

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of New High School 12X521 with Monroe Academy for Business/Law (12X690), Pan American International High School (12X388), High School of World Cultures (12X550) and Monroe Academy for Visual Arts and Design (12X692) in School Building X420

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate 12X521, a new high school, in school building X420 (“X420”) located at 1300 Boynton Avenue, Bronx, NY 10472, located within the geographical confines of Community School District 12 (“District 12”). The proposed new high school, 12X521, would offer a rigorous academic program and prepare students for post-secondary work. If this proposal is approved, 12X521 would be co-located with Monroe Academy for Business/Law (12X690, “MABL”), Pan American International High School at Monroe (12X388, “Pan American”), an existing 9-11 school which will reach its full scale of 9-12 in 2011-2012, High School of World Cultures (12X550, “World Cultures”), an existing 9-12 school, and Monroe Academy for Visual Arts and Design (12X692, “MAVAD”), an existing 9-12 school. In addition, X420 houses a Living for the Young Family Through Education (“LYFE”) program, a GED Plus Learning to Work part-time evening program and an Alternative Learning Center (88X995, “ALC”). 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.

In a separate Educational Impact Statement (“EIS”) posted on December 17, 2010, the DOE also proposed to phase out and eventually close MABL. This EIS can be accessed on the DOE’s Website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

In the event that the phase-out of MABL is not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposal to co-locate 12X521 in X420. Such a revised proposal would be described in a revised EIS.

MABL currently serves a total of 434 students in grades 9-12.¹ MABL is co-located with Pan American, World Cultures, Bronx Coalition Community High School (12X680, “Bronx Coalition”), MAVAD, the LYFE program, the GED Plus Learning to Work program and an ALC in school building X420. Bronx Coalition is in its last year of phasing out and will close in June 2011.

The DOE has proposed to phase out MABL after an extensive review of data and community feedback indicating that the school is unable to turn around despite numerous efforts to improve instruction and school organization. As noted in the EIS posted on December 17, 2010, MABL students continue to struggle academically. If the Panel for Educational Policy (“PEP”) approves the proposal to phase out MABL, the school would no longer admit new ninth-grade students after the end of this school year. However, MABL would continue to serve students currently enrolled in the school. MABL’s enrollment would decrease gradually over the next three years, and the school would complete phasing out in June 2014.

¹ Audited enrollment figures for the current school year will not be available until February 2011. Unless otherwise noted, all references in this document to 2010-2011 enrollment figures are based on the 2010-2011 enrollment projections.

The proposed co-location of 12X521 in building X420 is part of the DOE's central goal to create new school options that will better serve future students and the community at large. 12X521 would offer a rigorous, college-preparatory program open to students through the Citywide High School Admissions Process, and would have a Limited Unscreened selection method. The new school would open during the 2011-2012 school year, when it would serve approximately 100-125 students in the ninth grade. 12X521 would gradually phase in by adding one grade per academic year. The school is expected to reach full scale in 2014-2015 and would serve approximately 400-450 students in grades nine through twelve.

Background on the DOE's Decision-Making Process

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. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in the Educational Impact Statements posted on December 17, 2010, the DOE has concluded that phasing out MABL is appropriate due to the school's history of poor performance.

As part of the replacement strategy for MABL, the DOE is proposing to recover the seats lost through the phase-out of MABL by adding a new school in the X420 building. 12X521 would offer a rigorous, college-preparatory program designed to equip students with the skills necessary to achieve post-secondary success. The DOE believes that co-locating a new high school in the James Monroe Educational Campus (X420) would create a much needed high-quality educational option in the community.

II. Proposed or Potential Use of Building

In 2009-2010, X420 had a target capacity of 2,107 students, and the building enrolled 1,591 students, yielding a utilization rate of 78% of target capacity.^{2,3} In 2010-11, building X420 has a projected enrollment of 1,692 students which will yield an estimated utilization rate of 80%. This means that the building is underutilized and has extra space to accommodate additional students. If this co-location proposal is approved, 12X521 would gradually phase in to X420 by adding one grade level every year until the school reaches its full grade span of 9-12. 12X521 would open in September 2011 with a ninth-grade cohort of approximately 100-125 students. 12X521 would operate at full organizational capacity in the 2014-2015 school year, serving approximately 400-450 students in grades 9-12. 12X521 would be temporarily co-located with MABL as that school phases out. 12X521 would not be co-located with Bronx Coalition at all, as this school will complete its phase-out at the end of the 2010-2011 school year, before 12X521 would begin its phase-in. Long-term, 12X521 would share space only with Pan American, World Cultures, MAVAD, the ALC and the LYFE and GED Plus programs. Pan American would also continue to expand to full scale as planned.

Pan American will serve grades 9-12 with approximately 400-450 students when it achieves full scale and completes its expansion. High School for World Cultures will continue to serve approximately 325-375 students in grades 9-12. Monroe Academy for Visual Arts and Design will continue to serve approximately 400-450 students in grades 9-12.

² Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book") includes students categorized as "Long Term Absences" ("LTAs"), whereas the 1591 building enrollment figure does not. LTAs are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

³ The official target capacity and utilization rates for the 2010-2011 school year are not yet available. Unless otherwise noted, all references to building utilization rates in this document are based on target capacity data from the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book"). All projected utilization figures reflect the higher end of the projected enrollment ranges.

Over the next four years, the proposed grade spans for the schools in the building would be as follows:⁴

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
MABL	12X690	9-12	10-12	11-12	12	N/A
Pan American	12X388	9-11	9-12	9-12	9-12	9-12
World Cultures	12X550	9-12	9-12	9-12	9-12	9-12
Bronx Coalition Community HS	12X680	12	N/A	N/A	N/A	N/A
MAVAD	12X692	9-12	9-12	9-12	9-12	9-12
ALC	88X995	9-12	9-12	9-12	9-12	9-12
New School	12X521	N/A	9	9-10	9-11	9-12

If the proposal to phase out MABL is approved, the X420 building has adequate capacity to accommodate the new high school and the existing schools in the building at full operational capacity. Once Pan American and 12X521 complete their expansions, and MABL and Bronx Coalition complete their phase-outs, the building would serve approximately 1,525-1,725 students in 2014-2015, yielding an approximate utilization rate of 82%.⁵ If the phase-out of MABL is not approved, the DOE would re-examine the space availability in the building and may, as appropriate, revise this proposal, which would be the subject of a revised Educational Impact Statement.

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

A. Students

In September 2011, 12X521 would be housed in the X420 building and would be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process. Admissions to 12X521 would be open to any New York City student. The school is proposed to have a Limited Unscreened admissions method. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs.

Impact on Students Currently Attending Schools in the X420 Building

As described in the EIS concerning the proposed phase-out of MABL, all current MABL students would have the opportunity to graduate from MABL assuming that they continue to earn credits on schedule. If they wish, current students enrolled in ninth grade for the first time during the 2010-2011 school year may opt to participate in the High School Admissions Process so that they can enroll in a different high school for tenth grade beginning in September 2011 (pending satisfactory completion of promotion criteria and

⁴ As MABL phases out, some students may technically be classified in grades "no longer served" at the school. This would occur in situations where current students were "held over" because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Monroe Academy for Business/Law High School and would have access to appropriate courses to support their continued progress toward graduation.

⁵ Please note that building capacity figures are not always a precise indicator of whether a school is under or overutilized. When appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building. Furthermore, future estimated utilization rates are based on the expected enrollments and the 2009-2010 Blue Book Target capacity.

grade ten seat availability).

In New York City, the high school admissions process is a Citywide choice process. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application. High school admissions applications were due December 3, 2010. Current ninth-grade students at MABL who are interested in attending a different school for tenth grade may have already taken part in this process. If this proposal is approved in February 2011, there will be another opportunity for current ninth-grade students to participate in the High School Admissions Process and apply to attend a different high school for tenth grade. Those interested in applying to attend a different school as a tenth grader in September 2011 should meet with a guidance counselor. In early February, a new high school application called the New High Schools Choice Form will be available. Students interested in seeking a new tenth-grade seat should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. Students may receive a match as part of the Main Round of the Admissions process.

Students who are repeating the ninth grade would complete high school at MABL if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students would also be encouraged to meet with their guidance counselor to review their progress toward graduation and consider applying to a Transfer High School or enrolling in a Young Adult Borough Enrollment Center (“YABC”)⁶.

The proposed co-location of 12X521 would not impact the educational options of students currently attending MABL, Pan American, World Cultures, MAVAD or the ALC.

The high schools located in X420 serve general education students and students requiring special education services, including students currently enrolled Collaborative Team Teaching (“CTT”) classes, Self-Contained (“SC”) classes, and receiving Special Education Teacher Support Services (“SETSS”). Upon admission, the schools work with parents to develop an individualized program that reflects the resources that the schools can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners (“ELLs”) are enrolled and receiving English as a Second Language (“ESL”) or transitional bilingual services. Both MAVAD and World Cultures offer transitional bilingual programs in Spanish, and will continue to do so as appropriate.⁷ All students enrolled in one of the schools on the James Monroe Educational Campus will continue to receive their mandated special education and/or ELL services if this proposal is approved.

A more detailed description of the potential impact that the phase-out of MABL would have on Bronx and Citywide high school students is outlined in a separate EIS, also posted on December 17, 2010. Please visit the DOE’s website to access that Educational Impact Statement:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

Impact on LYFE Program, Alternative Learning Center, and GED Plus Learning to Work Program:

The Living for the Young Family Through Education (LYFE) program 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

⁶ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

⁷ Pan American serves recently immigrated English Language Learners and aims to help students develop their English proficiency through ESL. Only MAVAD and World Cultures offer transitional bi-lingual programs.

high schools in X420. The LYFE program serves students in X420, but also students in other schools in the surrounding community as well.

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

The LYFE program is not expected to lose any space or reduce the services offered as a result of this proposal. The LYFE program will continue to operate in the X420 building as MABL phases out. Once the phase-out of MABL is complete, the LYFE program is expected to remain in the X420 building and will continue to provide these services as long as there is a need and demand for the program.

The X420 building also houses an Alternative Learning Center ("ALC"), which at the time of this posting enrolls approximately 80 students. ALCs provide a safe and high quality instructional program to students who have received a superintendent's suspension. This is a personalized educational program that encompasses social and emotional development to prepare students for their return to their home schools. The DOE does not anticipate that students attending the ALC would be adversely impacted by this proposal, as there would continue to be sufficient space in the building to accommodate the program.

Finally, there is also a part-time GED Plus Learning to Work program located in X420. GED Plus is a Citywide program that provides full-day and part-time GED services as well as support in transitioning to a college and/or career. Learning to Work is a part-time evening program where community-based organization personnel work collaboratively with all students to set and achieve individual academic, workplace, and personal goals. These programs run Monday through Thursday from 5:30pm-8:30pm. There is no anticipated impact on the GED Plus program as a result of this proposal.

Impact on Community Partnerships at MABL

The DOE has worked with the administration at MABL to establish partnerships with several community organizations. MABL is currently developing a partnership with Macaluso & Fafinski, a Bronx law firm that focuses on personal injury and medical/dental malpractice. In collaboration with Macaluso & Fafinski attorneys, teachers have created a mock trial after-school program. In addition, students receive instruction in law and court cases. Those partnerships would continue to support current students as MABL phases out though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with MABL staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported MABL students in the past. The other schools currently housed in the X420 Building already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. As appropriate, the DOE would work with other schools to introduce or enhance partnerships with the community organizations that currently support MABL High School students.

Impact on Current Eighth Grade Students

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference during the "Main Round" of high school admissions. All schools in the X420 building, with the exception of World Cultures, admit students as part of the High School Admissions Process. Pan American has a Screened admissions method. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may

also use other criteria to evaluate applicants such as an interview, essay or additional diagnostic test.

Both MABL and MAVAD admit students through the Educational Option admissions method. These programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen by the school administration and half are selected randomly. If a student scores in the top 2% on their previous year's English Language Arts reading exam and lists an Educational Option program as their first choice, they are guaranteed a match to that program.

World Cultures does not participate in the High School Admissions process. The school serves students who are new immigrants to the country and admits them through the over-the-counter ("OTC") process. As discussed earlier, Bronx Coalition is in its final year of phasing-out and will not be accepting any students in September 2011. The proposed co-location of 12X521 will not impact the other four schools' admissions policies.

Students who are currently enrolled in the eighth grade and are interested in applying to 12X521 would participate in the High School Admissions Process this school year for a ninth-grade seat in September 2011. The High School Admissions Process permits student applicants to list up to twelve high school programs in order of preference on his/her application.

There are three rounds to the High School Admissions Process:

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

Main Round: All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

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

Although high school applications were due on December 3, if this proposal is approved by the PEP, students who are interested in applying to 12X521 would have the opportunity to submit a new admission application with revised school rankings in February. This application would replace the previously submitted application and would be included as the student's application for the main round of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2011-2012 school year will also be available for these students to consider.

Students with Individualized Education Plans ("IEPs") are admitted to high schools in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, the placement process for students with IEPs and ELLs is the same process as described above.

The proposed co-location of 12X521 with Pan American, World Cultures, MAVAD, the LYFE and GED Plus Learning to Work programs, the ALC and MABL (until the school completes phasing out in June 2014) is not anticipated to impact current students attending any of the existing schools in building X420. As detailed above, current eighth grade students in all five boroughs would be eligible to apply to the new school through the Citywide High School Admissions Process in February 2011.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website:
<http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

B. Schools

The opening of 12X521 is intended to offer additional high-quality seats at the high school level in both District 12 and the Bronx in general. The X420 building would continue to house Pan American, World Cultures, MAVAD and MABL as it phases out. X420 has enough capacity to accommodate all four existing schools at full organizational capacity as MABL phases out, as well as 12X521 as it phases in. Collectively, the four schools serving students on the James Monroe Educational Campus in 2014-2015 are projected to enroll approximately 1,525-1,725 students, when MABL has completed its phase out. By June 2015, 12X521 would have completed its phase-in, and the target building utilization rate for X420 at that point would be 82%.

If this co-location proposal is approved, there would be sufficient space to serve students in Pan American, World Cultures, MAVAD, the ALC and 12X521 pursuant to the Citywide Instructional Footprint (the "Footprint"). There will also be enough space to accommodate MABL as it phases out. Please visit the DOE's Website to access the DOE's Instructional Footprint ("Footprint"), which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.⁸ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize

⁸ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 half size classrooms, etc.

capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE in December 2010, there are 77 full-size instructional spaces, 2 science labs, and 6 science demonstration rooms for a total of 85 full-size spaces in X420. There are also 20 half-size spaces. Consistent with the Footprint, at scale, Pan American will be allocated a baseline of 16 full-size instructional spaces, MAVAD will be allocated a baseline of 16 full-size instructional spaces, and World Cultures will be allocated a baseline of 14 full-size instructional spaces. 12X521 will be allocated a baseline of 16 full-size instructional classrooms when it reaches full scale in 2014-2015. This represents a total of 62 full-size spaces when all schools are operating at full scale. Thus, there would be sufficient instructional space in X420 for all schools to grow to scale. Schools would also be allocated cluster rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

MABL is currently using 18 full-size spaces. Per the Footprint, MABL currently should be allocated a baseline of 16 full-size spaces. In other words, MABL is currently 2 full-size rooms over the baseline Footprint allocation. In the first year of implementation, MABL would be allocated a baseline of 10-12 full-size spaces based on its projected enrollment of 300-350. Pan American will be allocated a baseline of 16 full-size instructional spaces, MAVAD will be allocated a baseline of 16 full-size instructional spaces, and World Cultures will be allocated a baseline of 14 full-size instructional spaces. Bronx Coalition, which is currently allocated two full-size spaces, will close at the end of the 2010-2011 school year and will therefore no longer occupy space in the X420 building. If the proposal to co-locate new school 12X521 in the building is approved, that school will be allocated a baseline of four full-size instructional spaces and administrative space during the first year of phase in. The ALC will continue to be allocated one full-size instructional space. The LYFE program will continue to be allocated one quarter-size room as it has in the past. This represents 61-63 rooms, and thus there is adequate space in X420 for all schools in 2011-2012. The space in excess of the baseline allocations in the building will be distributed equitably between the 5 schools while MABL phases out as part of a Building Council agreement and in conjunction with the Office of Space Planning.

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

	2010-11 Total Baseline Footprint Allocation for full-size Classrooms	2011-12 Baseline Footprint Allocation for full-size Classrooms	2012-13 Baseline Footprint Allocation for full-size Classrooms	2013-14 Baseline Footprint Allocation for full-size Classrooms	2014-2015 Baseline Footprint Allocation for full-size Classrooms
Pan American	12	16	16	16	16
MAVAD	16	16	16	16	16
World Cultures	14	14	14	14	14
MABL	16	10-12	8-10	4-6	N/A
12X521	N/A	4	8	12	16
Bronx Coalition	2	N/A	N/A	N/A	N/A
ALC	1	1	1	1	1

The chart below provides projected enrollment at each school in X420 for the next four years.

School Name	Enrollment				High School Admissions Process Admissions Method
	2011-12	2012-13	2013-14	2014-15	
Pan American	400-450	400-450	400-450	400-450	Screened
World Cultures ⁹	325-375	325-375	325-375	325-375	N/A
Bronx Coalition Community High School	N/A	N/A	N/A	N/A	N/A
MAVAD	400-450	400-450	400-450	400-450	Educational Option
MABL	300-350	200-250	100-150	N/A	Educational Option
12X521	100-125	200-250	300-350	400-450	Limited Unscreened
Total	1,525-1,750	1,525-1,775	1,525-1,775	1,525-1,725	

Building Safety and Security

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

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitor and certify 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. The proposed co-location of 12X521 is intended to increase the number of high-quality educational options for all students across the City, and specifically in the Bronx.

As noted elsewhere in this document, and taken collectively with ongoing utilization changes in building X420, the proposal to phase out MABL is not expected to yield a net loss of seats in Building X420. The DOE is currently phasing in one new school into the James Monroe Educational Campus, Pan American, and is proposing to phase in a second new school into the facility. The approximately 434 seats that MABL will lose once it is fully phased-out will be recovered through the phase-in of 12X521, which will offer between 400-450 seats once it reaches its full grade scale in 2014-2015.

⁹ World Cultures High School does not participate in the High School Admissions Process. The school serves students who are new immigrants to the country and admits them through the Over the Counter ("OTC") process.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis.

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

If all eight of the proposals above are approved by the PEP, the DOE has appropriate plans to replace lost seats in the Bronx. Based on the November 1, 2010 enrollment register, these eight schools that are proposed to phase-out are serving a total of 759 new ninth grade seats.¹⁰ However, these seats will be recovered through seats at new schools.

As of December 17, 2010, the DOE anticipates proposing seven new high schools to open in September 2011 that will also provide additional seats to Bronx students – some of these schools will open in campuses of the proposed phase-out schools while others will open in other campuses. Each of these new high schools will be the subject of a forthcoming EIS. All seven new schools will provide seats that are not screened. If approved by the PEP, these seven new schools are expected to serve approximately 830 new ninth grade students in 2011-2012.

Additionally, given that MABL, New Day, Christopher Columbus, Global Enterprise and SCRL were proposed to be phased out last year, in January 2010, the DOE proposed to co-locate replacements for some of these schools. At New Day, the Dr. Izquierdo Charter School opened in 2010 serving students in grades 6 and will grow to ultimately enroll students in grades 6-12 at scale, with capacity to serve about 80 new ninth graders in 2013-2014.¹¹ And on the Stevenson Campus (X450), the DOE opened the Bronx Bridges School in anticipation of the phase-out of School for Community Research and Learning. Bronx Bridges currently serves 78 new ninth grade students.

Some schools on the Morris Campus and the new Mott Haven Campus were able to increase their seat capacity due to the addition of available space when Bronx Leadership Academy II moved from the Morris Campus to the new Mott Haven construction. Of these ten schools that have increased capacity this year, seven have limited unscreened admissions priority (meaning all students are eligible with priority given to those that attend an Information Session or Open House event) while three are screened for Bronx students who have lived in the U.S. fewer than 4 years and have limited English proficiency. In total, there is an anticipated increase of approximately 520 new ninth grade seats within these ten schools.

With the opening of replacement schools last year and the 7 anticipated replacement schools this year, the DOE will have created the capacity for approximately 990 new ninth grade seats in the Bronx, which is more than enough to offset the 759 seats anticipated to be lost by the 9 proposed phase-outs. Factoring in new ninth grade seats that were made available by expanding capacity in existing schools this year, there will be capacity for approximately 1,510 ninth grade seats in 2011-2012.

¹⁰ School for Community Research and Learning, New Day Academy, Urban Assembly Academy for History and Citizenship for Young Men, John F. Kennedy High School, Christopher Columbus High School, Global Enterprise High School, Performance Conservatory, and Monroe Academy for Business/Law as of 11/1/10

¹¹ Last winter, the PEP voted to gradually phase-out School for Community Research and Learning, New Day Academy, Christopher Columbus High School, Global Enterprise High School, and Monroe Academy for Business/Law. A lawsuit prevented the DOE from following through with those plans.

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

The EIS that proposes the phase-out of MABL includes more detailed information about the availability of programs in interest areas similar to those that are currently offered at MABL. For more information, please refer to this EIS on the DOE Website at the <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>. Additional information about all high school program offerings can also be found in the High School Directory which is available at Borough Enrollment Centers or on the DOE website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X420.

IV. Enrollment, Admissions and School Performance Information

New School 12X521

Admissions Data

Current Admissions	N/A
Admissions in 2011-12	9-12: High School Admissions Process; Admissions Method: Limited Unscreened

Enrollment Data

Current Grades Served	N/A
Grades Served in 2011-12	9
Projected 2011-12 Enrollment	100-125
Grades Served in 2012-13	9, 10
Projected 2011-12 Enrollment	200-250
Grades Served in 2013-14	9, 10, 11
Projected 2013-14 Enrollment	325-375
Grades Served in 2014-15	9-12
Projected 2014-15 Enrollment	450-500
Projected Enrollment at Scale	450-500

Demographic Data

12X521 does not yet have enrollment. Therefore, there is demographic data for the school.

School Performance Data

12X521 does not yet have enrollment. Therefore, there is no performance data for the school.

MABL High School

Admissions Data

Current Admissions	High School Applications Process; Admissions Method: Educational Option
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	434
Grades Served after Phase-Out Proposal in 2011-2012	10-12
Projected 2011-2012 Enrollment	300-350
Grades Served after Phase-Out Proposal in 2012-2013	11-12
Projected Enrollment 2012-2013	200-350
Grades Served after Phase-Out Proposal in 2013-2014	12
Projected Enrollment 2013-2014	100-150
Grades Served after Phase-Out Proposal in 2014-2015	N/A
Projected Enrollment at Scale	N/A

Demographic Data

Percentage Students Receiving CTT or SC services¹²	14%
Percentage Students with Individual Education Plan¹³	12%
Percentage English Language Learner Students¹⁴	15%
Percentage of Students Eligible for Free or Reduced Lunch¹⁵	85%

¹² Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

¹³ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

¹⁴ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

¹⁵ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Monroe Academy for Business/Law	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	C
Quality Review Score	P	U	
Graduation Data¹⁶			
Four-Year Graduation Rate	48%	52%	54%
Four-Year Regents Diploma Rate	29%	30%	33%
Six-Year Graduation Rate	54%	55%	57%
Other Key Indicators¹⁷			
Percent of First-Year Students Earning 10+ Credits	37%	46%	73%
Attendance Rate	79%	78%	79%
2010-2011 State Accountability Status			
Improvement (year 2) - Comprehensive			

Pan American International High School

Admissions Data

Current Admissions	Grades 9-11: High School Admissions Process; Admissions Method: Screened
Admissions after Phase-out Proposal in 2011-2012	Grades 9-12: High School Admissions Process; Admissions Method: Screened

¹⁶ All data is from the 2009-2010 Progress Report

¹⁷ All data is from the 2009-2010 Progress Report

Enrollment Data

Current Grades Served	9-11
Projected 2010-2011 Enrollment	334
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment:	400-450
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected Enrollment 2012-2013	400-450
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected Enrollment 2013-2014	400-450
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	400-450

Demographic Data

Percentage Students Receiving CTT or SC services¹⁸	0%
Percentage Students with Individual Education Plan¹⁹	0%
Percentage English Language Learner Students²⁰	98%
Percentage of Students Eligible for Free or Reduced Lunch²¹	99%

¹⁸ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

¹⁹ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

²⁰ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

²¹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Pan American International High School at Monroe	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade			
Quality Review Score			WD
Graduation Data²²			
Four-Year Graduation Rate			
Four-Year Regents Diploma Rate			
Six-Year Graduation Rate			
Other Key Indicators²³			
Percent of First-Year Students Earning 10+ Credits		94%	77%
Attendance Rate		91%	88%
2010-2011 State Accountability Status			
Pending			

²² All data is from the 2009-2010 Progress Report

²³ All data is from the 2009-2010 Progress Report

High School of World Cultures

Admissions Data

Current Admissions	9-12: OTC process for new immigrants
Admissions after Phase-out Proposal in 2011-2012	9-12: OTC process for new immigrants

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	378
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	325-375
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected Enrollment 2012-2013	325-375
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected Enrollment 2013-2014	325-375
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	325-375

Demographic Data

Percentage Students Receiving CTT or SC services²⁴	0%
Percentage Students with Individual Education Plan²⁵	0%
Percentage English Language Learner Students²⁶	91%
Percentage of Students Eligible for Free or Reduced Lunch²⁷	98%

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

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

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

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

School Performance Data

High School of World Cultures	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	B	A	A
Quality Review Score	WD		
Graduation Data²⁸			
Four-Year Graduation Rate	68%	83%	82%
Four-Year Regents Diploma Rate	52%	50%	39%
Six-Year Graduation Rate	74%	81%	86%
Other Key Indicators²⁹			
Percent of First-Year Students Earning 10+ Credits	66%	83%	90%
Attendance Rate	88%	92%	92%
2010-2011 State Accountability Status			
In Good Standing			

Monroe Academy for Visual Arts and Design

Admissions Data

Current Admissions	9-12: High School Applications Process; Admissions Method: Educational Option
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Applications Process; Admissions Method: Educational Option

²⁸ All data is from the 2009-2010 Progress Report

²⁹ All data is from the 2009-2010 Progress Report

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	454
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	400-450
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected Enrollment 2012-2013	400-450
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected Enrollment 2013-2014	400-450
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected Enrollment at Scale	400-450

Demographic Data

Percentage Students Receiving CTT or SC services³⁰	15%
Percentage Students with Individual Education Plan³¹	22%
Percentage English Language Learner Students³²	29%
Percentage of Students Eligible for Free or Reduced Lunch³³	92%

³⁰ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

³¹ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

³² English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³³ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Monroe Academy for Visual Arts & Design	2007-2008	2008-2009	2009-2010
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	B	A
Quality Review Score	P	U	P
<i>Graduation Data</i> ³⁴			
Four-Year Graduation Rate	43%	42%	49%
Four-Year Regents Diploma Rate	32%	31%	40%
Six-Year Graduation Rate	57%	49%	56%
<i>Other Key Indicators</i> ³⁵			
Percent of First-Year Students Earning 10+ Credits	40%	60%	66%
Attendance Rate	76%	78%	74%
<i>2010-2011 State Accountability Status</i>			
In Good Standing			

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to MABL, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the MABL roster as the phase-out is implemented, the school is expected to receive approximately \$4,181 less per pupil funding annually for high school students. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at MABL will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

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

³⁴ All data is from the 2009-2010 Progress Report

³⁵ All data is from the 2009-2010 Progress Report

Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 12X521 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$451,559.88 in per pupil allocations. Beginning in its second year of operation, 12X521 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. 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 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at MABL would be excessed over the course of the phase-out.³⁶ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (UFT) contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in MABL will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

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

B. Cost of Instruction

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

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language learner they enrolled.

As with all other schools Citywide, MABL 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. MABL is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

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

C. Administration

12X521 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school’s phase-in.

D. Transportation

Transportation will be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as 12X521 phases in.

VII. Building Information

Type of Building	High School
Year Built	1924
Overall BCAS rating	2.48
2009-2010 Target Utilization	X420: 78%
2009-2010 Target Capacity	X420: 2,107
FY 2009 Maintenance Costs	Labor: \$76,420.71 Materials: \$73,532.17 Maintenance and Repair Contracts: \$63,700.55 Custodial Operations Costs—Materials: \$20,210.31 Custodial Operations Costs—Custodial Allocation: \$649,429.82
FY 2009 Energy Costs	Electric: \$13,351.00 Gas: \$250,616.00 Oil: \$ N/A
Projects completed during the current or prior school year	Exterior stairs, climate control/heating plant upgrade/ IEH PO18-Basement
Projects proposed in the capital plan	Building Upgrade- Climate control, heating plant upgrade
Accessibility of the building	Building is not functionally programmatic accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer rooms (CR's) Gymnasiums, Library, & Science labs (CR's)