

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of Banana Kelly High School (08X530) and the Opening and Co-Location of a New High School (08X563) with Holcombe L. Rucker School of Community Research (08X332) in Building X039 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close Banana Kelly High School (08X530, “Banana Kelly”), an existing district high school in building X039 (“X039”), located at 965 Longwood Avenue, Bronx, NY 10459, within the geographical confines of Community School District 8. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Banana Kelly with New School (08X563, “New School”), a new district high school serving students in grades nine through twelve in building X039.

If this proposal is approved, Banana Kelly will close at the conclusion of the 2011-2012 school year. All current students who have not graduated before the start of the 2012-2013 school year will be guaranteed a seat and automatically enrolled in New School.¹

Banana Kelly is co-located with Holcombe L. Rucker School of Community Research (08X332, “Holcombe L. Rucker”), an existing district high school serving students in grades nine through twelve. In addition, building X039 houses multiple community-based organizations (“CBOs”), Children’s Aid Society, Morris Heights Health Center, BuildOn, and Elevate NY. Banana Kelly and Holcombe L. Rucker School of Community Research currently use gym space at the Police Athletic League building (“PAL Longwood”) located at 991 Longwood Avenue, Bronx, NY 10459. New School would also use gym space there.

Banana Kelly admits students through the Citywide High School Admissions Process through the educational option admissions method. Holcombe L. Rucker admits students through the Citywide High School Admissions Process through the limited unscreened admissions method. Additional information about the High School Admissions Process is contained in Section III.A of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing Banana Kelly and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in building X039. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Banana Kelly staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. Doing this important work will improve the quality of teaching and learning in the school. DOE also will maximize New School’s chance of receiving up to \$800,000 in supplemental federal funding under the federal School

¹ Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Banana Kelly who require summer school to meet promotion or graduation requirements would attend summer school in one of these sites. More information on summer school can be found on the DOE’s Website at: <http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm>.

Improvement Grant (“SIG”) program. New School will build on the strongest elements of Banana Kelly and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Banana Kelly with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

Background on the DOE Decision-Making Process

PLA Identification

Each year, the New York State Education Department (“SED”) designates a number of schools as Persistently Lowest Achieving (“PLA”) based on their low graduations rates or poor academic performance.² (The standards for the PLA designation are described in more detail below.) Banana Kelly was first designated as PLA during the 2010-2011 school year.³

Each year, the DOE comprehensively reviews all of its PLA schools, with the goal of determining what intensive supports and interventions would best benefit the students in these schools. During those reviews, the DOE looks at recent historical performance and demand data from the school, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

School Improvement Grants

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (known as School Improvement Grants or SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.⁴

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization (“EPO”) that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student support services similar to those developed in Transformation, but also replace at least half of the school’s staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.⁵

In addition, the Transformation and Restart models require the implementation of a comprehensive teacher evaluation system based on multiple measures. This new teacher evaluation system is intended to enable schools to improve student achievement through a more robust and rigorous teacher evaluation process, which in turn would result in more targeted support for struggling teachers and greater accountability for ineffective teachers by allowing for their expedited removal when they are not serving students well.

² For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.

³ For more information, please visit: <http://www.p12.nysed.gov/pla/>

⁴ SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of a model. Banana Kelly was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two years of funding.

⁵ For purposes of SIG, “School Closure” involves closing a school and enrolling the students who attended that school in other *existing* schools across the city. Because this would not result in the creation of replacement seats in the specific school community, the DOE does not use this model. For more information, please visit: <http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to improve with the supports provided for within the Transformation and Restart models were selected to implement one of those models in school year 2011-2012. Following SED's review and approval, 19 schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools which the DOE concluded were not able to quickly improve student performance were assigned to implement the phase in/phase out version of the Turnaround model, where one or more new schools replace the PLA school over a number of years, while the PLA school stops accepting students and phases out gradually. In the remaining 10 schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to those ten schools to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to Banana Kelly specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made Banana Kelly eligible for up to \$800,000 in SIG funding per year for three school years. However, as explained below, Banana Kelly's continuing eligibility for these funds under the Transformation model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement a new teacher evaluation system.

Unfortunately, by the January 1, 2012 deadline, the DOE was unable to reach an agreement with the UFT on integral elements of this new teacher evaluation system. Because of this, SED informed the DOE that all New York City PLA schools in either the Transformation or Restart models would no longer receive SIG funding to continue the school reforms supported by these models.

After SED informed the DOE that the Transformation and Restart models were no longer available to New York City schools and that funding had been suspended, the DOE began to look at what alternative approaches it could take to ensure that the supports and funding started under Transformation and Restart could continue and be strengthened. Furthermore, the continuing lack of a new teacher evaluation system led the DOE to further evaluate other options that were available to improve teacher quality.

After further consideration, the DOE concluded that a number of PLA schools, including Banana Kelly, should be closed and replaced with new schools. By closing Banana Kelly and opening a new school, the DOE will (1) align the DOE's intervention strategy with the school's most recent performance data and the DOE's most recent assessment of the steps which must be taken to improve performance at the school and (2) be able to immediately increase the quality of teachers serving students currently attending Banana Kelly.

Banana Kelly's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Transformation model at the school. That decision was predicated on certain positive trends in performance in 2009-2010, including a score of Well Developed on the school's 2009-2010 Quality Review, and indicators that there was capacity for performance improvements. This led the DOE to determine that the Transformation model, which along with Restart is a relatively less intensive intervention, was the best fit for the school. While Banana Kelly did show some improved performance in the 2010-2011 school year, data indicates that the educational environment is not improving with sufficient speed. The DOE believes that students at Banana Kelly would be better served by implementation of a more intensive intervention. This intervention is needed because the data show that the school was struggling even more than the DOE had thought at the time it chose the Transformation model for the school. The DOE also received feedback from members of the New York State Board of Regents that the pace of change in some Transformation and Restart schools was not quick enough to meet the challenges faced by the school. Thus, the DOE decided to propose that Banana Kelly be closed and replaced with a new school that would incorporate the strongest elements of Banana Kelly, while also allowing new staff to be put in place.

When the DOE placed Banana Kelly in the Transformation model, it hoped that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation or Restart models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would best support student outcomes. Even though the DOE and UFT have recently moved closer to an agreement on evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the downturn in Banana Kelly's data discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

Per Article 18-D of the DOE's collective bargaining agreement with the UFT, when a new school is created to replace a school that is being phased out or closed, the principal of the new school must develop and implement school-based competencies for hiring teaching staff.⁶ Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership, at minimum, consists of two representatives appointed by the UFT President, two representatives appointed by the superintendent (or the Chancellor) and the principal of the new school.

The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.

Any remaining teacher vacancies will then be filled by the Personnel Committee from applicants from the existing teacher pool, or as with all new district schools, if the school is unable to find sufficiently qualified applicants from within the existing teacher pool, the school will be provided an exception to hire up to 40% of its teaching positions from outside of the current teacher pool.

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high quality teaching staff into the new school and not rehire staff from the closing school who do not meet the New School's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the existing SIG model if a final agreement is reached on teacher evaluations. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for Banana Kelly and New School, seeking to continue SIG funding necessary to build on the work that began under the old model and implement new and revamped programs in New School to improve student achievement even further. However, the DOE intends to proceed with this proposal regardless of whether SIG funding is available, because it believes that the proposed staff, structural, and programmatic changes at New School will better serve students.

New School will guarantee a seat for all students currently attending Banana Kelly and will admit future new ninth-grade students through the Citywide High School Admissions Process. New School will be able

⁶ The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed below) for addressing the problems of persistently lowest achieving schools supported by federal SIG funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

to continue and augment those supports that are currently demonstrating some success at Banana Kelly, and replace those interventions that have been less effective. New School will build upon the best elements of Banana Kelly and will incorporate new elements to support student achievement. It will also fulfill the DOE's commitment to providing targeted support and greater accountability for teachers.

Performance and School Environment at Banana Kelly

SED identifies high schools as PLA if they have a State graduation rate below 60% for three consecutive school years or if performance and improvement on the English and Math Regents exams are below a defined threshold. Banana Kelly was identified as a PLA school in 2010-2011 because the school's graduation rates in 2007-2008, 2008-2009 and 2009-2010 were below 60%.

Banana Kelly has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school continues to require significant intervention, to meaningfully improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing Banana Kelly and opening New School. The new structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Graduation rates at Banana Kelly have been consistently low for years. Last year, Banana Kelly's four-year graduation rate (including August graduates) was 55.6% — well below the Citywide graduation rate of 65.1%, placing Banana Kelly in the bottom 16% of high schools Citywide.⁷
- If Regents diplomas alone counted toward graduation—as is the case for most students this school year—the four-year graduation rate at Banana Kelly would drop to just 36%, putting the school in the bottom 12% of high schools Citywide.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Banana Kelly earned an overall C grade on its 2010-2011 annual Progress Report, with a D grade on Student Progress, a C grade on Student Performance, and a B grade on School Environment.
- The school's attendance rate remains below that of most high schools. The 2010-2011 attendance rate was 77%, putting Banana Kelly in the bottom 6% of high schools Citywide in terms of attendance.
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 72% of first-year students at Banana Kelly earned at least 10 credits.⁸ This rate of credit accumulation puts Banana Kelly in the bottom 28% of high schools Citywide.
- Banana Kelly was rated “Developing” (D) on its most recent Quality Review in 2010-2011.⁹ Quality Reviews evaluate how well schools are organized to support student learning. Banana Kelly's 2010-2011 Quality Review cited a number of serious concerns including: inadequate systems for evaluating the rigor of curriculum and instruction; inconsistent instructional practices for integrating rigor and

⁷ Throughout this EIS, New York City's graduation rate calculation is used for individual school's graduation rates for all years, which is reported on the NYCDOE Progress Reports. For New York City, the most recent graduation rate available is New York State's calculation for NYCDOE students, which was 65.1% for the class of 2010. New York State's calculation of New York City's 2011 citywide graduation rate will not be available until New York State completes the verification of the graduation rate and releases it in spring 2012. New York City and New York State graduation rates both include August graduates and are generally similar.

⁸ The Progress Report defines students earning 10 or more credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subjects: Math, English, Science and/or Social Studies.

⁹ Quality Reviews rate schools on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating). For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>.

higher order thinking; and teacher pedagogy that is not properly aligned to differentiated learning strategies.

Despite a number of challenges the school has faced, some data indicate that elements of Banana Kelly are worth preserving in New School.

- Banana Kelly has experienced some success in graduating students taught in Collaborative Team Teaching (“CTT”) environments. 58% of students in CTT settings in the 2011 graduating cohort graduated in four years, in the 60th percentile for CTT students Citywide. The DOE will seek to preserve Banana Kelly’s efforts to support these students in the New School, while implementing new supports to assist other student populations who continue to struggle at Banana Kelly, including other students with disabilities and over-age students.
- While Banana Kelly is not adequately preparing students for all of the rigors of college, the school is offering some college preparatory courses to students. In 2010-2011, 19% of students in the 2011 graduating cohort passed a college preparatory course.¹⁰ This result is in the 88th percentile of the school’s peer group, which includes schools with students similar to those at Banana Kelly.
- While the school’s overall Quality Review score was “Developing,” the Review indicated some areas of strength, such as the administration’s strong partnerships with outside organizations to provide students with socio-emotional and academic support, as well as a professionally collaborative environment in which teachers can grow. With the restructuring and new supports available when Banana Kelly closes and New School opens, the DOE expects that the New School will be able to effectively leverage these areas of strength while improving student outcomes.

The chart below summarizes key performance data for Banana Kelly over the past three years:

X530 Banana Kelly High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	D	C
Progress Report Progress Grade	C	D	D
Progress Report Performance Grade	C	F	C
Progress Report Environment Grade	A	A	B
Quality Review Score	NA ¹¹	WD	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	59%	71%	72%
4 Year Graduation Rate	52%	47%	56%
6 Year Graduation Rate	61%	53%	65%
% Graduating with a Regents Diploma	29%	28%	36%
Attendance Rate	82%	84%	77%
2010-2011 State Accountability Status	Corrective Action (year 1) Comprehensive ¹²		

¹⁰ According to the Progress Report College Preparatory Course Index, defined as a set of courses that provides rigorous college level or college- ready content.

¹¹ Not all schools receive a Quality Review every year

¹² This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Website at <http://www.p12.nysed.gov/irs/accountability>.

Overview of Past Strategic Improvement Efforts at Banana Kelly

For the past several years, the DOE has sought to support Banana Kelly in order to ensure that it was equipped to provide a quality education for its students.

Leadership Support:

- Provided leadership training, coaching, and mentoring for the principal and leadership staff to help them set clear goals for the school and improve student performance. Specifically, leadership staff was supported in targeting areas in need of improvement identified in the school's Progress Report and Quality Reviews, such as credit accumulation and Regents Pass Rates, and was assisted with developing the school's Comprehensive Education Plan.
- Worked with school leadership to design professional development aimed at strengthening school-wide procedures and curriculum aligned to the Common Core Learning Standards, and Citywide Instructional Expectations.
- Supported school leadership in managing and organizing teachers to best position them to address attendance and discipline issues within the classroom.
- Designed strategies with school leadership, using data from Progress Reports and Regents Exam results, to identify areas in need of improvement and also to improve instruction.
- Worked with principal and assistant principals to design strategies to develop teachers and promote teacher effectiveness, including training on the Danielson Framework.¹³

Instructional Support:

- Provided support to teachers and staff in implementing practices that impact and improve teacher instruction by utilizing classroom observations, analysis of student work, review of data, and inquiry.
- Coached teachers and leadership in analyzing student-level data to improve instruction and identify interventions for struggling students.
- Offered training for staff on successful ways to assess student progress through rigorous tasks and use the information to inform and improve teacher practice.

Operational Support:

- Advised school staff on budgeting, human resources, and building management.
- Supported school staff in Special Education compliance issues, including timely writing of Individualized Education Programs ("IEPs"), alternative assessments and other supports and strategies for improving instruction and plans for students with disabilities.

Student Support:

- Supported school leadership and counselors in developing strategies to build a safe and supportive school environment through guidance interventions, parent involvement, and community partnerships.
- Assisted school staff in developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.

Even with these supports, however, the DOE has determined that Banana Kelly does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending Banana Kelly is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all non-graduating students currently attending Banana Kelly access to an improved faculty.

¹³ The Danielson Framework for Teaching is a research-based set of components of instruction grounded in a constructivist view of learning and teaching.

Prior to issuing this proposal, the DOE met with the Banana Kelly community. On January 31, 2012, Bronx High School Superintendent Carron Staple met with Banana Kelly’s School Leadership Team (“SLT”), and invited parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

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

II. Proposed or Potential Use of Building

X039 has a target capacity of 1,021 students.¹⁴ (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 752 total students,¹⁵ yielding a utilization rate of 74%.¹⁶ This means the building is “under-utilized” and has extra space to accommodate students.

If this proposal is approved, Banana Kelly will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open September 2012. Seats in New School will be guaranteed for all students currently enrolled in Banana Kelly who do not graduate by June 2012. Holcombe L. Rucker will continue to serve students in grades nine through twelve.

Over a two-year period, the grade spans for the proposed and existing schools in building X039 are as follows:

Grade Spans			
DBN	School Name	2011-2012	2012-2013
08X530	Banana Kelly High School	9-12	-
08X563	New School	-	9-12
08X332	Holcombe L. Rucker School of Community Research	9-12	9-12

If this proposal is approved, New School will serve approximately 410-450 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for each of the 354 students currently in grades nine through eleven, as well as an expectation of holdover students who need extra time to graduate. New School’s enrollment will approximate enrollment levels in Banana Kelly, which is currently serving 428 students.

Holcombe L. Rucker is serving 324 students in 2011-2012, and the DOE projects that the enrollment of this school will remain at or close to its current level.¹⁷

¹⁴ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”).

¹⁵ 2011-2012 Audited Register.

¹⁶ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of 2011 audited register. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹⁷ Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

If this proposal is approved, once Banana Kelly is closed and New School is opened, there will be approximately 715-795 students served in building X039 in 2012-2013, yielding a projected utilization rate of 70-78%. Therefore, the building has adequate capacity to accommodate New School, Holcombe L. Rucker, and the four existing CBOs in the building after the closure of Banana Kelly.

Over a two-year period, the enrollments for each proposed and existing school, and building utilization rates are as follows:

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
08X530	Banana Kelly High School	428	-
08X563	New School	-	410 - 450
08X332	Holcombe L. Rucker School of Community Research	324	305 - 345
Total Building Enrollment		752	715 - 795
Utilization		74%	70% - 78%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at Banana Kelly and New School

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at Banana Kelly. These structural and programmatic changes will be supported by New School's hiring process, which will allow the DOE to screen and hire those teachers with the specific skills and talent necessary to properly implement them. This will give all non-graduating students currently attending Banana Kelly access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that New School is able to effectively serve the needs of the students currently attending Banana Kelly, the DOE believes that the newly screened and hired staff will be among the most important changes at New School.

The DOE's intention in proposing the closure of Banana Kelly and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Banana Kelly with new staff and new programmatic elements in a new school.

Details are included below about programs currently offered at Banana Kelly, whether they will be implemented in New School, and if so whether any changes to these programs are anticipated.

Based on available resources, student need, and the availability of SIG funding, new elements planned for New School include but are not limited to: the addition of a supportive advisory program for ninth and tenth grade students, college preparation planning for eleventh and twelfth grade students, new instructional models to strengthen literacy and the acquisition of critical communications and higher-order thinking skills, new data collection practices to strengthen differentiated instruction, and plans to develop a bilingual program to support ELLs in their transition and acquisition of the English language.

Banana Kelly currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations.

Banana Kelly also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer the same extra-curricular activities and clubs.

New School Mission

The mission of New School is to prepare all of its students to be successful in the 21st Century through collaboration, community involvement, and college and career readiness. New School will build upon the existing community partnerships of Banana Kelly to deepen student involvement and engagement within the school and work towards harnessing these partnerships to develop a school culture grounded in high student expectations and academic rigor.

Banana Kelly had a focus on community involvement and student socio-emotional wellness. New School will continue to develop these areas on a foundation of college and career readiness with a focus on supporting students in attaining academic success.

Instructional Model and Curricula

Under the Transformation model, Banana Kelly had begun to implement data systems used to identify and implement instructional programs. Datacation, a school-wide data collection and analysis system, has been used to administer baseline assessments since the start of the school year.

Information about student achievement that Banana Kelly had begun to collect through these systems, allowed for an analysis of where Banana Kelly students were succeeding and struggling. New School will develop a core instructional program that—based on the analysis of Banana Kelly student data—is different from the instructional program that Banana Kelly had in place.

Based on an ongoing assessment of needs and resources, New School’s instructional model will emphasize literacy development, listening, speaking, reading, and writing within all content areas. Key features of this model include integrating writing and non-fiction text across all content areas; creating an aligned interdisciplinary approach to teaching persuasive writing and research writing; reading and analyzing non-fiction informational texts; and aligning key assessment benchmark dates – i.e., mock Regents and Design Your Own (“DYO”) Periodic Assessment dates – to the trimester and state testing calendars to ensure that teachers have a clear picture of student progress towards Regents success. DYO periodic testing will occur once per trimester and mock Regents assessments will occur six to eight weeks prior to each state exam.

To implement this model, New School will use a Collaborative Team Teaching (“CTT”) approach to advance and support differentiated instruction and student learning. The school will design aligned approaches to discussion techniques that emphasize student ownership of classroom conversation. Finally, the school will have additional courses that strengthen skills in literacy and numeracy that run parallel to students’ core subject programming.

New School will build on the work Banana Kelly has done to check for understanding through the use of daily formative assessments so that instruction is modified accordingly for students as they progress through the curriculum.

New School will also expand foreign language opportunities in order to support students in gaining advanced regents diplomas.

Advisory Program

New School plans to pursue the implementation of an advisory program for ninth- and tenth-grade students once per week, which will focus on developing communication skills, general behavior, social responsibility, and will also serve as an introduction to larger college readiness efforts at New School.

Eleventh- and twelfth-grade students will be enrolled in a college seminar twice per week that builds upon the work from the ninth- and tenth-grade advisory program, specifically regarding general preparation for standardized college admissions tests, the college application process, and financial aid applications.

Support for Students with Disabilities and English Language Learners

Banana Kelly currently serves students with disabilities in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) classes, as well as through Special Education Teacher Support Services (“SETSS”). Both through an assessment of current services and improved programming that will allow for Common Planning Time for ICT and CTT teachers, these services will be adjusted in New School to better meet the needs of its students.

Currently, English Language Learner (“ELL”) students’ needs are met mostly through English as a Second Language (“ESL”) supports. Given the already substantial enrollment and additional anticipated enrollment of ELL students at the New School, the school plans to develop a bilingual program to support ELLs in their transition and acquisition of the English language.

School Schedule

Banana Kelly currently operates on a trimester schedule. Based on an ongoing assessment of needs and resources, New School will plan to build upon this schedule by: integrating greater opportunities into the schedule when teachers will be able to assess writing across the curriculum through the DY0 periodic assessment; integrating Common Planning Time (“CPT”) into the schedule to allow for CTT and ICT models for teachers who teach students with disabilities, ELLs, and students in general team teaching environments; and creating more opportunities for analysis of formative assessment such as mock Regents.

New School will build upon Banana Kelly’s efforts to analyze student data by using specific data about students’ Regents performance to inform purposeful grouping and targeted interventions in order to program students for Regents preparation opportunities (e.g., Saturday School and After-School Homework Help) and increase learning time for all students.

As needed, the School-based Options (“SBO”) process allows individual schools to modify provisions in the collective bargaining agreement or NYCDOE regulations as related to class size, rotation of assignments or classes, teacher schedules, and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review SBOs in March-April of each year. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all schools, including PLA schools.

Human Capital

New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the NYC Teaching Residency for School Turnaround,¹⁸ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo a school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to The Teachers of Tomorrow (“TOT”), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include persistently lowest achieving schools) by providing them with tax-free grants for up to four consecutive years.

Under the Transformation model, Banana Kelly dedicated a significant amount of time and resources towards implementing professional development; however the inputs have not translated into increased student achievement. New School will work to deepen elements of professional development which have been successful and strengthen those components which have not resulted in strong student outcomes.

For example, Banana Kelly is currently using a research-based coaching tool for teacher evaluation in frequent informal and formal observations. New School will deepen this work by expanding opportunities for teachers to participate in peer observations using the same framework and provide differentiated professional development support to teachers using this coaching tool.

Banana Kelly’s current professional development is offered through the Columbia University Teachers College/Center for Professional Education of Teachers (“CPET”) via department teams and individual coaching—which is supporting the development and implementation of DY0 periodic assessments. To increase the impact of this work, teachers will be assigned to specific professional development programs

¹⁸ For more information, please visit: <http://nycteachingresidency.ttrack.org/>

based on individual professional goals informed by classroom observation trends and student performance data review. Additionally, this year CPET has provided whole school professional development to Banana Kelly's teachers on ways of integrating daily writing into their content areas. CPET coaches will continue to provide support to New School's teachers in developing daily assignments to serve as daily formative assessments that document student classroom understanding.

New School will continue Banana Kelly's efforts to improve the quality of professional development so teachers can incorporate persuasive writing and informational texts, into the classroom in alignment to the Common Core State Standards.

New School also plans to pursue adding two integral features to its teacher development. First, teachers will be offered school-wide professional development aimed at increasing teacher capacity in implementing literacy-based instructional strategies across the content areas. Specific foci will be on improving classroom practices that promote argumentative writing in the content area, research writing in the classroom, and reading for information. Second, New School Department and Grade Level teacher teams will utilize the Lesson Study protocol to examine Common Core-aligned performance tasks to a) frame units of study and b) assess resulting student work to inform subsequent instructional steps.

Additionally, based on resources and needs, New School plans to pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness work into the professional development framework. As part of this effort, New School leadership will plan to seek learning opportunities such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. The New School will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the Danielson framework.

Socio-Emotional Student Supports

Chronic absenteeism has been a problem at Banana Kelly, particularly among ninth- and tenth-grade students and students with disabilities. New School will implement a targeted initiative to reduce absentee rates in partnership with CBOs and the attendance teacher. Pending the availability of resources, New School will pursue the creation of an attendance coordinator position to lead improvement efforts and monitor all procedures for attendance reporting on a daily basis through monitoring key ATS (Automate the Schools) reports such as the Long Term Absence report and the student cut report and conducting inter-visitations with schools that have similar student demographics and have achieved at least a 90% daily attendance rate. Banana Kelly received an \$850,000 Youth Engagement Grant from the Corporation for National and Community Service, which has established an extra-curricular service learning program that promotes both civic and academic engagement. New School will plan to continue this important work.¹⁹

Additional interventions to improve attendance will include: telephone calls home; mailings; home visits; incentives; counseling and parent workshops; extended day programs (both morning and afternoon); re-entry support and counseling for students returning to high school from time away or alternate programs; building on existing CBO partnerships to provide both social-emotional and academic supports to small cohort of under-credited students; and further publicizing the mission and work of the School Leadership Team ("SLT") in order to increase parental involvement in SLT subcommittees.

¹⁹ The DOE will work with New School and the Corporation for National and Community Service in an effort to address any impact the closure of Banana Kelly might have on the Youth Engagement Grant. The DOE currently believes the closure of Banana Kelly will not affect the ability of New School to achieve the goals of the grant.

New School will also increase parent involvement through developing key parent seminars and workshops on topics of parent and student interest such as: financial literacy, career exploration, teaching ESL, using technology, resume writing workshops, and interview skills workshops.

Additionally, Banana Kelly currently partners with several CBOs and other organizations. The partnerships and socio-emotional supports described below will be part of New School’s comprehensive student support plans.

- **Children’s Aid Society (CAS)** provides focused intervention for students with 65%-75% eighth-grade attendance.
- **Morris Heights Health Center** is a comprehensive school-based health care center that provides primary and pediatric health care, mental health, and dental care to students. This project was fully funded by an \$800,000 grant from the Bronx Borough President’s office.²⁰
- **Changing the Odds** is a health program that educates students on health issues facing the South Bronx community. The organization offers teen pregnancy prevention programs, relationship counseling, and leadership development seminars.

Additionally, New School will also pursue opportunities in creating a School Wellness Council. New School may apply for a grant through the Office of School Wellness Programs School Wellness Council Grant Program to support the work of the Council.²¹ School Wellness Councils can be comprised of teachers, administrators, school staff, parents, students and/or community leaders. The Council works to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community. These wellness opportunities would be in alignment to the overall school’s mission and theme.

Impact on Partnerships

In addition to the partnerships discussed above, according to the 2011-2012 High School Directory, Banana Kelly has partnerships with:

Partnerships					
Community-Based Organizations	Hospital Outreach	Higher Education Institutions	Cultural/Arts Organizations	Not-for-Profit	Corporate or Financial Institutions
UNITAS Therapeutic Community Group, Rocking The Boat, Children's Aid Society, Mothers on the Move	Montefiore Hospital Adolescent AIDS Outreach, Morris Heights Health Center	Hostos Community College, Fordham University, Tufts University, Bard College, The City College of New York (CCNY), Teachers College-Columbia University, New York University, The City University of New York (CUNY) Graduate Center	Stella Adler Studio of Acting, EPIC Theater, Mudbone Theater, El Museo del Barrio, American Globe Theater	New Visions for Public Schools, College Summit, Step Up Women’s Network, United Playaz, Nightstar, The Leadership Program, 100% Respect, The Opportunity Network, Elevate NY, Fresh Air Fund	Time Warner, Inc., GoGirl, Port Morris Tile and Marble Corporation

²⁰ The DOE will also work with the Bronx Borough President’s office and New School to address any impact the closure of Banana Kelly might have on the Morris Heights Health Center. The DOE currently expects that the Morris Heights Health Center will continue to provide services to the students at New School and will be unaffected by the closure of Banana Kelly.

²¹ For more information, please visit: <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

If this proposal is approved, the DOE will work with New School to ensure the smooth transition of all the above existing partnerships from Banana Kelly to New School.

Holcombe L. Rucker has already established relationships with several partners, including some whose work is directly connected to its missions and theme. The DOE anticipates that those partnerships will be unaffected by the closure of Banana Kelly and opening and co-location of New School.

Impact on Extracurricular Activities and Sports²²

According to the High School Directory, Banana Kelly currently offers the following sports, extracurricular activities, and clubs:²³

Extracurricular			
Student Leadership & Support	Academic	Artistic	Clubs
Pathways to Professions Program of Step Up Women's Network, Hope Leadership Academy of Children's Aid Society, buildOn, The Health Equity Project, United Playaz Violence Prevention Program, Ambassadors Team, Peer Mediators Team, Rocking the Boat (Boat-Building-On-Water) and Community Rowing Programs, ASPIRA Leadership Club, Peer Leaders Team, Conflict Mediation Program, Office of the Bronx Borough President Internship Program, Senior Committee, Elevate NY Mentoring Program	HS(2)Program, STEM Institute of CCNY, Harlem Children's Society Research Internship Program, SAT Prep, Saturday School, College Board SAT Prep, Regents Prep, College Now & Think College Now Programs, Career Visions Institute, After-school Tutoring	Stella Adler Studio of Acting Outreach Program, Step Up Women's Network Drama Program, Drumline, Chorus, Yearbook	LUZ- Latinos Unidos Zone, Freestyle Therapy Group, Young Men's Group, Career Visions Institute, Tinkerbelle, Live Poet Society

Sports			
PSAL Sports - Boys	PSAL Sports - Girls	PSAL Sports - Co-ed	School Sports
Basketball	Softball	Wrestling	Soccer, Yoga and Jujitsu Clubs

If this proposal is approved, New School is expected to offer the same student athletics as Banana Kelly

²² Athletic and extracurricular offerings reflect those listed for Banana Kelly in the 2011-2012 Directory of High Schools.

²³ <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

offers. The availability of the PSAL program for the schools in X039 is expected to remain the same despite the closure of Banana Kelly and opening of New School.

If this proposal is approved, New School is expected to offer the same extra-curricular activities and clubs as are now offered at Banana Kelly. As with all schools citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

Impact on Students Attending Holcombe L. Rucker

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at Holcombe L. Rucker. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of Banana Kelly and the proposed opening of New School will not impact the enrollment or admissions at Holcombe L. Rucker.

Enrollment Options for Current Banana Kelly Students

Under this proposal, all current Banana Kelly students will have a guaranteed seat in New School. This includes all ninth-, tenth-, and eleventh-grade students, as well as any twelfth-grade students who do not graduate by June 2012.

All incoming ninth-graders who have applied to Banana Kelly and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Throughout the City, students who are in ninth grade for the first time can participate in the High School Admissions Process and apply to attend a different high school for tenth grade. Current ninth-grade students at Banana Kelly who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2, 2011. Current first-time ninth-grade students at Banana Kelly who have not yet taken part in this process but now wish to do so may submit an application during Round Two of the High School Admissions Process in March.

In March, such students may submit a Round Two application and rank their preferences for schools that have available seats for tenth grade. Round Two matches are made in April. If a student also received a match through Round One of the High School Admissions Process, a match received in Round Two will nullify the Round One match.

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in New School. In addition, all students in non-terminal grades who currently attend Title 1 Schools in Need of Improvement (“SINI”) Year 2 status or worse (including PLA schools), such as Banana Kelly, are also eligible to apply for a transfer to another non-SINI school through the DOE’s existing No Child Left Behind (“NCLB”) Public School Choice Process. More information about this process can be found at the DOE’s Website at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

Impact on Students with Disabilities and English Language Learners

Banana Kelly currently offers ICT classes, SC classes, and SETSS. If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their IEPs. Banana Kelly currently offers ESL services; it does not offer a transitional bilingual or dual-language program. If this proposal is approved, ELL students at New School will continue to receive mandated services.

Students with IEPs or who are ELLs who are currently enrolled in ninth grade for the first time may apply to a new school for tenth grade through the High School Admissions Process to the same extent as all other current ninth-graders.

Enrollment Impact for Future High School Students—High School Admissions Process

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open in September. Students will receive Round Two results at the end of April 2012.

For more information about the High School Admissions Process, please visit <http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs.

In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

Both Banana Kelly and Holcombe L. Rucker admit students as part of the Citywide High School Admissions Process. This proposal will not affect the admissions criteria or processes for Holcombe L. Rucker. Banana Kelly will be impacted in that the school will close and New School will adopt its admissions method, if this proposal is approved.

Banana Kelly admits students through an educational option admissions method. Educational option 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 from among students ranked by the school administration and half are

selected randomly. If students score in the top 2% on their previous year's English Language Arts reading exam and list an educational option program as their first choice, they are guaranteed a match to that program. New School will admit students through the educational option admissions method, if this proposal is approved.

Holcombe L. Rucker has a limited unscreened admissions method. A limited unscreened program gives priority to students who demonstrate interest in the school by attending a school's Information Session or Open House events or visiting the school's exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority for admission to the school's program(s).

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on April 26, 2012, and a student was matched to Banana Kelly, the student will instead be matched to New School.

Students who listed Banana Kelly on their high school admissions applications also currently have the opportunity to submit a new application during Round Two. Schools with available seats as well as some new high schools designated to open throughout the City for the 2012-2013 school year will be available for these students to consider in this round. If a student already received a match in Round One (whether to Banana Kelly or any other school), that match will be nullified if the student receives a Round Two match.

Enrollment Impact for Future High School Students – Over-the-Counter Placements

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. As of the October 31, 2011 audited register, Banana Kelly has a total of 111 new ninth-grade students. New ninth-grade students enter the school through two methods:

- High School Admissions Process
- "Over-the-counter" ("OTC") placement

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the beginning of the school year. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);²⁴ or
- Did not participate in the High School Admissions Process for some other reason.

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

There is a peak enrollment period occurring just prior to and into the beginning of the school year 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.

²⁴ As detailed in 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.

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) that have a two-year track record of not filling seats 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.²⁵ 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 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared with 388 schools five years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 114 to 134.

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 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth-grade students arrived at Banana Kelly through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	4	107

Additionally, Banana Kelly admitted 32 OTC students in grades 10-12 as well:

	Over-The-Counter
10th Grade ²⁶	18
11th Grade	11
12th Grade	3

Of the 107 ninth-grade students who were admitted through the High School Admissions Process, 20% are students with disabilities and 17% are ELL students. Of the 4 students who arrived over-the-counter, 0% are students with disabilities and 0% are ELL students.²⁷

New School will accept OTC students and is expected to accommodate approximately the same number as does Banana Kelly, given that New School will serve the same student population and will enroll approximately the same number of students. Therefore, no loss of OTC seats is expected as a result of this proposal.

²⁵ 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 students 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").

²⁶ In addition to admitting 18 OTC students in the tenth grade, Banana Kelly also admitted 10 tenth-grade students through the High School Admissions Process.

²⁷ Students with disabilities as a percentage of total OTC ninth-grade students at Banana Kelly from the 2011-2012 Audited Register. This count does not include students receiving SETSS or students receiving speech or language services. ELL students as a percentage of total OTC ninth-grade students at Banana Kelly from the 2011-2012 Audited Register.

B. Schools

In 2012-2013, once Banana Kelly has closed and New School has opened, there will be approximately 715-795 total students served in the building. The projected utilization for X039 at that point is approximately 70-78%. The estimated enrollment for all schools in X039 over a two-year period is shown in the tables below.

Banana Kelly	Total Enrollment
2011-12 (audited)	428
2012-13 (proj.)	-

New School	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	410 - 450

Holcombe L. Rucker	Total Enrollment
2011-12 (audited)	324
2012-13 (proj.)	305 - 345

If this proposal is approved, there will be sufficient space to accommodate New School and Holcombe L. Rucker pursuant to the Citywide Instructional Footprint (the “Footprint”). (Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. 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.

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

There are also four Community Based Organizations ("CBOs") located in building X039, Children's Aid Society, Morris Heights Health Center, BuildOn, and Elevate NY. This proposal is not expected to impact the continued siting of these CBOs.

As indicated above, the enrollment of Holcombe L. Rucker is expected to remain at or close to its current level, and New School is expected to enroll approximately the same number of students as Banana Kelly does. Thus, the room allocations of the schools in the building are expected to remain the same, with New School assuming Banana Kelly's room allocation.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning 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. In addition, the Office of Space Planning will also work with the schools in building X039 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

It is likely that there will be a significant amount of underutilized space in building X039. The DOE will monitor enrollment in both schools in the upcoming school years. In the instance that it becomes clear an additional new school could be opened on the Banana Kelly Campus to more fully and efficiently utilize the building's capacity, the DOE would propose to open a new school in the building at that time.

Building Safety and Security

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

- Providing "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 the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children's First Network ("CFN") Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. This proposal is intended to meet this goal by allowing the students currently enrolled in Banana Kelly to benefit from a new school with a rigorously screened staff, a new mission and new vision, and new programs.

The DOE believes that this proposal to close Banana Kelly and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, Banana Kelly needs more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in Banana Kelly by implementing the Transformation model. However, based on the school's most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

The DOE believes that these interventions will give students the environment they need in order to succeed, while also minimizing disruption to the community by preserving the current use of the building in terms of the number of schools, types of schools, and grade levels served.

Impact on High School Seat Capacity in the Bronx

The Bronx seats eliminated by Banana Kelly's closure will be recovered by the opening of New School. As a result, the proposal to close Banana Kelly is not expected to yield a net loss of high school seats in building X039 or in the Bronx.

Specifically, in the Bronx:

- There will be 15,670 total seats available for new ninth-grade students in Bronx high schools in 2012-2013.²⁸
- In 2011-2012, there are only 14,959 new ninth-grade students enrolled in Bronx high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 711 seats for new ninth-grade students in Bronx high schools.

Specifically, in the X039 building:

- Banana Kelly is currently serving 111 new ninth-grade students.
- The proposed opening of New School in building X039 is projected to create 91-131 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Banana Kelly will be recovered through the opening of New School.

²⁸ The 2012-2013 ninth grade seat availability figure is based on data from the Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). This figure also accounts for phase-outs and replacements, grade expansions or truncations, and new schools. Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the HSAP or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

In short, the proposal to close Banana Kelly is not expected to yield a net loss of seats in the Bronx or in building X039. There will continue to be an excess of seat capacity in Bronx high schools.

Banana Kelly is one of five high schools in the Bronx that are proposed to be closed and immediately replaced. Each of those schools is the subject of an EIS which can be found on the DOE’s Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

If these five proposals are approved, there will continue to be an excess in seat capacity in Bronx high schools.

- These five schools are currently serving 1,238 total new ninth-grade students.
- The proposed opening of the five replacement high schools in the Bronx is projected to create 1,138-1,338 seats available to new ninth-grade students.
- This means the seats in Bronx high schools eliminated by the closure of these five schools are expected to be recovered through the opening of the five corresponding replacement schools.

In short, these proposals are not expected to yield a net loss of seats in the Bronx. There will continue to be an excess of seat capacity in Bronx high schools.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X039. This proposal is not expected to impact the site accessibility of the X039 building.

IV. Enrollment, Admissions and School Performance Information

Banana Kelly

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Method: Educational Option
Admissions After Proposed Closure of Banana Kelly	N/A

Enrollment Data

	Total Enrollment
2011-12 (audited)	428
2012-13 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁹	21%
Percentage of Students with Individualized Education Programs ³⁰	25%
Percentage of English Language Learner Students	14%
Percentage of Students Eligible for Free or Reduced Lunch ³¹	92%

School Performance Data

Banana Kelly (08X530)	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	D	C
Quality Review Score		WD	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	59%	71%	72%
4 Year Graduation Rate	52%	47%	56%
6 Year Graduation Rate	61%	53%	65%
% Graduating with a Regents Diploma	29%	28%	36%
Attendance Rate	82%	84%	77%

2010-2011 State Accountability Status³²	Corrective Action (year 1) Comprehensive
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Holcombe L. Rucker

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions After Proposed Closure of Banana Kelly	9-12: High School Admissions Process; Admissions Method: Limited Unscreened

²⁹ Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

³⁰ Students with IEPs as percentage of total students from the 2011-2012 Audited Register.

³¹ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

³² This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Website at <http://www.p12.nysed.gov/irs/accountability>.

Enrollment Data

Holcombe L. Rucker	Total Enrollment
2011-12 (audited)	324
2012-13 (proj.)	305 - 345

Demographic Data

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individualized Education Programs	19%
Percentage of English Language Learner Students	13%
Percentage of Students Eligible for Free or Reduced Lunch	87%

School Performance Data

Holcombe L. Rucker	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade		C	D
Quality Review Score	P	-	
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	68%	59%	64%
4-Year Graduation Rate	-	57%	59%
6-Year Graduation Rate ³³	-	-	-
% Graduating with a Regents Diploma	-	40%	47%
Attendance Rate	88%	86%	86%
2010-2011 State Accountability Status	Improvement (year 1) Comprehensive		

³³ There is no 6-year graduation rate because Holcombe L. Rucker opened in 2008.

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Banana Kelly	9-12: High School Admissions Process Admissions Method: Educational Option

Enrollment Data

New School	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	410 - 450

Demographic Data³⁴

Percentage of Students Receiving ICT or SC Services	21%
Percentage of Students with Individualized Education Programs	25%
Percentage of English Language Learner Students	14%
Percentage of Students Eligible for Free or Reduced Lunch	92%

School Performance Data

New School does not yet have enrollment. Therefore, there are no performance data for the school.

V. Initial Costs and Savings

If this proposal is approved, once the closure of Banana Kelly and the opening of New School are implemented, the DOE will cease to allocate funds to Banana Kelly and will allocate funds instead to New School.

New School will be provided with a fixed per-school allocation of \$15,000 during its first year. All schools receive approximately \$225,000 in annual fixed Fair Student Funding (“FSF”) foundation allocations to fund administrative costs and an additional \$50,000 in Children First supplemental funding.

Estimated FSF for New School in its first year is \$1,725,063-\$1,893,362. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

As discussed above, at the beginning of this school year Banana Kelly was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have

³⁴Demographic data included for New School is anticipated based on the current student population at Banana Kelly, but actual demographic data may differ.

received \$800,000 in Transformation money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was, and is, conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including Banana Kelly. While the two sides have made progress in their negotiations, at present there is still no agreement on an acceptable teacher evaluation system. As a result, Banana Kelly is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%³⁵ of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding. Moreover, because the portions of the Turnaround, Transformation and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Transformation model in the event the DOE and UFT reach an agreement on teacher evaluations. Under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel requirements) or the Transformation model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school's chances for receiving SIG funding.

The DOE will submit an application to SED to award SIG funding to New School pursuant to the applicable model. In that application, the DOE will also ask that SED restore SIG funding to Banana Kelly for the remainder of the current grant year and provide funding to New School in the subsequent years of the grant. However, the DOE plans to proceed with this proposal whether or not either Banana Kelly or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

Current Banana Kelly teachers who are not hired at New School will remain in excess.³⁶

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. This will not count as a cost or savings to New School, but could increase overall ATR costs to the DOE.

As noted above, Banana Kelly received an \$850,000 Youth Engagement Grant from the Corporation for National and Community Service. The DOE expects New School to continue applying this funding to an extra-curricular service learning program that promotes both civic and academic engagement. Moreover, the Morris Heights Health Center's provision of health care services in Banana Kelly, funded by an \$800,000 grant from the Bronx Borough President's office, is also anticipated to continue operating in New School.

This proposal is not expected to impose any costs on or affect the funding of Holcombe L. Rucker.

³⁵ Federal guidance suggests that teachers hired during the initial implementation of SIG may count towards this 50% requirement. The DOE is awaiting guidance from SED on whether SED will permit recently hired teachers to count towards the staff turnover requirement.

³⁶ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Banana Kelly will be excessed in the closure. This process will occur at the end of the 2011-2012 school year.

For teachers, new schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. All new district schools opening in campuses where an existing school is phasing out or closing must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from Banana Kelly apply, at least 50% of New School's positions shall be selected from among the appropriately licensed, most senior applicants from Banana Kelly who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary, and paraprofessional positions are also subject to Article 18-D.

Hiring decisions for New School for all teachers, whether they concern current Banana Kelly teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. Staff will be selected by a Personnel Committee typically consisting of two Union representatives designated by the UFT president, two representatives designated by the Chancellor or superintendent, and the principal.

Current Banana Kelly teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

As part of the Transformation model this year, Banana Kelly had funding to hire Master and Turnaround teachers.³⁷ These titles will not be available after the 2011-2012 school year due to the absence of an agreement with the UFT. While the positions will not be included at New School, the individual teachers in those positions currently will be welcome to apply to New School.

If approved, this proposal will not impact the personnel needs of Holcombe L. Rucker.

B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing New 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.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for Banana Kelly and Holcombe L. Rucker are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each school receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

³⁷ Master teachers serve as instructional leaders in their content area, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active developer, mentor, and coach of other teachers. Turnaround teachers are model educators in high need schools who help drive instructional improvement for their colleagues by maintaining a laboratory classroom, displaying exceptional results with their students, and facilitating lesson study with their peers.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

While schools 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 IEPs. If this proposal is approved, funding will be provided to meet the needs of all students with disabilities at New School in accordance with their IEPs.

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 the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, New School and Holcombe L. Rucker 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. Banana Kelly and Holcombe L. Rucker are currently eligible for Title I funding. Since Holcombe L. Rucker's enrollment is expected to be unchanged by this proposal, the DOE anticipates that the school will receive approximately the same amount of Title I funding next year. Since New School is expected to serve the same population as Banana Kelly, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding in coming years as Banana Kelly does, if this proposal is approved.

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. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

If approved, this proposal will not impact the costs of instruction at Holcombe L. Rucker.

C. Administration

All school supervisor and/or administrator positions assigned to Banana Kelly will be excessed when the school is closed, if this proposal is approved. Again, all excessing will take place in accordance with existing labor contracts.

Administrative positions at New School will be filled pursuant to the process set forth in Chancellor's Regulation C-30. That process could result in New School having a different principal or assistant principals than Banana Kelly.

If approved, this proposal will not impact the administration of Holcombe L. Rucker.

D. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Holcombe L. Rucker 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 if this proposal is approved. This proposal is not expected to impact the support services provided by Holcombe L. Rucker.

VII. Building Information

Building		X039
Type of Building		High school
Year Built		1905
Overall BCAS rating		2.18
2010-2011 Target Building Utilization		76%
2010-2011 Target Building Capacity		1021
FY 2011 Maintenance Costs	Labor	\$38,341
	Materials	\$9,100
	Maintenance and repair contracts	\$18,562
	Service contracts	\$0
	Custodial operations costs—Materials	\$6,986
	Custodial operations costs—Custodial Allocation	\$274,118
FY2011 Energy Costs	Electric	\$148,022
	Gas	\$7,495
	Oil	\$62,328
Projects completed during the current or prior school year		No projects identified
Projects proposed in the capital plan		No projects identified
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Art Rooms, Cafeteria, Computer Rooms, Nurse's Office & Science Labs

APPENDIX

Interest Area: Humanities and Interdisciplinary

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
07X221	Bronx	South Bronx Preparatory: A College Board School	360 EAST 145 STREET	620	772	80%	A	16%	9%	South Bronx Preparatory: A College Board School	Limited Unscreened
07X334	Bronx	International Community High School	345 BROOK AVENUE	378	498	76%	A	0%	94%	International Community High School	Screened: Language
07X473	Bronx	Mott Haven Village Preparatory High School	701 ST. ANNS AVENUE	357	398	90%	B	11%	10%	Mott Haven Village Preparatory High School	Limited Unscreened
07X495	Bronx	University Heights Secondary School	701 ST. ANNS AVENUE	463	604	77%	A	4%	4%	University Heights Secondary School	Screened
07X520	Bronx	Foreign Language Academy of Global Studies	470 JACKSON AVENUE	304	N/A	N/A	C	17%	22%	Humanities	Ed Option
07X551	Bronx	Bronx Academy of Letters	339 MORRIS AVENUE	548	915	60%	A	17%	9%	Bronx Academy of Letters	Limited Unscreened
08X269	Bronx	Bronx Studio School for Writers and Artists	928 SIMPSON STREET	491	640	77%	N/A	11%	9%	The Urban Assembly Bronx Studio School for Writers and Artists	Limited Unscreened
08X332	Bronx	Holcombe L. Rucker School of Community Research	965 LONGWOOD AVENUE	324	406	80%	D	15%	13%	Holcombe L. Rucker School of Community Research	Limited Unscreened
08X376	Bronx	Antonia Pantoja Preparatory Academy, A College Board School	1980 LAFAYETTE AVENUE	431	636	68%	N/A	22%	7%	Antonia Pantoja Preparatory Academy: A College Board School	Limited Unscreened

APPENDIX

Interest Area: Humanities and Interdisciplinary

08X432	Bronx	BRONX BRIDGES HIGH SCHOOL	1980 LAFAYETTE AVENUE	155	96	161%	N/A	10%	80%	Bronx Bridges High School	Screened: Language
08X452	Bronx	Bronx Guild	1980 LAFAYETTE AVENUE	291	385	76%	B	23%	8%	Bronx Guild	Limited Unscreened
09X227	Bronx	Bronx Expeditionary Learning High School	240 EAST 172 STREET	348	518	67%	B	17%	30%	Bronx Collegiate Academy	Limited Unscreened
09X231	Bronx	Eagle Academy for Young Men	4143 THIRD AVENUE	536	526	102%	B	13%	4%	The Eagle Academy for Young Men	Limited Unscreened
09X250	Bronx	Eximius College Preparatory Academy: A College Board School	1363 FULTON AVENUE	351	421	83%	B	17%	8%	Eximius College Preparatory Academy: A College Board School	Limited Unscreened
09X252	Bronx	Mott Hall Bronx High School	1595 BATHGATE AVENUE	338	359	94%	B	12%	9%	Mott Hall Bronx High School	Limited Unscreened
09X276	Bronx	Leadership Institute	1701 FULTON AVENUE	212	320	66%	C	15%	17%	Leadership Institute	Limited Unscreened
09X297	Bronx	Morris Academy for Collaborative Studies	1110 BOSTON ROAD	435	507	86%	B	20%	20%	Morris Academy for Collaborative Studies	Limited Unscreened
09X324	Bronx	Bronx Early College Academy for Teaching & Learning	250 EAST 164 STREET	490	500	98%	N/A	9%	11%	Bronx Early College Academy	Screened
09X403	Bronx	Bronx International High School	1110 BOSTON ROAD	378	527	72%	A	1%	92%	Bronx International High School	Screened: Language

APPENDIX

Interest Area: Humanities and Interdisciplinary

09X404	Bronx	School for Excellence	1110 BOSTON ROAD	369	458	81%	B	20%	22%	School for Excellence	Limited Unscreened
10X141	Bronx	Riverdale / Kingsbridge Academy (Middle School / High School 141)	660 WEST 237 STREET	1336	1485	90%	A	6%	7%	RKA Humanities	Screened
10X243	Bronx	West Bronx Academy for the Future	500 EAST FORDHAM ROAD	614	605	101%	C	18%	14%	West Bronx Academy for the Future	Limited Unscreened
10X268	Bronx	Kingsbridge International High School	2780 RESERVOIR AVENUE	466	476	98%	B	0%	95%	Kingsbridge International High School	Screened: Language
10X342	Bronx	International School for Liberal Arts	2780 RESERVOIR AVENUE	595	738	81%	C	2%	81%	International School for Liberal Arts	Screened: Language
10X374	Bronx	Knowledge and Power Preparatory Academy International High School (Kappa)	500 EAST FORDHAM ROAD	319	375	85%	A	5%	9%	Knowledge and Power Preparatory Academy International High School	Limited Unscreened
10X434	Bronx	Belmont Preparatory High School	500 EAST FORDHAM ROAD	400	671	60%	A	11%	12%	Humanities Academy of Research and Technology (HART)	Screened
10X477	Bronx	Marble Hill High School for International Studies	99 TERRACE VIEW AVENUE	454	508	89%	A	7%	32%	International Studies	Screened
10X477	Bronx	Marble Hill High School for International Studies	99 TERRACE VIEW AVENUE	454	508	89%	A	7%	32%	International Academy	Screened: Language

APPENDIX

Interest Area: Humanities and Interdisciplinary

10X524	Bronx	Crotona International High School	2474 CROTONA AVENUE	85	0	N/A	N/A	0%	98%	Graphic Design	Screened: Language
10X549	Bronx	Discovery High School	2780 RESERVOIR AVENUE	517	404	128%	A	12%	21%	Discovery High School	Limited Unscreened
10X696	Bronx	High School of American Studies at Lehman College	2925 GOULDEN AVENUE	377	333	113%	A	0%	0%	High School of American Studies at Lehman College	Test
11X265	Bronx	Bronx Lab School	800 EAST GUN HILL ROAD	472	469	101%	C	12%	4%	Bronx Lab School	Limited Unscreened
11X508	Bronx	Bronxdale High School	925 ASTOR AVENUE	92	752	N/A	N/A	23%	8%	Bronxdale High School	Limited Unscreened
11X509	Bronx	Pelham HS for Language and Innovation	925 ASTOR AVENUE	76	752	N/A	N/A	3%	84%	High School for Language and Innovation	Screened: Language
11X513	Bronx	New World High School	921 EAST 228TH STREET	395	422	94%	B	0%	82%	New World High School	Screened: Language
11X514	Bronx	The Bronxwood Preparatory Academy	921 EAST 228TH STREET	405	490	83%	C	16%	7%	The Bronxwood Preparatory Academy	Limited Unscreened
11X542	Bronx	Pelham Preparatory Academy	925 ASTOR AVENUE	503	508	99%	B	12%	2%	Pelham Preparatory Academy	Limited Unscreened
12X248	Bronx	Metropolitan High School, The	1180 REV. J.A. POLITE AVE.	337	334	101%	A	18%	22%	The Metropolitan High School	Limited Unscreened

APPENDIX

Interest Area: Humanities and Interdisciplinary

12X251	Bronx	Explorations Academy	1619 BOSTON ROAD	358	404	89%	B	16%	20%	Explorations Academy	Limited Unscreened
12X267	Bronx	Bronx Latin	800 HOME STREET	417	518	81%	A	15%	14%	Bronx Latin	Limited Unscreened
12X271	Bronx	East Bronx Academy for the Future	1716 SOUTHERN BOULEVARD	612	511	120%	B	13%	12%	East Bronx Academy for the Future	Limited Unscreened
12X278	Bronx	Peace and Diversity Academy	1180 REV. J.A. POLITE AVE.	216	328	66%	C	11%	15%	Peace and Diversity Academy	Limited Unscreened
12X388	Bronx	Pan American International High School at Monroe	1300 BOYNTON AVENUE	390	398	98%	N/A	0%	97%	Pan American International High School at Monroe	Screened: Language
12X479	Bronx	BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL	800 HOME STREET	243	532	46%	N/A	24%	16%	Bronx Career and College Preparatory High School	Limited Unscreened
12X511	Bronx	Bronx Envision Academy	1619 BOSTON ROAD	71	752	N/A	N/A	21%	11%	Bronx Envision	Limited Unscreened
12X521	Bronx	The Metropolitan Soundview High School	1300 BOYNTON AVENUE	96	0	N/A	N/A	14%	17%	The Metropolitan Soundview High School	Limited Unscreened
12X682	Bronx	Fannie Lou Hamer Freedom High School	1021 JENNINGS STREET	473	499	95%	A	18%	12%	Fannie Lou Hamer Freedom High School	Limited Unscreened
12X684	Bronx	Wings Academy	1122 EAST 180 STREET	517	589	88%	C	15%	5%	Academy For Excellence	Ed Option

APPENDIX

Interest Area: Humanities and Interdisciplinary

Sources:	
2011-12 Enrollment	2011-2012 Audited Register.
2010-11 Organization Capacity (Org Capacity)	School Capacity in 2010-2011 from the School Utilization Report ("Blue Book").
2011-12 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2011-2012 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 2011-2012 Audited register.
Progress Report	2010-2011 Progress Report Grade.
2011 Seat Target	Program Seat Target for September 2011.
2011 Applicants	Program Applicants for September 2011.
Admissions	Process by which students are admitted to the school.