

## **AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Performance Conservatory High School (12X262)**

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

Performance Conservatory High School (12X262, “Performance Conservatory”) is an existing high school located at 1619 Boston Road, Bronx, NY 10460, within the geographical confines of Community School District 12. It currently serves students in grades nine through twelve. On December 20, 2010, the New York City Department of Education (“DOE”) published an educational impact statement describing a proposal to phase out Performance Conservatory based on its poor performance and the DOE’s assessment that the school lacks capacity to turn around quickly to better support student needs. This amended EIS corrects typographical and formatting errors, corrects a utilization rate, includes an explanation of the methodology for calculating such rates, corrects the anticipated grade spans of new school 12X511 over the next several years and clarifies the “over-the-counter” enrollment process, but does not modify or revise the proposal itself.

If this proposal is approved, Performance Conservatory would no longer admit new ninth grade students after the conclusion of the 2010-2011 school year. Current students would be supported as they progress towards graduation while remaining enrolled in Performance Conservatory. In cases where students do not complete graduation requirements by June 2014, the DOE would help students and families identify alternative programs or schools that meet students’ needs so that they may continue their high school education after Performance Conservatory completes phasing out.

Performance Conservatory is located in Building X098 and is currently co-located with a high school, Explorations Academy (12X251, “Explorations”), and a junior high school, J.H.S. 098 Herman Ridder (12X098, “J.H.S. 098”). Both schools are at full scale in the building. Explorations currently enrolls students in grades 9-12 and J.H.S 098 currently enrolls students in grades 6-8. 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. Building X098 also offers free childcare and support services for student parents through the Living for the Young Family through Education program (“LYFE”).

In 2009-2010, Building X098 had a target capacity of 1,678 students, and the schools in the building enrolled a total of 1,225 students, yielding a utilization rate of 73% of target capacity.<sup>1</sup> In the current school year, 2010-2011, the schools in the X098 building enroll a projected 1,290 students, yielding an estimated utilization rate of 77%.<sup>2</sup> The two other schools currently located in X098, J.H.S 098 and Explorations, are fully phased in and will continue operating at or near their current enrollment levels regardless of whether this proposal is approved. In addition, the DOE is separately proposing to create a new high school (“12X511”) which would begin phasing into the X098 building with a ninth-grade class during the 2011-

<sup>1</sup> 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 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.

<sup>2</sup> Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

2012 school year. 12X511 would continue growing to full scale as Performance Conservatory phases out, and the new school would complete its expansion during the 2014-2015 school year, at which point it would serve students in grades 9-12. A separate EIS detailing the proposal for the new school's co-location in X098 was published on December 20, 2010 and amended on January 27, 2011. The details of the new school proposal can be found on the DOE website at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

### *Background on the DOE 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 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 based on Student Progress, Student Performance, and School Environment—which includes safety, attendance, and survey feedback from parents, teachers, and 6-12 grade students. 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 the New York State Education Department (SED) as Persistently Low Achieving (PLA) are likewise considered for more intensive support or intervention including the possibility of phase out. 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 ELA and math test scores and graduation rates for high schools.

Performance Conservatory received an overall F grade on its 2009-2010 Progress Report, with an F grade on each of the Student Performance, Student Progress, and School Environment sub-sections of the Report.

Based on those conditions, the DOE initiated a comprehensive review of Performance Conservatory, with the goal of determining what intensive supports and interventions would best benefit its students and the Performance Conservatory community. During that review, the DOE gathered community feedback, looked at recent and historical performance and demand data from the school, and consulted with superintendents and other experienced educators who have worked closely with the school.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Performance Conservatory—is the action the DOE must take to best serve students and the community. It will allow new school options to develop in Building X098 that will provide the highest quality options to families.

### *Performance and School Environment at Performance Conservatory High School*

Performance Conservatory has struggled for years. Performance Conservatory’s performance during the 2009-2010 school year confirms the DOE’s assessment that the school lacks capacity to turnaround quickly to better support student needs.

- Performance Conservatory’s academic performance has been poor for years.
  - In 2010, the school’s four-year graduation rate (including August graduates) was 49%, well below

- the citywide 63% average.<sup>3</sup> This puts Performance Conservatory in the bottom 7% of all New York City high schools for 2010, and in the bottom 10% of high schools in the Bronx.
- If Regents diplomas alone counted toward graduation (as will be the case in just one year) the four-year graduation rate at Performance Conservatory would drop to just 17%.
  - The school's six-year graduation rate is not much better. In 2010, Performance Conservatory achieved a 56% six-year graduation rate, still well below the citywide four-year average.
  - In 2009-2010, only 51% of first-year students at Performance Conservatory earned at least 10 credits. This rate of first year credit accumulation places the school in the bottom 3% of schools citywide. Credit accumulation rate is a key predictor of future student success because students who fall behind often have trouble getting back on track to graduation.
- Performance Conservatory earned an overall F grade on its 2009-2010 Progress Report, with an F grade on the Student Performance, Student Progress, and School Environment sub-sections of the Report. This represents a pattern of struggling academic performance for the school, which earned an overall C grade on each of its 2008-2009 and 2007-2008 Progress Reports. In fact, Performance Conservatory received the second lowest score on the 2009-2010 high school Progress Report across the entire city.
  - Attendance at Performance Conservatory has been consistently low. The 2009-2010 attendance rate was 76%, well below the citywide average of 86% for high schools. This attendance rate puts Performance Conservatory in the bottom 5% among high schools citywide and in the Bronx.
  - Safety issues have been a concern at the school. On the 2009-2010 New York City School Survey, 20% of student respondents reported feeling unsafe in the hallways, bathrooms and locker rooms at Performance Conservatory. In addition, 82% of Performance Conservatory teacher respondents reported that order and discipline are not maintained at the school.
  - Performance Conservatory was rated “Proficient” on its most recent Quality Review in 2008-2009. 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. While Proficient schools possess strengths and weaknesses, Performance Conservatory’s 2009 Quality Review cited a number of serious concerns, including inadequate use of collaborative and data-informed processes to set differentiated student learning goals to address the needs of individual students and insufficient attention to monitoring student outcomes. These concerns suggested that the school is ill-equipped to turn around quickly to better support students.
  - Demand for Performance Conservatory has declined in recent years. Performance Conservatory has one Limited Unscreened program to which students apply as part of the High School Admissions Process. For September 2008, Performance Conservatory received an average of 8.7 applications per seat. For September 2010, this figure dropped to just 3.3 applications per seat.

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<sup>3</sup> The 2010 graduation rate cited for Performance Conservatory represents the City’s calculation of the four-year graduation rate on the 2009-2010 Progress Reports. Like the State rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State rate. State graduation rates for the Performance Conservatory Class of 2010 are still being audited and will not likely be available until Spring 2011, at which time the citywide graduation rate for 2010 will also be released by the New York State Education Department. The most recent available citywide four-year graduation rate (including August graduates) was 63% for the Class of 2009.

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

Performance Conservatory High School <sup>4</sup>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	F
Performance Grade	C	D	F
Progress Grade	C	C	F
Environment Grade	B	C	F
Quality Review Score	P	P	
<b>Graduation Data</b>			
Four-Year Graduation Rate	48%	56%	49%
Four-Year Regents Diploma Rate	22%	16%	17%
Six-Year Graduation Rate			56%
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	52%	63%	51%
Attendance Rate	79%	80%	76%

<b>2010-2011 State Accountability Status</b>	Improvement (year 1) - Comprehensive
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*Overview of Past Strategic Improvement Efforts at Performance Conservatory High School*

Performance Conservatory staff members and families have worked hard to improve the school. Over recent years, the DOE also offered extensive support to Performance Conservatory, including:

**Leadership Support:**

- Helping the principal develop the school’s Comprehensive Education Plan and set school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at Performance Conservatory.

**Instructional Support:**

- Training and on-site support for teacher teams to foster collaboration, explore effective teaching practices, and use data analyses to improve instruction for targeted student populations such as English language learners, students with disabilities, and students performing below grade level.
- Offering training for staff on individualizing instruction, using data to make instructional decisions, new state standards, and curriculum development.

<sup>4</sup> Source: Progress Report Data

**Operational Support:**

- Guiding the school in working with other schools on campus to ensure efficient and coordinated use of facilities and shared spaces.
- Providing one-on-one support to principal and school staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

**Student Support:**

- Training for guidance counselors on how to use scholarship reports and graduation tracking systems.
- Helping the school identify strategies to improve student attendance.

The DOE 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 CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

Given Performance Conservatory's lack of success despite the above supports – whether a part of centralized efforts to support all schools or individualized plans for Performance Conservatory – it is apparent that the school 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 Performance Conservatory community about strategies to better support students and improve outcomes at the school. This fall, on November 23, 2010, High School Superintendent Geraldine Taylor-Brown held meetings with the School Leadership Team and parents at the school to discuss what is working at Performance Conservatory, what isn't working, and how to work together to better serve students. Approximately 10 parents attended. They had positive feedback about the school's new leadership and said that communication between the school and families has improved as a result.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/bronx/performance> . The DOE used that webpage 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 some members of the Performance Conservatory community objected to the possibility of phasing out the school, the DOE believes that serious action must be taken given the school's longstanding performance struggles, the low and declining demand for seats at the school, and the lack of evidence that the school is poised to undertake a quick turnaround to better support students.

The DOE plans to incorporate community feedback in other ways to support current Performance Conservatory students working toward graduation and to develop plans to create another school in the building that better meets student and community needs.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

## II. Proposed or Potential Use of Building

In 2009-2010, Building X098 had a target capacity of 1,678 students, and the building served 1,225 students, yielding a utilization rate of 73% of target capacity.<sup>5</sup> In the current school year, 2010-2011, X098 serves a projected 1,290 students, yielding an estimated utilization rate of 77%.<sup>6</sup> The two other schools in the building, Explorations and J.H.S. 098 are currently at scale, serving students in grades 9-12 and 6-8, respectively. As part of the replacement strategy for Performance Conservatory, the DOE is proposing to start a new high school (12X511) in the building beginning in 2011-2012. That proposal is outlined in a separate EIS, posted on December 20, 2010 and amended on January 27, 2011. The details of this proposal can be found on the DOE website here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

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](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 goal classroom capacities (which are aspirational targets lower than the 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 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 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.

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<sup>5</sup> 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 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.

<sup>6</sup> Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

Over the next four years, the proposed grade spans for the schools in the building are as follows:<sup>7</sup>

School Name	2010-11	2011-12	2012-13	2013-14	2014-15	Admissions Method
Explorations Academy	9-12	9-12	9-12	9-12	9-12	Limited Unscreened
J.H.S 098	6-8	6-8	6-8	6-8	6-8	Limited Unscreened
12X511	N/A	9	9-10	9-11	9-12	Limited Unscreened
Performance Conservatory High School	9-12	10-12	11-12	12	N/A	Limited Unscreened

Enrollment at Explorations and J.H.S 098 would not be impacted as a result of this proposal. Explorations would continue to serve grades 9-12 with approximately 400-450 students.<sup>8</sup> J.H.S 098 would continue to serve grades 6-8 with approximately 450-500 students. If approved, 12X511 would serve approximately 300-350 ninth- through twelfth-grade students at full scale. Once the new school has completed its expansion, and Performance Conservatory has completed its phase-out, Building X098 would serve approximately 1,150-1,300 students, with an estimated building utilization rate of 77%.<sup>9</sup>

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

#### A. Students

##### *Enrollment Options for Current Performance Conservatory High School Students*

Under this proposal, all current Performance Conservatory students would have the opportunity to graduate from the school, assuming that they continue to earn credits on schedule.

##### *Current Ninth Graders in Performance Conservatory High School*

In New York City, the High School Admissions Process is a citywide choice process. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application. High School admissions applications were due December 3, 2010. Current ninth grade students at Performance Conservancy High School may have already taken part in this process. If this proposal is approved in February 2011, there would be another opportunity for current ninth grade students to participate in the High School Admissions Process. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for

<sup>7</sup> As Performance Conservatory phases out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served by Performance Conservatory and would have access to appropriate courses to support their continued progress toward graduation.

<sup>8</sup> Explorations is expected to serve 400-450 students given its incoming 9th grade seat target of 108 students. The school is currently under-enrolled, but the DOE expects that the enrollment will increase.

<sup>9</sup> The official target capacity and utilization rates for the 2010-11 school year are not yet available. Unless otherwise noted, all references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

tenth grade.

Those interested in applying to attend a different school as a tenth grader in September 2011 should meet with a guidance counselor. In early February, a new high school application called the New High Schools Choice Form will be available. The New High Schools Choice Form includes all new high schools that have been approved since the list of high schools was finalized for the Main Round of the High School Admissions Process. Students interested in transferring to a new high school for the tenth grade should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. Students may receive a match as part of the Main Round of the Admissions process.

Current repeat ninth grade students would complete high school at Performance Conservatory if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to one of the City's transfer schools.<sup>10</sup>

### *Current Tenth, Eleventh and Twelfth Graders at Performance Conservatory High School*

Current tenth, eleventh, and twelfth grade students who are on track to graduate would complete high school at Performance Conservatory if they continue to earn credits on schedule. As the school becomes smaller, students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to discuss all of their options.

Current tenth, eleventh, and twelfth grade students who are not on track to graduate should also meet with their guidance counselor to discuss options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the City's Transfer Schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation. In general, however, it is expected that most current Performance Conservatory students would remain enrolled at the school as they progress toward graduation.<sup>11</sup>

Performance Conservatory currently offers Collaborative Team Teaching ("CTT"), Self Contained ("SC") classes, and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language program. English Language Learners at Performance Conservatory would continue to receive mandated services even as the school phases out. Students with disabilities would continue to receive mandated services in accordance with their Individualized Education Plans.

If this proposal were approved, Performance Conservatory would no longer admit new ninth grade students after the end of this school year. Performance Conservatory would continue to serve students currently enrolled in the school until the school completes phasing out in June 2014.

The DOE would arrange a new placement for students who have not accumulated enough credits and those who have not passed the minimum number of Regents exams by June 2014.

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<sup>10</sup> Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

<sup>11</sup> Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

### *Impact on Students who Participate in the LYFE Program*

The Living for the Young Family through Education (“LYFE”) program supports pregnant and parenting students enrolled in a NYC Department of Education school by providing childcare and referral services. Social workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of the High Schools in the shared building. The LYFE program serves students in the schools in X098, but also students in other schools in the surrounding community as well.

Prior to the 2009-2010 school year, the principals of the high schools that shared the space with LYFE managed and rated the staff, although the program still fell under the purview of District 79 purview. Starting in the 2009-2010 school year, the central LYFE program in District 79 has managed the individual sites both fiscally and programmatically. All LYFE staff are supervised by the program’s director and assistant principals. The LYFE program leaders are the rating officers for the field staff.

The LYFE program would continue to operate in the X098 building as Performance Conservatory phases out, and the DOE does not anticipate that it will lose any space or reduce its services as a result of this proposal. Once the phase-out of Performance Conservatory is complete, the LYFE program is expected to remain in the X098 building and would continue to provide these services as long as there continues to be a need and demand for the program.

### *Impact on Academic and Extracurricular Offerings at Performance Conservatory High School*

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Performance Conservatory High School. That said, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, Performance Conservatory would continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school shrinks, the school would likely need to scale back its elective course offerings. Elective courses in the performing arts may be subject to changes as well as the enrollment at the school shrinks. However, 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 Performance Conservatory to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City.

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.

Performance Conservatory has one limited unscreened admissions program in the Performing Arts Interest Area to which students may apply during the High School Admissions Process. Students currently enrolled in that program would continue to have access to the academic classes they need to complete their program requirements. However, as noted above, some elective classes in the program may be eliminated. In

addition, reduced enrollment could limit opportunities for performance groups above a certain size to be maintained.

Performance Conservatory currently offers Special Class (SC), Collaborative Team Teaching (CTT), and Special Education Teacher Support Services (SETSS) services. It also has English as a Second Language program. English language learners at Performance Conservatory would continue to receive mandated services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans.

Performance Conservatory would continue offering extracurricular program options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Again, it is difficult to predict precisely how those changes might be implemented as decisions would rest with school administrators and would be made based on student interests and available resources.

Performance Conservatory currently offers the following sports:

Public School Athletic League – Boys/ Girls Basketball  
Public School Athletic League – Baseball (Spring only)

As discussed previously, the building X098 is already home to two school organizations other than Performance Conservatory and, contingent on approval of this proposal, the DOE is proposing that an additional new school phase into the building. Explorations, which is located in the same building, offers Baseball, Basketball, Soccer and Volleyball as School Sports. Typically, campuses that are home to multiple schools still field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. Although the campus is not currently participating in collaborative sports, this opportunity would exist for students in the X098 building as the Performance Conservatory phases out and the new school phases in.

Similarly, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current Performance Conservatory students would continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out, though the specific programs offered may change. Currently, students at Performance Conservatory may participate in the following extracurricular activities: Student Association, Fashion Club, Service Club, Traveling Troup, Knitting Club, Annual Freshman Talent Show, Drama Club, Dance Teams, Peer Tutoring, and Senior Angel's Program. As a performing arts school, the availability of certain extracurricular activities may be impacted as the student enrollment shrinks during the phase-out and as interests and resources change.

That same possibility exists for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

### *Impact on Community Partnerships at Performance Conservatory High School*

Performance Conservatory currently has partnerships with several community organizations including: Children's Aid Society, Monroe College Jumpstart, College Now, Peer Health Exchange and American Place Theater. Those partnerships would continue to support current students as Performance Conservatory phases out, though it is possible that the nature and scope of those partnerships would change based on shifting needs and resource availability as the school moves toward closure. The DOE would work with Performance Conservatory staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Performance Conservatory students in the past. As

appropriate, the DOE will work with other schools on the Performance Conservatory campus to introduce or enhance partnerships with the community organizations that currently support Performance Conservatory High School students. The DOE does not anticipate that this proposal would impact students enrolled in Explorations or J.H.S 098.

### *Admissions Impact for Future High School Students – HS Admissions Process*

In New York City, the High School Admissions Process is a citywide choice process. Students who are in the eighth grade must participate and students who are first time ninth-graders have the option of participating to apply for a tenth grade seat in another school. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application.<sup>12</sup>

There are three rounds to the High School Admissions Process:

**Specialized High School Round:** Students who took the Specialized High School Admissions Test and are eligible based on their score will receive their specialized high school offer and a regular high school match.

**Main Round:** All eighth grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth graders who want to apply to any of the new schools have the opportunity to complete a new high school application which supersedes the application that was submitted in December.

**Supplementary Round:** Any student who is not matched in the Main Round has to complete a new high school application. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

High school admissions applications were due on December 3, 2010. If this proposal is approved by the PEP in February 2011, students who listed any of the program offerings at Performance Conservatory on their high school admissions applications would have the opportunity in February 2011 to submit a new application (New School Choice Form) with revised school rankings. This application would replace the previously submitted application and would be included as the student's application for the main round of the High School Admissions Process. New high schools designated to open throughout the City for the 2011-2012 school year will be available for these students to consider as well.

If this proposal is approved, and a student does not submit a new application, Performance Conservatory's high school programs would be removed from the student's existing application list before the Main Round match is executed. In this scenario, any school's programs ranked lower than those in programs in Performance Conservatory would essentially move up on the application. This may or may not impact the eventual match as the student might have been matched to a school ranked higher than Performance Conservatory on the application. However, if the student would have been matched to Performance Conservatory, he or she will instead be matched to the next-highest program listed on the application.

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<sup>12</sup> Each school that participates in the High School Admissions Process may have multiple programs to which students can apply. There are different selection criteria associated with each program. Details on the criteria for each selection method may be found in the High School Directory at a Borough Enrollment Center or on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

### *Admissions Impact for Future High School Students*

In order to best anticipate future needs of students, the DOE utilizes historical data to best predict the volume and demographic of students it will need to serve as a result of a phase out decision. As of the November 1, 2010 un-audited register, Performance Conservancy has a total of 61 new ninth grade admits. New ninth grade admits are made up of students who enter the school through two methods:

- High School Admissions process
- “Over-the-counter” placement

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

- New to the New York City school system;
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101)<sup>13</sup>
- Did not submit a high school application for another reason.

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

There is a peak enrollment period occurring just prior to and into the 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 Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.<sup>14</sup> In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 123 to 128.

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<sup>13</sup> Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats.

<sup>14</sup> International schools are designed to provide quality education for students who recently immigrated through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over the counter, the following analysis uses the data from the 2010-2011 school year to approximate future needs. At Performance Conservatory, the below provides an overview of how many students arrived through either the High School Admissions process vs. over-the-Counter:

	High School Admissions Process	Over-the-Counter
9th Grade	54	7

Additionally, Performance Conservatory admitted 16 OTC students in grades 10-12 as well:<sup>15</sup>

	Over-the-Counter
10th Grade	12
11th Grade	2
12th Grade	2

It is critical that the needs of all students – whether they arrive through the admissions process or over-the-counter – are met. Of the 54 9<sup>th</sup> grade students who were admitted through the High School Admissions Process, 30% are students with disabilities and 7% are ELL. And of the 23 students who arrived ‘over-the-counter’, 9% are students with disabilities and 13% are ELL.<sup>16</sup>

High school students with Individual Education Plans (IEPs) are apply to high school in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring greater exposure to a general education curriculum. Therefore, placement for students with IEPs follows the same process as described above.

*Schools with Programs Similar to Performance Conservatory’s program offerings<sup>17</sup>*

As indicated previously, the LYFE program would continue to operate in the X980 building as Performance Conservatory phases out. Once the phase-out of Performance Conservatory is complete, the LYFE program is expected to remain in the X098 building and would continue to provide these services as long as there continues to be a need and demand for the program.

<sup>15</sup> Some of the 10th grade new admits may have been through the High School Admissions Process for 10th grade students.

<sup>16</sup> Students with disabilities as percentage of total students from the 2010 Unaudited Register on November 1, 2010. This count does not include SETSS or students receiving speech or language services. English Language Learner students as percentage of total students from the 2010 Unaudited Register on November 1, 2010.

<sup>17</sup> Similar programs are defined as those in the same “interest area” to which students can apply to through the High School Admissions Process.

The following other buildings in the Bronx also house LYFE programs:

Bldg ID	Building Name	Building Address	LYFE Hours of Operation	School Organizations in the Building	DBN	Selection Method <sup>18</sup>
X098	I.S. 98	1619 Boston Rd. Bronx, NY 10460	8:00 am- 3:30 pm	Explorations Academy	12X251	Limited Unscreened
				Performance Conservatory HS	12X262	Limited Unscreened
				J.H.S. 98 Herman Ridder	12X098	N/A
X400	Morris High School Campus	1110 Boston Rd. Bronx, NY 10456	8:00 am- 4:00 pm	Morris Academy for Collaborative Studies	09X297	Limited Unscreened
				Bronx International HS	09X403	Screened
				School for Excellence	09X404	Limited Unscreened
				High School for Violin and Dance	09X543	Limited Unscreened
X401	Bronx Regional HS	1010 Reverend James A. Polite Ave. Bronx, NY 10459	8:15 am- 3:15 pm	Arturo Schomburg Satellite Academy	12X446	N/A
				Bronx Regional HS	12X480	N/A
X410	William H. Taft High School Campus	240 East 172nd St. Bronx, NY 10457	7:45 am- 2:56 pm	Bronx HS of Business	09X412	Educational Option
				Bronx HS for Medical Science	09X413	Screened
				Jonathan Levin HS for Media and Communications	09X414	Educational Option
X420	James Monroe High School Campus	1300 Boynton Ave. Bronx, NY 10472	8:15 am- 3:20 pm	Pan American International HS	12X388	Screened
				High School of World Cultures	12X550	N/A
				Monroe Academy for Business & Law	12X690	Educational Option
				Monroe Academy for Visual Arts & Design	12X692	Educational Option
X435	Theodore Roosevelt Educational Campus	500 E. Fordham Rd. Bronx, NY 10458	7:45 am- 3:45 pm	Belmont Preparatory HS	10X434	Screened
				Fordham HS for the Arts	10X437	Audition
				Fordham Leadership Academy for Business & Technology	10X438	Educational Option
				Bronx High School for Law & Community Service	10X439	Educational Option
X440	DeWitt Clinton HS	100 West Mosholu Parkway South Bronx, NY 10468	7:45 am- 3:05 pm	DeWitt Clinton HS	10X440	Educational Option Screened
X470	South Bronx High School Campus	University Ave. at West 181st Street Bronx, NY 10453	8:00 am- 3:50 pm	Mott Haven Village Preparatory HS	07X473	Limited Unscreened
				University Heights Secondary School	07X495	Screened
X650	Jane Addams High School Campus	900 Tinton Ave. Bronx, NY 10456	8:30 am- 3:20 pm	Jane Addams High School for Academics and Careers	08X650	Screened

Students interested in applying to Performance Conservatory will continue to have access to a broad range of high school options through the citywide high school admissions process. These include many other Bronx high schools, some of which offer academic programs and pathways similar to those currently available at Performance Conservatory High School.

A full list of City high schools is available in the New York City High School Directory, which is available in print and on the DOE website here:  
<http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

<sup>18</sup> Schools without a selection method currently do not accept ninth graders for one of several reasons: some of the schools are phasing out, some schools serve students through eighth grade only and do not serve high school students, and some schools contain only GED or adult education programs.

Attached, as Appendix A, is a list of schools in the Bronx with programs in the same “Interest Area” as the Performing Arts Program at Performance Conservatory. There are 11 other programs in the Bronx where students may apply if they are interested in attending a high school with a Performing Arts program. In addition, the percent students with disabilities and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options. As previously mentioned, the DOE is also proposing to open a new school, 12X511, in the X098 building that will serve as an additional Limited Unscreened high school option.

## **B. Schools**

Performance Conservatory currently enrolls 396 students, with the school typically admitting about one quarter of those students as new ninth graders each fall.<sup>19</sup> If this proposal and the separate new school proposal are approved, Performance Conservatory would phase out gradually, but the majority of seats lost as a result of that phase-out would be replaced as 12X511 expands into building X098.

The overall plan for the X098 building includes the phase-out of Performance Conservatory and the phase-in of 12X511. There would be no impact on enrollment on the two other existing schools in the building, Explorations and J.H.S 098. Explorations would continue to enroll 400-450 students in grades 9-12 and J.H.S 098 would continue to enroll 450-500 students in grades 6-8. As detailed in a separate EIS, the proposed new high school 12X511 would open in 2011-2012, serving approximately 75-100 new ninth graders. 12X511 would expand gradually, adding one grade annually until it reaches full scale serving approximately 300-350 students during the 2014-2015 school year.<sup>20</sup>

Under this scenario, Building X098 would serve approximately 1,150-1,300 students including 700-800 students in grades 9-12 in 2014-2015. At that point, Performance Conservatory would have completed its phase-out and the three other schools intended to be co-located in Building X098 would have expanded to full scale. The projected utilization for Building X098 at that point would be 77% of target capacity.<sup>21</sup> Moreover, pursuant to the Citywide Instructional Footprint (the “Footprint”), the building has adequate capacity to accommodate the two schools currently co-located with Performance Conservatory as well as the full expansion of 12X511 separately proposed to phase in to the facility. Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](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.

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<sup>19</sup> Reflects projected enrollment for 2010-2011.

<sup>20</sup> As noted in the Educational Impact Statement regarding the co-location of 12X511, this school may grow to serve 400-450 students as additional space becomes available in the X098 building. The EIS outlines more details on this possibility.

<sup>21</sup> Based on enrollment at scale compared to 2009-2010 target building utilization.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.<sup>22</sup> Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

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 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 the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, 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 walkthrough conducted by the Office of Space Planning in December 2010, there are 54 full-size instructional spaces, 1 science lab, and 4 science demonstration rooms for a total of 59 full-size spaces. There are also 18 half-size spaces and a designed general office space in X098.

Per the Footprint, Performance Conservatory should be allocated a baseline of 13 full-size spaces. Performance Conservatory is currently using 18 full-size spaces. In other words, Performance Conservatory is currently 5 full-size rooms over the baseline Footprint allocation. If this proposal is approved and Performance Conservatory begins phasing out next year, in 2011-12 Performance Conservatory would be allocated a baseline of 8 to 10 full-size rooms based on its projected enrollment of 200-250 students. Per the Footprint, Explorations is allocated a baseline of 14 full-size instructional classrooms and J.H.S. 98 is allocated a baseline of 18 full-size instructional classrooms. Explorations currently uses 18 full-size rooms, or 4 rooms above the baseline allocation. J.H.S. 098 currently uses 23 full-size rooms, or 5 rooms over the baseline allocation. It is not expected that either the baseline or actual space allocations for either Explorations or J.H.S. 098 would be impacted by this proposal. If the proposal to co-locate the new school 12X511 in the building is approved, that school would receive a baseline allocation of 3 full-size instructional classrooms in the first year. This would mean that the combined baseline allocations of all in the building in the 2011-12 school year would be 43 to 45 rooms, and thus there is adequate space in X098 for all schools in 2011-2012. As described below, in 2014-2015 when all schools operate at full scale and when Performance Conservatory has completed its phase out, the schools in the building would receive combined allocations of 44 full-size spaces, compared to the 59 full-size spaces available in the building. Thus, there would be sufficient instructional space in X098 for all schools to grow to scale. Specifically, there would be 15 full-size spaces in excess of the baseline full-size space allocations for the schools.

Each school would also be allocated half-size resource rooms and administrative space in accordance with the 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 use of the shared spaces and the allocation of the remaining instructional spaces in the building 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.

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<sup>22</sup> 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.

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.

Performance Conservatory is intended to serve four sections per grade, although it is slightly under-enrolled. Therefore, 12X511 is being proposed to phase-in at 3 sections per grade. As Performance Conservatory phases out, the DOE may consider the possibility of expanding 12X511 to serve four sections per grade. The current allocation of rooms that Performance Conservatory is using is more than sufficient to accommodate a school of 4 sections per grade. Therefore, if the DOE determines that the school should expand to serve the more standard size high school, the DOE would work with the Building Council and the Office of Space Planning to coordinate this plan.

If the proposal to phase out Performance Conservatory and the proposal to phase in 12X511 are approved, the baseline allocation of full-size instructional classrooms for each school in the building during the next four years would be:

School Name	DBN	2010-11 Total Full Size-Spaces Baseline Allocation	2011-12 Total Full Size-Spaces Baseline Allocation	2012-13 Total Full Size-Spaces Baseline Allocation	2013-14 Total Full Size-Spaces Baseline Allocation	2014-15 Total Full Size-Spaces Baseline Allocation
Explorations Academy	12X251	14	14	14	14	14
J.H.S. 098	12X098	18	18	18	18	18
12X511	12X511	N/A	3	6	9	12
Performance Conservatory	12X262	13	8-10	4-6	2-4	N/A
<b>Baseline Full-Size Rooms Allocated in X098<sup>23</sup></b>		45	43-45	42-44	43-45	44

<sup>23</sup> The LYFE program is not included here as it is only using 1 half-size space in the building. The allocation of space will not be impacted as a result of this proposal.

The chart below provides projected enrollment at each school in X098 for the next five years.

School Name	Enrollment					High School Admissions Method
	2010-11	2011-12	2012-13	2013-14	2014-15	
Explorations Academy	420	400-450	400-450	400-450	400-450	Limited Unscreened
J.H.S. 098	474	450-500	450-500	450-500	450-500	Limited Unscreened
12X511	N/A	75-100	150-175	225-275	300-350	Limited Unscreened
Performance Conservatory	396	200-250	100-150	50-100	N/A	Limited Unscreened
Total	1290	1125-1300	1100-1275	1125-1325	1150-1300	

### C. Community

Performance Conservatory High School opened in 2004. Since, then, it has struggled to provide a high-quality education to its students. The DOE has offered considerable support to the school, but despite these efforts, Performance Conservatory’s performance continues to be low. As a result, there is a need to provide better options for families in the community. Under this proposal, the X098 building will remain open but will offer new educational options that better support the learning needs of future students in the Bronx. This proposal addresses many needs of the Performance Conservatory community.

As noted elsewhere in this document, the proposal to phase out Performance Conservatory High School is not expected to yield a net loss of seats in Building X098. The DOE is separately proposing to phase in a new school at X098. In 2009-2010, Building X098 had a utilization rate of 73%. In 2010-2011, the total enrollment for all schools in the X098 is projected to be 1,290, which yields a utilization rate of 77%. In 2014-2015, when the Performance Conservatory phase-out is completed and new school 12X511 has achieved full scale, the DOE projects the building will have a utilization rate of 77%.

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. In the Bronx, there are 61,647 high school seats and 55,490 enrolled students. This implies that there is excess capacity of high school seats in the borough; however, utilization can vary by community and building.

This year, the DOE is proposing to phase-out eight high schools in the Bronx: The School for Community Research and Learning (“SCRL”), New Day Academy (“New Day”), Urban Assembly Academy for History and Citizenship for Young Men (“UA History and Citizenship”), John F. Kennedy High School (“Kennedy High School”), Christopher Columbus High School (“Columbus High School”), Global Enterprise High School (“Global Enterprise”), Performance Conservatory High School (“Performance Conservatory”) and Monroe Academy for Business/Law (“MABL”). Five of these schools – SCRL, New Day, Columbus High School, Global Enterprise and MABL – were also proposed to be phased out last year.

If all eight of the proposals above are approved by the Panel for Education Policy (PEP), the DOE has plans to replace the seats lost in the Bronx. Based on the November 1, 2010 unaudited enrollment register, these 8 schools that are proposed to phase-out are serving a total of 759 new ninth graders.

As of December 10, 2010, the DOE anticipates proposing seven new high schools to open in September 2011 that will provide additional seats to Bronx students. Some of these schools will open in campuses of the proposed phase-out schools, while others will open in different campuses. As discussed in this EIS, one of these schools will open in the X262 building as Performance Conservatory phases-out. Each of these new high schools will be the subject of a forthcoming EIS. All seven new schools will provide seats that

are not screened. If approved by the PEP, these seven new schools are expected to serve approximately 830 new ninth grade students in 2011-2012.

Given that SCRL, New Day, Columbus High School, Global Enterprise, and MABL were proposed to be phased-out last year, in January 2010, the DOE already opened replacements for some of these schools. At New Day, the Dr. Izquierdo Charter School opened in September 2010 serving students in grades 6 and will grow to ultimately enroll students in grades 6-12 at scale, with capacity to serve about 80 new ninth graders in 2013-2014. And on the Stevenson Campus, the DOE opened Bronx Bridges in anticipation of the phase-out of SCRL. Bronx Bridges currently serves 78 new ninth grade students.

Additionally, some schools on the Morris Campus and the new Mott Haven Campus were able to increase their seat capacity due to the addition of available space when Bronx Leadership Academy II (“BLA II”) moved from the Morris Campus to the new Mott Haven Campus. Of these ten schools that have increased capacity this year, seven are Limited Unscreened (meaning all students are eligible, with priority given to those that attend an Information Session or Open House event) while three are screened for Bronx students who have lived in the United States for fewer than 4 years and have limited English proficiency. In total, there is an increase of approximately 520 new ninth grade seats within these ten schools. With the opening of replacement schools last year and the 7 anticipated replacement schools this year, the DOE will have created the capacity for approximately 990 new ninth grade seats in the Bronx, which is more than enough to offset the 759 seats anticipated to be lost by the 8 proposed phase-outs. Factoring in new ninth grade seats that were made available in existing expanding schools this year, there would be capacity for approximately 1,510 seats.

Information regarding the new schools that will be proposed to open in 2011 will be provided in the winter for students who may be interested in applying to the schools as part of the High Schools Admissions Process. The details of this process were discussed earlier in this Educational Impact Statement. Detailed information about all City high schools is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Also, each year the DOE publishes a Directory of New High Schools prior to the execution of the Main Round, as described previously.

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at Building X098.

#### IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are Performance Conservatory High School, Explorations Academy, and J.H.S 098 Junior High School. All of these schools are located in the X098 building.

##### *Performance Conservatory High School*

###### Admissions Data

<b>Current Admissions</b>	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	N/A

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	396
Grades Served after Phase-Out Proposal in 2011-2012	10-12
Projected 2011-2012 Enrollment:	200-250
Grades Served after Phase-Out Proposal in 2012-2013	11-12
Projected 2012-2013 Enrollment:	100-150
Grades Served after Phase-Out Proposal in 2013-2014	12
Projected 2013-2014 Enrollment	50-100
Grades Served after Phase-Out Proposal in 2014-2015	N/A
Projected 2014-2015 Enrollment	0
Projected Enrollment at Scale	0

Demographic Data

Percentage Students Receiving CTT or SC services <sup>24</sup>	15%
Percentage Students with Individual Education Plan <sup>25</sup>	23%
Percentage English Language Learner Students <sup>26</sup>	9%
Percentage of Students Eligible for Free or Reduced Lunch <sup>27</sup>	66%

<sup>24</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>25</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>26</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>27</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Performance Conservatory High School <sup>28</sup>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	F
Quality Review Score	P	P	
<b>Graduation Data</b>			
Four-Year Graduation Rate	48%	56%	49%
Four-Year Regents Diploma Rate	22%	16%	17%
Six-Year Graduation Rate			56%
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	52%	63%	51%
Attendance Rate	79%	80%	76%

<b>2010-2011 State Accountability Status</b>	Improvement (year 1) - Comprehensive
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*Explorations Academy*

Admissions Data

<b>Current Admissions</b>	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened

<sup>28</sup> Source: 2009-2010 Progress Report Data

**Enrollment Data**

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	420
<b>Grades Served after Phase-Out Proposal in 2011-2012</b>	9-12
<b>Projected 2011-2012 Enrollment</b>	400-450
<b>Grades Served after Phase-Out Proposal in 2012-2013</b>	9-12
<b>Projected 2012-2013 Enrollment</b>	400-450
<b>Grades Served after Phase-Out Proposal in 2013-2014</b>	9-12
<b>Projected 2013-2014 Enrollment</b>	400-450
<b>Grades Served after Phase-Out Proposal in 2014-2015</b>	9-12
<b>Projected 2014-2015 Enrollment</b>	400-450
<b>Projected Enrollment at Scale</b>	400-450

**Demographic Data**

<b>Percentage Students Receiving CTT or SC services<sup>29</sup></b>	12%
<b>Percentage Students with Individual Education Plan<sup>30</sup></b>	19%
<b>Percentage English Language Learner Students<sup>31</sup></b>	13%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>32</sup></b>	84%

<sup>29</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>30</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>31</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>32</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**School Performance Data**

Explorations Academy <sup>33</sup>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade		A	A
Quality Review Score	UPF	P	
<b>Graduation Data</b>			
Four-Year Graduation Rate		46%	70%
Four-Year Regents Diploma Rate		34%	52%
Six-Year Graduation Rate			
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	75%	77%	77%
Attendance Rate	79%	81%	83%

<b>2010-2011 State Accountability Status</b>	In Good Standing
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*J.H.S 098 Junior High School*

**Admissions Data**

<b>Current Admissions</b>	6-8: District 12 MS Choice Process Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	6-8: District 12 MS Choice Process Limited Unscreened

<sup>33</sup> Source: Progress Report Data

Enrollment Data

Current Grades Served	6-8
Projected 2010-2011 Enrollment	474
Grades Served after Phase-Out Proposal in 2011-2012	6-8
Projected 2011-2012 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2012-2013	6-8
Projected 2012-2013 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2013-2014	6-8
Projected 2013-2014 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2014-2015	6-8
Projected 2014-2015 Enrollment	450-500
Projected Enrollment at Scale	450-500

Demographic Data

Percentage Students Receiving CTT or SC services <sup>34</sup>	14%
Percentage Students with Individual Education Plan <sup>35</sup>	21%
Percentage English Language Learner Students <sup>36</sup>	19%
Percentage of Students Eligible for Free or Reduced Lunch <sup>37</sup>	86%

<sup>34</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>35</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>36</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>37</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**School Performance Data**

J.H.S. 098 Herman Ridder	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	A
Quality Review Score	WD		
<b>Performance Data<sup>38</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	32%	49%	21%
Math % Proficient (Levels 3 and 4)	60%	72%	42%
<b>Other Key Performance Indicators<sup>39</sup></b>			
Attendance Rate	88%	88%	91%

<b>2010-2011 State Accountability Status</b>	Restructuring (advanced) - Comprehensive
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**New School 12X511**

**Admissions Data**

<b>Current Admissions</b>	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened

<sup>38</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>39</sup> Source: Progress Report.

Enrollment Data

Current Grades Served	N/A
Projected 2010-2011 Enrollment	N/A
Grades Served after Phase-Out Proposal in 2011-2012	9
Projected 2011-2012 Enrollment	75-100
Grades Served after Phase-Out Proposal in 2012-2013	9-10
Projected 2012-2013 Enrollment	150-175
Grades Served after Phase-Out Proposal in 2013-2014	9-11
Projected 2013-2014 Enrollment	225-275
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	300-350
Projected Enrollment at Scale	300-350

Demographic Data

12X511 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

12X511 does not yet have enrollment. 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 Performance High School, 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 Performance 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.

As a result of the phase-out, the total number of students enrolled at Performance Conservatory would decline each year, meaning that the school would 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 would increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher

Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available.

All costs related to the proposal to open 12X511 will be included in the separate, new school EIS.

## 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 Performance Conservatory would be excessed<sup>40</sup> over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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 Absent Teacher Reserve 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 Performance Conservatory would now be enrolled in the new school phasing in on the campus 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 hiring that have an impact on a school that is closing or phasing out, shall be 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.”

### B. Cost of Instruction

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

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<sup>40</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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, Performance Conservatory 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. Performance Conservatory is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

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

### **C. Administration**

All school supervisor and/or administrator positions assigned to Performance Conservatory 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.

### **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 Performance Conservatory High School 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 Information

<b>Type of Building</b>	High School
<b>Year Built</b>	1931
<b>Overall BCAS rating</b>	2.45
<b>2009-2010 Target Utilization</b>	X098: 74%
<b>2009-2010 Target Capacity</b>	X098: 1,678
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$27,869.49 <b>Materials:</b> \$7,622.15 <b>Maintenance and Repair Contracts:</b> \$173,341.76 <b>Custodial Operations Costs—Materials:</b> \$10,265.97 <b>Custodial Operations Costs—Custodial Allocation:</b> \$321,454.06
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$109,851.00 <b>Gas:</b> \$154,827.00 <b>Oil:</b> \$20,199.00
<b>Projects completed during the current or prior school year</b>	CIP- Retaining wall
<b>Projects proposed in the capital plan</b>	System Replacements- Paved area-concrete
<b>Accessibility of the building</b>	Building is not functionally programmatic accessible
<b>Building attributes</b>	Art room, Auditorium, Cafeteria, Computer rooms (CR's), Gymnasiums (2), Library, & Science lab(CR's)

APPENDIX A  
Interest Area: Performing Arts

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utility	% SE	% ELL	Progress Report	2010 Target Seats	2010 Applicants	Program Name	Interest Area	Admissions Method
Bronx	Renaissance High School for Musical Theater & Technology	08X293	3000 EAST TREMONT AVENUE BRONX NY	464	378	121%	11%	4%	A	108	1305	Renaissance High School of Musical Theater & Technology	Performing Arts	Limited Unscreened
Bronx	DreamYard Preparatory School	09X329	240 EAST 172 STREET BRONX NY	352	492	74%	6%	15%	D	108	434	DreamYard Preparatory School	Performing Arts	Limited Unscreened
Bronx	High School for Violin and Dance	09X543	1110 BOSTON ROAD BRONX NY	262	175	121%	21%	9%	A	108	543	Violin and Dance	Performing Arts	Limited Unscreened
Bronx	Theatre Arts Production Company School	10X225	2225 WEBSTER AVENUE BRONX NY	532	643	82%	14%	5%	A	81	466	Theatre Arts Production Company School	Performing Arts	Audition
Bronx	Fordham High School for the Arts	10X437	500 EAST FORDHAM ROAD BRONX NY	375	405	92%	10%	9%	A	108	841	Fordham High School for the Arts	Performing Arts	Audition
Bronx	Celia Cruz Bronx High School of Music, The	10X442	2780 RESERVOIR AVENUE BRONX NY	406	433	84%	0%	6%	B	60	205	Concert Band/Piano	Performing Arts	Audition
Bronx	Celia Cruz Bronx High School of Music, The	10X442	2780 RESERVOIR AVENUE BRONX NY	406	433	84%	0%	6%	B	60	205	Chorus	Performing Arts	Audition
Bronx	Celia Cruz Bronx High School of Music, The	10X442	2780 RESERVOIR AVENUE BRONX NY	406	433	84%	0%	6%	B	60	205	Strings	Performing Arts	Audition
Bronx	Bronx Theatre High School	10X546	99 TERRACE VIEW AVENUE BRONX NY	435	597	70%	8%	8%	C	54	450	Theatre Design and Technology	Performing Arts	Limited Unscreened
Bronx	Bronx Theatre High School	10X546	99 TERRACE VIEW AVENUE BRONX NY	435	597	70%	8%	8%	C	54	450	Performance and Production	Performing Arts	Limited Unscreened
Bronx	Wings Academy	12X684	1122 EAST 180 STREET BRONX NY	519	606	84%	11%	7%	B	100	1217	Dance	Performing Arts	Audition

## APPENDIX A

### Interest Area: Performing Arts

<b>Sources:</b>	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity (Org Capacity)	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization (Org Util)	School Utilization in 2009-2010 from the School Utilization Report ("Blue Book")
% Special Education (SE)	Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
Progress Report	Progress Report Grade
2010 Seat Target	Program Seat Target for September 2010
2010 Applicants	Program Applicants for September 2010
Admissions Method	Process by which students are admitted to the school