | Proficient |
| Key Components of Performance and Progress²⁶ | | | |
| % Earning 10+ Credits in Year 1 | 60% | 77% | 74% |
| 4 Year Graduation Rate | 41% | 28% | 51% |
| 6 Year Graduation Rate | 57% | 60% | 59% |
| 4 Year College Readiness Index | 3% | 4% | 2% |
| Attendance Rate | 73% | 75% | 81% |
| 2016-2017 State Accountability Status²⁷ | Priority School | | |

P.S./M.S. 4

Admissions Data

| | |
|--|--|
| Current Admissions | Grades K-5: Zoned Grades 6-8: Middle school admissions process; Zoned |
| Admissions if this proposal is approved | Grades K-5: Zoned Grades 6-8: Middle school admissions process; Zoned |

Enrollment Data²⁸

| | PK | Grade KG | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|-----------------------|----|----------|---------|---------|---------|---------|---------|---------|---------|---------|------------------|
| 2016-2017 | 26 | 60 | 59 | 58 | 59 | 65 | 62 | 67 | 62 | 56 | 574 |
| 2017-2018 (projected) | 36 | 55-65 | 55-65 | 55-65 | 55-65 | 55-65 | 60-70 | 60-70 | 60-70 | 60-70 | 551-641 |

²⁵ 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. Leadership Academy did not have a Quality Review for the 2013-2014 school year.

²⁶ Performance data is from the School Quality Reports available at:

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

²⁷ 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>.

²⁸ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment.

Demographic Data

| | |
|---|-----|
| % Students with Disabilities (any student receiving an IEP) | 23% |
| % English Language Learners | 12% |
| % Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits | 95% |

School Performance Data

| P.S./M.S. 4 Crotona Park West | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---------------|----------------|-----------|
| School Quality Indicators²⁹ | | | |
| 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 | Proficient | N/A |
| 4.2 Teacher Teams and Leadership Development | N/A | Well Developed | N/A |
| Performance Data | | | |
| English Language Arts % Proficient (Levels 3 and 4) | 14% | 11% | 25% |
| Math % Proficient (Levels 3 and 4) | 27% | 23% | 25% |
| Other Key Performance Indicators | | | |
| Attendance Rate | 89% | 88% | 89% |
| 2016-2017 State Accountability Status | Good Standing | | |

*Icahn 6*Admissions Data

| | |
|--|--|
| Current Admissions | Grades K-4: Charter lottery application |
| Admissions if this proposal is approved | Grades K-4: Charter lottery application |

Enrollment Data³⁰

| | Grade KG | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Total Enrollment |
|-----------------------|----------|---------|---------|---------|---------|------------------|
| 2016-2017 | 41 | 42 | 44 | 41 | 43 | 211 |
| 2017-2018 (projected) | 35-45 | 35-45 | 35-45 | 40-50 | 35-45 | 180-230 |

²⁹ Not all schools receive Quality Reviews every year. P.S./M.S. 4 did not have a Quality Review for the 2013-2014 school year or the 2015-2016 school year.

³⁰ Enrollment data is based on the 2016-2017 charter headcount as of October 1, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

Demographic Data

| | |
|---|-----|
| % Students with Disabilities (any student receiving an IEP) | 10% |
| % English Language Learners | 3% |
| % Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits | 89% |

School Performance Data

| Icahn 6 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|-------------------|-----------|-----------|
| School Quality Indicators³¹ | | | |
| 1.1 Curriculum | N/A | N/A | N/A |
| 1.2 Pedagogy | N/A | N/A | N/A |
| 2.2 Assessment | N/A | N/A | N/A |
| 3.4 High Expectations | N/A | N/A | N/A |
| 4.2 Teacher Teams and Leadership Development | N/A | N/A | N/A |
| Performance Data | | | |
| English Language Arts % Proficient (Levels 3 and 4) | 59% | 56% | 57% |
| Math % Proficient (Levels 3 and 4) | 56% | 62% | 68% |
| Other Key Performance Indicators | | | |
| Attendance Rate | N/A ³² | 94% | 95% |
| 2016-2017 State Accountability Status | Good Standing | | |

V. Initial Impact on Budget and Costs of Instruction

If this proposal is approved, once the closure is implemented, the DOE will cease to allocate funds to Leadership Institute 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 DOE. These staff members would be placed in the Absent Teacher Reserve (“ATR”) pool, which is described further below.

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

This proposal is not expected to impact costs of instruction or the operating budget at P.S./M.S. 4 or Icahn 6.

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

³¹ Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. Icahn 6 is authorized by SUNY. The authorizer’s report can be found on the authorizer’s website at: <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

³² Attendance data is not available for Icahn 6 for the 2013-2014 school year.

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Leadership Institute will be excessed after the closure.³³ 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 Leadership Institute 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 P.S./M.S. 4 or Icahn 6.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to Leadership Institute 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 P.S./M.S. 4 or Icahn 6.

C. Transportation

If this proposal is approved, transportation for students at Leadership Institute would continue to be provided through the end of the 2016-2017 school year according to Chancellor's Regulation A-801, available at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

This proposal is not expected to affect transportation practices at P.S./M.S. 4 or Icahn 6 for the 2016-2017 school year or in future school years. Transportation will continue to be provided to all students in accordance with Chancellor's Regulation A-801.

D. Other Support Services

The provision of certain support services is described above. Leadership Institute 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 P.S./M.S. 4 and Icahn 6.

³³ 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 | | X004 |
| Type of Building | | PS |
| Year Built | | 1897 |
| Overall BCAS rating | | P.S./M.S. 004 Crotona Park West |
| 2015-2016 Blue Book Target Building Utilization³⁴ | | 98% |
| 2015-2016 Blue Book Target Building Capacity | | 1021 |
| FY 2016 Maintenance Costs | Labor | \$28,471 |
| | Materials | \$18,791 |
| | Maintenance, repair, and service contracts | \$34,073 |
| | Custodial operations costs—Materials | \$7,420 |
| | Custodial operations costs—Custodial Allocation | \$351,210 |
| FY 2016 Energy Costs | Electric | \$108,163 |
| | Gas | \$37,033 |
| | Steam | n/a |
| | Oil | \$3,158 |
| Projects completed during the current or prior school year | | IP SURVEILLANCE CAMERA INSTALLATION |
| Projects proposed in the capital plan | | ELECTRICAL LIGHTING FIXTURES CONSTR In- Progress 9/2/2015 A |
| Accessibility of the building | | No Accessibility |
| Building attributes | | GYMNASIUM LIBRARY AUDITORIUM NURSE/MEDICAL SUITE SCIENCE LAB SCIENCE PREP ROOM MUSIC ROOM SWIMMING POOL |

³⁴ The capacity and utilization include annex X171 along with the main building.

Appendix A: Bronx High School Options

All students will receive alternative options for enrollment before being discharged from Leadership Institute. Please see the table below for a list of district schools serving high school grades in the Bronx with the same interest area as Leadership Institute (Humanities & Interdisciplinary), as well as charter schools serving high school grades in District 9. Additionally, students have the opportunity to apply to a range of high schools Citywide through a high school application process.

| DBN | School Name | Address | Program Name | Admissions Method | 2016-2017 Enrollment ³⁵ | 2015-2016 School Capacity ³⁶ | 2016-2017 School Utilization |
|--------------------------------|---|--------------------------|--|--------------------|------------------------------------|---|------------------------------|
| District School Options | | | | | | | |
| 07X221 | South Bronx Preparatory: A College Board School | 360 EAST 145 STREET | South Bronx Preparatory: A College Board School | Limited Unscreened | 657 | 761 | 86% |
| 07X334 | International Community High School | 345 BROOK AVENUE | International Community High School | Screened: Language | 443 | 501 | 88% |
| 07X473 | Mott Haven Village Preparatory High School | 701 ST. ANNS AVENUE | Mott Haven Village Preparatory High School | Limited Unscreened | 397 | 387 | 103% |
| 07X495 | University Heights Secondary School | 701 ST. ANNS AVENUE | Humanities | Screened | 467 | 514 | 91% |
| 07X551 | The Urban Assembly Bronx Academy of Letters | 339 MORRIS AVENUE | Bronx Academy of Letters | Limited Unscreened | 592 | 751 | 79% |
| 08X269 | Bronx Studio School for Writers and Artists | 928 SIMPSON STREET | The Urban Assembly Bronx Studio School for Writers and Artists | Limited Unscreened | 638 | 559 | 114% |
| 08X320 | Pelham Lab High School | 3000 EAST TREMONT AVENUE | Pelham Lab High School | Limited Unscreened | 459 | 392 | 117% |
| 08X332 | Holcombe L. Rucker School of Community Research | 965 LONGWOOD AVENUE | Holcombe L. Rucker School of Community Research | Limited Unscreened | 153 | 527 | 29% |
| 08X348 | Schuylerville Preparatory High School | 3000 EAST TREMONT AVENUE | Schuylerville Preparatory High School | Limited Unscreened | 359 | 239 | 150% |
| 08X349 | Bronx River High School | 3000 EAST TREMONT AVENUE | Bronx River High School | Limited Unscreened | 409 | 508 | 81% |
| 08X376 | Antonia Pantoja Preparatory Academy: A College Board School | 1980 LAFAYETTE AVENUE | Antonia Pantoja Preparatory Academy: A College Board School | Limited Unscreened | 428 | 587 | 73% |

³⁵ Enrollment based on the 2016-17 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.

³⁶ 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.

| | | | | | | | |
|--------|---|--------------------------|---|--------------------|-----|-----|------|
| 08X432 | BRONX BRIDGES HIGH SCHOOL | 1980 LAFAYETTE AVENUE | Bronx Bridges High School | Screened: Language | 332 | 420 | 79% |
| 08X452 | Bronx Guild | 1980 LAFAYETTE AVENUE | Bronx Guild | Limited Unscreened | 296 | 381 | 78% |
| 08X519 | Felisa Rincon de Gautier Institute for Law and Public Policy, The | 1440 STORY AVENUE | W.E.B. Du Bois Writing Institute | Limited Unscreened | 242 | 407 | 59% |
| 08X530 | Banana Kelly High School | 965 LONGWOOD AVENUE | Banana Kelly High School | Ed. Opt. | 172 | 548 | 31% |
| 08X558 | Westchester Square Academy | 3000 EAST TREMONT AVENUE | Westchester Square Academy Honors Program | Screened | 589 | 622 | 95% |
| 08X558 | Westchester Square Academy | 3000 EAST TREMONT AVENUE | Westchester Square Academy | Limited Unscreened | 589 | 622 | 95% |
| 08X561 | Bronx Compass High School | 1980 LAFAYETTE AVENUE | The Bronx Compass High School | Limited Unscreened | 469 | 586 | 80% |
| 09X227 | Bronx Collegiate Academy | 240 EAST 172 STREET | Bronx Collegiate Academy | Limited Unscreened | 407 | 382 | 107% |
| 09X231 | Eagle Academy for Young Men | 4143 THIRD AVENUE | The Eagle Academy for Young Men | Limited Unscreened | 526 | 500 | 105% |
| 09X250 | Eximius College Preparatory Academy: A College Board School | 1363 FULTON AVENUE | Eximius College Preparatory Academy: A College Board School | Limited Unscreened | 433 | 426 | 102% |
| 09X252 | Mott Hall Bronx High School | 1595 BATHGATE AVENUE | Mott Hall Bronx High School | Limited Unscreened | 390 | 349 | 112% |
| 09X297 | Morris Academy for Collaborative Studies | 1110 BOSTON ROAD | Morris Academy for Collaborative Studies | Limited Unscreened | 394 | 446 | 88% |
| 09X324 | Bronx Early College Academy for Teaching & Learning | 250 EAST 164 STREET | Bronx Early College Academy | Screened | 549 | 592 | 93% |
| 09X350 | New Directions Secondary School | 240 EAST 172 STREET | New Directions Secondary School | Limited Unscreened | 251 | 366 | 69% |
| 09X403 | Bronx International High School | 1110 BOSTON ROAD | Bronx International High School | Screened: Language | 394 | 543 | 73% |
| 09X404 | School for Excellence | 1110 BOSTON ROAD | School for Excellence | Limited Unscreened | 387 | 411 | 94% |
| 09X517 | Frederick Douglass Academy III High School | 3630 THIRD AVENUE | Frederick Douglass Academy III Secondary School | Limited Unscreened | 409 | 665 | 62% |
| 09X564 | Claremont International HS | 240 EAST 172 STREET | Claremont International High School | Screened: Language | 381 | 408 | 93% |

| | | | | | | | |
|--------|---|--------------------------------|---|--------------------|------|------|------|
| 10X141 | Riverdale / Kingsbridge Academy (Middle School / High School 141) | 660 WEST 237 STREET | RKA Humanities | Screened | 1459 | 1417 | 103% |
| 10X243 | West Bronx Academy for the Future | 500 EAST FORDHAM ROAD | West Bronx Academy for the Future | Limited Unscreened | 605 | 615 | 98% |
| 10X268 | Kingsbridge International High School | 2780 RESERVOIR AVENUE | Kingsbridge International High School | Screened: Language | 487 | 509 | 96% |
| 10X342 | International School for Liberal Arts | 2780 RESERVOIR AVENUE | International School for Liberal Arts | Screened: Language | 536 | 612 | 88% |
| 10X351 | Bronx Collaborative High School | 100 WEST MOSHOLU PARKWAY SOUTH | Bronx Collaborative High School | Limited Unscreened | 489 | 415 | 118% |
| 10X374 | Knowledge and Power Preparatory Academy International High School (Kappa) | 500 EAST FORDHAM ROAD | Knowledge and Power Preparatory Academy International High School | Limited Unscreened | 473 | 434 | 109% |
| 10X434 | Belmont Preparatory High School | 500 EAST FORDHAM ROAD | College and University Transitional Seminar | Screened | 412 | 393 | 105% |
| 10X438 | Fordham Leadership Academy for Business and Technology | 500 EAST FORDHAM ROAD | College Preparatory and Leadership | Ed. Opt. | 349 | 539 | 65% |
| 10X439 | Bronx High School for Law and Community Service | 500 EAST FORDHAM ROAD | Community Service Academy | Ed. Opt. | 423 | 457 | 93% |
| 10X440 | DeWitt Clinton High School | 100 WEST MOSHOLU PARKWAY SOUTH | Humanities and the Arts | Ed. Opt. | 1482 | 2219 | 67% |
| 10X440 | DeWitt Clinton High School | 100 WEST MOSHOLU PARKWAY SOUTH | Newcomers'-Global Community | Screened: Language | 1482 | 2219 | 67% |
| 10X477 | Marble Hill High School for International Studies | 99 TERRACE VIEW AVENUE | International Academy | Screened: Language | 429 | 468 | 92% |
| 10X477 | Marble Hill High School for International Studies | 99 TERRACE VIEW AVENUE | International Studies | Screened | 429 | 468 | 92% |
| 10X524 | Crotona International High School | 2474 CROTONA AVENUE | Digital Media/Recording Entertainment Technology | Screened: Language | 343 | 450 | 76% |
| 10X549 | Discovery High School | 2780 RESERVOIR AVENUE | Discovery High School | Limited Unscreened | 487 | 453 | 108% |

| | | | | | | | |
|--------|---|----------------------------|---|--------------------|-----|-------------------|------|
| 10X696 | High School of American Studies at Lehman College | 2925 GOULDEN AVENUE | High School of American Studies at Lehman College | Test | 377 | 333 | 113% |
| 11X265 | Bronx Lab School | 800 EAST GUN HILL ROAD | Bronx Lab School | Limited Unscreened | 415 | 458 | 91% |
| 11X508 | Bronxdale High School | 925 ASTOR AVENUE | Bronxdale High School | Limited Unscreened | 445 | 659 | 68% |
| 11X509 | High School of Language and Innovation | 925 ASTOR AVENUE | High School of Language and Innovation | Screened: Language | 359 | 225 | 160% |
| 11X513 | New World High School | 921 EAST 228TH STREET | New World High School | Screened: Language | 400 | 493 | 81% |
| 11X514 | The Bronxwood Preparatory Academy | 921 EAST 228TH STREET | The Bronxwood Preparatory Academy | Limited Unscreened | 402 | 469 | 86% |
| 11X542 | Pelham Preparatory Academy | 925 ASTOR AVENUE | Pelham Preparatory Academy | Limited Unscreened | 493 | 494 | 100% |
| 12X248 | Metropolitan High School, The | 1180 REV. J.A. POLITE AVE. | The Metropolitan High School | Limited Unscreened | 436 | 357 | 122% |
| 12X251 | Explorations Academy | 1619 BOSTON ROAD | Explorations Academy | Limited Unscreened | 344 | 468 | 74% |
| 12X267 | Bronx Latin | 800 HOME STREET | Bronx Latin | Limited Unscreened | 561 | 625 | 90% |
| 12X271 | East Bronx Academy for the Future | 1716 SOUTHERN BOULEVARD | East Bronx Academy for the Future | Limited Unscreened | 673 | 501 | 134% |
| 12X321 | Crotona Academy High School | 1211 SOUTHERN BOULEVARD | Crotona Academy High School | Limited Unscreened | 159 | N/A ³⁷ | N/A |
| 12X388 | Pan American International High School at Monroe | 1300 BOYNTON AVENUE | Pan American International High School at Monroe | Screened: Language | 456 | 517 | 88% |
| 12X479 | BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL | 800 HOME STREET | Bronx Career and College Preparatory High School | Limited Unscreened | 296 | 426 | 69% |
| 12X511 | Bronx Envision Academy | 1619 BOSTON ROAD | Bronx Envision | Limited Unscreened | 401 | 460 | 87% |
| 12X521 | The Metropolitan Soundview High School | 1300 BOYNTON AVENUE | The Metropolitan Soundview High School | Limited Unscreened | 423 | 421 | 100% |
| 12X550 | High School of World Cultures | 1300 BOYNTON AVENUE | High School of World Cultures | Screened: Language | 440 | 491 | 90% |
| 12X682 | Fannie Lou Hamer Freedom High School | 1021 JENNINGS STREET | Fannie Lou Hamer Freedom High School | Limited Unscreened | 483 | 522 | 93% |

³⁷ Crotona Academy High School was re-sited to new building X358 beginning in the 2016-2017 school year; therefore, capacity and utilization are not available in the 2015-2016 Blue Book.

| | | | | | | | |
|--------------------------------------|--|-----------------------|--|----------|-----|-------------------|-----|
| 12X684 | Wings Academy | 1122 EAST 180 STREET | Academy For Excellence | Ed. Opt. | 489 | 573 | 85% |
| Charter Schools in District 9 | | | | | | | |
| 84X461 | Metropolitan Lighthouse Charter School | 180 West 165th street | Metropolitan Lighthouse Charter School | Lottery | 469 | N/A ³⁸ | N/A |
| 84X703 | Bronx Preparatory Charter School | 3872 THIRD AVENUE | Bronx Preparatory Charter School | Lottery | 705 | N/A ³⁹ | N/A |

³⁸ Capacity for Metropolitan Lighthouse Charter School is not available, as it is located in private space.

³⁹ Capacity for Bronx Preparatory Charter School is not available, as it is located in private space.

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

The DOE offers zoned, non-zoned and choice elementary schools. A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to kindergarten at zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and as the Office of Student Enrollment deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district;
- h. Students other than those in (d) and (f) above who are residents of another district.

Applicants are admitted to kindergarten at non-zoned schools in the following order of priority:

- a. Students who reside in the school's district whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- b. Students who reside outside the school's district whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. Students other than those in (a) and (c) above who are residents of that district;
- f. Students other than those in (b) and (d) above who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,⁴⁰ a Non-Public School Placement, or specialized programs,⁴¹ are admitted to schools in the same manner as general education students. Schools ensure that students with disabilities receive mandated programs and 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 also admitted to elementary schools in the same manner as their non-ELL peers. Any students requiring ELL services will receive appropriate services in accordance with DOE policy.

Pre-kindergarten applicants are considered for placement in schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of applications submission and will be in grades K-5 in the school at the start of the following September⁴²;
- b. Zoned students other than those in (a);
- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September who are residents of that district;
- d. Out-of-district students whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- e. Students other than those in (a), (b), or (c) above who are residents of that district;
- f. Students other than those in (d) above who are residents of another district

In some cases, dependent upon the timing of the approval of a rezoning plan, a student's zoned district school may change during the application period. In such cases, the student continues to have priority to the original zoned school.

If there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

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:

⁴⁰ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 349 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

⁴¹ Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

⁴² Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

<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 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;⁴³ 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 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

⁴³ 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.

schools,⁴⁴ international schools,⁴⁵ 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.

⁴⁴ 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.

⁴⁵ 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.