

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Phase-out of The Urban Assembly Academy for History and Citizenship for Young Men (09X239)**

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

The Urban Assembly Academy for History and Citizenship for Young Men (09X239, “UA History and Citizenship”) is an existing high school located at the William H. Taft campus (X410), 240 East 172 Street, Bronx, NY 10457, within the geographical confines of Community School District 9. It currently serves male students in grades nine through twelve. The New York City Department of Education (DOE) is proposing to phase out and eventually close UA History and Citizenship based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

If the proposal is approved, UA History and Citizenship would no longer admit new ninth-grade students after the conclusion of the 2010-2011 school year. Current students will be supported as they progress towards graduation while remaining enrolled in UA History and Citizenship. In cases where students do not complete graduation requirements in time for the June 2014 closure date, the DOE will help students and families identify alternative programs or schools that meet their needs so that they may continue their education after UA History and Citizenship closes.

UA History and Citizenship is located in the William H. Taft building (X410) and is currently co-located with five other schools. All six schools on the campus opened within the past decade, and all are fully phased in, serving their full range of grades. Five of the schools—UA History and Citizenship, Bronx Expeditionary Learning High School (“Bronx Expeditionary”), Dreamyard Preparatory (“Dreamyard”), Bronx High School of Business (“Bronx HS of Business”), and Jonathan Levin School for Media and Communication (“Jonathan Levin”)—serve students in grades 9-12. Bronx High School for Medical Science (“BHSMS”) serves students in grades 6-12. X410 also houses the Living for the Young Family Through Education (“LYFE”) program.

In 2009-2010, X410 had a target capacity of 2,875 students, and the building enrolled 2,318 students, with a building utilization rate of 82% of target capacity.<sup>1</sup> Currently, the six schools within the Taft building (X410) enroll a total of 2,334 students, of whom 2,172 are in grades 9 -12. In 2010-2011, the projected utilization of X410 is 81%.<sup>2</sup> If this proposal is approved, the five other schools located at the Taft campus would continue serving students at their current enrollment levels. The DOE does not anticipate incorporating any other new schools on the Taft campus at this time.

<sup>1</sup> Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) includes students categorized as “Long Term Absences,” where these building enrollment numbers do not. These are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

<sup>2</sup> Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

### *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 sixth through twelfth grade students, where applicable. During Quality Reviews, 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. UA History and Citizenship received an overall F grade on its 2009-2010 Progress Report.

Based on its low 2009-2010 Progress Report grade, the DOE initiated a comprehensive review of UA History and Citizenship, with the goal of determining what intensive supports and interventions would best benefit its students and the UA History and Citizenship community. During that review, the DOE gathered community feedback, looked at recent and historical performance and demand data for 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 UA History and Citizenship—will address the school’s longstanding performance struggles and allow students to enroll in other high quality options on the Taft Campus or in other parts of the city.

### *Performance and School Environment at UA History and Citizenship*

Urban Assembly Academy for History and Citizenship for Young Men has struggled for a number of years, and it has experienced a steep decline in performance over the last couple of years. UA History and Citizenship received an overall F grade on its 2009-2010 Progress Report. This grade is indicative of a trend in declining student performance from the B UA History and Citizenship received on the 2007-2008 Progress Report and the C the school received on the 2008-2009 Progress Report.

- In 2009-10, the 4-year graduation rate at UA History and Citizenship was 43%. In 2008-2009, its 4-year graduation rate was 55%, while in 2007-2008, it was 54%.
  - UA History and Citizenship’s most recent 4-year graduation rate of 43% is far below the Citywide average of 63% for the class of 2009.<sup>3</sup> In fact, the 4-year graduation rate is among the lowest in the city, ranking in the bottom 1% of all high schools for 2010, and UA History and Citizenship has the second lowest graduation rate of high schools in the Bronx.
  - If Regents diplomas alone counted toward graduation, as will be the case next year, the four-year graduation rate at UA History and Citizenship would drop to just 16%—far below the

<sup>3</sup> The 2010 graduation rate cited for UA History and Citizenship represents the City’s calculation of the four-year graduation rate on the 2009-2010 Progress Reports. The most recent available Citywide four-year graduation rate (including August graduates) was 63% for the Class of 2009. State graduation rates for the Class of 2010 are not yet available. The City’s progress report calculation is generally very close to the State calculation.

Citywide Regents' graduation rate of 46%, and in the bottom 8% of high schools Citywide.<sup>4</sup>

- Looking at the school's six-year graduation rate, the situation is not much better. In 2010, UA History and Citizenship achieved a 60% six-year graduation rate, which is still below the Citywide average of 65.6%
  - When looking at the percentage of students who earn 10 or more credits in a single year, UA History and Citizenship ranks among the lowest in the City. In 2009-2010, only 50% of first-year students at UA History and Citizenship earned at least 10 credits. This credit accumulation rate places UA History and Citizenship in the bottom 2% among all City high schools. This is particularly troubling because credit accumulation is a key predictor of future student success and students who fall behind often have trouble getting back on track to graduation.
- Attendance at UA History and Citizenship is low. In 2009-2010, attendance at the school averaged 80%— below the Citywide average of 86% for high schools. UA History and Citizenship's attendance rate puts it in the bottom 16% of all City high schools.
  - UA History and Citizenship was rated “Proficient” on its most recent Quality Review, which took place in 2009-2010. Quality Reviews evaluate schools based on the way that they are organized to support student learning. While Proficient schools possess both strengths and weaknesses, UA History and Citizenship's most recent Quality Review cited a number of serious concerns, including lack of differentiation in instruction to engage a broad range of learners; professional development that was not appropriately tailored to the diverse needs of the school's teaching staff; and inadequate use of data to monitor student progress. These concerns suggest that the school is ill-equipped to turn around quickly to better support students.
  - Safety issues have been a concern at the school. On the 2009-2010 New York City School Survey, 36% of students reported feeling unsafe in the hallways, bathrooms and locker rooms at UA History and Citizenship. In addition, 35% of UA History and Citizenship teachers reported that order and discipline are not maintained at the school.

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<sup>4</sup> The school Regents graduation rate cited for UA History and Citizenship represents the City's calculation of the four-year Regents diploma rate based on the 2009-2010 Progress Report cohort. The Citywide average Regents diploma rate is based on the State calculation for 2008-2009. The State's 2010 calculation is not yet available. Currently, New York State awards three types of high school diplomas for General Education students (Local, Regents and Advanced Regents), as well as IEP diplomas for Special Education and CTE diplomas for Career and Technical Education students. However, for all General Education students who entered ninth grade in 2008 or later, local diplomas will no longer be an option; instead, these students will be required to pass all required Regents exams with a score of 65 or higher.

- Demand for the school is low, suggesting that families are seeking better options.<sup>5</sup> Since its inception, the school has received fewer than 2 applications per seat for each entering ninth grade class. For the most recent cohort of ninth graders entering in September 2010, only 1.8 students applied for each available seat. Furthermore, only 28% of this year’s cohort of incoming ninth graders at UA History and Citizenship selected the school as their first choice. These figures are far lower than the Citywide average of 8.1 applications per high school seat, revealing a pattern of very low interest in UA History and Citizenship among prospective students. The chart below summarizes key performance data for UA History and Citizenship over the past three years:

<b>The Urban Assembly Academy for History and Citizenship for Young Men</b>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	F
Performance Grade	B	B	F
Progress Grade	B	B	F
Environment Grade	A	D	C
Quality Review Score	WD		P
<b>Graduation Data<sup>6</sup></b>			
Four-Year Graduation Rate	54%	55%	43%
Four-Year Regents Diploma Rate	11%	25%	16%
Six-Year Graduation Rate			60%
<b>Other Key Indicators<sup>7</sup></b>			
Percent of First-Year Students Earning 10+ Credits	62%	64%	50%
Attendance Rate	77%	78%	80%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

<sup>5</sup> Audited enrollment data are not yet available for the current school year. Enrollment data are from the 2009-2010 school year, audited as of October 31, 2009. Demand data reflect high school admissions applications submitted in December 2008 for students beginning high school in September 2009.

<sup>6</sup> Progress Report Data

<sup>7</sup> Progress Report Data

### *Overview of Past Strategic Improvement Efforts at UA History and Citizenship*

We recognize that UA History and Citizenship staff members have worked hard to improve the school, but, despite these efforts, the school has not turned around. Over the previous years, the DOE has offered numerous supports to UA History and Citizenship including:

#### **Leadership Support:**

- Helping the principal develop UA History and Citizenship's Comprehensive Education Plan and set school goals.
- Connecting administrators with other schools to learn practices that could be replicated at UA History and Citizenship.

#### **Instructional Support:**

- Extensive leadership training for the principal that emphasized special education and the teacher evaluation process.
- Training for teachers on aligning curriculum, instruction, and assessments to the new state standards.
- Helping teacher teams use data to improve instruction for English Language Learners, students with disabilities, and students performing below grade level.
- Working with the school to develop learning targets to measure and report student achievement through an on-line standards-based system called IMPACT.

#### **Operational Support:**

- Helping the school to align its budget resources with school goals and resolve any budget issues.
- Guiding the school in working with other schools on campus to ensure efficient and coordinated use of facilities and shared spaces.
- Coaching on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

#### **Student Support:**

- Providing training to guidance counselors on how to use scholarship reports and graduation tracking systems.
- Helping the school implement a student advisory program, through which advisors monitor student progress through the IMPACT Ed Character Targets system; the program was recently revised to increase the time advisors spent with students.
- Working with the school to introduce peer mediation and intervention strategies as ways to help identify what factors are contributing to student behavior issues.

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 UA History and Citizenship’s lack of success despite the above supports—whether as part of a centralized effort to support all schools or individualized plans for UA History and Citizenship—it is apparent that UA History and Citizenship 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 UA History and Citizenship community about strategies to better support students and improve outcomes at the school. On November 17, 2010, Bronx High School Superintendent Elena Papaliberios held meetings with the School Leadership Team and parents at the school to discuss what is and is not working at UA History and Citizenship, and how we can work together to serve students better. Approximately 30 students, parents, and alumni attended. While they had some positive comments about the school’s strong sense of community and achievement coaches, they expressed concerns about a number of issues. Parents said:

- The school suffers from a lack of parental involvement.
- Some teachers are disconnected from the school community and have indicated to students that they are looking for jobs elsewhere.
- Students are taught in fewer classrooms as a result of decreased demand in the school.

The DOE will continue seeking community feedback while this proposal is under consideration by the Panel for Educational Policy.

## **II. Proposed or Potential Use of Building**

In 2009-2010, the building in which UA History and Citizenship is located, the William H. Taft building (X410), had a target capacity of 2,875 students and enrolled 2,318 students, yielding a utilization rate of 82% of target capacity.<sup>8</sup> Currently, the six schools within the Taft building (X410) enroll a total of 2,334 students, of whom 2,172 are in grades 9 -12 (Bronx Medical also serves students in grades 6-8.) In 2010-2011, the projected utilization of X410 is 81%.<sup>9</sup> As noted earlier, all of these schools are at full scale. The DOE has no current plans to co-locate an additional organization in the school building during the 2011-2012 school year.

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<sup>8</sup> Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) includes students categorized as “Long Term Absences” (“LTAs”), whereas these building enrollment numbers do not. These are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

<sup>9</sup> Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

Over the next four years, the proposed grade spans for the schools in the building are as follows:<sup>10</sup>

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Bronx Expeditionary	9-12	9-12	9-12	9-12	9-12
Dreamyard Prep	9-12	9-12	9-12	9-12	9-12
Bronx Business	9-12	9-12	9-12	9-12	9-12
Bronx Medical	6-12	6-12	6-12	6-12	6-12
Jonathan Levin	9-12	9-12	9-12	9-12	9-12
UA History and Citizenship	9-12	10-12	11-12	12	N/A

The DOE estimates that, if this proposal is approved, there will be approximately 1,950 to 2,200 students on the William H. Taft campus once UA History and Citizenship has completed its phase-out. In 2014-2015, the projected utilization rate of the building would be approximately 77%.

The Taft Campus (X410) is not an accessible building.

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

#### A. Students

##### *Enrollment Options for Current UA History and Citizenship High School Students*

Under this proposal, all current UA History and Citizenship students would have the opportunity to graduate from the school assuming they continue to earn credits on schedule.

##### *Current Ninth Graders in UA History and Citizenship High School*

In New York City, the High School Admissions Process is a Citywide choice process. The High School Admissions Process permits applicants to list up to twelve high school programs in order of preference on their application. High School admissions applications were due December 3, 2010. Current ninth-grade students at UA History and Citizenship 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 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. These students 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 UA History and Citizenship if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized

<sup>10</sup> As UA History and Citizenship 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 UA History and Citizenship and would have access to appropriate courses to support their continued progress toward graduation.

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>11</sup>

### *Current Tenth, Eleventh and Twelfth Graders at UA History and Citizenship*

Current tenth, eleventh, and twelfth grade students who are on track to graduate would complete high school at UA History and Citizenship 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 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.<sup>12</sup> In general, however, it is expected that most current UA History and Citizenship students would remain enrolled at the school as they work toward graduation.

UA History and Citizenship 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 UA History and Citizenship will 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.

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

### *Impact on the LYFE Program at X410*

As discussed earlier, there is a Living for the Young Family through Education (LYFE) program located on the Taft Campus. The 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 X410. The LYFE program serves students in those schools, as well as students in other schools in the surrounding community. The LYFE program will continue to operate in the X410 building as UA History and Citizenship phases out. Once the phase-out of UA History and Citizenship is complete, the LYFE program is expected to remain in building X410 and will continue to provide these services as long as there is a need and demand for the program.

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<sup>11</sup> Transfer Schools are small, academically rigorous, full-time high schools designed to re-engage students who are behind in high school or have dropped out. The essential elements of Transfer Schools include: a personalized learning environment, rigorous academic standards, student-centered pedagogy, support to meet instructional and developmental goals, and a focus on connections to college.

<sup>12</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 Academic and Extracurricular Offerings at UA History and Citizenship*

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at UA History and Citizenship. That said, the availability of certain offerings at the school will inevitably be affected as the school phases out, serves fewer students, and eventually closes.

With respect to academics, UA History and Citizenship will 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 will likely need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE would work with UA History and Citizenship administrators and teachers 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.

UA History and Citizenship offers a program in the Humanities and Interdisciplinary “interest area” through the High School Admissions Process. The program is only open to male students. Students currently enrolled at UA History and Citizenship would continue to have access to the academic classes they need to complete their program requirements to graduate.

UA History and Citizenship 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 UA History and Citizenship will 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.

UA History and Citizenship would continue offering student athletics and other extracurricular program options, but the number and range of programs offered may gradually diminish due to declining enrollment as the school phases out.

UA History and Citizenship currently offers the following sports<sup>13</sup>:

PSAL Sports: Baseball, Basketball, Bowling, Handball, Indoor Track, Outdoor Track, Soccer, and Volleyball.

School Sports: Annual Urban Assembly Basketball Tournament and Intramural Athletics (3-on-3 Basketball Tournament).

According to the High School Directory, UA History and Citizenship also offers the following

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<sup>13</sup> Sport offerings reflect the 2010-2011 Directory of High Schools. PSAL is the Public School Athletic League. The mission of the Public Schools Athletic League is to provide opportunities for educating students in physical fitness, character development and socialization skills through an athletic program that fosters teamwork, discipline and sportsmanship.

extracurricular activities: Travel Abroad Program (Costa Rica, Japan, and Egypt), Mentoring Program, the After-School Corporation (TASC) Internship Program, Peer Mentoring Program, Mock Trial Team, College Tours, Photography, UA History and Citizenship Warrior Step Team Club, and UA History and Citizenship Travel Abroad Club.

It is again difficult to predict precisely how changes to the above offerings might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. As noted previously, the William H. Taft (X410) Campus is already home to five other schools. Typically, campuses that are home to multiple schools field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, we anticipate that this same opportunity will continue to exist for students across the X410 Campus, including current UA History and Citizenship students. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Similarly, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current UA History and Citizenship 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. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

### *Impact on Community Partnerships at UA History and Citizenship*

UA History and Citizenship has partnerships with the Franklin H. Williams Caribbean Cultural Center, New York Cares, Lehman College, New York University, Hostos Community College, and Bronx Community College. Those partnerships would continue to support current students as UA History and Citizenship 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 UA History and Citizenship 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 UA History and Citizenship High School students in the past. The other schools currently housed on the Taft Campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. Jonathan Levin currently maintains partnerships with Ghetto Film School Fellowships, Bronx Net Internships, Mosholu Montifiore Community Center's College Bound Program, and CUNY At Home in College. Both Jonathan Levin and the Bronx HS of business work with CUNY College Now and the CUNY SSO FAFSA Completion Pilot. BHSMS also partners with CUNY College Now in addition to Monroe College. The DOE will work with other schools on the Taft campus, as appropriate, to introduce or enhance partnerships with the community organizations that currently support UA History and Citizenship.

The DOE does not anticipate that there will be any impact on the academic or extracurricular programs offered by other schools in the X410 building as a result of this proposal.

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

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference during the "Main Round" of high school admissions. All schools in the X410 building admit students as part of the High School Admissions Process. Bronx High School for Medical Science has a Screened admissions method. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay or additional diagnostic test.

Both Bronx High School of Business and Jonathan Levin School for Media and Communication admit students through the Educational Option admissions method. These programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen by the school administration and half are selected randomly. If a student scores in the top 2% on the previous year's English Language Arts reading exam and lists an Educational Option program as their first choice, they are guaranteed a match to that program. Schools that use Educational Option select half of their incoming students from the applicant pool while the other half of the class is filled with students selected randomly from the applicant pool.

Lastly, UA History and Citizenship, Bronx Expeditionary Learning, and Dreamyard Preparatory School admit students through a Limited Unscreened admissions method, giving priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or by visiting a school's exhibit at any one of the High School Fairs.

Across the city, students who are in the eighth grade must participate in the High School Admissions Process, and, as described earlier, students who are first-time ninth-graders have the option of participating to apply for a tenth-grade seat in another school.

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 UA History and Citizenship High School 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, UA History and Citizenship's high school programs would be removed from the student's existing application before the Main Round match is executed. In this scenario, any school's programs ranked lower than those in programs in UA History and Citizenship High School 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 UA History and Citizenship High School on the application. However, if the student would have been matched to UA History and Citizenship High School, he or she will instead be matched to the next-highest program listed on the application.

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of the students it will serve as a result of a phase-out decision. As of the November 1, 2010 register, UA History and Citizenship has a total of 41 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” (“OTC”) 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)<sup>14</sup>.

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 filling enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered through referral.<sup>15</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.

<sup>14</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. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

<sup>15</sup> 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”).

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 UA History and Citizenship, the chart 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
Ninth Grade	35	6

Additionally, UA History and Citizenship admitted 11 OTC students in grades 10-12:<sup>16</sup>

	Over-the-counter
Tenth Grade	3
Eleventh Grade	7
Twelfth Grade	1

It is critical that the needs of all students—whether they arrive through the admissions process or over-the-counter—are met. Of the 35 ninth grade students who were admitted through the High School Admissions process, 43% are students with disabilities and 17% are English Language Learners (ELL). Of the 17 students who arrived over-the-counter, 18% are students with disabilities and 24% are ELL.<sup>17</sup>

UA History and Citizenship currently offers Collaborative Team Teaching, Self-Contained classes and Special Education Teacher Support Services. It also has English as a Second Language program. English Language Learners at UA History and Citizenship will continue to receive mandated services even as the school phases out. Students with disabilities will likewise to continue to receive mandated services in accordance with their Individualized Education Plans.

High school students with Individualized Education Plans (IEPs) are admitted through the same processes as general education students. Schools are expected to create programs that meet the needs of all students, ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

<sup>16</sup> Some of the tenth grade new admits may have been through the High School Admissions Process for tenth grade students.

<sup>17</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.

### *Schools with Programs Similar to UA History and Citizenship*

Appendix A lists schools in the Bronx with programs in the same “interest area” as the program offered by UA History and Citizenship, which is in the “Humanities and Interdisciplinary” interest area. In addition, the percent 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. It should be noted that Bronx Expeditionary Learning High School is currently co-located on the Taft Campus with UA History and Citizenship and it, too, offers a program in the “Humanities and Interdisciplinary” interest area.

For students interested in pursuing a high school in an all-male setting, there is one other high school in the Bronx that only serves males. The Eagle Academy for Young Men is a district high school located within the geographical confines of District 9 at 4143 Third Avenue, Bronx NY, 10457. Eagle Academy serves male students in grades 9-12 and admits students through the Limited Unscreened admissions method. Priority is also given to Bronx residents. Eagle Academy received a B grade on its most recent Progress Report<sup>18</sup>.

Additionally, as indicated previously, the LYFE program will continue to operate in the X410 as UA History and Citizenship phases out. Once the phase-out of UA History and Citizenship is complete, the LYFE program is expected to remain in building X410 and will continue to serve the Taft Campus community as long as there is a need and demand for the program.

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<sup>18</sup> Eagle Academy is slated to expand to serve students in grades 6-8 beginning in 2011-2012. The school will serve students in grades 6-12 at full scale.

The following buildings in the Bronx house LYFE programs:

Bldg ID	Building Name	Building Address	LYFE Hours of Operation	School Organizations in the Building	DBN	Admissions Method <sup>19</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. 098 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	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 of 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 of 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

<sup>19</sup> Schools without an admissions 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.

## B. Schools

UA History and Citizenship has a 2010-2011 projected enrollment of 248 students.<sup>20</sup> The 2010-2011 utilization of the building is 81%. If this proposal is approved, UA History and Citizenship will phase out gradually. There is currently no plan to replace these seats lost by the phase-out of UA History and Citizenship in the X410 building for 2011-2012.

The five other schools at Taft are projected to collectively enroll approximately 1,950 to 2,200 students, including approximately 165 6-8 graders at Bronx Medical, which is a school that serves students in grades 6-12. There will be no impact on enrollment at those schools as a direct result of this proposal.

The projected utilization for the Taft building at the end of UA History and Citizenship’s phase-out (2014-2015) is 77%.<sup>21</sup> This means that the building has adequate capacity to continue to meet the space and facilities needs of the other schools already co-located on the X410 campus.

The table below outlines the projected enrollment ranges for the schools in X410 as UA History and Citizenship phases out.

School Name	DBN	Enrollment					High School Admissions Process Admissions Method
		2010-11	2011-12	2012-13	2013-14	2014-15	
Urban Assembly Academy for History and Citizenship for Young Men	09X239	248	150-200	100-150	25-75	N/A	Limited Unscreened
Bronx Expeditionary Learning High School	09X227	370	350-400	350-400	350-400	350-400	Limited Unscreened
Dreamyard Preparatory School	09X329	377	350-400	350-400	350-400	350-400	Limited Unscreened
Bronx High School of Business	09X412	449	400-450	400-450	400-450	400-450	Educational Option
Bronx High School for Medical Science	09X413	459	450-500	450-500	450-500	450-500	Screened
Jonathan Levin School for Media and Communication	09X414	431	400-450	400-450	400-450	400-450	Educational Option
<b>Total</b>		<b>2334</b>	<b>2100-2400</b>	<b>2050-2350</b>	<b>1975-2275</b>	<b>1950-2200</b>	

Once UA History and Citizenship has completed its phase-out in 2014-2015, Building X410 would enroll approximately 1,950-2,200 students, including an estimated 1,785-2,035 ninth through twelfth graders, and would have a projected utilization of 77% of target capacity.<sup>22</sup>

As there is currently space for all of the schools to be co-located in X410 consistent with the Citywide Instructional Footprint (the “Footprint”), the proposed phase-out of UA History and Citizenship will only increase the amount of space available in the building for the 2011-2012 school year.

<sup>20</sup> 2010-2011 Enrollment Projection.

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

<sup>22</sup> Based on a high end estimate of enrollment at scale compared to 2009-2010 target building utilization.

The New York City Department of Education uses an Footprint to guide space allocation and use in City schools. The Footprint can be found on the DOE website here:

[http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf)

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal.

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.<sup>23</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.

Half-size classrooms can be used as Self-Contained special education classrooms, resource rooms, or 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.

According to the room survey completed by the Building Principals for the 2009-2010 school year, there are 100 full-size instructional rooms in Building X410. There are also 43 half-size spaces, and designated office space. All of the schools in the building are currently at scale, and as such have been allocated space consistent with the Footprint, while also taking into account the building layout. Bronx Expeditionary is currently allocated 19 full-size instructional classrooms and 2 half-size classrooms, which is approximately 5 full-size rooms in excess of its baseline allocation. Dreamyard is currently allocated 19 full-size

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<sup>23</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.

instructional classrooms and 1 half-size classroom, 5 full-size rooms over its baseline allocation. Bronx HS of Business is currently allocated 15 full-size instructional classrooms and 10 half-size classrooms, which is one full-size room under its baseline room allocation.<sup>24</sup> Bronx Medical is currently allocated 18 full-size classrooms and 5 half-size classrooms, consistent with its baseline full-size room allocation. Jonathan Levin is currently allocated 16 full-size classrooms and 12 half-size classrooms, which is consistent with its baseline full-size room allocation. All schools in the building also have administrative space consistent with the Footprint.

As in other situations where schools are co-located, the schools share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces are made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

UA History and Citizenship is currently allocated 12 full-size rooms and 7 half-size rooms, which was allocated based on the school's projected enrollment of 324 students for the 2010-2011 school year. However, because UA History and Citizenship is under-enrolled, the school is currently 3 full-size rooms over its baseline Footprint allocation. If this proposal is approved, the enrollment at UA History and Citizenship is projected to decline. As the number of students is reduced, the Footprint allocation of rooms for UA History and Citizenship will also be reduced.<sup>25</sup> If this proposal is approved, in the first year of implementation, UA History and Citizenship would be allocated a baseline of 7 full-size rooms based on its projected enrollment of 150-200. In 2012-2013, UA History and Citizenship would be allocated a baseline of 5 full-size rooms based on a projected enrollment of 100-125. Given that there are no plans to co-locate another school in the building in 2011-2013, it is likely that UA History and Citizenship will be able to remain slightly over footprint as they phase out. In 2013-2014, UA History and Citizenship would be allocated a baseline of 3 full-size rooms based on its projected enrollment of 25-75. Rooms formerly occupied by UA History and Citizenship will be distributed equitably between the schools as determined by the Building Council and the Office of Space Planning.

There are no capital upgrades planned for building X410.

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<sup>24</sup> To the extent that Bronx HS of business requires the use of an additional full size room, such allocation shall be provided in consultation with the Building Council and the DOE's Office of Space Planning.

<sup>25</sup> To the extent that some UA History and Citizenship [parents/students] complained that students are being "squeezed" into fewer classrooms, it should be noted that schools are allocated space based on their enrollment. Therefore, when a school's enrollment decreases from one year to the next, it may receive a smaller allocation of rooms.

### C. Community

UA History and Citizenship 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 at UA History and Citizenship continues to be low. As a result, there is a need to provide better options for families in the community.

Enrollment at UA History and Citizenship has been low in recent years, with 242 students enrolled 2006-2007, 316 in 2007-2008, 298 in 2008-2009, and only 251 students in 2009-2010. More importantly, there are currently only 45 new ninth grade admits, and this figure is an important indicator of future demand. Local students will be able to consider the other high schools on the campus rather than applying to schools outside their community. Again, the Eagle Academy for Young Men is also another high school option in the Bronx that is available to students seeking an educational experience in an all-male school.

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 an excess capacity of high school seats in the borough. However, utilization can vary by community and building.

This year, the DOE proposes to phase-out eight high schools in the Bronx: 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 of 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 enrollment register, these eight schools serve a total of 759 ninth graders. However, these seats will be recovered through the creation of seats at new schools. As of December 10, 2010, the DOE anticipates proposing seven new high schools to open in September 2011, which will provide additional seats to Bronx students. Some of these schools will open in campuses currently housing schools proposed for phase-out. Each of these new high schools will be the subject of a forthcoming EIS. All seven new schools will provide unscreened seats. These seven new schools, if approved by the PEP, are expected to serve approximately 830 new ninth grade students in 2011-2012.

Additionally, given that SCRL, New Day, Columbus High School, Global Enterprise and MABL were proposed for phase-out in January 2010, the DOE has already proposed to open replacements for some of these schools. At New Day, the Dr. Izquierdo Charter School opened in 2010 serving students in grades 6 and will grow to serve students in grades 6-12 at scale, with capacity to serve approximately 80 new ninth graders in 2013-2014. 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. 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 moved from the Morris Campus to the new Mott Haven building. Of these ten schools that have increased capacity this year, seven have limited unscreened admissions priority (meaning all students are eligible to attend, and priority is given to students who attend an Information Session or Open House event) while three are screened for Bronx students who have lived in the US fewer than 4 years and have limited English proficiency. In total, there is an anticipated increase of approximately 520 ninth grade seats within these ten schools.

With the opening of these schools last year and the seven anticipated schools this year, the DOE will have created the capacity for approximately 990 new ninth-grade seats for students in the Bronx, which is more than adequate to offset the 759 seats anticipated to be lost by the 8 proposed phase-outs. Additionally, the DOE worked to expand capacity in existing schools this year. In sum, there will be capacity for approximately 1,510 new ninth grade seats in 2011-2012.

Information regarding the new schools 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>.

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at Building X410.

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

The schools affected by this proposal are the Urban Assembly Academy for History and Citizenship for Young Men, Bronx School for Expeditionary Learning, Dreamyard Preparatory School, Bronx High School of business, Bronx High School for Medical Sciences, and the Jonathan Levin School for Media and Communications. All of these schools are located at the William H. Taft campus (X410 building).

##### *Urban Assembly Academy for History and Citizenship*

##### Admissions Data

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

##### Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	248
<b>Grades Served after Phase-Out Proposal in 2011-2012</b>	10-12
<b>Projected 2011-2012 Enrollment</b>	150-200
<b>Grades Served after Phase-Out Proposal in 2012-2013</b>	11-12
<b>Projected 2012-2013 Enrollment</b>	100-150
<b>Grades Served after Phase-Out Proposal in 2013-2014</b>	12
<b>Projected 2013-2014 Enrollment</b>	25-75
<b>Grades Served after Phase-Out Proposal in 2014-2015</b>	N/A
<b>Projected 2014-2015 Enrollment</b>	N/A
<b>Projected Enrollment at Scale</b>	N/A

**Demographic Data**

Percentage Students Receiving CTT or SC services <sup>26</sup>	17%
Percentage Students with Disabilities Individual Education Plan <sup>27</sup>	25%
Percentage English Language Learner Students <sup>28</sup>	15%
Percentage of Students Eligible for Free or Reduced Lunch <sup>29</sup>	56%

**School Performance Data**

The Urban Assembly Academy for History and Citizenship for Young Men	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	F
Quality Review Score	WD		P
<b>Graduation Data<sup>30</sup></b>			
Four-Year Graduation Rate	54%	55%	43%
Four-Year Regents Diploma Rate	11%	25%	16%
Six-Year Graduation Rate			60%
<b>Other Key Indicators<sup>31</sup></b>			
Percent of First-Year Students Earning 10+ Credit	62%	64%	50%
Attendance Rate	77%	78%	80%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

<sup>26</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>27</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>28</sup> English Language Learner students as percentage of total students from the 2009-2010 Progress Report. Audited Register.

<sup>29</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

<sup>30</sup> Source: Progress Report Data

<sup>31</sup> Source: Progress Report Data

*Bronx Expeditionary Learning High School*

**Admissions Data**

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

**Enrollment Data**

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	370
<b>Grades Served after Phase-Out Proposal in 2011-2012</b>	9-12
<b>Projected 2011-2012 Enrollment</b>	350-400
<b>Grades Served after Phase-Out Proposal in 2012-2013</b>	9-12
<b>Projected 2012-2013 Enrollment</b>	350-400
<b>Grades Served after Phase-Out Proposal in 2013-2014</b>	9-12
<b>Projected 2013-2014 Enrollment</b>	350-400
<b>Grades Served after Phase-Out Proposal in 2014-2015</b>	9-12
<b>Projected 2014-2015 Enrollment</b>	350-400
<b>Projected Enrollment at Scale</b>	350-400

**Demographic Data**

<b>Percentage Students Receiving CTT or SC services<sup>32</sup></b>	11%
<b>Percentage Students with Disabilities Individual Education Plan<sup>33</sup></b>	19%
<b>Percentage English Language Learner Students<sup>34</sup></b>	25%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>35</sup></b>	89%

<sup>32</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>33</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>34</sup> English Language Learner students as percentage of total students from the 2009-2010 Progress Report. Audited Register.

<sup>35</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Bronx Expeditionary Learning High School	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	C
Quality Review Score	P	UPF	P
<b>Graduation Data<sup>36</sup></b>			
Four-Year Graduation Rate	52%	51%	61%
Four-Year Regents Diploma Rate	22%	20%	34%
Six-Year Graduation Rate			64%
<b>Other Key Indicators<sup>37</sup></b>			
Percent of First-Year Students Earning 10+ Credits	63%	73%	63%
Attendance Rate	83%	78%	75%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 1) - Comprehensive			

<sup>36</sup> Source: Progress Report Data

<sup>37</sup> Source: Progress Report Data

*Dreamyard Preparatory School*

Admissions Data

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

Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	377
<b>Grades Served after Phase-Out Proposal in 2011-2012</b>	9-12
<b>Projected 2011-2012 Enrollment</b>	350-400
<b>Grades Served after Phase-Out Proposal in 2012-2013</b>	9-12
<b>Projected 2012-2013 Enrollment</b>	350-400
<b>Grades Served after Phase-Out Proposal in 2013-2014</b>	9-12
<b>Projected 2013-2014 Enrollment</b>	350-400
<b>Grades Served after Phase-Out Proposal in 2014-2015</b>	9-12
<b>Projected 2014-2015 Enrollment</b>	350-400
<b>Projected Enrollment at Scale</b>	350-400

Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>38</sup></b>	6%
<b>Percentage Students with Disabilities Individual Education Plan<sup>39</sup></b>	15%
<b>Percentage English Language Learner Students<sup>40</sup></b>	15%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>41</sup></b>	85%

<sup>38</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>39</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>40</sup> English Language Learner students as percentage of total students from the 2009-2010 Progress Report. Audited Register.

<sup>41</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**School Performance Data**

Dreamyard Preparatory School	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade			D
Quality Review Score	P	P	
<b>Graduation Data<sup>42</sup></b>			
Four-Year Graduation Rate			52%
Four-Year Regents Diploma Rate			37%
Six-Year Graduation Rate			
<b>Other Key Indicators<sup>43</sup></b>			
Percent of First-Year Students Earning 10+ Credits	72%	59%	62%
Attendance Rate	83%	82%	79%
<b>2010-2011 State Accountability Status</b>		Improvement (year 1, comprehensive) - Comprehensive	

<sup>42</sup> Source: Progress Report Data

<sup>43</sup> Source: Progress Report Data

*Bronx High School of Business*

Admissions Data

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

Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	449
<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>44</sup></b>	11%
<b>Percentage Students with Disabilities Individual Education Plan<sup>45</sup></b>	19%
<b>Percentage English Language Learner Students<sup>46</sup></b>	18%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>47</sup></b>	82%

<sup>44</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>45</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>46</sup> English Language Learner students as percentage of total students from the 2009-2010 Progress Report. Audited Register.

<sup>47</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**School Performance Data**

Bronx High School of Business	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	C
Performance Grade	B	D	C
Progress Grade	B	B	B
Environment Grade	B	C	B
Quality Review Score	WD		P
<b>Graduation Data<sup>48</sup></b>			
Four-Year Graduation Rate	49%	55%	53%
Four-Year Regents Diploma Rate	38%	39%	36%
Six-Year Graduation Rate	62%	39%	63%
<b>Other Key Indicators<sup>49</sup></b>			
Percent of First-Year Students Earning 10+ Credits	64%	64%	83%
Attendance Rate	84%	86%	86%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 1) - Comprehensive			

*Bronx High School for Medical Science*

**Admissions Data**

<b>Current Admissions</b>	6-8: Middle School Admissions Process 9: High School Admissions Process: Admissions Method: Screened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	6-8: Middle School Admissions Process 9-10: High School Admissions Process Admissions Method: Screened

<sup>48</sup> Source: Progress Report Data

<sup>49</sup> Source: Progress Report Data

**Enrollment Data**

<b>Current Grades Served</b>	6-12
<b>Projected 2010-2011 Enrollment</b>	459
<b>Grades Served after Phase-Out Proposal in 2011-2012</b>	6-12
<b>Projected 2011-2012 Enrollment</b>	450-500
<b>Grades Served after Phase-Out Proposal in 2012-2013</b>	6-12
<b>Projected 2012-2013 Enrollment</b>	450-500
<b>Grades Served after Phase-Out Proposal in 2013-2014</b>	6-12
<b>Projected 2013-2014 Enrollment</b>	450-500
<b>Grades Served after Phase-Out Proposal in 2014-2015</b>	6-12
<b>Projected 2014-2015 Enrollment</b>	450-500
<b>Projected Enrollment at Scale</b>	450-500

**Demographic Data**

<b>Percentage Students Receiving CTT or SC services<sup>50</sup></b>	4%
<b>Percentage Students with Disabilities Individual Education Plan<sup>51</sup></b>	8%
<b>Percentage English Language Learner Students<sup>52</sup></b>	5%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>53</sup></b>	87%

<sup>50</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>51</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>52</sup> English Language Learner students as percentage of total students from the 2009-2010 Progress Report. Audited Register.

<sup>53</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**Middle School Performance Data**

<b>Bronx High School for Medical Science</b>	2007-2008	2008-2009	2009-2010 <sup>54</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	A	B
Quality Review Score	WD		
<b>Performance Data<sup>55</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	54%	69%	38%
Math % Proficient (Levels 3 and 4)	81%	85%	52%
<b>Other Key Performance Indicators<sup>56</sup></b>			
Attendance Rate	95%	95%	95%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

<sup>54</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>55</sup> Source: Progress Report Data

<sup>56</sup> Source: Progress Report Data

High School Performance Data

Bronx High School for Medical Science	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	B
Quality Review Score	WD		
<b>Graduation Data<sup>57</sup></b>			
Four-Year Graduation Rate	84%	81%	84%
Four-Year Regents Diploma Rate	68%	70%	70%
Six-Year Graduation Rate	81%	78%	91%
<b>Other Key Indicators<sup>58</sup></b>			
Percent of First-Year Students Earning 10+ Credits	87%	N/A <sup>59</sup>	78%
Attendance Rate	89%	92%	92%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

*Jonathan Levin School for Media and Communications*

Admissions Data

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

<sup>57</sup> Source: Progress Report Data

<sup>58</sup> Source: Progress Report Data

<sup>59</sup> Credit accumulation is not reported for 2008-2009 because there were fewer than 15 first-year students in this cohort.

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	431
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	400-450
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	400-450
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	400-450
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	400-450
Projected Enrollment at Scale	400-450

Demographic Data

Percentage Students Receiving CTT or SC services <sup>60</sup>	13%
Percentage Students with Disabilities Individual Education Plan <sup>61</sup>	22%
Percentage English Language Learner Students <sup>62</sup>	26%
Percentage of Students Eligible for Free or Reduced Lunch <sup>63</sup>	84%

<sup>60</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>61</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>62</sup> English Language Learner students as percentage of total students from the 2009-2010 Progress Report. Audited Register.

<sup>63</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**School Performance Data**

<b>Jonathan Levin High School for Media and Communications</b>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	C
Performance Grade	A	D	C
Progress Grade	B	B	C
Environment Grade	A	A	A
Quality Review Score	P		P
<b>Graduation Data<sup>64</sup></b>			
Four-Year Graduation Rate	57%	53%	50%
Four-Year Regents Diploma Rate	33%	33%	35%
Six-Year Graduation Rate	77%	45%	67%
<b>Other Key Indicators<sup>65</sup></b>			
Percent of First-Year Students Earning 10+ Credit	75%	65%	73%
Attendance Rate	90%	91%	86%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

**V. Initial Costs and Savings**

Once the phase-out is fully implemented, the DOE will cease to allocate funds to UA History and Citizenship and will 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 UA History and Citizenship’s 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 UA History and Citizenship 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.

<sup>64</sup> Source: Progress Report Data

<sup>65</sup> Source: Progress Report Data

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.

## 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 UA History and Citizenship would be excessed over the course of the phase-out.<sup>66</sup> 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 UA History and Citizenship 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.

### B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at UA History and Citizenship would decline each year, meaning that the school would 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.

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<sup>66</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title

As with all other schools Citywide, UA History and Citizenship 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. UA History and Citizenship 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 Individualized Education Plans (IEP). Even US History and Citizenship 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 UA History and Citizenship High School will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves an increasingly smaller student population. Again, all excessing will 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 UA History and Citizenship 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>	1941
<b>Overall BCAS rating</b>	2.33
<b>2009-2010 Target Utilization</b>	X410: 82%
<b>2009-2010 Target Capacity</b>	X410: 2,875
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$38,772.74 <b>Materials:</b> \$7,425.90 <b>Maintenance and Repair Contracts:</b> \$155,233.00 <b>Custodial Operations Costs—Materials:</b> \$7,425.90 <b>Custodial Operations Costs—Custodial Allocation:</b> \$611,981.51
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$261,493.00 <b>Gas:</b> \$11,004.00 <b>Oil:</b> \$194,765.00
<b>Projects completed during the current or prior school year</b>	Plan NYC boiler conversion/ Climate control. FY10 Reso A desktop computers. Paved areas/settlement cond/SIRA LYFE Center room
<b>Projects proposed in the capital plan</b>	No projects identified
<b>Accessibility of the building</b>	Building is not functionally accessible
<b>Building attributes</b>	Art rooms (CR's), Auditorium, Cafeteria, Computer room, Gymnasiums (2), Library, & Science lab(CR's)

APPENDIX A

Interest Area: Humanities & Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
Bronx	South Bronx Preparatory: A College Board School	07X221	360 EAST 145 STREET BRONX NY	592	747	77%	13%	9%	A	86	764	South Bronx Preparatory: A College Board School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	International Community High School	07X334	345 BROOK AVENUE BRONX NY	377	470	75%	0%	89%	B	81	323	International Community High School	Humanities & Interdisciplinary	Screened
Bronx	Mott Haven Village Preparatory High School	07X473	701 ST. ANNS AVENUE BRONX NY	365	343	99%	12%	12%	B	81	961	Mott Haven Village Preparatory High School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	University Heights Secondary School at Bronx Community College	07X495	701 ST. ANNS AVENUE	0	N/A	N/A	N/A	N/A		108	1422	University Heights Secondary School	Humanities & Interdisciplinary	Screened
Bronx	Foreign Language Academy of Global Studies	07X520	470 JACKSON AVENUE BRONX NY	406	N/A	N/A	12%	15%	C	95	316	Humanities	Humanities & Interdisciplinary	Educational Option
Bronx	Bronx Academy of Letters	07X551	339 MORRIS AVENUE BRONX NY	572	916	63%	13%	10%	A	81	1510	Bronx Academy of Letters	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Bronx Studio School for Writers and Artists	08X269	928 SIMPSON STREET BRONX NY	400	505	61%	15%	14%		81	664	The Urban Assembly Bronx Studio School for Writers and Artists	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Holcombe L. Rucker School of Community Research	08X332	965 LONGWOOD AVENUE BRONX NY	343	406	85%	10%	13%	C	108	178	Holcombe L. Rucker School of Community Research	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Antonia Pantoja Preparatory Academy, A College Board School	08X376	1980 LAFAYETTE AVENUE BRONX NY	373	750	38%	12%	6%		81	250	Antonia Pantoja Preparatory Academy: A College Board School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	BRONX BRIDGES HIGH SCHOOL	08X432	1980 LAFAYETTE AVENUE BRONX NY	0	N/A	N/A	N/A	N/A		108		Bronx Bridges High School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Bronx Guild	08X452	1980 LAFAYETTE AVENUE BRONX NY	325	385	83%	22%	9%	C	81	691	Bronx Guild	Humanities & Interdisciplinary	Limited Unscreened

APPENDIX A

Interest Area: Humanities & Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
Bronx	Banana Kelly High School	08X530	965 LONGWOOD AVENUE BRONX NY	455	563	82%	12%	16%	D	108	856	Banana Kelly High School	Humanities & Interdisciplinary	Educational Option
Bronx	School for Community Research and Learning *	08X540	1980 LAFAYETTE AVENUE BRONX NY	328	388	99%	24%	14%	D	108	213	School for Community Research and Learning	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Bronx Expeditionary Learning High School	09X227	240 EAST 172 STREET BRONX NY	381	517	76%	11%	25%	C	108	394	Bronx Expeditionary Learning High School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Eagle Academy for Young Men	09X231	4143 THIRD AVENUE BRONX NY	458	367	93%	12%	3%	B	108	916	The Eagle Academy for Young Men	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Urban Assembly Academy for History and Citizenship for Young Men, The *	09X239	240 EAST 172 STREET BRONX NY	234	413	61%	17%	15%	F	81	145	The Urban Assembly Academy for History and Citizenship for Young Men	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Eximius College Preparatory Academy: A College Board School	09X250	1365 FULTON AVENUE BRONX NY	362	419	92%	12%	7%	B	108	507	Eximius College Preparatory Academy: A College Board School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Mott Hall Bronx High School	09X252	1595 BATHGATE AVENUE BRONX NY	361	340	113%	6%	8%	A	81	680	Mott Hall Bronx High School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Leadership Institute	09X276	1701 FULTON AVENUE BRONX NY	268	328	90%	8%	14%	D	81	248	Leadership Institute	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Morris Academy for Collaborative Studies	09X297	1110 BOSTON ROAD BRONX NY	439	357	120%	22%	18%	A	108	715	Morris Academy for Collaborative Studies	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Bronx Early College Academy for Teaching & Learning	09X324	250 EAST 164 STREET BRONX NY	381	362	73%	8%	9%		81	649	Bronx Early College Academy	Humanities & Interdisciplinary	Screened
Bronx	Bronx International High School	09X403	1110 BOSTON ROAD BRONX NY	402	263	135%	3%	86%	A	108	637	Bronx International High School	Humanities & Interdisciplinary	Screened
Bronx	School for Excellence	09X404	1110 BOSTON ROAD BRONX NY	428	418	106%	16%	16%	B	108	695	School for Excellence	Humanities & Interdisciplinary	Limited Unscreened

\* School is being proposed for phase-out beginning in 2011-2012.

APPENDIX A

Interest Area: Humanities & Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Utl	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
Bronx	Frederick Douglass Academy III Secondary School	09X517	3630 THIRD AVENUE BRONX NY	613	647	91%	8%	7%	B	108	759	Frederick Douglass Academy III Secondary School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Riverdale / Kingsbridge Academy (Middle School / High School 141)	10X141	660 WEST 237 STREET BRONX NY	1336	1484	88%	7%	7%	A	160	760	R.K.A. Humanities	Humanities & Interdisciplinary	Screened
Bronx	West Bronx Academy for the Future	10X243	500 EAST FORDHAM ROAD BRONX NY	612	540	103%	17%	13%	C	81	573	West Bronx Academy for the Future	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Kingsbridge International High School	10X268	2780 RESERVOIR AVENUE BRONX NY	516	458	100%	0%	88%	B	108	502	Kingsbridge International High School	Humanities & Interdisciplinary	Screened
Bronx	International School for Liberal Arts	10X342	2780 RESERVOIR AVENUE BRONX NY	559	761	67%	1%	80%	B	81	429	International School for Liberal Arts	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Knowledge and Power Preparatory Academy International High School (Kappa)	10X374	500 EAST FORDHAM ROAD BRONX NY	368	255	116%	3%	6%		81	407	Knowledge and Power Preparatory Academy International High School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Belmont Preparatory High School	10X434	500 EAST FORDHAM ROAD BRONX NY	392	619	67%	9%	17%	A	108	945	Humanities Academy of Research and Technology (HART)	Humanities & Interdisciplinary	Screened
Bronx	Marble Hill High School for International Studies	10X477	99 TERRACE VIEW AVENUE BRONX NY	451	435	102%	2%	32%	A	54	891	International Studies	Humanities & Interdisciplinary	Screened
Bronx	Marble Hill High School for International Studies	10X477	99 TERRACE VIEW AVENUE BRONX NY	451	435	102%	2%	32%	A	54	179	International Academy	Humanities & Interdisciplinary	Screened
Bronx	Discovery High School	10X549	2780 RESERVOIR AVENUE BRONX NY	503	473	95%	11%	19%	A	108	1250	Discovery High School	Humanities & Interdisciplinary	Limited Unscreened

APPENDIX A

Interest Area: Humanities & Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
Bronx	High School of American Studies at Lehman College	10X696	2925 GOULDEN AVENUE BRONX NY	371	333	106%	0%	0%	A	N/A	N/A	High School of American Studies at Lehman College	Humanities & Interdisciplinary	Test
Bronx	Bronx Lab School	11X265	800 EAST GUN HILL ROAD BRONX NY	479	468	96%	8%	6%	B	125	1043	Bronx Lab School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	New World High School	11X513	921 EAST 228TH STREET BRONX NY	372	402	88%	0%	81%	A	108	452	New World High School	Humanities & Interdisciplinary	Screened
Bronx	The Bronxwood Preparatory Academy	11X514	921 EAST 228TH STREET BRONX NY	366	490	74%	13%	10%	B	108	727	The Bronxwood Preparatory Academy	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Pelham Preparatory Academy	11X542	925 ASTOR AVENUE BRONX NY	502	506	100%	8%	3%	A	108	1793	Pelham Preparatory Academy	Humanities & Interdisciplinary	Limited Unscreened
Bronx	New Day Academy*	12X245	800 HOME STREET BRONX NY	355	750	60%	13%	14%	F	81	229	New Day Academy	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Metropolitan High School, The	12X248	1180 REV. J.A. POLITE AVE. BRONX NY	325	360	91%	16%	21%	A	81	465	The Metropolitan High School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Explorations Academy	12X251	1619 BOSTON ROAD BRONX NY	376	432	84%	12%	13%	A	108	459	Explorations Academy	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Bronx Latin	12X267	800 HOME STREET BRONX NY	356	516	68%	15%	13%		81	429	Bronx Latin	Humanities & Interdisciplinary	Limited Unscreened
Bronx	East Bronx Academy for the Future	12X271	1716 SOUTHERN BOULEVARD BRONX NY	637	511	122%	10%	11%	B	81	729	East Bronx Academy for the Future	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Peace and Diversity Academy	12X278	1180 REV. J.A. POLITE AVE. BRONX NY	282	329	100%	9%	9%	C	81	253	Peace and Diversity Academy	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Pan American International High School at Monroe	12X388	1300 BOYNTON AVENUE BRONX NY	339	277	78%	0%	98%		108	167	Pan American International High School at Monroe	Humanities & Interdisciplinary	Screened
Bronx	BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL	12X479	800 HOME STREET BRONX NY	155	530	16%	16%	8%		81	341	Bronx Career and College Preparatory High School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Fannie Lou Hamer Freedom High School	12X682	1021 JENNINGS STREET BRONX NY	514	499	103%	18%	12%	A	110	692	Fannie Lou Hamer Freedom High School	Humanities & Interdisciplinary	Limited Unscreened
Bronx	Wings Academy	12X684	1122 EAST 180 STREET BRONX NY	519	606	84%	11%	7%	B	100	1217	Academy For Excellence	Humanities & Interdisciplinary	Educational Option

\* School is being proposed for phase-out beginning in 2011-2012.

## APPENDIX A

### Interest Area: Humanities & Interdisciplinary

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