



Dennis M. Walcott, Chancellor

The Proposed Closure of Bronx High School of Business (09X412) and the Opening and Co-Location of New School (09X574) with Urban Assembly Academy for History and Citizenship for Young Men (09X239), Bronx Collegiate Academy (09X227), Dreamyard Preparatory School (09X329), Bronx High School for Medical Science (09X413), Jonathan Levin High School for Media and Communications (09X414), and New ELL School (09X564) in Building X410 Beginning in 2012-2013
Release Date: March 5, 2012

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of Bronx High School of Business (09X412) and the Opening and Co-Location of New School (09X574) with Urban Assembly Academy for History and Citizenship for Young Men (09X239), Bronx Collegiate Academy (09X227), Dreamyard Preparatory School (09X329), Bronx High School for Medical Science (09X413), Jonathan Levin High School for Media and Communications (09X414), and New ELL School (09X564) in Building X410 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close Bronx High School of Business (09X412, “Bronx High School of Business”), an existing district high school in building X410 (“X410” or “Taft Campus”), located at 240 East 172nd Street, Bronx, NY 10457, within the geographical confines of Community School District 9. It currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Bronx High School of Business with New School (09X574, “New School”), a new district high school which will serve students in grades nine through twelve in building X410.

If this proposal is approved, Bronx High School of Business 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

Bronx High School of Business offers a Career and Technical Education (“CTE”) program.² It admits students through the Citywide High School Admissions Process through an educational option method. Additional information about CTE programming and the High School Admissions Process is contained in Sections III.A and III.C of this proposal.

Bronx High School of Business is co-located with: the Urban Assembly Academy for History and Citizenship for Young Men (09X239, “UAA History and Citizenship”), an existing district high school which is currently in its first year of phasing out, and will have completed phasing out at the end of the

¹ Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Bronx High School of Business 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>.

² Students enrolled in a high school that offers CTE programming receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training, and/or entry into the workforce.

2013-2014 school year;³ Bronx Collegiate Academy (09X227, “Bronx Collegiate”), an existing district high school serving students in ninth through twelfth grades; the Dreamyard Preparatory School (09X329, “Dreamyard”), an existing district high school serving students in ninth through twelfth grades; the Bronx High School for Medical Science (09X413, “School for Medical Science”), an existing district secondary school serving students in sixth through twelfth grades; the Jonathan Levin High School for Media and Communications (09X414, “Jonathan Levin”), an existing district high school serving students in ninth through twelfth grades; and, if approved, New ELL School (09X564), a new district high school proposed to serve grades nine through twelve and have a focus on English Language Learner students. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

As mentioned, in a separate Educational Impact Statement (“EIS”) published on January 27, 2012, the DOE is proposing the opening and co-location of a new high school on the Taft Campus beginning in the 2012-2013 school year. New ELL School, 09X564, is designed to serve English Language Learners (“ELLs”), students who are of limited English proficiency, and is proposed to open in the fall of 2012 to serve students in the ninth grade, gradually phasing in to the building by adding one grade per year through 2015-2016. The school is expected to reach full scale in 2015-2016, when it will serve approximately 300-340 students in grades nine through twelve. The Panel for Educational Policy (“PEP”) will vote on this proposal at their meeting on March 21, 2012. The proposal can be found on the DOE’s Website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm>. Thus, New School will also be co-located with 09X564 if both of these proposals are approved.

In addition, X410 houses a Living for the Young Family Through Education (“LYFE”) program.

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 Bronx High School of Business and replacing it with New School, the DOE is seeking to expeditiously improve educational quality on the Taft Campus. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Bronx High School of Business 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 also plans to develop new programs and school supports that are intended to improve student outcomes. By doing this important work to improve the quality of teaching and learning in the school, DOE will maximize New School’s chance of receiving up to \$800,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Bronx High School of Business and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of Bronx High School of Business 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

³ The details of the proposal concerning the phase out of UAA History and Citizenship can be found on the DOE’s Website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>. The Panel for Educational Policy (“PEP”) approved this proposal on February 1, 2011.

performance.⁴ (The standards for the PLA designation are described in more detail below.) Bronx High School of Business was first designated as PLA during the 2010-2011 school year.⁵

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 (School Improvement Grants, known as SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.⁶

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 supports 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.⁷

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.

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 begin implementation of one of those models in the 2011-2012 school year. 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/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

⁴ 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.

⁵ For more information, please visit: <http://www.p12.nysed.gov/pla/>.

⁶ SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of any SIG model. 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. Bronx High School of Business was first placed into a SIG model in 2011-2012 meaning that New School will be eligible for two years of funding.

⁷ 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>.

assigned a SIG model. Instead, the DOE provided each school \$300,000 in Title I funding to support those schools to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to Bronx High School of Business specifically, the DOE applied to SED to place the school into the Restart model. SED approved the application, which made Bronx High School of Business eligible for up to \$800,000 in SIG funding per year for three school years. However, as explained below, Bronx High School of Business's continuing eligibility for these funds under the Restart 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.

When the DOE placed Bronx High School of Business in the Restart 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 Restart model 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 Bronx High School of Business's data as discussed below, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

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 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 Bronx High School of Business, should be closed and replaced with new schools. By closing Bronx High School of Business 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 Bronx High School of Business.

A major factor in the DOE's decision making was Bronx High School of Business's most recent Progress Report, released at the end of October 2011, after the DOE's decision to implement the Restart model at the school. While the school's 2009-2010 Progress Report showed some overall decline, performance on a number of indicators increased. This led the DOE to determine that the Restart model, a relatively less intensive intervention, was the best fit for the school. However, Bronx High School of Business's performance further declined during the 2010-2011 school year. Based on this most recent data, the DOE believes that students at Bronx High School of Business would be better served by implementation of a more intensive intervention. The DOE also received feedback from members of SED and the Board of Regents that the pace of change in some Restart schools was not quick enough to meet the challenges faced by the school. Thus, the DOE decided to propose that Bronx High School of Business be closed and immediately replaced with a new school that would incorporate the strongest elements of Bronx High School of Business, while also allowing new staff to be put in place.

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.⁸ A Personnel Committee is then created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership consists, at minimum, 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, the Personnel Committee shall select at least 50% of the new school's pedagogical positions from among the appropriately licensed, most senior applicants from the closing school who meet the new school's qualifications.

The Personnel Committee will then fill any remaining teacher vacancies 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 receive 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 Bronx High School of Business and New School, seeking to continue SIG funding necessary to build on the work that began under the old model, while also implementing new and revamped programs in New School to further improve student achievement. 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 Bronx High School of Business and will admit future ninth grade students through the Citywide High School Admissions Process. New School will be able to continue and augment those supports that are currently demonstrating some success at Bronx High School of Business, and replace those interventions that have been less effective. New School will build upon the best elements of Bronx High School of Business 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 Bronx High School of Business

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. Bronx High School of Business was first identified as a PLA school in 2010-2011

⁸ 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 low 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."

because of its consistently low four-year graduation rate.

Bronx High School of Business has struggled to improve, and its performance during the last two years confirms the DOE's assessment that the school continues to require significant intervention to improve student outcomes. The DOE believes that this proposal to close Bronx High School of Business and open New School is the right intervention to take at this time. This intervention will allow the DOE to address the problem of poor teacher quality, which is the key driver of the poor performance highlighted below.

- Four-year graduation rates at Bronx High School of Business have been consistently low —55% or less— for the last four years. In 2010-2011, the Bronx High School of Business four-year graduation rate (including August graduates) was 51% — well below the Citywide graduation rate of 65.1% and in the bottom 10% Citywide.⁹
- If Regents diplomas alone counted toward graduation—as will be the case for most students in the 2011-2012 school year—the four-year graduation rate at Bronx High School of Business would drop to just 43%, putting the school in the bottom 22% 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. Bronx High School of Business earned an overall C grade on its 2010-2011 annual Progress Report, with C grades on Student Progress, Student Performance, and School Environment.
- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 67% of students reported feeling safe in the hallways, bathrooms, and locker rooms. In addition, only 40% of teachers reported that discipline and order were maintained at the school. These responses were in the bottom 8% and 11% respectively of high schools Citywide.
- The school received an “Underdeveloped” (UD) rating on its 2010-2011 Quality Review, indicating serious deficiencies in the way the school is organized to support student learning.¹⁰

Despite a number of challenges the school has faced, some data indicates that elements of Bronx High School of Business are worth preserving in the new school.

- While third year credit accumulation for 2010-2011 at Bronx High School of Business is in the bottom 12% Citywide, first year and second year credit accumulation are both above the city average. The DOE will seek to continue improving Bronx High School of Business's credit accumulation for first and second year students in the New School, while also implementing new programs to dramatically improve third year credit accumulation.
- While the school's overall Quality Review score for 2010-2011 was “Underdeveloped”, the Review indicated some areas of strength, such as strong communication systems between staff and parents, and the implementation of a new student data tool. With the new supports and restructuring available, we expect that the New School will be able to effectively leverage these areas of strength while improving student outcomes for all students.

⁹ Throughout this EIS, individual school's graduation rates for all years are those reported on the NYCDOE Progress Reports. For the citywide graduation rate, the most recent result available is New York State's calculation for the class of 2010, which was 65.1%. 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. The Progress Report and New York State graduation rates both include August graduates and are generally similar.

¹⁰ 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>.

The chart below summarizes key performance data for Bronx High School of Business over the past three years:

09X412 Bronx High School of Business	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	C
Progress Report Progress Grade	B	B	C
Progress Report Performance Grade	D	C	C
Progress Report Environment Grade	C	B	C
Quality Review Score ¹¹	---	P	UD
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	64%	83%	82%
4 Year Graduation Rate	55%	53%	51%
6 Year Graduation Rate	39%	63%	58%
% Graduating with a Regents Diploma	38%	36%	43%
Attendance Rate	86%	86%	86%
2010-2011 State Accountability Status¹²	Improvement (year 1) Comprehensive		

Overview of Past Strategic Improvement Efforts at Bronx High School of Business

For the past several years, the DOE has sought to support Bronx High School of Business to ensure that it was equipped to provide a quality education for its students.

Leadership Support:

- Provided leadership training for the principal and assistant principals to help them set clear goals for the school while developing the school’s Comprehensive Education Plan.
- Designed strategies with school leadership, using feedback from Quality Reviews and data from Progress Reports and Regents Exam results, to identify areas in need of improvement and improve instruction, enhance credit recovery process, provide Professional Development around assessment, and best practices when supervising the classroom.
- Worked with school leadership to design professional development aimed at strengthening curriculum alignment with Common Core Learning Standards and ensuring students are prepared for college and careers.
- Provided leadership support in meeting English as a Second Language (“ESL”) and Special Education compliance.

¹¹ Not all schools receive a Quality Review each year.

¹² For more information, please visit <http://www.p12.nysed.gov/irs/accountability/>.

Instructional Support:

- Coached and trained teachers and administrators on implementing citywide instructional initiatives and aligning classroom instruction with Common Core Learning Standards by implementing teacher teams, differentiating instruction, and enhancing writing instruction across the curriculum.
- Advised teachers and staff on strategies to provide specialized instruction and support for ELLs to ensure they meet graduation standards.
- Held subject-specific workshops on implementing Common Core Learning Standards and techniques for raising the level of instruction.
- Provided guidance around Special Education and ESL services and instruction.

Operational Support:

- Advised school staff on safety protocols and emergency preparedness techniques.
- Ensured counselors and school staff had supports in place for Students in Temporary Housing.
- Provided ongoing training and technical assistance to all operational support staff on all operational issues and procedures.

Student Support:

- Trained counselors and staff in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Supported school staff in developing strategies and practices for improving student attendance, creating strategies for targeting attendance concerns, and addressing behavior management within the school.
- Assisted counselors and assistant principals in managing the promotion process to ensure that students receive the instruction necessary to move to the next grade level and to ensure that procedures are clearly communicated to families.

Even with these supports, however, the DOE has determined that Bronx High School of Business 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 Bronx High School of Business is to close the school and replace it with New School for the 2012-2013 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 Bronx High School of Business access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Bronx High School of Business community. On January 24, 2012, Bronx High School Superintendent Carron Staple met with Bronx High School of Business's School Leadership Team ("SLT"), 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 PEP.

II. Proposed or Potential Use of Building

X410 has a target capacity of 2,780 students.¹³ (The concept of "target capacity" is explained below.) In 2011-2012, the building is serving 2,035 total students,¹⁴ yielding a utilization rate of 73%.¹⁵ If this

¹³ 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book")

¹⁴ 2011-2012 Audited Register

proposal is approved, Bronx High School of Business will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open for September 2012. Seats in the new school will be guaranteed for all students currently enrolled in Bronx High School of Business who do not graduate by June 2012.

UAA History and Citizenship will continue to phase out as planned, phasing out one grade per year and completing its phase-out at the end of the 2013-2014 school year.

Bronx Collegiate, Dreamyard, and Jonathan Levin will continue to serve students in grades nine through twelve, and School for Medical Science will continue to serve students in grades six through twelve.

Additionally, if approved, the New ELL School is projected to serve 75-85 students in ninth grade during the 2012-2013 school year, and will gradually add one grade per year until it reaches full scale, serving 300-340 students in grades nine through twelve, during the 2015-2016 school year.¹⁶

Over a 5-year period, the proposed grade spans for the schools in the building are as follows:

Grades Spans						
DBN	School Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
09X412	Bronx High School of Business	9-12	-	-	-	-
09X574	New School	-	9-12	9-12	9-12	9-12
09X564	New ELL School	-	9	9-10	9-11	9-12
09X239	Urban Assembly Academy for History and Citizenship for Young Men	10-12	11-12	12	-	-
09X227	Bronx Collegiate Academy	9-12	9-12	9-12	9-12	9-12
09X329	Dreamyard Preparatory School	9-12	9-12	9-12	9-12	9-12
09X413	Bronx High School for Medical Science	6-12	6-12	6-12	6-12	6-12
09X414	Jonathan Levin High School for Media and Communications	9-12	9-12	9-12	9-12	9-12

¹⁵ 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 are 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 the 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.

¹⁶ The LYFE program operates independently of the schools located on the Taft Campus. The LYFE program serves pregnant and parenting students enrolled in schools on the Taft Campus as well as students enrolled in other schools in the surrounding community. Because LYFE programs are not full-time educational programs, but rather provide additional support and childcare services, students who participate in the LYFE program currently housed in the Taft Campus, but who are not enrolled at any of the schools in the building, are not included in the building’s enrollment totals.

If this proposal is approved, New School will serve approximately 375 – 415 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 322 students currently in grades nine through eleven at Bronx High School of Business, as well as an expectation of holdover students who need extra time to graduate. This approximates enrollment levels in Bronx High School of Business, which is currently serving 390 students.

UAA History and Citizenship is projected to serve 60-70 students in grades eleven through twelve during the 2012-2013 school year, and will complete its phase-out at the end of the 2013-2014 school year.

The DOE projects that the enrollments at Bronx Collegiate, Dreamyard, School for Medical Science, and Jonathan Levin will all remain at or close to their current levels.

The recently proposed New ELL School is projected to serve 75-85 students in the ninth grade during the 2012-2013 school year, and is projected to serve 300-340 students in grades nine through twelve when it completes its phase-in and reaches full scale in 2015-2016.¹⁷ If this proposal is approved along with the proposal to site a New ELL School on the Taft Campus, there will be approximately 1,930-2,180 students served on the Taft Campus in 2012-2013, yielding a projected utilization rate of 69-78%. In the 2015-2016 school year, after UAA History and Citizenship has phased-out and New ELL School has reached full scale, the total building enrollment will be approximately 2,090-2,360 students, yielding a projected utilization rate of 75-85%. Therefore, after the closure of Bronx High School of Business, the building has adequate capacity to accommodate New School, Bronx Collegiate, Dreamyard, School for Medical Science, Jonathan Levin, New ELL High School, UAA History and Citizenship as it phase-outs, and the LYFE program.

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

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
09X412	Bronx High School of Business	390	-	-	-	-
09X574	New School	-	375 - 415	375 - 415	375 - 415	375 - 415
09X564	New ELL School	-	75 - 85	150 - 170	225 - 255	300 - 340
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	136	60 - 70	30 - 40	-	-
09X227	Bronx Collegiate Academy	348	330 - 370	330 - 370	330 - 370	330 - 370
09X329	Dreamyard Preparatory School	336	320 - 360	320 - 360	320 - 360	320 - 360
09X413	Bronx High School for School for Medical Science	453	420 - 490	415 - 485	415 - 485	415 - 485

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.

09X414	Jonathan Levin High School for Media and Communications	372	350 - 390	350 - 390	350 - 390	350 - 390
Total Building Enrollment		2,035	1,930 - 2,180	1,970 - 2,230	2,015 - 2,275	2,090 - 2,360
Utilization		73%	69% - 78%	71% - 80%	72% - 82%	75% - 85%

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 Bronx High School of Business 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 Bronx High School of Business. These structural and programmatic changes will be enabled and supported by New School’s hiring process which will allow the DOE to put in place a process to screen and hire those teachers with the specific skills and talent necessary to properly implement these changes. This will give all non-graduating students currently attending Bronx High School of Business 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 Bronx High School of Business, 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 Bronx High School of Business and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Bronx High School of Business with new staff and new programmatic elements in a new school.

The school currently offers Career and Technical Education ("CTE") programming. Details are included below about the implementation of this programming in New School.

Based on resources and an ongoing needs assessment, new elements planned for New School include but are not limited to: changes to the New School's admissions method; hands-on, project-based experiential learning experiences in all courses; new curricula complemented by new instructional models that support literacy and numeracy skill-building; new instructional strategies to better serve ELLs; a revamped organizational design to facilitate better support for students and teachers; and new mentoring and advisory opportunities to support students.

Bronx High School of Business currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations. In addition to traditional partnerships, as a Restart school, Bronx High School of Business was matched with an Education Partnership Organization ("EPO"), Center for Educational Innovation – Public Education Association (CEI-PEA), a New York City-based nonprofit educational partner organization. More detailed information about this partnership is included below.

Bronx High School of Business also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer at least the same extra-curricular activities and clubs. 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.

[New School Mission](#)

The mission of New School is to engage students in developing real world business competencies so that they become lifelong learners and meaningful contributors to the local, state, national, and international economies. New School will use business to foster a connection to the community, to prepare students for post-secondary education and careers, and to ensure students become productive citizens. New School will accomplish this by exposing its students to meaningful experiences within different business opportunities. Students will learn about the historical and cultural context of business and develop skills to interpret and inspire entrepreneurship. To effectively prepare students for the 21st Century and align student experiences with real world demands, students will receive instruction in a business pathway. The ultimate vision of New School is to create critical thinkers and problem solvers for success in the business community.

New School's mission will differ from that of Bronx High School of Business by incorporating the rigorous expectations that must be the foundation of preparing all students for college and careers. New School will rely on the following strategies to ensure success in meeting its mission: New School will include more hands-on project-based experiential learning in all courses; lesson and unit planning will be closely aligned to the Common Core Learning Standards; units and lessons will be designed to incorporate a sharper focus on college and career readiness, with an emphasis on providing appropriate guidance support for students and their families; and New School will explore creating partnerships within the community to provide internships and other opportunities for students to experience real-life business settings.

[Partnership with Center for Educational Innovation – Public Education Association \(CEI-PEA\)](#)

In summer 2011, as a condition of implementing the federal Restart model, Bronx High School of Business began a partnership with the Center for Educational Innovation – Public Education Association (CEI-PEA), a New York City-based nonprofit educational partnership organization. Under the Restart model, CEI-PEA was working closely with Bronx High School of Business leadership to make recommendations for specific interventions to raise student achievement at the school and to provide services including hands-on support

to improve the skills of teachers and school leaders, strategies to increase parent involvement, cultural programs, and academic intervention programs.

At this time, New School is planning to partner with CEI-PEA. This will allow New School to build upon efforts started at Bronx High School of Business to create a productive environment in which students thrive academically, socially, and emotionally. CEI-PEA will work with school leadership to develop, implement, and refine the ambitious plans for New School. In addition, within the improved structures and systems of New School, CEI-PEA will continue the important work it had started to develop highly-effective teachers and strong accountability systems to ensure all students are on track for success.

Instructional Model and Curricula

New School will create a core instructional program around Common Core Learning Standards and Regents Courses aligned with the theme of business. For example, “Virtual Business Academy,” an online entrepreneurship program, will be implemented. This software program will allow students to participate in the full spectrum of business development activities and simulates the steps needed to create a business “start-up.” Through successful completion of this program, Virtual Business Academy participants will earn credit for their work and have the opportunity to participate in citywide competitions and exhibitions. These projects will allow students to explore and focus on creating virtual business enterprises, which will expose them to real world experiences, such as developing a viable business plan and utilizing marketing strategies in order to create awareness about a product and get it sold. Project-based experiential learning opportunities will be a cornerstone of the Virtual Business Academy as well as other business courses at New School. To provide students with real world experiences and employment opportunities, such as internships, job training, and mentoring, strategic partnerships with public and private sector organizations will be developed throughout the neighborhood and the city.

Additionally, in order to ensure that students are able to succeed in their business coursework, there will be several new elements and practices implemented related to curriculum and instruction. New School will develop a new instructional program that will ensure students have a strong literacy and numeracy foundation. This will include the development of expanded Regents-level courses and more advanced mathematics courses. There will be an expanded use of technology and blended learning opportunities, including supplemental instruction via programs including Achieve 3000, ELLIS, Write to Learn, and NovaNet Suit. The development and use of common assessments, enhanced use of inquiry teams, and structured review of student work by teacher teams will be implemented. The new instructional program will include expanded use of Atlas Rubicon for curriculum development, differentiated curriculum maps, and pacing calendars. An increased focus on student use and demonstration of higher-order thinking skills and questioning techniques will also be a part of the new instructional program. Department teams will participate in interdisciplinary planning around business careers as a universal theme.

CTE Programs

Bronx High School of Business currently offers one CTE program in the Business Management and Administration career cluster.

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 Career Pathways, which are themselves grouped into sixteen career clusters identified at the federal level.¹⁸ Students who successfully complete a course of study in an “approved” CTE program receive a

¹⁸ “Career Pathways” is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation’s current and emerging workforce.

CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

“Approved” CTE programs of study have been reviewed and approved by the DOE and SED, which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are “in development” are in the process of developing a CTE program of study, but have not yet received official state approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can always do so.

State approval of CTE programs requires the following four stages:

1. Notification of intent to apply for program approval and initial self-assessment.
2. Formal self-evaluation of the quality of CTE program and submission to the DOE.
3. External review and validation of application by the DOE.
4. SED consideration for program approval.

Bronx High School of Business’s CTE program is in development and is not yet approved by the State:

Career Cluster	CTE Pathway	Status
Business Management and Administration	Entrepreneurship/Virtual Enterprise	In Development

Given New School’s deep focus on business development, New School plans to continue the same CTE programming currently at Bronx High School of Business, and, therefore, students enrolled in CTE programming at Bronx High School of Business would have the opportunity to enroll in CTE programming at New School. New School will pursue State approval of the Entrepreneurship/Virtual Enterprise program currently in development. The Office of Postsecondary Readiness will support the leadership of New School as the school works to gain State approval for this program.

As discussed above, in general, students who are enrolled in CTE programs which are “in development” (meaning they are not yet approved by the state) or “new to the process” (meaning the school has not yet begun seeking approval by the state) at Bronx High School of Business or at other schools Citywide, do not graduate with CTE endorsed diplomas. As such, if this proposal is approved, students enrolled in these programs at New School will be supported as they progress toward graduation, but may not graduate with a CTE endorsement if the program is not approved by the time they graduate. The DOE will support New School in the program approval process as necessary.

The list of schools in the City that also provide CTE programs in Bronx High School of Business’s pathways can be found in the Appendix. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE’s Website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

[Admissions Program](#)

Bronx High School of Business currently admits students into one admissions program, which is in the Business Interest Area, through an educational option method, described below in Enrollment Impact on Future High School Students—High School Admissions Process.

In the Business Interest Area, New School’s admissions will be converted from educational option program to a limited unscreened program (also described in detail below). An educational option method admits a predetermined percentage of students at various entering levels of proficiency. This admissions method

can lead to unfilled seats if a school's admissions program does not generate sufficient applicants within the predetermined percentage categories. The change in admissions method for New School will allow it to welcome and serve any student who applies and wants to attend New School. It will not impact the number of students enrolled in the school. By adopting a limited unscreened method, New School will be more likely to fill its seats in the initial round of the High School Admissions Process with students who wish to attend the school, as opposed to being locked in to a predetermined percentage of students by proficiency level, which can lead to unfilled seats if adequate numbers of students from each level do not apply.

Academic Intervention and Enrichment Supports

There will be several academic interventions and supports put in place at New School to address a variety of needs among the community. New School plans to have a Response to Intervention/Academic Intervention Services ("RTI/AIS") coordinator who can ensure a strong RTI Team is aligned with AIS programming to meet the remedial and enrichment needs of all students. New School also has plans for part-time deans and teacher leaders to address school climate, student discipline and create a positive and successful environment with high expectations for all students. An attendance teacher could replicate the strong attendance improvement initiative begun at Bronx High School of Business under the Restart model, which includes a focused attendance team and dedicated intervention specialists as well as home visits, incentives and mentoring.

The New School will also seek to provide after school and Saturday Academy programs to include Regents preparation, credit recovery coursework, remediation, homework help, pre-teaching, re-teaching and exam preparation as well as recreation, athletic and enrichment opportunities. For students demonstrating the need for advanced coursework, New School will provide Advanced Placement and college level courses with neighboring colleges and universities as well as offer virtual coursework through New York City and New York State offerings.

Supports for Students with Disabilities and English Language Learners

The new instructional program will seek to ensure that the ELL population of New School will be grouped by proficiency level with a strong Regents-level ELL curriculum. The Sheltered Instruction Observation Protocol (SIOP) Model will be implemented across all content areas and all lesson plan development will include language objectives. The New School will continue program implementation of Scholastic's English 3D ELL Program for long-term ELLs. Three ELL teachers will serve this subgroup and deliver Regents-level content while supporting second language acquisition.

New School will seek to include on its faculty one special education coordinator to meet the needs of that subgroup for compliance purposes, as well as to ensure there are high expectations in course selection, completion, content differentiation, and teacher collaboration and planning pertaining to supporting students with disabilities. New School will also provide specific research-based reading instruction including the "WILSON Just Words" adolescent program for students with disabilities. A transition coordinator will meet the transition mandates for special education students by strengthening and enhancing partnerships for placements, internships and job training via the business theme and relationships being developed for all students.

School Schedule

An updated and expanded course of study, anchored in business education, will be created by New School and available to all students. Courses will include marketing, entrepreneurship, business planning, accounting and billing, customer service, and other business disciplines. The new school will develop second session or "P.M." school for students in need of alternative schedules due to work or family situations.

As needed, New School will seek to utilize the School-based Option (SBO) process 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 schools must extend the school 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 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 work to deepen elements of professional development which have been successful at Bronx High School of Business and revamp those components which have not resulted in strong student outcomes.

New School will use multiple strategies and initiatives to prepare teachers to create effective classrooms and a school culture that reflects the mission. Training for teachers will take place on the integration of the business theme and related lesson planning and curriculum development. Training for all staff will be conducted on career development and regarding the Virtual Business Academy program discussed earlier.

Training for all teachers will take place on the Universal Design Learning process. Additional training topics may include: the SIOP Model, lesson plan development, inquiry process, common assessment development and analysis, Common Core Learning Standards, questioning techniques, curriculum mapping, differentiated instruction, using technology in the classroom, and co-teaching model. The new school will develop and implement a teacher institute for all new, incoming staff to ensure that they are sufficiently prepared to teach New School students in alignment with the school's mission and the students' needs.

The Principal plans to lead a team of two Assistant Principals, and is therefore planning to reduce the administration by one Assistant Principal as compared to Bronx High School of Business. In order to support its work, New School plans to make other staffing changes as well. Teacher leaders will serve as curriculum leaders and coaches in the areas of Mathematics and English Language Arts as well as all content areas. Paraprofessionals will receive training in curriculum areas and interventions. Additionally, New School plans to have a data specialist coordinate, analyze, and share local classroom and department data as well as building, city and state data, including subgroup disaggregation, with administration and teaching staff by cohort, grade level and department to facilitate goal development, targeted interventions and academic intervention services as well as assist the RTI committee in data analysis and appropriate interventions. A UFT Teacher Center teacher, which is currently a vacant position at Bronx High School of Business, is planned to be hired. This role will also be redefined and strengthened to provide building-level support and professional development on Citywide Instructional Expectations, building-level initiatives, instructional needs specific to subgroups, and academic department needs to better meet the needs of the New School.

As needed, 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 Turnaround¹⁹ which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo 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 Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which includes PLA schools) by providing them with tax-free grants for up to four consecutive years.

¹⁹ <http://nycteachingresidency.ttrack.org/>

Socio-Emotional Supports

New School will initiate new programs that support student wellness. New School will also build and expand successful existing initiatives currently done at Bronx High School of Business, including: implementing the “Overcoming Obstacles” initiative during advisory; working with the pupil personnel and attendance team to incorporate Response to Intervention practices; running a SAT preparation program and recruiting students to participate and/or add it to their course of study; and a partnership with Montefiore Medical Center to better serve the health and wellness needs of the student population.

Additionally, New School will seek to provide mentoring and advisories to address social-emotional challenges for students and families. A student leadership program will be developed to mentor students with promotion or graduation-in-doubt status. New School will expand student leadership to include student-led anti-bullying campaign and peer mediation programs. To complement academic coursework, an internship/mentor coordinator will cultivate and manage placements for students at all grade levels.

New School will also seek to provide Life Space Crisis intervention training for staff. Building on positive parent engagement work at Bronx High School of Business, New School will implement a new Parent Leadership Academy and a parent education program to further engage parents in the school community and strengthen their parenting skills. New School will also seek to create a “College Now Center” in collaboration with New Settlement, a community based organization. The College Now Center will facilitate college trips, speakers’ bureau, scholarship opportunities, and other college and career opportunities for students and their families.

Impact on Partnerships

In addition to the above mentioned partnerships, according to the 2011-2012 High School Directory, Bronx High School of Business has partnerships with:

- **Community-Based Organizations:** New Settlement, The Leadership Program
- **Hospital Outreach:** Bronx-Lebanon Hospital Center
- **Higher Education Institutions:** The City University of New York (CUNY)
- **Cultural/Arts Organizations:** ArtsConnection

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

The other schools currently located on the Taft Campus already have established relationships with several partners, including some whose work is directly connected to the missions and themes of those schools. The DOE anticipates that those partnerships will be unaffected by closure of Bronx High School of Business and co-location of New School.

Impact on Sports and Extra-curricular Programming²⁰

According to the High School Directory, Bronx High School of Business currently offers the following sports, extracurricular activities, and clubs:²¹

²⁰ Athletic and extra-curricular offerings reflect those listed for Bronx High School of Business in the 2011-2012 Directory of High Schools.

²¹ <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

Sports	Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> • <u>PSAL Sports²² – Boys</u> Baseball, Basketball, Bowling, Handball, Indoor Track, Outdoor Track, Soccer, Volleyball • <u>PSAL Sports – Girls</u> Cross-Country, Indoor Track, Outdoor Track, Softball, Tennis, Volleyball • <u>PSAL Sports – Co-ed</u> N/A • <u>School Sports</u> Intramural Basketball, Softball, Volleyball Sports 	<ul style="list-style-type: none"> • Student Leadership & Support: <ul style="list-style-type: none"> • Student Government • Conflict Resolution • Academic: <ul style="list-style-type: none"> • Virtual Enterprise • Debate Team • Peer Tutoring • National Foundation for Teaching Entrepreneurship • Artistic: <ul style="list-style-type: none"> • Talent Show 	<ul style="list-style-type: none"> • Anime • Dance • Drama • Art • Book • Math • Chess • Yearbook • Literary Magazine • Web Team • Newspaper

If this proposal is approved, New School is expected to offer the same student athletics currently offered by Bronx High School of Business.

Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. Currently, all schools on the Taft campus participate in the PSAL program. If this proposal is approved, the DOE anticipates that the availability of the PSAL program for students across building X410 will be unchanged, including students attending New School. If this proposal is approved, New School is expected, at minimum, to offer the same extracurricular activities and clubs now offered at Bronx High School of Business. 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.

Impact on Students with Disabilities and English Language Learners

Bronx High School of Business currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained special education (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Bronx High School of Business currently offers English as a Second Language (“ESL”) services. If this proposal is approved, ELL students at New School will continue to receive mandated services.

Students with IEPs (with certain exceptions not applicable here) or 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.

²² PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

Impact on Students Attending Other Schools on the Taft Campus

This proposal is not expected to impact academic or extra-curricular program offerings or partnerships at any of the other schools on the Taft Campus. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure will not impact the enrollment or admissions at other schools located on the Taft Campus.

Enrollment Options for Current Bronx High School of Business Students

Under this proposal, all current Bronx High School of Business 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 Bronx High School of Business and have been matched to that school in the High School Admissions Process will automatically be 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 can apply to attend a different high school for tenth grade. Current ninth-grade students at Bronx High School of Business 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 Bronx High School of Business 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 attend Title 1 Schools in Need of Improvement (“SINI”) Year 2 status or worse (including PLA schools), such as Bronx High School of Business, are eligible to apply for a transfer to a 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>.

As stated previously, all incoming ninth-graders who have applied to Bronx High School of Business and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

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 have received 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, with certain exceptions, 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 a 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.

Bronx High School of Business currently admits students as part of the Citywide High School Admissions Process through an educational option 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.

As described above, New School will also admit students as part of the Citywide High School Admissions Process, but will admit students through a limited unscreened method. The change in admissions method for New School will allow it to welcome and serve any student who applies and wants to attend New School. It will not impact the number of students enrolled in the school. By adopting a limited unscreened method, New School will be more likely to fill its seats in the initial round of the High School Admissions Process with students who wish to attend the school, as opposed to being locked in to a predetermined percentage of students by proficiency level, which can lead to unfilled seats if adequate numbers of students from each level do not apply.

Dreamyard, School for Medical Science, Jonathan Levin, and Bronx Collegiate also admit students as part of the Citywide High School Admissions Process. UAA History and Citizenship is phasing out and no longer admits new ninth-grade students. Jonathan Levin admits students through an educational option admissions method.

School for Medical Science gives priority to continuing eighth-grade students and for new ninth-grade students has a screened language admissions method. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay, additional diagnostic test, or other criteria. School for Medical Science has the following admissions criteria:

- English (75-100), Mathematics (75-100), Social Studies (75-100), Science (75-100)
- Standardized Test Scores: Mathematics Level(s) 3-4, English Language Arts Level(s) 3-4

- Writing Sample
- Review of Attendance and Punctuality
- Candidates that meet screening criteria will be invited to take a writing and mathematics diagnostic assessment at the school before a final decision is made for admission. (Please note: admission to the program is also based on the admissions priorities listed above.)

Bronx Collegiate and Dreamyard have 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).

The proposed New ELL School would admit students both through the Citywide High School Admissions Process and through the over-the-counter admissions process. If approved, the school will be open to ELL students only. Regarding Citywide High School Admissions Process admissions, New ELL School will screen students for language to adhere to its mission to serve only ELL students.

This proposal will not affect the admissions criteria or processes for any organization in the building other than Bronx High School of Business.

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 Bronx High School of Business, the student will instead be matched to New School.

Students who listed Bronx High School of Business on their high school admissions applications also 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 Bronx High School of Business 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, Bronx High School of Business has a total of 104 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);²³ or

²³ 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.

- 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.

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.²⁴ 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 five years ago. Moreover, in the Bronx, the number of schools that admitted 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 Bronx High School of Business through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	10	94

Additionally, Bronx High School of Business admitted 14 OTC students in grades 10-12:

	Over-The-Counter
10th Grade²⁵	6
11th Grade	6
12th Grade	2

The chart below provides an overview of how many ninth-grade students arrived at UAA History and Citizenship through each admissions method:

²⁴ 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”).

²⁵ In addition to admitting six tenth-grade students through the OTC process, Bronx High School of Business also admitted eight tenth-grade students through the High School Admissions process.

	Over-The-Counter	High School Admissions Process
9th Grade	1	0

Additionally, UAA History and Citizenship admitted 10 OTC students in grades 10-11:

	Over-The-Counter
10th Grade	3
11th Grade	7
12th Grade	-

The chart below provides an overview of how many ninth-grade students arrived at Bronx Collegiate through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	18	70

Additionally, Bronx Collegiate admitted seven OTC students in grades 10-12:

	Over-The-Counter
10th Grade	3
11th Grade	2
12th Grade	2

The chart below provides an overview of how many ninth-grade students arrived at Dreamyard through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	17	88

Additionally, Dreamyard admitted 16 OTC students in grades 10-12:

	Over-The-Counter
10th Grade	6
11th Grade	9
12th Grade	1

The chart below provides an overview of how many ninth-grade students arrived at School for Medical Science through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	1	92

Additionally, School for Medical Science admitted one OTC student in tenth grade:

	Over-The-Counter
10th Grade	1
11th Grade	-
12th Grade	-

The chart below provides an overview of how many ninth-grade students arrived at Jonathan Levin through each admissions method:

	Over-The-Counter	High School Admissions Process
9th Grade	19	71

Additionally, Jonathan Levin admitted 20 OTC students in grades 10-12:

	Over-The-Counter
10th Grade	7
11th Grade	11
12th Grade	2

Enrollment Impact for Future Middle School Students—Middle School Choice Process

As discussed above, the proposed closure of Bronx High School of Business and opening of New School will not impact the enrollment or admissions at other schools located on the Taft Campus, including School for Medical Science, which serves students in grades six through twelve. School for Medical Science admits sixth-grade students through an academically screened method. The criteria are:

- Attendance at an Information Session
- Essay/writing sample
- Review of attendance and punctuality
- Review of test scores

Districts 9 and 10 share a middle school choice process, which means that District 9 and District 10 students have equal preference for choice schools and programs in both districts. Fifth-grade students who meet promotional standards and live within either district are eligible to apply to any District 9 or 10 choice middle school. Students rank their preferences from among the District 9 and District 10 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone); and
- K-8 schools with an unscreened application process that have available seats for middle school students.

In addition, screened and audition middle schools and alternative programs are offered through referrals. Students may also choose to apply to a number of schools that manage their own admissions process and/or schools with borough-wide or citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found on the DOE’s Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE’s Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Middle school students with IEPs (with certain exceptions) and ELLs are admitted to schools 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.

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

As a secondary school, School for Medical Science also admits students through the over-the-counter (“OTC”) process. 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 time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);²⁶ or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

When a middle school eligible student arrives for an OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

Schools with Programs Similar to Bronx High School of Business’s Program Offerings²⁷

Eighth-grade students will continue to have access to a broad range of high school options through the Citywide High School Admissions Process. These include many other Bronx high schools, some of which offer academic programs and pathways similar to those currently available at Bronx High School of Business. The New York City High School Directory, available in print at Borough Enrollment Offices and on the DOE website, offers a full list of high schools Citywide. The directory can be accessed on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

The Appendix lists the schools with programs in the same “Interest Area” as the one interest area (the Business Interest Area) currently offered at Bronx High School of Business, which will also be offered by New School if this proposal is approved. In addition, the respective percentages of students with disabilities and ELL students that attend each of these schools are included in this appendix, so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

Impact on LYFE Program

The Living for the Young Family Through Education (LYFE) program on the Taft Campus supports pregnant and parenting students enrolled in a DOE school by providing childcare and referral services. Social workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of the high schools on the Taft Campus. The LYFE program serves students in

²⁶ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

²⁷ Similar programs are defined as those in the same “interest area” as listed in the High School Directory.

those schools, but may also serve students in other schools in the surrounding community as well.

Since the 2009-2010 school year, the central LYFE program in District 79 has managed the individual sites both fiscally and programmatically. All LYFE staff are supervised by the program’s director and assistant principals. The LYFE program leaders are the rating officers for the field staff.

If this proposal is approved, the LYFE program in the building will continue to operate on the Taft Campus. It is expected to remain in the building and will continue to provide services as long as there is a need and demand for the program. The LYFE program is not expected to lose any space or reduce the services offered as a result of this proposal.

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

Building ID	Building Name	Building Address	LYFE Hours of Operation
X435	THEODORE ROOSEVELT HS	500 EAST FORDHAM ROAD	7:40am - 3:45pm
X098	I.S. 98 – BRONX	1619 BOSTON ROAD	8:00am - 3:00pm
X401	BRONX REGIONAL HS (OLD 133)	1010 REV. J. A. POLITE AVENUE	8:00am - 3:20pm
X440	DEWITT CLINTON HS	100 WEST MOSHOLU PARKWAY SOUTH	7:30am - 3:35pm
X650	JANE ADDAMS HS	900 TINTON AVENUE	7:40am - 4:00pm
X400	MORRIS HS	1110 BOSTON ROAD	7:45am - 3:50pm
X470	SOUTH BRONX HS (OLD 38)	701 ST. ANNS AVENUE	7:50am - 3:45pm
N/A	SOUTH BRONX JOB CORPS	1771 ANDREWS AVENUE	8:00am - 2:50pm

B. Schools

In 2012-2013, once Bronx High School of Business has closed, New School has opened, UAA History and Citizenship continues to phase out, New ELL School begins to phase in (pending approval), and the remaining schools continue with their existing enrollment plans, there will be approximately 1,930-2,180 total students served in the building.

The projected utilization for X410 at that point is approximately 69-78%. The estimated enrollment for all 8 organizations in X410 over a five-year period is shown in the tables below.

Bronx High School of Business	Total Enrollment
2011-12 (audited)	390
2012-13 (proj.)	-
2013-14 (proj.)	-
2014-15 (proj.)	-
2015-16 (proj.)	-

New School	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	375 - 415
2013-14 (proj.)	375 - 415
2014-15 (proj.)	375 - 415
2015-16 (proj.)	375 - 415

UAA History and Citizenship	Total Enrollment
2011-12 (audited)	136
2012-13 (proj.)	60 - 70
2013-14 (proj.)	30 - 40
2014-15 (proj.)	-
2015-16 (proj.)	-

Bronx Collegiate	Total Enrollment
2011-12 (audited)	348
2012-13 (proj.)	330 - 370
2013-14 (proj.)	330 - 370
2014-15 (proj.)	330 - 370
2015-16 (proj.)	330 - 370

Dreamyard	Total Enrollment
2011-12 (audited)	336
2012-13 (proj.)	320 - 360
2013-14 (proj.)	320 - 360
2014-15 (proj.)	320 - 360
2015-16 (proj.)	320 - 360

School for Medical Science	Grade 6	Grade 7	Grade 8	Total MS Enrollment	Total HS Enrollment	Total Enrollment
2011-12 (audited)	55	60	52	167	286	453
2012-13 (proj.)	50 - 60	50 - 60	55 - 65	155 - 185	265 - 305	420 - 490
2013-14 (proj.)	50 - 60	50 - 60	50 - 60	150 - 180	265 - 305	415 - 485
2014-15 (proj.)	50 - 60	50 - 60	50 - 60	150 - 180	265 - 305	415 - 485
2015-16 (proj.)	50 - 60	50 - 60	50 - 60	150 - 180	265 - 305	415 - 485

Jonathan Levin	Total Enrollment
2011-12 (audited)	372
2012-13 (proj.)	350 - 390
2013-14 (proj.)	350 - 390
2014-15 (proj.)	350 - 390
2015-16 (proj.)	350 - 390

New ELL School	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	75 - 85
2013-14 (proj.)	150 - 170
2014-15 (proj.)	225 - 255
2015-16 (proj.)	300 - 340

If this proposal is approved, there will be sufficient space to accommodate New School, the New ELL School’s phase-in (if approved), Bronx Collegiate, Dreamyard, School for Medical Science, Jonathan Levin, the LYFE Program and the continued phase-out of UAA History and Citizenship 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.

As indicated above, the enrollments of Bronx Collegiate, Dreamyard, School for Medical Science, and Jonathan Levin are expected to remain at or close to their current levels. UAA History and Citizenship is still phasing out, and enrollment is expected to decrease. Similarly, New ELL School is projected to

increase its enrollment gradually, as it adds one grade per year until it serves students in the ninth through twelfth grades by the 2015-2016 school year. Finally, New School is expected to serve a similarly-sized student body as Bronx High School of Business does. Therefore, room allocations of all schools in the building are anticipated to be the same as those in the pending proposal for the co-location of New ELL School, with New School having the same allocation as Bronx High School of Business. The EIS for the co-location of New ELL School is available at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm>

There is sufficient space in the Taft Campus to accommodate all schools as well as the LYFE program. 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 at X410 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

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 Bronx High School of Business 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 Bronx High School of Business and replace it with New School best meets the needs of the community. As discussed above, based on the school’s recent performance, Bronx High School of Business 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 Bronx High School of Business by implementing the Restart 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.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X410. This proposal is not expected to impact the partial site accessibility of the X410 building.

Impact on High School Seat Capacity in the Bronx

The Bronx seats eliminated by Bronx High School of Business's closure will be recovered by the opening of New School. As a result, the proposal to close Bronx High School of Business is not expected to yield a net loss of high school seats in building X410 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 X410 building:

- Bronx High School of Business is currently serving 104 new ninth-grade students. The proposed opening of New School in building X410 is projected to create 84-124 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Bronx High School of Business will be recovered through the opening of New School.

In short, the proposal to close Bronx High School of Business is not expected to yield a net loss of seats in the Bronx or in building X410. There will continue to be an excess of seat capacity in Bronx high schools.

Bronx High School of Business 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 Website 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 that the seats in Bronx high schools eliminated by the closure of these five schools will 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.

Impact on CTE Seat Capacity in the Bronx

There will be no change in the number of CTE seats available as a result of this proposal. New School plans to offer the same CTE programs previously offered at Bronx High School of Business. As a result, this proposal has no impact on CTE seats in the Bronx.

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.

For descriptions of approved and pending proposals that impact CTE seats in the Bronx, please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>. Also, as mentioned earlier, the list of schools in the City that also provide CTE programs in Bronx High School of Business’s pathways can be found in the Appendix. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE’s Website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

IV. Enrollment, Admissions and School Performance Information

Bronx High School of Business

Admissions Data

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

Enrollment Data

	Total Enrollment
2011-12 (audited)	390
2012-13 (proj.)	-
2013-14 (proj.)	-
2014-15 (proj.)	-
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services²⁹	21%
Percentage of Students with Individualized Education Programs³⁰	24%
Percentage of English Language Learner Students³¹	24%
Percentage of Students Eligible for Free or Reduced Lunch³²	82%

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

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

³¹ ELL students as percentage of total students 2011-2012 Audited Register.

³² Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

Bronx High School of Business	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	C
Quality Review Score		P	UD
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	64%	83%	82%
4 Year Graduation Rate	55%	53%	51%
6 Year Graduation Rate	39%	63%	58%
% Graduating with a Regents Diploma	38%	36%	43%
Attendance Rate	86%	86%	86%
2010-2011 State Accountability Status	Improvement (year 1) Comprehensive		

UAA History and Citizenship

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Bronx High School of Business	N/A

Enrollment Data

	Total Enrollment
2011-12 (audited)	136
2012-13 (proj.)	60 - 70
2013-14 (proj.)	30 - 40
2014-15 (proj.)	-
2015-16 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC services	23%
Percentage of Students with Individualized Education Programs	30%
Percentage of English Language Learner Students	21%
Percentage of Students Eligible for Free or Reduced Lunch	56%

School Performance Data

Urban Assembly Academy for History and Citizenship	2008-2009	2009-2010	2010-2011 ³³
School Performance and Progress			
Overall Progress Report Grade	C	F	
Quality Review Score		P	
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	64%	50%	65%
4 Year Graduation Rate	55%	43%	43%
6 Year Graduation Rate	-	60%	65%
% Graduating with a Regents Diploma	25%	16%	11%
Attendance Rate	78%	80%	80%
2010-2011 State Accountability Status	In Good Standing		

Bronx Collegiate

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions After Proposed Closure of Bronx High School of Business	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened

Enrollment Data

	Total Enrollment
2011-12 (audited)	348
2012-13 (proj.)	330 - 370
2013-14 (proj.)	330 - 370
2014-15 (proj.)	330 - 370
2015-16 (proj.)	330 - 370

³³ UAA History and Citizenship is phasing out, and therefore the school no longer receives progress report grades. However, several of the underlying metrics are still included.

Demographic Data

Percentage of Students Receiving ICT or SC services	17%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	30%
Percentage of Students Eligible for Free or Reduced Lunch	89%

School Performance Data

Bronx Collegiate	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	B
Quality Review Score	UPF	P	
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	73%	63%	77%
4 Year Graduation Rate	51%	61%	47%
6 Year Graduation Rate	-	64%	68%
% Graduating with a Regents Diploma	20%	33%	42%
Attendance Rate	78%	75%	76%
2010-2011 State Accountability Status	Improvement (year 1) Comprehensive		

Dreamyard

Admissions Data

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

Enrollment Data

	Total Enrollment
2011-12 (audited)	336
2012-13 (proj.)	320 - 360
2013-14 (proj.)	320 - 360
2014-15 (proj.)	320 - 360
2015-16 (proj.)	320 - 360

Demographic Data

Percentage of Students Receiving ICT or SC services	14%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	25%
Percentage of Students Eligible for Free or Reduced Lunch	85%

School Performance Data

Dreamyard Preparatory School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade		D	D
Quality Review Score	P		D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	59%	62%	73%
4 Year Graduation Rate	-	52%	49%
6 Year Graduation Rate	-	-	-
% Graduating with a Regents Diploma	-	37%	34%
Attendance Rate	82%	79%	75%
2010-2011 State Accountability Status	Improvement (year 1) Comprehensive		

School for Medical Science

Admissions Data

Current Admissions	6-8: Districts 9 and 10 Middle School Choice Process; Academic Screened 9-12: High School Admissions Process; Admissions Method: Screened.
Admissions After Proposed Closure of Bronx High School of Business	6-8: Districts 9 and 10 Middle School Choice Process; Academic Screened 9-12: High School Admissions Process; Admissions Method: Screened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total MS Enrollment	Total HS Enrollment	Total Enrollment
2011-12 (audited)	55	60	52	167	286	453
2012-13 (proj.)	50 - 60	50 - 60	55 - 65	155 - 185	265 - 305	420 - 490
2013-14 (proj.)	50 - 60	50 - 60	50 - 60	150 - 180	265 - 305	415 - 485
2014-15 (proj.)	50 - 60	50 - 60	50 - 60	150 - 180	265 - 305	415 - 485
2015-16 (proj.)	50 - 60	50 - 60	50 - 60	150 - 180	265 - 305	415 - 485

Demographic Data

Percentage of Students Receiving ICT or SC services	6%
Percentage of Students with Individualized Education Programs	9%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	87%

School Performance Data³⁴

School for Medical Science Middle School Grades

School for Medical Science	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	B
Quality Review Score			P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	69%	38%	28%
Math % Proficient (Levels 3 and 4)	85%	52%	60%
Other Key Performance Indicators			
Attendance Rate	94.7%	94.9%	93.6%
2010-2011 State Accountability Status	In Good Standing		

³⁴ Language and Diplomacy opened in September 2009 and has limited performance data.

School for Medical Science High School Grades

School for Medical Science	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	C
Quality Review Score	-	-	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	0%	78%	81%
4 Year Graduation Rate	81%	84%	78%
6 Year Graduation Rate	78%	91%	86%
% Graduating with a Regents Diploma	70%	70%	67%
Attendance Rate	92%	92%	92%
2010-2011 State Accountability Status	In Good Standing		

Jonathan Levin

Admissions Data

Current Admissions	9-12: High School Admissions Process Admissions method: Educational Option
Admissions After Proposed Closure of Bronx High School of Business	9-12: High School Admissions Process Admissions method: Educational Option

Enrollment Data

	Total Enrollment
2011-12 (audited)	372
2012-13 (proj.)	350 - 390
2013-14 (proj.)	350 - 390
2014-15 (proj.)	350 - 390
2015-16 (proj.)	350 - 390

Demographic Data

Percentage of Students Receiving ICT or SC services	13%
Percentage of Students with Individualized Education Programs	24%
Percentage of English Language Learner Students	40%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

Jonathan Levin High School for Media and Communications	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	C
Quality Review Score	-	P	-
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	65%	73%	66%
4 Year Graduation Rate	53%	50%	38%
6 Year Graduation Rate	45%	67%	69%
% Graduating with a Regents Diploma	33%	32%	31%
Attendance Rate	91%	86%	81%
2010-2011 State Accountability Status	In Good Standing		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Bronx High School of Business	9-12: High School Admissions Process; Admissions Methods: Limited Unscreened

Enrollment Data

	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	375 - 415
2013-14 (proj.)	375 - 415
2014-15 (proj.)	375 - 415
2015-16 (proj.)	375 - 415

Demographic Data³⁵

Percentage of Students Receiving ICT or SC services	21%
Percentage of Students with Individualized Education Programs	24%
Percentage of English Language Learner Students	24%
Percentage of Students Eligible for Free or Reduced Lunch	82%

School Performance Data

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

New ELL School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Bronx High School of Business	9-12: High School Admissions Process; Admissions Methods: Screened for language and Over-the-Counter

Enrollment Data

	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	75 - 85
2013-14 (proj.)	150 - 170
2014-15 (proj.)	225 - 255
2015-16 (proj.)	300 - 340

Demographic Data

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

School Performance Data

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

³⁵ Demographic data include for New School is anticipated based on the current student population at Bronx High School of Business, but actual demographic data may differ.

V. Initial Costs and Savings

If this proposal is approved, once the closure of Bronx High School of Business and the opening of New School are implemented, the DOE will cease to allocate funds to Bronx High School of Business, 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 \$1,577,801 - \$1,746,100. 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 FY 12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

This proposal is not expected to impose any costs on the other schools located in the building.

As discussed above, at the beginning of this school year Bronx High School of Business was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received \$800,000 in Restart 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 Bronx High School of Business. 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, Bronx High School of Business is not currently receiving SIG funding under the Restart model, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, the Turnaround model does not require an agreement on teacher evaluations. Under the Turnaround model, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50% of its teaching staff after using locally-adopted competencies to measure their effectiveness.³⁶ 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 Restart 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 Restart 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 Bronx High School of Business 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 Bronx High School of Business or New School becomes eligible for SIG funding under either the Restart or Turnaround models.

This proposal is not expected to impose any costs on or affect the funding of co-located schools.

³⁶ 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.

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 Bronx High School of Business will be excessed in the closure.³⁷ 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 Bronx High School of Business apply, at least 50% of New School's positions shall be selected from among the appropriately licensed, most senior applicants from Bronx High School of Business 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 Bronx High School of Business 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 of the new school.

Current Bronx High School of Business 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 Restart model this year, Bronx High School of Business had funding to hire Master and Turnaround teachers.³⁸ 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 the other existing organizations in the building.

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 Bronx High School of Business, Dreamyard, School for Medical Science, Jonathan Levin, UAA History and Citizenship and Bronx Collegiate are determined by the same FSF per capita entitlement used at all other

³⁷ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

³⁸ 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—a teacher led professional development process.

New York City District public schools. Each student 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 middle school is 4,412.45 and for high school is \$4,207.47.

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 middle school and high school level. 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, Dreamyard, School for Medical Science, Jonathan Levin, UAA History and Citizenship and Bronx Collegiate may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Bronx High School of Business, Dreamyard, School for Medical Science, Jonathan Levin, UAA History and Citizenship and Bronx Collegiate are currently eligible for Title I funding. Since the enrollment at Dreamyard, School for Medical Science, Jonathan Levin, UAA History and Citizenship and Bronx Collegiate is expected to be unchanged by this proposal, the DOE anticipates that the schools will receive approximately the same amount of Title I funding next year. Since New School is expected to serve the same population as Bronx High School of Business, at approximately the same enrollment levels, the DOE anticipates that new School will receive roughly the same amount of Title I funding as Bronx High School of Business does, if this proposal is approved.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act ("VTEA"). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2012, only officially approved programs will be eligible for this funding. If this proposal is approved, New School will be able to apply for State approval of its CTE Pathways, and if those programs are approved, New School will be eligible for VTEA funding. The amount of VTEA funding will vary depending on enrollment each year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. 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 cost of instruction of the other organizations in the X410 building.

C. Administration

All school supervisor and/or administrator positions assigned to Bronx High School of Business 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 and/or assistant principals than Bronx High School of Business.

If approved, this proposal will not impact the administration of the other organizations in the X410 building.

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 any of the school organizations in the X410 building 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 of the other organizations located in the X410 building.

VII. Building Information³⁹

Building	X410	
Type of Building	High school	
Year Built	1940	
Overall BCAS rating	2.27	
2010-2011 Target Building Utilization	80%	
2010-2011 Target Building Capacity	2780	
FY 2011 Maintenance Costs	Labor	\$43,981
	Materials	\$19,031
	Maintenance and repair contracts	\$95,916
	Service contracts	\$3,768
	Custodial operations costs—Materials	\$23,371
	Custodial operations costs—Custodial Allocation	\$613,962

³⁹ Oil costs based on actual consumption and average #2 fuel oil costs.

FY2011 Energy Costs	Electric	\$287,763
	Gas	\$6,926
	Oil	\$280,349
Projects completed during the current or prior school year		Planyc Boiler Convrsn/Climate Ctrl
Projects proposed in the capital plan		n/a
Accessibility of the building		Partially Programmatically Accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, science lab

APPENDIX

CTE Career Pathway: Business Management and Administration

DBN	Borough	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M316	Manhattan	UAA History and Citizenship School of Business for Young Women, The	26 BROADWAY	381	460	83%	B	11%	3%	The UAA History and Citizenship School of Business for Young Women	Limited Unscreened
02M392	Manhattan	Manhattan Business Academy	351 WEST 18 STREET	333	257	130%	N/A	14%	10%	Manhattan Business Academy	Limited Unscreened
02M393	Manhattan	Business of Sports School	439 WEST 49TH STREET	308	239	129%	N/A	15%	7%	The Business of Sports School	Limited Unscreened
02M489	Manhattan	High School of Economics and Finance	100 TRINITY PLACE	823	733	112%	B	8%	6%	Economics and Finance	Educational Option
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Institute of Finance & Accounting	Educational Option
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 PEARL STREET	2125	2104	101%	D	12%	10%	Institute of Global Marketing for Tourism and Hospitality	Educational Option

APPENDIX
 CTE Career Pathway: Business Management and Administration

Sources:	
2011-12 Enrollment	October 31, 2011 Audited Register
2010-11 Organization Capacity (Org Capacity)	2010-2011 Blue Book
2011-12 Organization Utilization (Org Util)	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 are 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 the 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the October 31, 2011 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 October 31, 2011 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

Note about Approval Status: If a school is "New (to process)," the program had never engaged in the CTE program approval process. If a school is denoted "To be determined (TBD)," the school is still working out details for their proposed CTE program. If a school is "in development," it is in the process of developing a CTE program of study but has not yet received official approval from the City or State. Students are exposed to CTE content in classes but the school has not yet been granted approval to endorse diplomas with a CTE certification. If a school is "under review," it has submitted an application for their CTE program of study to be reviewed by the City and State. If a school is "approved," the CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification. If a school's CTE program has "expired," the official City and State approval for the program has expired.

Note about CTE Programs and Pathways: A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Career Pathways is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.