

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-out of Bronx Academy High School (08X560)

I. Summary of Proposal

Bronx Academy High School (08X560, “Bronx Academy”) is an existing transfer school. Transfer schools are small, academically rigorous high schools designed to re-engage students who are behind in high school or at risk of dropping out. Bronx Academy is “co-located” with The Felisa Rincon de Gautier Institute of Law and Public Policy (08X519, “Felisa Rincon”) in school building X972 (“X972”) located at 1440 Story Avenue, Bronx, NY 10473, within the geographical confines of Community School District 8 (“District 8”). A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. Bronx Academy currently enrolls students who are 16 years of age and older in grades ten through twelve. However, it should be noted that transfer schools do not adhere to strict grade distinctions as students typically enroll with various levels of credit accumulation or Regents pass rates as they progress to graduation. Students graduate from transfer schools with a regular high school diploma upon earning at least 44 academic credits and passing, at a minimum, five Regents exams. Bronx Academy serves students who are 16 years of age and older and who have already completed at least one year of high school in New York City with a minimum of 10 academic credits. It has a rolling admissions policy, accepting students throughout the year. Felisa Rincon serves students in grades 9-12.

The New York City Department of Education (“DOE”) is proposing to phase out and eventually close Bronx Academy based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

If this proposal is approved, Bronx Academy would no longer admit new students after the end of the 2010-2011 school year. Bronx Academy would complete phasing out in June 2013. Current students would be supported as they progress towards graduation while remaining enrolled at Bronx Academy. In cases where students do not complete graduation requirements by June 2013, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education and progress towards graduation after Bronx Academy completes its phase-out.

In a separate Educational Impact Statement (“EIS”) posted on March 3, 2011, the DOE has also proposed to co-locate a new transfer school, Bronx Arena High School (“Bronx Arena,” 08X537), in building X972 as a replacement option for Bronx Academy. This EIS can be accessed on the DOE’s website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/April2011PEP.htm>. In the event that the phase-out of Bronx Academy is not approved, the DOE would re-examine the availability of space in X972 and may, as appropriate, revise its proposal to co-locate 08X537 in the building. Such a proposal would be described in a revised EIS.

In 2009-2010, X972 had a target capacity to serve 659 students, and the building enrolled 759 students, yielding a building utilization rate of 115%.^{1,2} In 2010-2011, X972 has an enrollment of 704 students,

¹ Based on 2009-2010 audited register

² The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding

which would yield a building utilization rate of 107% of target capacity.³ Although this would appear to suggest that the building is over-utilized, there is sufficient space to serve all three schools during the course of Bronx Academy’s phase-out and Bronx Arena’s phase-in pursuant to the Citywide Instructional Footprint (“Footprint”). The calculation of utilization rates and availability and allocation of instructional space are discussed further in Sections II and III.B. of this document.

Background on the DOE’s Decision-Making Process

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

In addition, all schools identified by SED as PLA are considered for more intensive support or intervention, including the possibility of phase-out. In January 2010, the State issued the first list of schools identified as PLA. Then, in December 2010, SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 English Language Arts (“ELA”) and math test scores and graduation rates for high schools. For additional information about PLA schools, please visit the SED’s website at http://www.p12.nysed.gov/accountability/APA/SURR/SURR_home.html.

Bronx Academy received an overall F grade on its 2009-2010 Progress Report, with a C grade on Student Performance, an F grade on Student Progress, and an F grade on School Environment. In December 2010, the State identified Bronx Academy as a PLA school.

Based on its Progress Report results and status as a PLA school, the DOE initiated a comprehensive review of Bronx Academy, with the goal of determining which intensive supports and interventions would best benefit its students and the Bronx Academy community. During that review, the DOE looked at recent and historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Bronx Academy—will address the school’s longstanding performance struggles and allow for a new school option to develop in building X972 that will better serve future students and the broader community.

for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

³ Enrollment reflects 2010-2011 audited enrollment and utilization compares this enrollment with the 2009-2010 the Blue Book capacity.

Performance and School Environment at Bronx Academy High School

- In 2010, Bronx Academy’s 6-year graduation rate⁴ was 49% (which ranked 17th lowest out of the 39 transfer schools with data). Furthermore, Bronx Academy was not successful with its students who entered with the fewest credits. The 6-year graduation rate for students who entered the school with fewer than 11 credits was 21% and for students who entered with 11 to 22 credits was 36 % (both ranking in the bottom 10 among the 25 and 29 transfer schools with 6-year graduation rates for these populations, respectively).
- Bronx Academy earned an overall F grade on its 2009-2010 Progress Report, with a C grade on the Student Performance sub-section, and F grades on the Student Progress and School Environment sub-sections. This is a continuation of a pattern of poor performance. In 2008-2009 Bronx Academy earned an overall F grade and in 2007-2008 an overall C grade.
- All transfer schools serve students who are over-age and under-credited (OA-UC). But, within this population students’ age and credit accumulation can vary. Bronx Academy’s enrollment was comprised of just over 50% of students who were OA-UC at the time of admission. This is among the smallest OA-UC populations in the transfer school portfolio (ranked 36 out of 43 schools).
- Bronx Academy serves a relatively small proportion of the students who are furthest behind, and the outcomes of those students do not compare well to demographically and academically similar students at other transfer schools. Of the 199 students in its 2010 6-year graduating cohort, only 19 (less than 10%) entered the school with fewer than 11 credits (11th lowest among the 39 transfer schools with students in that graduating cohort). The 6-year graduation rate for those students was 21%, 8th lowest among the 25 transfer schools with graduation rates for that population.
- Credit accumulation at a transfer school is a key step in getting back on track to graduation. The students who began at Bronx Academy with fewer than 11 credits earned an average of 1.6 credits per semester. This was the 2nd lowest credit accumulation rate among 40 transfer schools with data. Additionally, students who began at Bronx Academy with between 11 and 22 credits earned an average of 1.96 credits per semester, the lowest rate among 43 transfer schools citywide.
- Bronx Academy was identified as a PLA school by the New York State Education Department in December 2010.
- Bronx Academy was rated “Under-developed” on its most recent Quality Review in 2009-2010. During Quality Reviews, experienced educators spend several days visiting a school, observing classrooms, and talking to staff, students and parents. Schools are rated on a four-point scale, with “Well Developed” as the highest rating and “Under-developed” as the lowest rating

The chart below summarizes enrollment and graduation data for 2009-2010 based on credit accumulation:

⁴ The mission of transfer schools is to re-engage students who have had relatively little success in their articulated high schools. As such, many students are often two or more years off-track for graduation by the time they enroll in a transfer school. In order to support the work of transfer schools, the DOE tracks their 6-year graduation rate so that schools are not penalized for serving students entering the transfer school with minimal credits. The 6-year graduation rate reported here is from the school’s 2009-2010 Progress Report.

Bronx Academy High School	2009-2010
Graduating Cohort	199
Percent of OA-UC Students	50%
Percent of Students with 0-11 Credits on Entry	10%
Six-Year Graduation Rate	21%
Percent of Students with 12-22 Credits on Entry	44%
Six-Year Graduation Rate	36%
Percent of Students with 22+ Credits on Entry	46%
Six-Year Graduation Rate	67%

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

Bronx Academy High School	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	F	F
Performance Grade	B	C	C
Progress Grade	C	F	F
Environment Grade	D	F	F
Quality Review Score	P	P	U
Graduation Data⁵			
Six-Year Graduation Rate	43%	47%	49%
Six-Year Graduation Rate (0-11 Credits on Entry)	31%	21%	21%
Six-Year Graduation Rate (11-22 Credits on Entry)	33%	29%	36%
Six-Year Graduation Rate (22+ Credits on Entry)	57%	69%	67%
Other Key Indicators⁶			
Average Credits Earned (0-11 Credits on Entry)	1.51	2.30	1.60
Average Credits Earned (11-22 Credits on Entry)	2.32	2.48	1.96
Average Credits Earned (22-33 Credits on Entry)	3.92	3.59	3.51
Average Change in Attendance Rate	-5%	-10%	-9%

2010-2011 State Accountability Status	Improvement (year 1) - Comprehensive
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Overview of Past Strategic Improvement Efforts at Bronx Academy High School

⁵ Source: 2009-2010 Progress Report.

⁶ Source: 2009-2010 Progress Report.

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

Leadership Support:

- Leadership mentorship with former transfer school principal.
- Connecting administrators with other schools to learn effective practices that could be replicated at Bronx Academy via monthly principals' conferences.
- Professional Development for assistant principal in implementing Common Core State Standards, grant writing, instructional leadership for students with diverse needs, using data to promote student achievement, the observation process, supporting low performing teachers, differentiated instruction, and the Quality Review and Progress Report rubrics.

Instructional Support:

- Professional development to teachers on a variety of topics including: evaluating data and student work, developing common formative and summative assessments across subject areas, rigorous and higher order thinking skills, understanding by designing and developing curriculum maps that integrate the school's mission through academics, community and self advocacy.
- Supporting the work of teacher teams and common planning time for the whole school four times per week to develop horizontal alignment in curriculum and facilitate walkthroughs, observations, and teacher logs to encourage interdisciplinary learning and the execution of instruction.

Operational Support:

- Providing support to principal and school staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.
- Supporting the implementation of \$300,000 in grant funding; \$250,000 in an Attendance Improvement Dropout Prevention grant to partner with Good Shepherd Services, a community-based organization (CBO), for attendance improvement, and \$50,000 from a City Council grant to refurbish the multi-purpose room/gymnasium.

Student Support:

- Supporting the implementation of an advocacy program in which every student is assigned a staff advocate who collaborates with the student to create an individualized advocacy plan each term and provides support via weekly meetings regarding academics, community, self-advocacy, the development of goals and the steps to achieve them, credit accumulation, and Regents readiness.
- Training for guidance counselor in crisis management.
- Supporting partnerships with the Council for Unity regarding gang prevention and awareness and Lehman College Arts Initiative to create a school mural with students and professional artists.

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

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide.
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD).
- Technical assistance when incidents occur via the Borough Safety Directors.
- Professional development and support to Children First Network Safety Liaisons ("NSL").

- Professional development and kits for Building Response Teams.
- Monitoring and certifying School Safety Plans annually.

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

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Bronx Academy community about strategies to better support students and improve outcomes at the school. On January 13, 2011, High School Superintendent Elena Papaliberios held a School Leadership Team meeting at the school. Approximately 13 people attended. Superintendent Papaliberios also held a parent meeting at the school on January 25, 2011 and approximately 100 parents, teachers, and students attended. The purpose of these meetings was to discuss what is and is not working at Bronx Academy, and how to better serve students. At both meetings parents, teachers, and students expressed support for the new administration and initiatives underway at the school. The attendees also asked for more time to allow the new administration to:

- Attempt to change school culture,
- Promote an open dialogue among staff and the administration, and
- Enforce rules and follow through with consequences.

However, these measures simply are not enough to move Bronx Academy in the right direction.

The DOE also solicited community feedback via phone and e-mail, including the creation of a dedicated website for this purpose at http://schools.nyc.gov/community/planning/changes/brooklyn/Bronx_Academy. The DOE used that website to keep the community informed about important dates and to update the community with important new information, including responses to frequently voiced concerns and comments.

While many members of the Bronx Academy community objected to the possibility of phasing out the school out, the DOE believes that drastic action must be taken given the school’s longstanding performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. We plan to incorporate community feedback in other ways as we continue to support current Bronx Academy students working towards graduation and as we develop plans to replace Bronx Academy with a new transfer school that would better meet student and community needs.

We will continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Proposed or Potential Use of Building

The building in which Bronx Academy is located has the capacity to serve 659 students. In 2009-2010, X972 enrolled 759 students, yielding a building utilization rate of 115% of target capacity. In 2010-2011, the building has an enrollment of 704 students, which yields a building utilization rate of 107% of target capacity.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s target capacity is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for classroom capacities (which are aspirational targets lower than the

United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE’s projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s 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 would decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public school. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

If this proposal is approved, Bronx Academy would no longer admit new transfer students at the end of the 2010-2011 school year. Bronx Academy would complete phasing out in June 2013. As stated previously, transfer schools serve students who enroll on a rolling basis and may serve students with various levels of credit accumulation and Regents pass rates. Bronx Academy will continue to serve students currently enrolled until the school closes, in June 2013, regardless of their grade status or credit accumulation. As part of the replacement strategy for Bronx Academy, the DOE has also proposed to co-locate a new transfer school, Bronx Arena High School, in X972. That proposal is outlined in a separate EIS posted on March 3, 2011 (available at <http://schools.nyc.gov/community/planning/changes/brooklyn/BronxAcademy>). If approved, Bronx Arena would open in building X972 in September 2011. Bronx Arena would gradually phase in to the building by increasing its enrollment over three years. It would open in 2011-2012 with 100-125 over-age and under-credited students in grades 9-12 who have already attended a New York City public high school for at least a year. In 2012-2013, Bronx Arena will grow to serve 150-175 students. In 2013-2014, Bronx Arena will grow to serve its at scale enrollment of 175-210 students in grades 9-12 and Felisa Rincon will continue to serve 375-435 students in grades 9-12. In 2013-2014, once Bronx Academy has completed its phase-out and Bronx Arena has completed its expansion, the building would enroll approximately 550-645 students in grades 9-12, yielding an estimated building utilization rate of 83-98% of target capacity.⁷

⁷ Unless otherwise indicated, utilization rate is calculated from the maximum number in the projected building enrollment range. The official target capacity and utilization rates for the 2014-2015 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-2010 Blue Book. As discussed above, utilization rates referenced herein only include the number of students projected to actually attend the school and do not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

Bronx Academy currently serves students who are classified as tenth, eleventh and twelfth graders based on credit accumulation. As stated earlier in this EIS, transfer schools do not adhere to strict grade distinctions as students typically enroll with various levels of credit accumulation or Regents pass rates.

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

School Name	DBN	2010-11	2011-12	2012-13	2013-14
Bronx Academy	08X560	10-12	10-12	N/A	N/A
Felisa Rincon	08X519	9-12	9-12	9-12	9-12
Bronx Arena	08X537	N/A	9-12	9-12	9-12

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

A. Students

Impact on Current Students at Bronx Academy High School

If this proposal is approved, current Bronx Academy students would graduate from that school if they earn at least 44 academic credits and, at a minimum, pass five Regents exams by June 2013. Students would continue to receive individualized attention through graduation to ensure they are receiving the support they need to succeed during the phase-out of Bronx Academy.

Students who are not on track to graduate by June 2013 would be encouraged to meet with their guidance counselor to review progress towards graduation and discuss their options. The DOE will help students and families identify alternative programs or schools that meet students' needs so that they may continue their education after Bronx Academy completes its phase-out. Depending on their age, academic profile, and credit accumulation, these students would have the opportunity to apply to another transfer school or Young Adult Borough Centers ("YABC") or another program that meets their needs. For a list of citywide transfer schools, please refer to Appendix A, attached to this EIS.

Students would also be encouraged to visit a Referral Center for High School Alternatives or a Borough Enrollment Office where an experienced NYC public school counselor or social worker can explain the available options to students.

Based on an analysis of the current students enrolled in Bronx Academy in terms of their individual progress towards graduation, the DOE anticipates that there will be fewer than 50 students who do not accumulate enough credits and pass a minimum of 5 Regents exams by June 2013. Given the current number of seats available at citywide transfer schools, the DOE anticipates that these 50 students may either be served at another transfer school in the Bronx (including Bronx Arena), another transfer school elsewhere in the city, or a Young Adult Borough Center ("YABC"). For a list of YABC programs in the Bronx, please refer to Appendix B, attached to this EIS.

The DOE will work with students who have not accumulated enough credits or passed the minimum number of Regents exams to graduate to ensure that they continue their progress towards graduation.

Transfer schools do not participate in the High School Admissions Process.⁸ Transfer schools accept students who have been enrolled in high school in New York City for at least one year and who are behind in high school or at risk of dropping out. Each transfer school determines admissions criteria individually. To enroll, students must contact a transfer school directly to schedule an intake interview.

Bronx Academy currently serves general education students, students with disabilities and English Language Learners (“ELLs”). Upon admission, schools work with parents of students requiring special education services to develop an individualized program as mandated for the student. In addition, students classified as ELLs receive English as a Second Language (“ESL”). ELL students and students with disabilities will continue to receive mandated services during the phase-out of Bronx Academy.

To search for City transfer schools, please refer to Appendix A or refer to the Directory of High School Diploma & GED Programs available on the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>.

For a list of Young Adult Borough Centers, please refer to Appendix B or visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

For a list of all Referral Centers citywide, please visit the DOE’s website at <http://schools.nyc.gov/Offices/District79/SchoolsProgramsServices/Referral%20Centers%20for%20High%20School%20Alternatives>.

Below is the contact information for the Bronx Referral Center:

Referral Center	Contact Information	Address
Bronx Referral Center at Bronx Regional High School	Phone: (718) 842-9200 Fax: (718) 328-1918	110 Reverend James A. Polite Ave., 3 rd Floor Bronx, NY 10459

For a list of all Borough Enrollment Centers Citywide, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/NewStudents/BEO/BoroughEnrollmentOffices.htm>

Below is the contact information for the two Borough Enrollment Centers in the Bronx:

Districts Served	Contact Information	Address
7, 9, 10	Phone: (718) 935-2178	1 Fordham Plaza, 7 th Floor Bronx, NY 10458
8, 11, 12	Phone: (718) 935-2278	1230 Zerega Ave. Bronx, NY 10462

Impact on Academic and Extracurricular Offerings at Schools in the X972 building

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Bronx Academy or Felisa Rincon. Bronx Academy would continue offering extracurricular programs, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

⁸ For additional information about the High School Admissions Process, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

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

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

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

As a school identified as PLA, Bronx Academy is eligible for School Improvement funds to support the Turnaround model. In most cases, schools undergoing a Turnaround model must replace the principal and at least 50% of the staff.⁹ In New York State, the Turnaround model also allows for a school to be phased out and replaced by a new school over time.

If Bronx Academy were selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between Bronx Academy and Bronx Arena, and will be available to support programs at both schools that will actively advance students towards graduation. (Examples include online credit recovery programs, additional youth development and guidance support to struggling students.)

According to the 2010-2011 Directory of High School Diploma & GED Programs, Bronx Academy offers the following extra-curricular activities: community garden project, mentor leadership, and after-school tutoring.¹⁰ Bronx Academy also offers the following clubs: Robotics, DIVAS, and Gents. Bronx Academy does not currently offer any sports.

Felisa Rincon will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs.

Felisa Rincon has one Limited Unscreened program to which students may apply to in the Law and Government Interest Area.

All students currently enrolled at Felisa Rincon will continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. It is not anticipated that Felisa Rincon's academic offerings will be impacted by this phase-out proposal.

Felisa Rincon currently serves general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching ("CTT") classes, Self-Contained ("SC") classes, and receiving Special Education Teacher Support Services ("SETSS"). Upon admission, the schools work with parents of students requiring special education services to develop an individualized

⁹ The Bronx Academy Principal is eligible to remain even if the school pursues a Turnaround strategy because his placement in the school last year was part of a broader set of interventions aimed at increasing student achievement at the school.

¹⁰ Extra-curricular offerings as reflected in the 2010-2011 Directory of High School Diploma & GED Programs available at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>.

program appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners (“ELLs”) at Felisa Rincon receive English as a Second Language (“ESL”) services. All students enrolled at the school will continue to receive their mandated special education and/or ELL services if this proposal is approved.

Felisa Rincon currently offers the following sports:¹¹

PSAL Sports – Boys: Baseball, Basketball, Football and JV Football, Outdoor Track, Soccer

PSAL Sports – Girls: Basketball, Bowling, Outdoor Tracker, Soccer, Softball, Tennis, Volleyball

Felisa Rincon currently offers the following extracurricular activities: Student Government, Model United Nations, Moot Court and Mock Trial Teams, National Honor Society, “Baby Think It Over,” English as a Second Language (ESL) Enrichment, Band, and Dance. Felisa Rincon also offers the following clubs: Gay Straight Alliance (GSA), Poetry (“Spoken Word” Poetry Slam Contest), and Fashion.

As discussed above, Bronx Academy students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. It should also be noted that campuses that are home to multiple schools typically field athletic teams collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, the DOE anticipates that this same opportunity would continue to exist for students across the X972 building, including current Bronx Academy students as that school phases out.

Impact on Community Partnerships at Bronx Academy High School

The DOE does not anticipate that this proposal would significantly impact the partnerships of Bronx Academy or the partnerships of Felisa Rincon.

Bronx Academy currently has partnerships with several community organizations, including: Turnaround for Children, The Door, Council for Unity, New York Botanical Garden, Rangers Conservation Corps (RCC): NYC Department of Parks and Recreation, Rock the Boat, Fordham University PSO, Women’s Project, Yaffa, Deloitte Services LP, and Credit Suisse.¹² These partnerships provide additional supports, social services, and internship opportunities for students. Bronx Academy’s partnerships would continue to support current students though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Bronx Academy staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period.

In addition, the DOE would work with Bronx Arena staff to foster opportunities for them to work with the community organizations that have supported Bronx Academy students in the past. As appropriate, the DOE would work with that school to introduce or enhance partnerships with the community organizations that currently support Bronx Academy students.

Felisa Rincon currently has partnerships with the Bronx District Attorney’s Office, Justice Resource Center

¹¹ Sport, extra-curricular and club offerings as reflected in the 2010-2011 Directory of the New York City Public High Schools available at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>. PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development and socialization skills through an athletic program that fosters teamwork, discipline and sportsmanship.

¹² Partnerships as reflected in the 2010-2011 Directory of High School Diploma & GED Programs available at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>.

and the Quinn Emmanuel law firm. It is not expected that the proposed phase-out of Bronx Academy would impact the existing partnerships at Felisa Rincon.¹³

Admissions Impact for Future Transfer School Students

As discussed above, transfer schools do not participate in the High School Admissions Process.¹⁴ Transfer schools accept students who have been enrolled in high school in New York City for at least one year and who are behind in high school or at risk of dropping out. Each transfer school determines admissions criteria individually. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced NYC public school counselor or social worker can explain options to students. Please see page 9 of this EIS for information on Referral Centers and Borough Enrollment Offices located in the Bronx.

Students with disabilities and English Language Learners will be treated the same as any other applicant and, if admitted to a transfer school, will receive all mandated services.

If this phase-out proposal is approved, Bronx Academy will no longer admit new students beginning at the end of the 2010-2011 school year. However, if the proposal to co-locate Bronx Arena in X972 is approved, that school will be a new option for students beginning in 2011-2012. Please see Appendix A for a list of other transfer schools citywide.

B. Schools

Bronx Academy currently enrolls 332 students in grades ten through twelve. If this proposal is approved, Bronx Academy would no longer admit new students at the end of the current school year. The overall plan for the X972 building includes the phase-out of Bronx Academy and the phase-in of Bronx Arena, a new transfer school. If the DOE's separate proposal to co-locate Bronx Arena beginning in 2011-2012 is approved, that school would phase in over 3 years. In 2011-2012, during the phase-out of Bronx Academy, Bronx Arena would serve approximately 100-125 over-age and under-credited students who have been enrolled in another New York City public high school for at least one year. In 2013-2014, once Bronx Arena has completed its expansion and after Bronx Academy has completed its phase out, the building would enroll approximately 550-645 students in grades 9-12, and the projected building utilization for X972 would be 83-98% of target capacity.

The table below outlines the projected enrollment ranges for the schools in building X972 as Bronx Academy phases out and the new transfer school phases in.¹⁵

¹³ Partnerships listed in the High School Directory.

¹⁴ For detailed information about the High School Admissions Process, please refer to the New York City Directory of High Schools, which is available in print at DOE middle schools and Borough Enrollment Offices or on the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

¹⁵ The enrollment estimates are based on a standard phase-in plan. This does not reflect the outcome of the annual Enrollment Projection process for schools.

School					Admissions Method
	2010-11	2011-12	2012-13	2013-2014	
Bronx Academy	332	150-165	100-110	N/A	Transfer school; rolling admissions
Felisa Rincon ¹⁶	372	375-435	375-435	375-435	Limited Unscreened
Bronx Arena	N/A	100-125	150-175	175-210	Transfer school; rolling admissions
Total Enrollment	704	625-725	625-720	550-645	
Projected Building Utilization	107%	95%-110%	95%-109%	83%-98%	

If this phase-out proposal is approved, there would be sufficient space in building X972 to serve students in Bronx Academy, Felisa Rincon and Bronx Arena pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools, at http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.¹⁷ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms, or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school’s Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or Self-Contained special education classrooms.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess

¹⁶ Felisa Rincon is intended to serve about 432 students, although for the past few years the school has served about 407 students. In 2010-2011, the enrollment was even less than this. As such, the space and enrollment ranges throughout this document provide for the school to serve its intended size of 432 students. However, if historical patterns continue, the school will likely enroll fewer students.

¹⁷ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to their schools. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE on February 16, 2011, there are 27 full-size spaces, 2 science labs, and 4 science demonstration rooms, for a total of 33 full-size spaces in X972. There are also 6 half-size spaces in the building, as well as 3.5 full size rooms designed for administrative purposes.

Bronx Academy is currently using 13 full-size spaces, 1 science lab and 2 science demonstration rooms, for a total of 16 full-size spaces. Per the Footprint, Bronx Academy currently should be allocated a baseline of 11 full-size spaces. In other words, Bronx Academy is currently 5 full-size spaces over its baseline Footprint allocation. As its enrollment decreases, Bronx Academy's baseline allocation will decrease and it will need to operate closer to the Footprint.

Felisa Rincon is currently using 13 full-size spaces, 1 science lab and 2 science demonstration rooms, for a total of 16 full-size spaces. Per the Footprint, Felisa Rincon currently should be allocated a baseline of 15 full-size spaces. In other words, Felisa Rincon is currently 1 full-size space over its baseline Footprint allocation.

In 2011-2012, Bronx Academy will be allocated a baseline of approximately 7-8 full-size spaces and Bronx Arena will be allocated a baseline of approximately 5-6 full-size spaces in accordance with the Footprint. Felisa Rincon will continue to be allocated a baseline of 15-16 full-size spaces based on the expected enrollment. The three schools' collective baseline allocations total 27-30 full size spaces, leaving 3-6 full-size spaces in excess of the schools' respective baselines. As discussed above, any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning.

Schools would also be allocated resource rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, library, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

In 2013-2014, when Bronx Academy has completed its phase-out and Bronx Arena has completed its phase-in, Bronx Arena will be allocated a baseline of approximately 8-9 full-size spaces and Felisa Rincon will continue to be allocated 15-16 full-size spaces. The two schools' collective baseline allocation is 23-25 full-size spaces, leaving 8-10 full-size spaces in excess. Thus, there is sufficient instructional space in X972 for Bronx Arena to grow to scale.

The table below outlines the baseline number of spaces that each school should be allocated based on their projected enrollment for the next four years:

	2010-11 Total Baseline Footprint Allocation for Full-Size Spaces	2011-12 Total Baseline Footprint Allocation for Full-Size Spaces	2012-13 Total Baseline Footprint Allocation for Full-Size Spaces	2013-14 Total Baseline Footprint Allocation for Full-Size Spaces
Bronx Academy	11	7-8	N/A	N/A
Bronx Arena	N/A	5-6	7-8	8-9
Felisa Rincon	15	15-16	15-16	15-16
Total Full-Size Spaces	26	27-30	22-24	23-25

Community

Bronx Academy has struggled for years to provide a high-quality education to its students. The DOE has offered considerable support to the school, but despite these efforts, Bronx Academy's performance continues to be poor. As a result, there is a need to provide better options for families in the community. Under this proposal, the X972 building will remain open, but will have space to offer a new transfer school option that will better support the learning needs of future students in Brooklyn.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis.

This year, the DOE is proposing to phase out two transfer schools Citywide:

School Name	DBN	Address	Admissions Method
Bronx Academy High School	08X560	1440 Story Avenue Bronx, NY 10473	Transfer school; rolling admissions
Pacific High School	15K520	112 Schermerhorn Street Brooklyn, NY 11201	Transfer school; rolling admissions

If both proposals above are approved by the PEP, approximately 532 transfer seats would be eliminated (based on each school's the November 1, 2010 enrollment register). However, these seats will be recovered at new transfer schools.

As discussed earlier, the DOE has proposed to open a new transfer school, Bronx Arena, to serve as a replacement option for Bronx Academy. This school will provide additional seats to high school students who are over-age and under-credited and who wish to attend a transfer school in the borough. The co-location of Bronx Arena in X972 is the subject of a separate EIS, which can be found on the DOE's website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/April2011PEP.htm>. If approved by the PEP, Bronx Arena is expected to serve approximately 125-150 new students in 2011-2012 and 175-210 in the 2013-2014 school year when its enrollment expansion is complete:

School Name	DBN	Address	Zip Code	2011-12 Projected Enrollment	Admissions Method
Bronx Arena High School	08X537	1440 Story Avenue, Bronx, NY	10473	125-150	Transfer school; rolling admissions

With the opening of Bronx Arena this year, the DOE will have created the capacity for approximately 175-210 new seats at the high school level for over-age and under-credited students in the Bronx, which will offset some of the approximately 332 seats anticipated to be lost through the phase-out of Bronx Academy.

The DOE is committed to opening additional high school options for over-age and under-credited students in future years. There are also currently about 100 seats available at existing transfer schools in the Bronx.

For information about other transfer schools that serve over-age and under-credited students, please refer to Appendix A attached to this EIS.

Information regarding the new schools designed to serve over-age and under-credited students that will be proposed to open in September 2011 will be available in the spring on the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>. Please visit the following website for detailed information about applying to a transfer school: www.goingforme.org.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X972.

IV. Enrollment, Admissions and School Performance Information

Bronx Academy High School

Admissions Data

Current Admissions	Transfer school; rolling admissions
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	10-12
Current Enrollment	332
Grades Served after Phase-out Proposal in 2011-2012	11-12
Projected Enrollment after Phase-out Proposal in 2011-2012	150-165
Grades Served after Phase-out Proposal in 2012-2013	12
Projected Enrollment after Phase-out Proposal in 2012-2013	100-110
Grades Served after Phase-out Proposal in 2013-2014	N/A
Projected Enrollment after Phase-out Proposal in 2013-2014	N/A

Demographic Data

Percentage Students Receiving CTT or SC services¹⁸	0%
Percentage Students with Individual Education Plan¹⁹	9%
Percentage English Language Learner Students²⁰	10 %
Percentage of Students Eligible for Free or Reduced Lunch²¹	84 %

¹⁸ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

¹⁹ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²⁰ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²¹ District 75 schools are not part of the School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Bronx Academy High School	2007-2008	2008-2009	2009-2010
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	F	F
Quality Review Score	P	P	U
<i>Graduation Data</i> ²²			
Six-Year Graduation Rate	43%	47%	49%
Six-Year Graduation Rate (0-11 Credits on Entry)	31%	21%	21%
Six-Year Graduation Rate (11-22 Credits on Entry)	33%	29%	36%
Six-Year Graduation Rate (22+ Credits on Entry)	57%	69%	67%
<i>Other Key Indicators</i> ²³			
Average Credits Earned (0-11 Credits on Entry)	1.51	2.30	1.60
Average Credits Earned (11-22 Credits on Entry)	2.32	2.48	1.96
Average Credits Earned (22-33 Credits on Entry)	3.92	3.59	3.51
Attendance Rate	70%	67%	67%
2010-2011 State Accountability Status		N/A	

The Felisa Rincon de Gautier Institute of Law and Public Policy

Admissions Data

Current Admissions	Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	Limited Unscreened

²² Source: 2009-2010 Progress Report.

²³ Source: 2009-2010 Progress Report.

Enrollment Data

Current Grades Served	9-12
Current Enrollment	372
Grades Served in 2011-2012	9-12
Projected Enrollment in 2011-2012	375-435
Grades Served in 2012-2013	9-12
Projected Enrollment in 2012-2013	375-435

Demographic Data

Percentage Students Receiving CTT or SC services²⁴	12%
Percentage Students with Individual Education Plan²⁵	19%
Percentage English Language Learner Students²⁶	15%
Percentage of Students Eligible for Free or Reduced Lunch²⁷	77%

²⁴ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

²⁵ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²⁶ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²⁷ District 75 schools are not part of the School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

The Felisa Rincon Institute for Law and Public Policy	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	B	C
Quality Review Score	WD	P	P
Graduation Data²⁸			
Four-Year Graduation Rate	54%	66%	66%
Four-Year Regents Diploma Rate	21%	34%	38%
Six-Year Graduation Rate			57%
Other Key Indicators²⁹			
Percent of First-Year Students Earning 10+ Credit	67%	67%	60%
Attendance Rate	84%	88%	87%
2010-2011 State Accountability Status			
Improvement (year 1) - Comprehensive			

Bronx Arena High School

Admissions Data

Current Admissions	N/A
Admissions in 2011-2012	Transfer school; rolling admissions

Enrollment Data

Current Grades Served	N/A
Current Enrollment	N/A
Grades Served in 2011-2012	9-12
Projected Enrollment in 2011-2012	100-125
Grades Served in 2012-2013	9-12
Projected Enrollment in 2012-2013	150-175
Grades Served in 2013-2014	9-12
Projected Enrollment in 2013-2014	175-210

²⁸ Source: 2009-2010 Progress Report.

²⁹ Source: 2009-2010 Progress Report.

Demographic Data

Bronx Arena has not yet opened; therefore, there is no demographic data for the school.

School Performance Data

Bronx Arena has not yet opened; therefore, there is no performance data for the school.

V. Initial Costs and Savings

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

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Bronx Academy roster as the phase-out is implemented, the school is expected to receive approximately \$4,181 less per pupil funding annually for high school students. These estimates are based on current Fair Student Funding (“FSF”) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. Furthermore, transfer schools receive an additional allocation of \$1,623.47 per pupil.

As a result of the phase-out, the total number of students enrolled at Bronx Academy will decline next year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to Bronx Academy as a result of this proposal do not represent net/incremental operational costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

This proposal is not anticipated to result in costs or savings for Felisa Rincon.

All costs related to opening Bronx Arena will be addressed in the separate EIS describing the proposal to co-locate that school with Bronx Academy and Felisa Rincon.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at Bronx Academy would be excessed over the course of the phase-out.³⁰ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers ("UFT") contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in Bronx Academy may now be enrolled in Bronx Arena and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

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

This proposal is not anticipated to impact Felisa Rincon's personnel needs.

B. Cost of Instruction

As a result of the phase out, the total number of students enrolled at Bronx Academy will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, Bronx Academy may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Bronx Academy is currently a Title I school. Assuming that

³⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individualized Education Plans ("IEP"). Even as Bronx Academy is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

This proposal is not anticipated to impact the cost of instruction at Felisa Rincon.

C. Administration

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

This proposal is not anticipated to impact the administrative needs of Felisa Rincon.

D. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:

<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at Bronx Academy as a result of this proposal.

E. Other Support Services

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

VII. Building Information³¹

Type of Building	H.S.
Year Built	1962
Overall BCAS rating	1.85 out of 5
Target Utilization	116%
Target Capacity	659
FY 2009 Lease Cost	\$1,310,555.24
FY 2009 Maintenance Costs	Labor: \$0 Materials: \$0 Maintenance and repair contracts: \$58430.23 Custodial operations costs—Materials: \$0 Custodial operations costs—Custodial Allocation: \$356662
FY 2009 Energy Costs	Electric: \$197153 Gas: \$12286 Oil: \$0
Projects completed during the current or prior school year	FY 11 Reso "A" - mobile science lab
Projects proposed in the capital plan	No projects identified
Accessibility of the building	Fully programmatic Accessible
Building attributes	Art rooms (CR's), Cafeteria, Computer rooms, Library & science lab (CRs)

³¹ This is a leased site, and the DOE is responsible for maintenance, repair and custodial operations. Custodial services for this school are provided by a private contractor. Therefore, Custodial data includes fringe benefits and Custodial Materials.

APPENDIX A:
Transfer Schools

DBN	School Name	2010-2011 Enrollment	2010-2011 Target Seat Capacity	2009-2010 Progress Report	Street Address	Zip Code
07X321	Crotona Academy High School*	117	148	D	639-55 ST. ANNS AVENUE	10455
07X379	Jill Chaifetz High School*	201	200	B	778 FOREST AVENUE	10456
07X381	Bronx Haven High School*	134	125	B	333 EAST 151 STREET	10451
08X377	Bronx Community High School*	184	200	C	1980 LAFAYETTE AVENUE	10473
08X560	Bronx Academy High School	333	358	F	1440 STORY AVENUE	10473
10X319	PULSE - Providing Urban Learners Success in Education High School*	203	200	B	560 EAST 179 STREET	10457
12X446	Arturo A. Schomburg Satellite Academy Bronx	234	250	N/A	1010 REV. J. A. POLITE AVENUE	10459
12X480	Bronx Regional High School	323	350	B	1010 REV. J. A. POLITE AVENUE	10459
13K553	Brooklyn Academy High School*	195	249	A	832 MARCY AVENUE	11216
13K575	Bedford Stuyvesant Preparatory High School	130	125	B	832 MARCY AVENUE	11216
13K616	Brooklyn High School for Leadership and Community Service*	205	210	C	300 WILLOUGHBY AVENUE	11205
15K520	Pacific High School	202	201	C	112 SCHERMERHORN STREET	11201
15K529	West Brooklyn Community High School*	205	200	A	1053 41 STREET	11219
15K698	South Brooklyn Community High School*	150	150	C	173 CONOVER STREET	11231
17K489	W.E.B. DuBois Academic High School	285	285	C	402 EASTERN PARKWAY	11225
17K568	Brownsville Academy High School*	180	250	B	1150 EAST NEW YORK AVENUE	11212
18K578	Brooklyn Bridge Academy*	211	200	C	6565 FLATLANDS AVENUE	11236
18K635	Olympus Academy*	175	200	N/A	755 EAST 100 STREET	11236
18K673	East Brooklyn Community High School*	203	200	N/A	965 EAST 107 STREET	11236
21K728	Liberation Diploma Plus High School*	186	180	A	2865 WEST 19 STREET	11224
23K643	Brooklyn Democracy Academy*	199	210	A	985 ROCKAWAY AVENUE	11212
23K646	Aspirations High School*	252	260	F	1495 HERKIMER STREET	11233
23K647	Metropolitan Diploma Plus High School*	212	200	C	985 ROCKAWAY AVENUE	11212
32K564	Bushwick Community High School*	419	370	B	231 PALMETTO STREET	11221
01M458	Satellite Academy High School at Forsyth Street	202	236	N/A	198 FORSYTH STREET	10002

APPENDIX A:
Transfer Schools

DBN	School Name	2010-2011 Enrollment	2010-2011 Target Seat Capacity	2009-2010 Progress Report	Street Address	Zip Code
01M515	Lower East Side Preparatory Academy	572	564	A	145 STANTON STREET	10002
01M650	Cascades High School*	202	210	A	198 FORSYTH STREET	10002
02M313	The James Baldwin School: A School for Expeditionary Learning	247	235	D	351 WEST 18 STREET	10011
02M394	Emma Lazarus High School*	240	250	N/A	100 HESTER STREET	10002
02M432	Murray Hill Academy	141	200	N/A	111 EAST 33 STREET	10016
02M544	Independence High School	403	427	C	850 TENTH AVENUE	10019
02M560	City As School	665	667	B	16 CLARKSON STREET	10014
02M565	Urban Academy Laboratory High School	165	155	A	317 EAST 67 STREET	10065
02M570	Satellite Academy High School	261	270	F	120 WEST 30 STREET	10001
02M575	Manhattan Comprehensive Night and Day High School*	802	763	A	240 SECOND AVENUE	10003
02M586	Harvey Milk High School	74	99	A	2-10 ASTOR PLACE	10003
02M605	Humanities Preparatory Academy	201	185	B	351 WEST 18 STREET	10011
03M404	Innovation Diploma Plus High School*	228	250	N/A	145 WEST 84 STREET	10024
03M505	Edward A. Reynolds West Side High School	554	597	B	140 WEST 102 STREET	10025
05M285	Harlem Renaissance High School*	216	231	C	22 EAST 128 STREET	10035
06M423	High School for Excellence and Innovation	131	144	N/A	650 ACADEMY STREET	10034
24Q744	VOYAGES Preparatory High School*	222	225	B	45-10 94 STREET	11373
25Q540	Queens Academy High School	411	425	C	138-11 35 AVENUE	11354
25Q792	North Queens Community High School*	195	200	B	141-25 77 ROAD	11367
28Q338	Queens Satellite High School for Opportunity	248	240	N/A	162-02 HILLSIDE AVENUE	11432
31R470	Concord High School	167	177	A	109 RHINE AVENUE	10304

APPENDIX A:
Transfer Schools

Notes:

- Schools marked with an asterisk (*) offer Learning to Work ("LTW"). Learning to Work is a program that offers additional academic and student support, post-secondary and career exploration, work preparation, skills development, and internships. These elements of Learning to Work are designed to enhance and complement the academic component of Transfer Schools.
- The following schools did not have a significant cohort size in 2009-2010 and therefore did not receive a Progress Report grade: Arturo A. Schomburg Satellite Academy Bronx, Olympus Academy, East Brooklyn Community High School, Satellite Academy High School at Forsyth Street, Emma Lazarus High School, Murray Hill Academy, Innovation Diploma Plus High School, High School for Excellence and Innovation, and Queens Satellite High School for Opportunity.
- The DOE proposed to phase out and eventually close Bronx Academy High School and Pacific High School. The Panel for Educational Policy ("PEP") is scheduled to vote on these two proposals at its April 28, 2011 meeting.

Sources:

- Enrollment: November 1, 2010 Audited Register.
- Progress Report: 2009-2010 Progress Report Grade.

APPENDIX B:
Bronx Young Adult Borough Centers

YABC DBN	YABC Site Location	YABC Site Administrator
08X408	Adlai Stevenson Campus YABC 1980 Lafayette Ave. Bronx, NY 10473	Gladys De la Cruz (718) 918-2700 x111 gdelacruz@schools.nyc.gov
08X507	Christopher Columbus YABC 925 Astor Ave. Bronx, NY 10469	Ruth Colton (718) 944-3400 x3558 rcolton@schools.nyc.gov
10X503	Grace Dodge YABC 2474 Crotona Ave. Bronx, NY 10458	Patricia Squire (718) 584-2700 x2131 psquire@schools.nyc.gov
10X504	Harry S. Truman YABC 750 Baychester Ave. Bronx, NY 10475	David Martin (718) 904-5473 dmartin14@schools.nyc.gov
10X667	Herbert Lehman YABC 3000 E. Tremont Ave. Bronx, NY 10461	Martin Smallhorne (718) 904-4280 msmallh@schools.nyc.gov
11X417	James Monroe Educational Campus YABC 1300 Boynton Ave. Bronx, NY 10472	Carmel Belizaire (718) 860-8284 cbeliza@schools.nyc.gov
11X456	John F. Kennedy YABC 99 Terrace View Ave. Bronx, NY 10463	Frank Parrino (718) 817-7470 fparrino@schools.nyc.gov
12X428	Walton Campus YABC 2780 Reservoir Ave. Bronx, NY 10468	Keesha Lindsay (718) 329-7380 x3212 klindsay@schools.nyc.gov