

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Metropolitan Corporate Academy High School (15K530)

I. Summary of Proposal

Metropolitan Corporate Academy High School (“15K530,” “MCA”) is an existing high school located in the K806 building at 362 Schermerhorn Street, Brooklyn, NY 11217 within the geographical confines of Community School District 15. It currently serves students in grades nine through twelve. On December 17, 2010, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) proposing to phase out Metropolitan Corporate Academy High School 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 and adds a more detailed description of how the DOE calculates building target capacity and utilization.

If the proposal is approved, MCA 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 MCA. In cases where students do not complete graduation requirements by June 2014, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their high school education after MCA completes phasing out.

MCA is currently co-located with the Brooklyn School for Career Development (75K753, “SCD”), a District 75 high school. SCD currently enrolls students with a range of disabilities, in grades 9-12. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like gymnasiums and cafeterias.

In 2009-2010, K806 had a target capacity of 419 students, and the building enrolled 461 students, yielding a utilization rate of 117% of target capacity.¹ In 2010-2011, there are only 390 students projected to be enrolled in the building, yielding an estimated utilization rate of 94% of target capacity.^{2,3} Regardless of whether this proposal is approved, SCD would continue serving its current students in Building K806. SCD students take classes in the K806 building, but many of the students also participate in job training activities at work sites, so not all of the enrolled SCD students are in the building at the same time.³

¹ 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.

² Enrollment reflects 2010-11 enrollment projection, and utilization compares this enrollment with the 2009-10 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).

³ Although the blue book utilization is over 100%, the projected utilization for 2010-2011 is 94% which is within the range of DOE’s preferred building utilization (under 100%). Furthermore, the utilization rate includes enrollment in the building at both MCA and SCD. However, given that some SCD students are participating in off-site work training, the enrollment may be greater than the total number of students in the building on a given day.

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 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 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, the results of which are also released by the DOE, 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 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. In January 2010, the State identified MCA as a PLA school.

Based on the fact that MCA received low scores on both the most recent Progress Report and Quality Review, in addition to the fact that the State identified MCA as a PLA school, the DOE initiated a comprehensive review of MCA, with the goal of determining what intensive supports and interventions would best benefit its students and the MCA 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 MCA—will address the school’s performance struggles and allow for new school options to develop in Building K806 that will better serve future students and the broader community.

Performance and School Environment at Metropolitan Corporate Academy High School

MCA has struggled for years. Last winter, the Panel for Educational Policy (“PEP”) voted to gradually phase out MCA based on evidence that the school was not equipped to significantly improve student performance. A lawsuit prevented DOE from following through with those plans. MCA’s performance during the 2009-2010 school year only confirmed the DOE’s earlier assessment that the school lacks capacity to turn around quickly to better support student needs.

- Metropolitan Corporate Academy High School has struggled for years. For the last three years, MCA has had a four-year graduation rate (including August graduates) below 50%.
 - In 2010, the school’s four-year graduation rate (including August graduates) was 47%, well below the Citywide 63% average.⁴ This puts Metropolitan Corporate Academy High School in the bottom 6% of all high schools Citywide for 2010 and in the bottom 9% of high schools in Brooklyn.

⁴ The 2010 graduation rate cited for MCA 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 MCA Class of 2010 are still being audited and are not likely to 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.

- If Regents diplomas alone counted toward graduation (as will be the case in just one year) the four-year graduation rate at MCA would drop to just 18%, well below the Citywide average of 46%.
- Looking at the school's six-year graduation rate, the situation is not much better. In 2010, MCA achieved a 59% six-year graduation rate, still below the Citywide four-year average.
- MCA earned an overall C grade on its 2009-2010 Progress Report, with an F grade on the Student Performance sub-section, a C grade for School Environment, and a D grade for Student Progress. MCA earned an overall D grade on its 2008-2009 Progress Report and an overall C grade in 2007-2008.
- MCA was rated “Underdeveloped” 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 and “Underdeveloped” as the lowest rating. MCA’s 2009 Quality Review cited numerous serious concerns including an inadequate focus on ensuring students achieve learning goals, deficiencies in communicating high expectations to students and families, and insufficient use of collaborative and data-informed processes to set measurable, actionable and differentiated learning goals for individual students and groups of students. The report indicated that the school has inadequate development and use of tools to enable school leaders and teachers to organize and analyze student performance, as well as poor lesson planning and differentiation of instruction to meet the needs of individual students and student groupings. These numerous concerns suggested that the school is ill-equipped to turn around quickly to better support students.
- MCA’s attendance rate continues to be low. The 2009-2010 attendance rate was 77%, which is well below the Citywide average of 86% for high schools. In fact, this attendance rate puts MCA in the bottom 7% among all City high schools.
- Safety has been a concern at the school. In 2008, 25% of MCA students reported that they felt unsafe in the hallways, stairwells and locker rooms at school; by 2010 that number had dropped slightly to 21%. In 2008, 18% of teachers reported feeling that order and discipline were not maintained at the school. That number increased to 26% in 2010.

Demand for seats at MCA is low and has been falling. MCA admits students through the High School Admissions Process into two programs: the Career and College Institute and the Metropolitan Corporate Academy program. Over the past two years, demand for both programs has declined. The number of applications per seat has dropped from 5.3 for September 2009 enrollment to 3.9 for September 2010 enrollment at the Career and College Institute and from 3.6 to 2.3 during the same period for enrollment at the Metropolitan Corporate Academy program. The demand for these programs is far lower than the Citywide average program demand of 8.1 applications per seat.⁵ Only 25% of students who apply to the school rank one of the programs in their top three choices. Additionally, there are currently only 12 newly admitted ninth grade students enrolled in the school who were matched through the most recent High School Admissions Process.

⁵ Demand data reflect high school admissions applications submitted in early December 2009 for students beginning high school in September 2010. This data captures the demand for MCA prior to the DOE’s proposed phase-out announcement.

The chart below summarizes key performance data for MCA over the past three years.

Metropolitan Corporate Academy High School⁶	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	C
Performance Grade	B	D	F
Progress Grade	C	C	D
Environment Grade	B	C	C
Quality Review Score	UPF	U	N/A
Graduation Data			
Four-Year Graduation Rate	48%	47%	47%
Four-Year Regents Diploma Rate	30%	26%	18%
Six-Year Graduation Rate	71%	64%	59%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	76%	70%	73%
Attendance Rate	74%	79%	77%
2010-2011 State Accountability Status			
Restructuring (advanced) - Comprehensive			

Overview of Past Strategic Improvement Efforts at MCA High School

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

Leadership Support:

- Helping the principal develop MCA’s Comprehensive Education Plan and set school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at Metropolitan.
- Training and coaching the principal to enhance instructional and organizational coherence.

Instructional Support:

- Working with the school to create teacher teams that meet weekly to review and develop consistent assessments of student work; teams also use data to improve instruction for English Language Learners, students with disabilities, and students performing below grade level.
- Providing training to the principal, assistant principal, and teachers on using data to improve student achievement, using data to evaluate, develop, and monitor teaching practices, lesson-planning using understanding by design, writing meaningful observations, student engagement, implementing new state standards in Social Studies, and the use of ARIS, Progress Reports, and the Quality Review rubric.

⁶ All data from the 2009-2010 DOE Progress Report. MCA did not have a Quality Review in 2009-2010.

Operational Support:

- Helping the school implement and allocate more than \$54,000 in grant funding, which has been used for extended-day violence prevention programs, and \$115,000 in School In Need of Improvement funds from the state.
- Coaching staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Providing training to guidance counselors on using scholarship reports and graduation tracking systems.
- Supporting partnership programs with NY City College of Technology, NY Public Library, and City College.
- Working with the school to establish relationships with community-based organizations, such as Hospital Audiences Inc., College Summit and College Now, through which students take college courses and participate in conflict resolution and theatre arts programs that focus on health and self-esteem.
- Supporting extensive after-school activities such as tutoring, Regents and SAT exam prep courses, and dance and arts.
- Helping the school address violent incidents and student suspensions by creating a school crisis management team made up of school leadership and social service professionals.

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 MCA's lack of success despite the above supports—whether as part of centralized efforts to support all schools or individualized plans for MCA—it is apparent that MCA 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 MCA community about strategies to better support students and improve outcomes at the school. The MCA community provided input to the DOE throughout the 2009-2010 school year in the context of the previously proposed phase-out of MCA. On November 17, 2010, Superintendent for Staten Island/Brooklyn High Schools Aimee Horowitz held a School Leadership Team meeting and a parent meeting at the school to discuss what is working at MCA, what isn't working, and how we can work together to serve students better. Only two parents attended and had little feedback to offer about the school.

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/brooklyn/MCA>.

While some members of the MCA community objected to the possibility of phasing the school out, the DOE believes that drastic action must be taken given the school's performance struggles, the lack of evidence that the school is poised to quickly turn around to better support students, and the very low demand for seats at the school.

We will 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

The building in which MCA is located, K806, has the capacity to serve 419 students. K806 has a 2009-2010 utilization rate of 117% percent of target capacity.⁷ In 2010-2011, there are 390 students projected to be enrolled in the building, yielding an estimated utilization rate of 94% of target capacity.⁸ MCA is co-located with SCD which would continue to serve students in the building if the proposal to phase out MCA is approved.

The DOE intends to utilize the space in K806 as MCA phases out and will propose to site a school in the K806 Building for the 2012-2013 school year. Any proposal to co-locate an additional school in Building K806 will be in the subject of a future Educational Impact Statement.

Over the next four years, the proposed grade spans for the schools in the building are as follows⁹:

School Name	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
School for Career Development	9-12	9-12	9-12	9-12	9-12	9-12
Metropolitan Corporate Academy High School	9-12	10-12	11-12	12	N/A	N/A
Future School	N/A	N/A	9	9-10	9-11	9-12

School for Career Development would not be affected by this proposed phase-out or the forthcoming proposed phase-in of a school; it will continue to serve students in grades 9-12 with approximately 80- 90 students.

Long-term, the plan for Building K806 is to open one high school in 2012-2013 and to continue with the existing District 75 school in the building. This new school would begin enrolling 75 to 100 ninth-grade students in 2012-2013 and would add one grade per year until it serves 300-325 students in grades 9-12 at full scale in 2015-2016. In the 2012-2013 school year, the building utilization with all three schools co-located in K806 would be approximately 87%. In 2015-2016 when MCA has phased out and the proposed school has completed its phase-in, the building utilization would be 99%.

Beginning in 2014-2015, Building K806 would house only SCD and the additional school. The details of this proposal to phase in an additional school in K806 will be the subject of a future Educational Impact Statement.

The K806 building is not accessible.

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

⁷ Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity.

⁸ Enrollment reflects 2010-11 enrollment projection, and utilization compares this enrollment with the 2009-10 capacity.

⁹ As MCA 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 in MCA and would have access to appropriate courses to support their continued progress toward graduation.

A. Students

Enrollment Options for Current Metropolitan Corporate Academy High School Students

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

Current Ninth Graders in Metropolitan Corporate Academy 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 or her application. High School admissions applications were due on December 3, 2010. 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 tenth grade. Current ninth-grade students at MCA 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.

Those interested in applying to attend a different school as a 10th 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, and students interested in applying 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.

Students who are repeating ninth grade at MCA would complete high school at MCA 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.

Current Tenth, Eleventh and Twelfth Graders at MCA

Current tenth, eleventh, and twelfth grade students who are on track to graduate by the end of the 2013-2014 school year would complete high school at MCA 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 by the end of the 2013-2014 school year should 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 High Schools or Young Adult Borough Centers,¹⁰ 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 MCA students would remain enrolled at the school as they work toward graduation.

MCA currently offers Self-Contained ("SC") classes and Special Education Teacher Support Services

¹⁰ 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.

(“SETSS”). It also has an English as a Second Language program (“ESL”). English Language Learners at MCA will continue to receive mandated services as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans.

In June 2014, if a student has not accumulated enough credits to graduate from MCA, the DOE will arrange a new placement for the student and for all students who have not passed the minimum number of Regents exams by June 2014.

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

Impact on Academic and Extracurricular Offerings at Metropolitan Corporate Academy High School

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Metropolitan Corporate Academy 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, MCA High School 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. 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 MCA 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.

MCA offers two academic programs through the High School Admissions Process: Metropolitan Corporate Academy and the College and Career Institute. Students currently enrolled in those programs would continue to have access to the academic classes they need to complete their program requirements.

As a school identified as PLA, MCA 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. 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 MCA were selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between MCA and the high school to be co-located in K806, and will be available to support programs at both schools that will actively advance students towards graduation. (e.g., on-line credit recovery programs, additional youth development and guidance support to

struggling students).

Metropolitan Corporate Academy High School would continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

According to the 2010-2011 High School Directory, Metropolitan Corporate Academy High School currently offers the following sports: Basketball, Track, and Weightlifting Clubs.

MCA does not have any teams that participate in the Public School Athletic League (PSAL).

According to the High School Directory, Metropolitan Corporate Academy High School also offers the following extracurricular activities: Peer Tutoring, Next Step, SAT Prep, College Tours, Academic Tutoring, Service Learning, Internships, PM School, Guitar/Percussion Ensemble, Chorus, African Dance, Debate Team Club, Student/Faculty Book Club, Parent Book Club, and Running Club.

It is again difficult to predict precisely what changes to the sports and other extracurricular offerings might be implemented as decisions would rest with school administrators and would be made based on student interests and available resources.

Similarly, all school organizations offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current MCA 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. That same possibility exists for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Impact on Community Partnerships at Metropolitan Corporate Academy High School

MCA currently has partnerships with several community organizations including: New York City College of Technology, City College, and Hospital Audiences. Students take college courses at the NYC College of Technology and City College. Through the partnership with Hospital Audiences, students can participate in a theater arts programs that focuses on health and self-esteem issues.¹¹

Those partnerships would continue to support current students as MCA phases out, 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 MCA 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. As appropriate, the DOE will work with SCD and the proposed high school to introduce or enhance partnerships with the community organizations that currently MCA students.

The DOE does not anticipate that this proposed phase-out will have any impact on SCD students.

Admissions Impact for Future High School Students- High School 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 or her application.¹²

¹¹ <http://hainyc.org/>

¹² 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

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 grade students 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, students who listed any of the program offerings at MCA on their high school admissions applications would have the opportunity in February 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, MCA's programs would be removed from the student's existing list application before the Main Round match is executed. In this scenario, any school's programs ranked lower than those in programs in MCA 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 MCA on the application. However, if the student would have been matched to MCA, he or she will instead be matched to the next-highest program listed on the application.

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 the 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 register, MCA has a total of 36 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 NYC school at the time school started. These students fall into one of three categories:

- New to the New York City school system; or
- 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)¹³.

When a student arrives for an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or 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 meeting projections through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. This means that students can be admitted through the OTC process on an unscreened basis. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered through referral.¹⁴ 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 Brooklyn, the number of schools that admit students during this period has increased from

¹³ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

¹⁴ International schools are designed to provide quality education for recently arrived immigrant students 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”).

125 to 142.

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 MCA, 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	12	12

Additionally, MCA admitted 23 OTC students in grades 10-12 as well¹⁵:

	Over-the-Counter
10th Grade	12
11th Grade	7
12th Grade	4

It is critical that the needs of all students—whether they arrive through the admissions process or over-the-counter—are met. Of the 12 ninth grade students who were admitted through the High School Admissions process, 17% are students with disabilities and 0% are ELL. And of the 35 students who arrived ‘over-the-counter’, 14% are students with disabilities and 6% are ELL¹⁶.

High school students with Individualized Education Plans (IEPs) are placed in the school they would attend if they were not disabled. 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 is the same process as described above.

Attached as Appendix A to this EIS is a list of schools in Brooklyn with programs in the same “Interest Area” as the two programs at MCA. Both of MCA’s programs fall within the Humanities and Interdisciplinary interest area. There are 63 high school programs in Brooklyn that fall under the Humanities and Interdisciplinary interest area that students may apply to through the High School Admissions Process. In addition, the percentage of students with disabilities and ELLs 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.

B. Schools

Metropolitan Corporate Academy High School currently enrolls 308 students.¹⁷

The DOE intends to utilize the space in K806 as MCA phases-out and will propose the co-location of a high school in K806 for the 2012-2013 school year. At this time, the details of that proposal are not yet available. Any proposal to co-locate an additional school in building K806 will be proposed in a future

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

¹⁶ 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.

¹⁷ 2010-2011 Enrollment Projection. Unless otherwise noted, all reference to current enrollment are based on the 2010-2011 Enrollment Projections.

Educational Impact Statement. The table below outlines the projected enrollment ranges for the schools in K806 as MCA phases out and the other school phases-in.¹⁸

School Name	Projected Enrollment					
	2010-2011	2011-12	2012-13	2013-14	2014-15	2015-2016
MCA	308	200-250	125-175	50-75	N/A	N/A
SCD	82	80-90	80-90	80-90	80-90	80-90
Future School	N/A	N/A	75-100	150-175	225-275	300-325
Total	390	280-340	280-365	280-340	305-365	380-415

As MCA phases out, the total enrollment in the building will decline. As mentioned before, the DOE will publish a proposal for a high school to be co-located in the K806 building with SCD in 2012-2013. As described in the chart above, the enrollment of the school will gradually grow as the school adds an additional grade each year. In 2015-2016, when MCA has phased out and the future school has phased in, K806 will serve approximately 380 to 415 students and will have a target building utilization of 99%. There will be enough room in the building to support MCA, SCD and the new school as MCA phases out and the other phases in.

The DOE uses the Instructional Footprint to set 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. (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)

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.¹⁹ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

¹⁹ 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.

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 survey completed by the DOE in October 2010, there are 20 full-size instructional rooms plus 1 science lab in K806, for a total of 21 full size spaces. There are also 8 half-size spaces and 21 quarter size spaces which are typically used for administrative purposes.

MCA is currently using 18 full-size spaces and 1 science lab, 5 half size rooms and 17 quarter-size rooms. SCD is currently using 2 full-size spaces, 3 half-size spaces, and 7 quarter-size spaces. Based on its current enrollment, MCA should be allocated a baseline of 12 full-size spaces according to the Footprint. In other words, MCA is currently 7 full-size rooms over the baseline Footprint allocation. If this proposal is approved, the enrollment at MCA is projected to decline. As the number of students is reduced, the Footprint allocation of rooms for MCA will also be reduced. At each stage of the proposed phase-out of MCA and the phase-in of a new school, there will be additional rooms in the building over the baseline requirement per the footprint. The allocation of these rooms will be made in conjunction with the Building Council and the Office of Space Planning.

The table below outlines the baseline number of rooms that each school should be allocated based on the enrollment through the course of the phase-out of MCA and phase-in of another school.

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
MCA	12	8-10	5-7	2-3	N/A	N/A
SCD	2	2	2	2	2	2
Future School	N/A	N/A	3-4	6-7	9-11	12-13
Total	14	10-12	10-13	10-12	11-13	14-15

In 2012-2013 and 2013-2014 when all three schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium and cafeteria. MCA and SCD currently share these common spaces in the building.

The details of the proposal to phase in a school will be further detailed in a future Educational Impact Statement. However, any proposal to co-locate a school in the building will take into account the available space in K806 based on the enrollment projections for MCA as it phases out.

There are currently no planned upgrades for the K806 building as part of the Capital Plan.

C. Community

MCA 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, MCA'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 K806 building will remain open but will offer new educational options that 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. In Brooklyn, there are 91,483 available high school seats, but only 80,070 students are enrolled in these high schools. Thus, the borough has the capacity to serve more students in its schools.

This year, in addition to MCA, the DOE is proposing to phase-out one other high school in Brooklyn: Paul Robeson High School. Based on the November 1, 2010 enrollment register, MCA and Robeson High School are serving a combined total of 67 new ninth grade students.

As discussed above, in K806, where MCA is currently located, the DOE will propose in a forthcoming EIS to phase in a school for the 2012-2013 school year.

In K625, where Paul Robeson High School is currently located, the DOE is proposing to phase in a new school that will replace Paul Robeson High School, which will begin enrolling 110 ninth grade students in 2011-2012 with a Limited Unscreened admission method. This new school alone will offset the combined number of lost seats from the proposed phase-outs of MCA and Paul Robeson High School. Additionally, the DOE is proposing to re-site the Academy for Health Careers, an existing school that currently serves 83 ninth graders, in the K625 building for 2011-2012 school year. Details about any future proposals including re-sitings will be posted in forthcoming EISs in January 2011 and will require PEP approval.

Moreover, the seats lost as a result of MCA's phase out may be absorbed by other high schools in the borough that offer the same programs as MCA. Attached as Appendix A is a list of schools in Brooklyn with programs in the same "interest area" as the two programs at MCA. Both of MCA's programs fall within the Humanities and Interdisciplinary interest area. There are 63 high school programs in Brooklyn that fall under the Humanities and Interdisciplinary Interest Area that students may apply to in the High School Admissions Process. In addition, the percentage of students with disabilities and English Language Learners attending 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.

In addition, 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>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Building K806.

IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are Metropolitan Corporate Academy High School and SCD.

Metropolitan Corporate Academy High School

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Educational Option, Screened
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	308
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	125-175
Grades Served after Phase-Out Proposal in 2013-2014	12
Projected 2013-2014 Enrollment	50-75
Grades Served after Phase-Out Proposal in 2014-2015	N/A
Projected Enrollment 2014-2015	N/A

Demographic Data

Percentage Students Receiving CTT or SC services²⁰	12%
Percentage Students with Individual Education Plan²¹	17%
Percentage English Language Learner Students²²	2%
Percentage of Students Eligible for Free or Reduced Lunch²³	79%

²⁰ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

²¹ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

²² English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

²³ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Metropolitan Corporate Academy High School ²⁴	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	C
Quality Review Score	UPF	U	
Graduation Data			
Four-Year Graduation Rate	48%	47%	47%
Four-Year Regents Diploma Rate	30%	26%	18%
Six-Year Graduation Rate	71%	64%	59%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	76%	70%	73%
Attendance Rate	74%	79%	77%
2010-2011 State Accountability Status			
Restructuring (advanced) - Comprehensive			

District 75 School for Career Development (75K753)

Admissions Data

Current Admissions	Placement Based on Individual Students Needs/ Recommended Special Education Services
Admissions after Phase-out Proposal in 2011-2012	Placement Based on Individual Students Needs/ Recommended Special Education Services

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	82 ²⁵
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	80-90
Projected Enrollment at Scale	80-90

²⁴ All data from the 2009-2010 Progress Report. MCA did not have Quality Review in 2009-2010.

²⁵ District 75 schools are not part of the D1-32 register projection process. Projected enrollment is assumed to remain consistent with current enrollment unless otherwise noted.

Demographic Data²⁶

Percentage Students Receiving CTT or SC services ²⁷	100%
Percentage Students with Individual Education Plan ²⁸	99%
Percentage English Language Learner Students ²⁹	9%
Percentage of Students Eligible for Free or Reduced Lunch ³⁰	N/A

School Performance Data

District 75 programs do not have standard Progress Report Data.

Future School

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: TBD
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	N/A
Projected 2010-2011 Enrollment	N/A
Grades Served after Phase-Out Proposal in 2011-2012	N/A
Projected 2011-2012 Enrollment	N/A
Grades Served after Phase-Out Proposal in 2012-2013	9
Projected 2012-2013 Enrollment	75-100
Grades Served after Phase-Out Proposal in 2013-2014	9-10
Projected 2013-2014 Enrollment	150-175
Grades Served after Phase-Out Proposal in 2014-2015	9-11
Projected Enrollment 2014-2015	225-275
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment 2014-2015	300-325

²⁶ 75K753 is sited at multiple locations, one of which is K806. This demographic data is for the entire 75K753 school, where students at K806 only make up a portion of the overall population. Therefore, this data may not be representative of only the students attending 75K753 at K806.

²⁷ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

²⁸ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

²⁹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

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

Demographic Data

The School will enroll students in 2012-2013 and therefore does not have demographic data at this point.

School Performance Data

The School will enroll students in 2012-2013 and therefore does not have performance data.

IV. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to MCA, 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 MCA register 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 MCA will decline each 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 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 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.

All costs related to opening an additional school in K806 will be included in the separate EIS proposing the co-location of the school with SCD.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at MCA would be excessed³¹ 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 MCA will now be enrolled in the new schools 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 MCA 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.

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, MCA 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. MCA 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.

³¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 MCA 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 MCA 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/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Metropolitan Corporate Academy High School as a result of this proposal.

Other Support Services

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

VI. Building Information

Type of Building	High School
Year Built	1850
Overall BCAS rating	2.56
2009-2010 Target Utilization	K806: 117%
2009-2010 Target Capacity	K806: 419
FY 2009 Maintenance Costs	Labor: \$19,853.39 Materials: \$13,330.07 Maintenance and Repair Contracts: \$7,597.64 Custodial Operations Costs—Materials: \$3,825.82 Custodial Operations Costs—Custodial Allocation: \$183,070.83
FY 2009 Energy Costs	Electric: \$96,630.00 Gas: \$29,014.00 Oil: \$20,733.00
Projects completed during the current or prior school year	CIP toilets - students. CTF - room conversion
Projects proposed in the capital plan	No projects identified
Accessibility of the building	Building is not functionally accessible
Building attributes	Cafeteria, Computer room, Library, Multi-purpose Room & Science Lab

APPENDIX A

Interest Area: Humanities & Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Seat Target	2010 Applicants	Program Name	Interest Area	Admissions Method
K	Science Skills Center High School for Science, Technology and the Creative Arts	13K419	49 FLATBUSH AVENUE EXTENSION BROOKLYN NY	646	666	119%	8%	5%	A	34	76	Humanities and the Arts	Humanities & Interdisciplinary	Screened
K	Brooklyn International High School	13K439	49 FLATBUSH AVENUE EXTENSION BROOKLYN NY	396	376	110%	0%	83%	A	90	726	Brooklyn International High School	Humanities & Interdisciplinary	Screened
K	Freedom Academy High School	13K509	116 NASSAU STREET BROOKLYN NY	265	481	65%	11%	2%	B	85	457	Freedom Academy	Humanities & Interdisciplinary	Educational Option
K	Urban Assembly Institute of Math and Science for Young Women	13K527	283 ADAMS STREET BROOKLYN NY	398	450	70%	7%	1%		81	320	Urban Assembly Institute of Math and Science for Young Women	Humanities & Interdisciplinary	Limited Unscreened
K	Benjamin Banneker Academy	13K670	71-77 CLINTON AVENUE BROOKLYN NY	833	1027	81%	2%	0%	B	60	1005	Humanities	Humanities & Interdisciplinary	Screened
K	Juan Morel Campos Secondary School	14K071	215 HEYWARD STREET BROOKLYN NY	883	1448	63%	15%	23%	C	59	223	Juan Morel Campos Secondary School	Humanities & Interdisciplinary	Limited Unscreened
K	Foundations Academy	14K322	70 TOMPKINS AVENUE BROOKLYN NY	190	522	43%	20%	1%	B	108	180	Foundations Academy	Humanities & Interdisciplinary	Limited Unscreened
K	Academy for Young Writers	14K404	183 SOUTH 3 STREET BROOKLYN NY	375	417	90%	5%	3%	A	108	612	Academy for Young Writers	Humanities & Interdisciplinary	Limited Unscreened
K	Brooklyn Latin School, The	14K449	325 BUSHWICK AVENUE BROOKLYN NY	337	446	63%	0%	0%	B	N/A	N/A	Brooklyn Latin	Humanities & Interdisciplinary	Test
K	Green School: An Academy for Environmental Careers	14K454	223 GRAHAM AVENUE BROOKLYN NY	362	631	55%	8%	5%	D	116	359	Green School: An Academy for Environmental Careers	Humanities & Interdisciplinary	Limited Unscreened
K	Brooklyn Preparatory High School	14K488	257 NORTH 6 STREET BROOKLYN NY	383	622	56%	14%	1%	A	108	776	Brooklyn Preparatory High School	Humanities & Interdisciplinary	Limited Unscreened

APPENDIX A

Interest Area: Humanities & Interdisciplinary

K	Williamsburg Preparatory School	14K561	257 NORTH 6 STREET BROOKLYN NY	540	625	76%	9%	4%	A	130	1309	Williamsburg Preparatory School	Humanities & Interdisciplinary	Limited Unscreened
K	Lyons Community School	14K586	223 GRAHAM AVENUE BROOKLYN NY	548	616	79%	11%	11%		81	416	Lyons Community School	Humanities & Interdisciplinary	Limited Unscreened
K	El Puente Academy for Peace and Justice	14K685	250 HOOPER STREET BROOKLYN NY	200	234	84%	17%	19%	A	55	436	El Puente Academy for Peace and Justice	Humanities & Interdisciplinary	Educational Option
K	Brooklyn School for Global Studies	15K429	284 BALTIC STREET BROOKLYN NY	434	838	59%	21%	6%	F	120	388	Brooklyn School for Global Studies	Humanities & Interdisciplinary	Screened
K	Brooklyn Secondary School for Collaborative Studies	15K448	610 HENRY STREET BROOKLYN NY	702	761	93%	25%	5%	A	81	431	Brooklyn Secondary School for Collaborative Studies	Humanities & Interdisciplinary	Limited Unscreened
K	Secondary School for Research	15K464	237 7 AVENUE BROOKLYN NY	428	630	76%	9%	11%	C	125	244	College Preparatory	Humanities & Interdisciplinary	Screened
K	School for International Studies	15K497	284 BALTIC STREET BROOKLYN NY	482	813	55%	8%	13%	B	108	381	Honors Institute	Humanities & Interdisciplinary	Screened
K	Cobble Hill School of American Studies	15K519	347 BALTIC STREET BROOKLYN NY	687	913	79%	16%	5%	B	137	336	American Studies	Humanities & Interdisciplinary	Educational Option
K	Metropolitan Corporate Academy High School	15K530	362 SCHERMERHORN STREET BROOKLYN NY	301	360	113%	12%	2%	C	91	169	Metropolitan Corporate Academy High School	Humanities & Interdisciplinary	Educational Option
K	Metropolitan Corporate Academy High School	15K530	362 SCHERMERHORN STREET BROOKLYN NY	301	360	113%	12%	2%	C	34	104	College and Career Institute	Humanities & Interdisciplinary	Screened
K	Sunset Park High School	15K667	153 35TH STREET BROOKLYN NY	697	926	40%	9%	12%		324	1210	Sunset Park High School	Humanities & Interdisciplinary	Limited Unscreened
K	Frederick Douglass Academy IV Secondary School	16K393	1010 LAFAYETTE AVENUE BROOKLYN NY	475	608	83%	10%	2%	B	81	393	Frederick Douglass Academy IV Secondary School	Humanities & Interdisciplinary	Limited Unscreened
K	Academy for College Preparation and Career Exploration: A College Board School	17K382	911 FLATBUSH AVENUE BROOKLYN NY	570	771	78%	5%	3%	B	81	272	Academy for College Preparation and Career Exploration	Humanities & Interdisciplinary	Limited Unscreened
K	International High School at Prospect Heights	17K524	883 CLASSON AVENUE BROOKLYN NY	444	557	78%	0%	92%	B	108	326	International High School at Prospect Heights	Humanities & Interdisciplinary	Screened
K	High School for Global Citizenship, The	17K528	883 CLASSON AVENUE BROOKLYN NY	400	502	82%	9%	3%	C	108	292	High School for Global Citizenship	Humanities & Interdisciplinary	Limited Unscreened

APPENDIX A

Interest Area: Humanities & Interdisciplinary

K	School for Human Rights, The	17K531	600 KINGSTON AVENUE BROOKLYN NY	386	285	136%	7%	3%	A	81	283	The School for Human Rights	Humanities & Interdisciplinary	Limited Unscreened
K	High School for Youth and Community Development at Erasmus	17K537	911 FLATBUSH AVENUE BROOKLYN NY	404	550	76%	11%	5%	C	54	188	Community Development Internship Seminar	Humanities & Interdisciplinary	Limited Unscreened
K	High School for Service & Learning at Erasmus	17K539	911 FLATBUSH AVENUE BROOKLYN NY	409	453	91%	9%	7%	A	108	337	High School for Service & Learning	Humanities & Interdisciplinary	Limited Unscreened
K	High School for Public Service: Heroes of Tomorrow	17K546	600 KINGSTON AVENUE BROOKLYN NY	410	590	66%	0%	1%	A	N/A	N/A	Public Service Academy: Social Action & Leadership	Humanities & Interdisciplinary	Educational Option
K	Brooklyn Generation School	18K566	6565 FLATLANDS AVENUE BROOKLYN NY	318	400	55%	10%	4%		81	429	Brooklyn Generation School	Humanities & Interdisciplinary	Limited Unscreened
K	Kurt Hahn Expeditionary Learning School	18K569	5800 TILDEN AVENUE BROOKLYN NY	308	328	69%	10%	9%		81	216	Kurt Hahn Expeditionary Learning School	Humanities & Interdisciplinary	Limited Unscreened
K	Victory Collegiate High School	18K576	6565 FLATLANDS AVENUE BROOKLYN NY	337	376	65%	14%	2%		81	327	Victory Collegiate High School	Humanities & Interdisciplinary	Limited Unscreened
K	Arts & Media Preparatory Academy	18K589	905 WINTHROP STREET BROOKLYN NY	250	487	43%	11%	2%		81	481	Arts & Media Preparatory	Humanities & Interdisciplinary	Limited Unscreened
K	Cultural Academy for the Arts and Sciences	18K629	5800 TILDEN AVENUE BROOKLYN NY	227	309	49%	17%	10%		108	312	Cultural Academy for the Arts	Humanities & Interdisciplinary	Limited Unscreened
K	Urban Action Academy	18K642	1600 ROCKAWAY PARKWAY BROOKLYN NY	249	240	71%	13%	8%		108	233	Urban Action Academy	Humanities & Interdisciplinary	Limited Unscreened
K	East New York Family Academy	19K409	2057 LINDEN BOULEVARD BROOKLYN NY	441	631	71%	3%	0%	B	75	661	East New York Family Academy	Humanities & Interdisciplinary	Screened
K	FDNY High School for Fire and Life Safety	19K502	400 PENNSYLVANIA AVENUE BROOKLYN NY	414	477	88%	12%	3%	C	108	656	FDNY High School for Fire and Life Safety	Humanities & Interdisciplinary	Limited Unscreened
K	Multicultural High School	19K583	999 JAMAICA AVENUE BROOKLYN NY	413	412	83%	0%	89%		81	129	Multicultural High School	Humanities & Interdisciplinary	Screened
K	Brooklyn Lab School	19K639	999 JAMAICA AVENUE BROOKLYN NY	318	216	98%	15%	13%		108	436	Brooklyn Lab School	Humanities & Interdisciplinary	Limited Unscreened

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Interest Area: Humanities & Interdisciplinary

K	Cypress Hills Collegiate Preparatory School	19K659	999 JAMAICA AVENUE BROOKLYN NY	437	576	73%	5%	11%	F	108	263	Cypress Hills Collegiate Preparatory School	Humanities & Interdisciplinary	Limited Unscreened
K	High School of Telecommunication Arts and Technology	20K485	350 67 STREET BROOKLYN NY	1307	1210	107%	10%	6%	A	312	3367	Telecommunication Arts and Technology	Humanities & Interdisciplinary	Educational Option
K	Fort Hamilton High School	20K490	8301 SHORE ROAD BROOKLYN NY	4380	2752	130%	9%	21%	B	140	2470	Honors Academy	Humanities & Interdisciplinary	Screened
K	Urban Assembly School for Criminal Justice	20K609	4200 16 AVENUE BROOKLYN NY	295	242	88%	6%	11%		81	293	The Urban Assembly School for Criminal Justice	Humanities & Interdisciplinary	Limited Unscreened
K	High School of Sports Management	21K348	2630 BENSON AVENUE BROOKLYN NY	346	508	69%	13%	3%	B	108	728	High School of Sports Management	Humanities & Interdisciplinary	Limited Unscreened
K	Abraham Lincoln High School	21K410	2800 OCEAN PARKWAY BROOKLYN NY	2653	2048	124%	9%	17%	C	34	312	Honors Institute for American Studies - Gilder Lehrman	Humanities & Interdisciplinary	Screened
K	Kingsborough Early College School	21K468	2630 BENSON AVENUE BROOKLYN NY	407	536	61%	5%	3%		81	760	Kingsborough Early College	Humanities & Interdisciplinary	Screened
K	John Dewey High School	21K540	50 AVENUE X BROOKLYN NY	2628	2486	111%	6%	17%	C	500	1108	Experimental School	Humanities & Interdisciplinary	Educational Option
K	John Dewey High School	21K540	50 AVENUE X BROOKLYN NY	2628	2486	111%	6%	17%	C	45	50	Bilingual Chinese Experimental School	Humanities & Interdisciplinary	Educational Option
K	Expeditionary Learning School for Community Leaders	21K572	2630 BENSON AVENUE BROOKLYN NY	212	302	53%	15%	31%		81	151	Expeditionary Learning School for Community Learners	Humanities & Interdisciplinary	Limited Unscreened
K	Brooklyn Studio Secondary School	21K690	8310 21ST AVENUE BROOKLYN NY	901	839	104%	13%	7%	A	73	965	Multimedia Technology for New Students	Humanities & Interdisciplinary	Educational Option
K	Brooklyn Studio Secondary School	21K690	8310 21ST AVENUE BROOKLYN NY	901	839	104%	13%	7%	A	70	88	Multimedia Technology for Current Students	Humanities & Interdisciplinary	For Continuing 8th Graders
K	Midwood High School	22K405	2839 BEDFORD AVENUE BROOKLYN NY	4009	2409	147%	5%	3%	B	175	3761	Humanities	Humanities & Interdisciplinary	Screened
K	Midwood High School	22K405	2839 BEDFORD AVENUE BROOKLYN NY	4009	2409	147%	5%	3%	B	475	2498	Liberal Arts and Science Institute (formerly Collegiate program)	Humanities & Interdisciplinary	Unscreened
K	Sheepshead Bay High School	22K495	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	120	413	Sports Science Academy	Humanities & Interdisciplinary	Educational Option

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Interest Area: Humanities & Interdisciplinary

K	Brooklyn College Academy	22K555	2900 BEDFORD AVENUE BROOKLYN NY	620	488	65%	0%	0%	A	125	1588	Brooklyn College Academy	Humanities & Interdisciplinary	Screened
K	Brooklyn Collegiate: A College Board School	23K493	2021 BERGEN STREET BROOKLYN NY	599	1097	55%	4%	1%	C	81	497	Brooklyn Collegiate: A College Board School	Humanities & Interdisciplinary	Limited Unscreened
K	Frederick Douglass Academy VII High School	23K514	226 BRISTOL STREET BROOKLYN NY	392	414	102%	10%	1%	B	108	484	Frederick Douglass Academy VII High School	Humanities & Interdisciplinary	Limited Unscreened
K	EBC High School for Public Service-- Bushwick	32K545	1155 DEKALB AVENUE BROOKLYN NY	692	604	118%	9%	14%	C	126	990	Public Service	Humanities & Interdisciplinary	Educational Option
K	Bushwick School for Social Justice	32K549	400 IRVING AVENUE BROOKLYN NY	421	501	84%	15%	14%	A	100	733	Humanities and Interdisciplinary	Humanities & Interdisciplinary	Limited Unscreened
K	Academy of Urban Planning	32K552	400 IRVING AVENUE BROOKLYN NY	477	524	90%	14%	16%	B	113	469	Urban Planning and Design	Humanities & Interdisciplinary	Limited Unscreened
K	All City Leadership Secondary School	32K554	1474 GATES AVENUE BROOKLYN NY	238	236	106%	0%	2%	A	34	361	All City Leadership Secondary School	Humanities & Interdisciplinary	Limited Unscreened
K	Bushwick Leaders High School for Academic Excellence	32K556	797 BUSHWICK AVENUE BROOKLYN NY	514	523	92%	7%	21%	B	108	783	Bushwick Leaders' High School for Academic Excellence	Humanities & Interdisciplinary	Limited Unscreened

Sources:	
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