

EDUCATIONAL IMPACT STATEMENT: **The Proposed Phase-out of Monroe Academy for** **Business/Law (12X690)**

I. Summary of Proposal

Monroe Academy for Business/Law (12X690, “MABL”) is an existing high school located at 1300 Boynton Avenue, Bronx, NY 10472, within the geographical confines of Community School District 12. It currently serves students in grades nine through twelve. The New York City Department of Education (DOE) is proposing to phase-out MABL based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

If this proposal is approved, MABL would no longer admit new ninth-grade students after the conclusion of the 2010-2011 school year. Current students would be supported as they progress towards graduation while remaining enrolled at MABL. In cases where students do not complete graduation requirements by June 2014, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after MABL completes phasing out.

MABL is located in building X420 and is currently co-located with Pan American International High School (12X388, “Pan American”), High School of World Cultures (12X550, “World Cultures”), Bronx Coalition Community High School (12X680, “Bronx Coalition”), and Monroe Academy for Visual Arts and Design (12X692, “MAVAD”). 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 addition, X420 houses a Living for the Young Family Through Education (“LYFE”) program, an Alternative Learning Center (“ALC”), and a GED Plus Learning to Work part-time evening program. Pan American opened in September 2008 and is still “phasing in” to the building, gradually growing to “full scale” as it adds a new grade of students annually. During the 2011-2012 school year, Pan American will serve its first cohort of students in twelfth grade. Bronx Coalition is in its last year of phase-out and will close at the end of the 2010-2011 school year, creating additional capacity in the X420 building to serve more students. All other existing schools in the building currently serve students in grades 9-12.

In 2009-2010, X420 had a target capacity of 2,107¹ students, and the building enrolled 1,591 students, yielding a utilization rate of 78% of target capacity². In 2010-2011, there are 1,692 students projected to be enrolled in the building, yielding an estimated utilization rate of 80%.³ This means that the building is

¹ The building target capacity number includes 51 seats that are set aside for an ALC, discussed in Section III. At the time of this posting, there are approximately 80 students enrolled in the ALC at X420. However, enrollment in ALCs can fluctuate widely throughout the year, and even day-to-day, so ALC enrollment is not included in the building enrollment number. However, even if the maximum ALC enrollment of 80 students was included in all projections throughout this proposal, there would still be a projected building utilization rate that is below full capacity.

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 building enrollment figure of 1,591, taken from the 2009-2010 Audited Register, 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 Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

“underutilized” and has extra space to accommodate additional students.⁴ If this proposal is approved, the other schools located in X420 would continue serving their current students, with the exception of Bronx Coalition, which is slated to close at the end of this year. Pan American would continue to phase-in until it reaches its complete grade span of 9-12 in 2011-2012. The DOE anticipates that an additional new high school, 12X521, would begin phasing into X420 Building with a ninth-grade class during the 2011-2012 school year. That school would continue growing to full scale as MABL phases out, and would complete its expansion during the 2014-2015 school year, at which point it would serve students in grades 9-12. A separate EIS detailing the new school’s proposed co-location on the MABL Campus will be published on December 17, 2010.

Background on the DOE Decision-Making Process

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating below Proficient on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase out. Progress Reports are released by the DOE each fall, and evaluate schools on a scale of A through F based on Student Progress, Student Performance, and School Environment—which includes attendance and survey feedback from parents, teachers, and sixth through twelfth grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with “Under-developed” as the lowest-possible rating and “Well Developed” as the highest.

In addition, all schools identified by the SED as PLA are considered for more intensive support or intervention including the possibility of phase out. In December 2010, SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 ELA and math test scores and graduation rates for high schools.

MABL received an overall C grade on its Progress Report in 2009-2010, with a D grade on the Student Performance sub-section, a C grade on the Student Progress sub-section, and a D grade on the School Environment sub-section. In January 2010, the State identified MABL as a PLA school.

Based on those conditions, the DOE initiated a comprehensive review of MABL, with the goal of determining what intensive supports and interventions would best benefit its students and the MABL community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of MABL—will address the school’s longstanding performance struggles and allow for new school options to develop in Building X420 that will better serve future students and the broader community.

Performance and School Environment at MABL

MABL has struggled for years. Last winter, the Panel for Educational Policy voted to gradually phase out MABL based on evidence that the school was not equipped to significantly improve student performance. A lawsuit prevented the DOE from following through with those plans. MABL’s performance during the

⁴ The official target capacity and utilization rates for the 2010-11 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 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

2009-2010 school year only confirmed the DOE's earlier assessment that the school lacks capacity to turn around quickly to better support student needs.

- MABL graduation rates have remained at or below 55% for the last few years.
 - In 2010, the school's four-year graduation rate (including August graduates) was 54%, well below the citywide 63% average.⁵ This graduation rate puts MABL in the bottom 15% of all high schools for 2009-2010.
 - If Regents diplomas alone counted toward graduation--as will be the case in just one year--the four-year graduation rate at MABL would drop to just 33%, well below the citywide average of 46%.
 - The school's six-year graduation rate is not much better. In 2010, MABL achieved a 57% six-year graduation rate, still below the citywide four-year average.
 - In 2009-2010, only 73% of first-year students at MABL earned at least 10 credits. This is a key predictor of future student success because students who fall behind often have trouble getting back on track to graduation.
- MABL received an overall C grade on its 2009-2010 Progress Report, with a D grade on the Student Performance sub-section, a C grade on the Student Progress sub-section, and a D grade on the School Environment sub-section. In 2008-2009, MABL earned an overall D grade on its Progress Report, with a C grade on Student Performance, a D grade on Student Progress, and a D grade on School Environment. This represents a pattern of low performance for MABL, which earned an overall C in 2007-2008, with C grades on all three sub-sections.
- Attendance at MABL remains low. The 2009-2010 attendance rate was 79%, below the citywide average of 86% for high schools. In fact, this attendance rate puts MABL in the bottom 10% among all City high schools, and the bottom 7% among high schools in the Bronx.
- Safety issues have been a concern at MABL in recent years. On the 2009-2010 New York City School Survey, 20% of students reported feeling unsafe in the hallways, bathrooms, and locker rooms. That same year, 16% of parents expressed concerns about their children's safety. In addition, 45% of teachers reported that discipline and order were not maintained at the school.
- MABL was rated "Underdeveloped" on its most recent Quality Review in 2008-2009. Quality Reviews evaluate how well schools are organized to support student learning. MABL's 2008-2009 Quality Review cited a number of serious concerns, including lack of a clear mission and vision to unify the school community toward achieving common goals, inadequate differentiation of instruction to support individual student needs, and insufficient attention to monitoring students. These concerns suggest that the school is ill-equipped to turn around quickly to better support students.

⁵ The 2010 graduation rate cited for MABL represents the City's calculation of the four-year graduation rate on the 2009-2010 Progress Reports. Like the State rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State rate. State graduation rates for the MABL Class of 2010 are still being audited and will not likely be available until Spring 2011, at which time the citywide graduation rate for 2010 will also be released by the New York State Education Department. The most recent available citywide four-year graduation rate (including August graduates) was 63% for the Class of 2009.

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

Monroe Academy for Business/Law ⁶	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	C
Performance Grade	C	C	D
Progress Grade	C	D	C
Environment Grade	C	D	D
Quality Review Score	P	U	
Graduation Data			
Four-Year Graduation Rate	48%	52%	54%
Four-Year Regents Diploma Rate	29%	30%	33%
Six-Year Graduation Rate	54%	55%	57%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	37%	46%	73%
Attendance Rate	79%	78%	79%

2010-2011 State Accountability Status⁷	Improvement (year 2) - Comprehensive
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Overview of Past Strategic Improvement Efforts at MABL

We recognize that MABL staff members have worked hard to improve the school, but the school has not turned around. Over the previous years, the DOE has offered numerous supports to MABL, including:

Leadership Support:

- Providing extensive training for the principal, which included monthly coaching sessions and frequent school visits.
- Helping the principal to develop the school’s Comprehensive Education Plan and set school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at MABL.

Instructional Support:

- Training for staff on how to use data to inform instruction.

⁶ Data is from the 2009-2010 Progress Report

⁷ Schools and districts must meet pre-defined participation and performance criteria on New York’s accountability measures to make Adequate Yearly Progress (AYP). Failure to make AYP for two consecutive years results in the school or district being identified as a school or district not in good standing, resulting in certain consequences for the school or district. For schools to be identified, they must fail to make AYP for two consecutive years in the same measure.

- Working with teacher teams to improve instruction for English language learners, students with disabilities, and students performing below grade level.

Operational Support:

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

Student Support:

- Training for guidance counselors on how to use scholarship reports and graduation tracking systems.
- Helping the school foster partnerships with the law firm Macaluso & Safinsky to enhance mock trial, moot court, and law-day activities and create law-themed courses for 10th and 11th grade students.

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 Children First Network Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

Given MABL's lack of success despite the above supports – whether as part of a centralized effort to support all schools or individualized plans for MABL – it is apparent that the school has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the MABL community about strategies to better support students and improve outcomes at the school. The MABL community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed phase-out of MABL. Additionally, this fall, Deputy Chancellor Santiago Taveras and High School Superintendent Geraldine Taylor-Brown held meetings with the School Leadership Team and parents at the school to discuss what is and is not working at MABL, and how we can work together to serve students better. Five students attended, as well as two parents from the PTA who intended to share the information with other parents. They had some positive feedback about the school's AP course offerings but also expressed a number of concerns. They said:

- Students who are struggling have trouble accessing extra help at the school.
- The school suffers from a lack of extracurricular enrichment and tutoring opportunities.

The School Leadership Team shared similar concerns and said that some teachers feel the school is not providing them with the supports they need to help struggling students. They also had some positive feedback about teachers using data to improve instruction.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/bronx/MABL>.

While some members of the MABL community objected to the possibility of phasing the school out, the DOE believes that drastic action must be taken given the school's longstanding performance struggle and the lack of evidence that the school is poised to quickly turn around to better support students. We do plan to incorporate community feedback in other ways as we continue to support current MABL students working toward graduation and as we develop plans to replace MABL with another school that better meets student and community needs.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

II. Proposed or Potential Use of Building

In 2009-2010, X420 had a target capacity of 2,107⁸ students, and the building enrolled 1,591 students, yielding a utilization rate of 78% of target capacity⁹. In 2010-2011, there are 1,692 students projected to be enrolled in the building, yielding an estimated utilization rate of 80%.¹⁰ This means that the building is “underutilized” and has extra space to accommodate additional students.¹¹ If this proposal is approved, World Cultures and MAVAD would continue serving their current students, and Pan American would continue to phase-in until it reaches its complete grade span in 2011-2012. Bronx Coalition will close at the end of 2010-2011. As part of the replacement strategy for MABL, the DOE is also proposing to co-locate a new district high school, 12X521, in the building during the 2011-2012 school year. That proposal is outlined in a separate Educational Impact Statement, to be posted on December 17, 2010. The proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

⁸ See footnote 1.

⁹ See footnote 2.

¹⁰ Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

¹¹ The official target capacity and utilization rates for the 2010-11 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 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

Over the next four years, the proposed grade spans for the schools in the building are as follows:¹²

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

Pan American will serve grades 9-12 with approximately 400-450 students when it achieves full scale and completes its expansion. World Cultures will continue to serve approximately 325-375 students in grades 9-12. MAVAD will continue to serve approximately 400-450 students in grades 9-12. If approved, the new high school (12X521) would serve approximately 400-450 students in grades 9-12 at full scale. Once MABL has completed its phase-out and Pan American and 12X521 have completed their respective phase-ins, there would be approximately 1,525-1,725¹³ students served in the building in 2014-2015, yielding an estimated utilization rate 82%.¹⁴

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

A. Students

Enrollment Options for Current MABL Students

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

Current Ninth Graders at MABL

In New York City, the High School Admissions Process is a citywide choice process. The High School Admissions Process permits applicants to list up to twelve high school programs in order of preference on his or her application. High school admissions applications were due December 3, 2010. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth grade students at 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 would be another opportunity for current ninth grade students at MABL, and students at other schools who have applied to MABL, to participate in the High School Admissions Process.

¹² 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 MABL and would have access to appropriate courses to support their continued progress toward graduation.

¹³ Does not include potential ALC enrollment at any one time. See footnote 1.

¹⁴ Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

Those interested in applying to attend a different school as a tenth grader in September 2011 should meet with a guidance counselor. In early February, a new high school application called the New High Schools Choice Form will be available. These students should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. Students may receive a match as part of the Main Round of the Admissions process.

Alternatively, current repeat ninth grade students would complete high school at MABL, provided they earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a transfer school.

Current Tenth, Eleventh and Twelfth Graders at MABL

Current tenth, eleventh and twelfth grade students who are on track to graduate would complete high school at MABL, provided they continue to earn credits on schedule. As the school becomes smaller, students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to discuss all of their options.

Current tenth, eleventh and twelfth grade students who are not on track to graduate should meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the DOE's Transfer High Schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation.¹⁵ In general, however, it is expected that most current MABL students would remain enrolled at the school as they work toward graduation.

MABL currently offers Collaborative Team Teaching ("CTT") classes, Self Contained ("SC") classes and Special Education Teacher Support Services ("SETSS"). English Language Learners ("ELLs") at MABL will continue to receive mandated services as the school phases out. MABL currently offers English as a Second Language ("ESL") services; it does not offer a transitional bilingual or dual-language program. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEP").

If this proposal were approved, MABL would no longer admit new ninth grade students after the end of this school year. MABL would continue to serve students currently enrolled in the school until the school completes phasing out in June 2014. The DOE would arrange a new placement for students who haven't accumulated sufficient credits and those who have not passed the minimum number of Regents exams by June 2014.

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

¹⁵ 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're 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.

high schools in X420. The LYFE program serves students in those schools, but may also serve 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 the LYFE program managed and rated the LYFE 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. ALC's 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 Academic and Extracurricular Offerings at MABL

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at MABL. However, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, MABL would continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school shrinks, the school would likely need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented as decisions would rest with school administrators and would be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE would work with MABL to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City.

During the proposed phase-out, the DOE will build on our past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teacher practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students.
- Facilitating partnerships with community based organizations to support youth development initiatives at the school.

MABL currently offers a Career and Technical Education (CTE) Law Program which is aligned to the Legal Studies Career Pathway. This program is still in development.¹⁶ CTE programs integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce.

Students participating in MABL's CTE program would continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. There are 35 other CTE programs in the Legal Studies pathway Citywide, including 6 in the Bronx. The list of schools in the City that also provide a CTE pathway in Legal Studies can be found in Appendix B. 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 and Borough Enrollment Offices and on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/HighDirectory/default.htm>.

MABL currently offers Collaborative Team Teaching ("CTT") classes, Self Contained ("SC") classes and Special Education Teacher Support Services ("SETSS"). English Language Learners ("ELLS") at MABL will continue to receive mandated services as the school phases out. MABL currently offers English as a Second Language ("ESL") services. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEP").

As a school identified as PLA, MABL is eligible for School Improvement funds to support the Turnaround model. In most cases schools undergoing a Turnaround model must replace the principal and at least 50% of the staff. In New York State, the Turnaround model also allows for a school to be phased out and replaced by a new school over time.

If MABL is selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between MABL and the new proposed high school to be co-located in X420, and will be available to support programs at both schools that will actively advance students towards graduation. (e.g. on-line credit recovery programs, additional youth development and guidance support to struggling students).

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

¹⁶ If a program 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 receive instruction related to CTE content, but the school has not yet been granted approval to endorse diplomas with a CTE certification in this area.

MABL currently offers the following sports¹⁷:

- PSAL Sports – Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Outdoor Track, Swimming, and Volleyball.
- PSAL Sports – Girls: Basketball, Outdoor Track, Softball, and Swimming
- PSAL Sports – Co-ed: N/A
- School Sports – Cheerleading

According to the High School Directory, MABL also offers the following extracurricular activities: Leadership Classes, Peer Mediation, Peer Tutoring, Job Shadowing, Corporate Mentors, Stock Market Game, Project Arts, Book Club, Finance Club, Entrepreneurship Club, Paint Club, Step Team Club, Performing Arts Club, Photography Club, Fashion Club, Readers Are Leaders Club, Karate Club, Video Games Club, Creative Writing Club, and Poetry Club.

It is again difficult to predict precisely how changes to the above offerings might be implemented as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the Monroe High School Campus is already home to several school organizations other than MABL and if this proposal is approved, the DOE anticipates that an additional new school will also phase into the building, if approved by the PEP. 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. If this proposal is approved, we anticipate that this same opportunity would exist for students across the Monroe High School Campus, including current MABL students as that school phases out. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Similarly, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current MABL students would continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed phase-out is not expected to impact extracurricular program offerings at any of the other schools in X420.

Impact on Community Partnerships at MABL

The DOE has worked with 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 on the MABL campus

¹⁷ Sport offerings reflect the 2010-2011 Directory of High Schools. PSAL is the Public School Athletic League.

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 on the Monroe High School Campus to introduce or enhance partnerships with the community organizations that currently support MABL students.

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

In New York City, high school admissions are based on a citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. All schools in the 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. For example, Pan American’s only screen is that applicants have to be living in this country for four years or fewer and be English Language Learners.

Both MABL and Monroe Academy for Visual Arts 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. This 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.

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

There are three rounds to the High School Admissions Process:

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

Main Round: All eighth grade students (minus those who qualified for and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth grade students who want to apply to any of the new schools have the opportunity to complete a new high school application which supersedes the application that was submitted in December.

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

High school admissions applications were due on December 3, 2010. If this proposal is approved by the PEP on February 1, 2011, as scheduled, students who listed the MABL program on their high school admissions applications 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. New high schools designated to open throughout the city for the 2011-2012 school year will also be available for these students to consider as well.

If this proposal is approved, and a student does not submit a new application in February, MABL's high school program would be removed from the student's existing ranking list before the Main Round match is executed. In this scenario, any schools ranked lower than the program offered at MABL on the application would essentially move up on the application. This may or may not impact the eventual match as the student might have been matched to a school ranked higher than MABL on the application. However, if the student would have been matched to MABL, he or she would instead be matched to the next-highest program listed on the application for which an opening is available.

Admissions Impact for Future High School Students

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographic of students it will need to serve as a result of a phase-out decision. As of the November 1st register, MABL has a total of 80 new 9th grade admits. New 9th grade admits are made up of students who enter the school through two methods:

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

Over-the-counter placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. Most of these students fall into one of three categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101).¹⁸

When a student arrives for an over-the-counter placement, his/her school assignment is determined by his/her interest, home address and 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 opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option or unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not filling 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 referral¹⁹. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

¹⁸ 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.

¹⁹ 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").

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 123 to 128.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over the counter, the following analysis uses the data from the 2010-2011 school year to approximate future needs. At MABL, the below provides an overview of how many students arrived through the High School Admissions process vs. over-the-counter:

	High School Admissions Process	Over-the-Counter
9th Grade	47	33

Additionally, MABL admitted 18 OTC students in grades 10-12 as well²⁰:

	Over-the-Counter
10th Grade	11
11th Grade	3
12th Grade	4

It is critical that the needs of all students – whether they arrive through the admissions process or over-the-counter – are met. Of the 47 9th grade students who were admitted through the High School Admissions process, 19% are students with disabilities and 28% are ELL. And of the 51 students who arrived ‘over-the-counter’, 14% are students with disabilities and 12% are ELL.²¹

MABL currently offers Collaborative Team Teaching (“CTT”) classes, Self Contained (“SC”) classes and Special Education Teacher Support Services (“SETSS”). English Language Learners (“ELLs”) at MABL will continue to receive mandated services as the school phases out. MABL currently offers English as a Second Language (“ESL”) services; it does not offer a transitional bilingual or dual-language program. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans (“IEP”). High school students with IEPs are admitted 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, placement for students with IEPs is the same process as described above.

Schools with Programs Similar to MABL’s program offerings²²

As indicated previously, the LYFE program in the building 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 building and will continue to provide services as long as there is a need and demand for the program.

²⁰ Some of the 10th grade new admits may have been through the High School Admissions Process for 10th grade students.

²¹ Students with disabilities as percentage of total students from the 2010 Unaudited Register on November 1, 2010. This count does not include SETSS or students receiving speech or language services. English Language Learner students as percentage of total students from the 2010 Unaudited Register on November 1, 2010.

²² Similar programs are defined as those in the same “interest area” to which students can apply through the High School Admissions Process.

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

Bldg ID	Building Name	Building Address	LYFE Hours of Operation	School Organizations in the Building	DBN	Admissions Method ²³
X098	I.S. 98	1619 Boston Rd. Bronx, NY 10460	8:00 am-3:30 pm	Explorations Academy	12X251	Limited Unscreened
				Performance Conservatory HS	12X262	Limited Unscreened
				J.H.S. 098 Herman Ridder	12X098	N/A
X400	Morris High School Campus	1110 Boston Rd. Bronx, NY 10456	8:00 am-4:00 pm	Morris Academy for Collaborative Studies	09X297	Limited Unscreened
				Bronx International HS	09X403	Screened
				School for Excellence	09X404	Limited Unscreened
				High School for Violin and Dance	09X543	Limited Unscreened
X401	Bronx Regional HS	1010 Reverend James A. Polite Ave. Bronx, NY 10459	8:15 am-3:15 pm	Arturo Schomburg Satellite Academy	12X446	N/A
				Bronx Regional HS	12X480	N/A
X410	William H. Taft High School	240 East 172nd St. Bronx, NY 10457	7:45 am-2:56 pm	Bronx HS of Business	09X412	Educational Option
				Bronx HS for Medical Science	09X413	Screened
				Jonathan Levin HS for Media and Communications	09X414	Educational Option
X435	Theodore Roosevelt Educational Campus	500 E. Fordham Rd. Bronx, NY 10458	7:45 am-3:45 pm	Belmont Preparatory HS	10X434	Screened
				Fordham HS for the Arts	10X437	Audition
				Fordham Leadership Academy for Business & Technology	10X438	Educational Option
				Bronx High School for Law & Community Service	10X439	Educational Option
X440	DeWitt Clinton HS	100 West Mosholu Parkway South Bronx, NY 10468	7:45 am-3:05 pm	DeWitt Clinton HS	10X440	Educational Option Screened
X470	South Bronx High School Campus	University Ave. at West 181st Street Bronx, NY 10453	8:00 am-3:50 pm	Mott Haven Village Preparatory HS	07X473	Limited Unscreened
				University Heights Secondary School	07X495	Screened
X650	Jane Addams High School Campus	900 Tinton Ave. Bronx, NY 10456	8:30 am-3:20 pm	Jane Addams High School for Academics and Careers	08X650	Screened

²³ Schools without a selection method currently do not accept 9th graders for one of several reasons: some of the schools are phasing out, some schools serve students through 8th grade only and do not serve high school students, and some schools contain only GED or adult education programs.

As stated elsewhere in this proposal, MABL offers a Career and Technical Education (CTE) Law Program which is aligned to the Legal Studies Career Pathway. This program is still in development. There are 35 other CTE programs in the Legal Studies Career Pathway citywide, including 6 in the Bronx. The list of schools in the City that also offer a CTE pathway in Legal Studies can be found in Appendix B.

Students who might have selected MABL would continue to have access to a broad range of high school options through the citywide high school admissions process. There are approximately 10 programs in 9 schools in the Bronx that offer programs in Business, MABL's interest area. Students can apply to these programs through the High School Admissions Process. Additional information can be found in Appendix A.

A full list of City high schools is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices and on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

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

B. Schools

MABL currently has a 2010-2011 enrollment projection of 434 students. If this proposal is approved, MABL would phase out gradually, but ninth grade seats lost as a result of that phase-out will be replaced as a new school phases in to the Monroe High School Campus.

The overall proposal for the X420 building includes the phase-out of MABL and the proposed phase-in of 12X521, a new high school separately proposed in an Educational Impact Statement posted on December 17, 2010. 12X521 would serve approximately 100-125 new ninth-grade students beginning in September 2011, and would phase-in gradually, adding one grade annually until it reaches full scale. By 2014-2015, 12X521 is projected to serve approximately 400-450 students in grades 9-12. In addition, Bronx Coalition is slated to close at the end of the 2010-2011 school year. There would be no impact on enrollment at the other schools housed in X420 as a direct result of this proposal. Pan American, World Cultures, and MAVAD would continue to serve students in grades 9-12.

The table below outlines the projected enrollment ranges for the schools in X420 as MABL phases out and 12X521 phases in.

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 ²⁴	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	

Once MABL has completed its phase-out and 12X521 has completed its phase-in, Building X420 would enroll approximately 1,525-1,725²⁵ students in grades 9-12 during the 2014-2015 school year, and the projected utilization is 82% of target capacity.²⁶ This means that the building has adequate capacity to accommodate all existing schools currently co-located with MABL as well as the full expansion of the new school separately proposed to phase into the facility.

If this proposal is approved, there would be sufficient space to serve MABL, Pan American, World Cultures, MAVAD, and 12X521 students pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while MABL phases out. There would also be sufficient space to continue to house the LYFE and GED Plus programs and the ALC. (Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf)

²⁴ 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.

²⁵ Does not include potential ALC enrollment at any one time. See footnote 1.

²⁶ Based on high end estimate of enrollment at scale compared to 2009-2010 target building utilization.

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.²⁷ Additionally, all schools receive a baseline of the approximate equivalent of 1 full size classroom and 1 half size classroom for administrative services.

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

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

Half-size classrooms can be used as self contained special education classrooms, as resource rooms, or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half size rooms or rooms designed for administrative use in the building to satisfy a school's Footprint allocation, the DOE may allocate additional full size rooms to compensate a school. Similarly, full size rooms may be allocated where there are insufficient half size rooms for use as resource rooms or self contained special education classrooms.

According to the 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 resource rooms and administrative space 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

²⁷ 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.

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 during the first year of phase in. The ALC will continue to be allocated one full-size instructional space, and the LYFE program will continue to use a quarter-size space. This represents 61-63 full-size 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

C. Community

This proposal addresses many needs of the MABL community:

The performance at MABL over the last decade indicates there is a need to create better options for future students. Under this proposal, the X420 building will remain open, but will offer new educational options that better support student needs.

In 2009-2010, X420 had a target capacity of 2,107²⁸ students, and the building enrolled 1,591 students, yielding a utilization rate of 78% of target capacity.²⁹ In 2010-2011, there are 1,692 students projected to be enrolled in the building, yielding an estimated utilization rate of 80%.³⁰ This means that the building is “underutilized” and has extra space to accommodate additional students.³¹ Phasing out MABL allows the DOE to create better options for local families.

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 Panel for Education Policy (PEP), the DOE has plans in place to replace lost seats in the Bronx. Based on the November 1st, 2010 enrollment register, these 8 schools that are proposed to phase-out are serving a total of 759 new 9th grade students.³² However, these seats will be recovered through seats at new schools.

As of December 13, 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 phased-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 9th 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 open replacements for some of these schools. At New Day, the Dr. Izquierdo Charter School opened in September 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 9th graders in 2013-2014.³³ 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 9th grade students.

²⁸ See footnote 1.

²⁹ Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) includes students categorized as “Long Term Absences,” where these building enrollment numbers do not. These are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

³⁰ Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

³¹ The official target capacity and utilization rates for the 2010-11 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 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

³² School for Community Research and Learning (SCRL), 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 (MABL) as of 11.1.10

³³ Last winter, the PEP voted to gradually phase-out School for Community Research and Learning (SCRL), New Day Academy, Christopher Columbus High School, Global Enterprise High School, and Monroe Academy for Business/Law (MABL). A lawsuit prevented the DOE from following through with those plans.

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 (“BLA II”) moved from the Morris Campus to the new Mott Haven Campus. Of these ten schools that have increased capacity this year, seven are Limited Unscreened (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 United States for fewer than 4 years and have limited English proficiency. In total, there is an 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 8 proposed phase-outs. Factoring in new ninth grade seats that were made available in existing expanding schools this year, there would be capacity for approximately 1,510 seats.

With the opening of these schools last year and the seven anticipated schools this year, the DOE will have created the capacity for approximately 990 ninth grade seats for new students in the Bronx, which is more than enough to offset the 759 seats anticipated to be lost by the 8 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 2011-12.

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> .

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

IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are MABL, Pan American, World Cultures, and MAVAD. All of these schools are located in Building X420.

MABL

Admissions Data

Current Admissions	9-12: 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 services³⁴	14%
Percentage Students with Individual Education Plan³⁵	12%
Percentage English Language Learner Students³⁶	15%
Percentage of Students Eligible for Free or Reduced Lunch³⁷	85%

³⁴ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

³⁵ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

³⁶ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³⁷ 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 ³⁸	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	C
Quality Review Score	P	U	
Graduation Data			
Four-Year Graduation Rate	48%	52%	54%
Four-Year Regents Diploma Rate	29%	30%	33%
Six-Year Graduation Rate	54%	55%	57%
Other Key Indicators			
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
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Pan American International High School

Admissions Data

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

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

³⁸ Data is from the 2009-2010 Progress Report

Demographic Data

Percentage Students Receiving CTT or SC services ³⁹	0%
Percentage Students with Individual Education Plan ⁴⁰	0%
Percentage English Language Learner Students ⁴¹	98%
Percentage of Students Eligible for Free or Reduced Lunch ⁴²	99%

School Performance Data

Pan American International High School at Monroe ⁴³	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade			
Quality Review Score			WD
Graduation Data			
Four-Year Graduation Rate			
Four-Year Regents Diploma Rate			
Six-Year Graduation Rate			
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits		94%	77%
Attendance Rate		91%	88%
2010-2011 State Accountability Status	Pending		

³⁹ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁴⁰ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁴¹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁴² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

⁴³ 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 services⁴⁴	0%
Percentage Students with Individual Education Plan⁴⁵	0%
Percentage English Language Learner Students⁴⁶	91%
Percentage of Students Eligible for Free or Reduced Lunch⁴⁷	98%

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

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

⁴⁶ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁴⁷ 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 ⁴⁸	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	B	A	A
Quality Review Score	WD		
Graduation Data			
Four-Year Graduation Rate	68%	83%	82%
Four-Year Regents Diploma Rate	52%	50%	39%
Six-Year Graduation Rate	74%	81%	86%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	66%	83%	90%
Attendance Rate	88%	92%	92%

2010-2011 State Accountability Status	In Good Standing
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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

⁴⁸ 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 services⁴⁹	15%
Percentage Students with Individual Education Plan⁵⁰	22%
Percentage English Language Learner Students⁵¹	29%
Percentage of Students Eligible for Free or Reduced Lunch⁵²	92%

⁴⁹ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁵⁰ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁵¹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁵² 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 Art and Design ⁵³	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	B	A
Quality Review Score	P	U	P
Graduation Data			
Four-Year Graduation Rate	43%	42%	49%
Four-Year Regents Diploma Rate	32%	31%	40%
Six-Year Graduation Rate	57%	49%	56%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits			
Attendance Rate			

2010-2011 State Accountability Status	In Good Standing
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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

⁵³ Data if from the 2009-2010 Progress Report

Demographic Data

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

School Performance Data

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

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to MABL High School, 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 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.

In addition, schools with approved 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, high demand careers. As VTEA funds are funded on a per pupil basis, as MABL phases out, the school would lose some of its additional funding to support the CTE program development as the enrollment declines.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of 12X521 new school with MABL High School.

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-out⁵⁴. 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 that have an impact on a school that is closing or phasing out are required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

B. Cost of Instruction

As a result of the phase out, the total number of students enrolled at 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.

⁵⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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

B. Administration

All school supervisor and/or administrator positions assigned to MABL would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.
There will be no change to existing transportation practices at MABL as a result of this proposal.

D. Other Support Services

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

VII. Building Information

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)

APPENDIX A
Interest Area: Business

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Seat Target	2010 Applicants	Program Name	Interest Area	Admissions
Bronx	Urban Assembly School for Careers in Sports	07X548	730 CONCOURSE VILLAGE WEST NEW YORK NY	426	360	74%	15%	6%	A	125	1298	Urban Assembly School for Careers in Sports	Business	Limited Unscreened
Bronx	Jane Addams High School for Academic Careers	08X650	900 TINTON AVENUE BRONX NY	1021	1307	97%	13%	11%	C	75	324	Entrepreneurship/Virtual Enterprise	Business	Screened
Bronx	Bronx High School of Business	09X412	240 EAST 172 STREET BRONX NY	440	508	87%	11%	18%	C	108	839	Bronx High School of Business	Business	Educational Option
Bronx	Fordham Leadership Academy for Business and Technology	10X438	500 EAST FORDHAM ROAD BRONX NY	478	468	106%	10%	14%	C	108	906	Academy of Information Technology and Entrepreneurship	Business	Educational Option
Bronx	DeWitt Clinton High School	10X440	100 WEST MOSHOLU PARKWAY SOUTH BRONX NY	4421	3450	129%	10%	21%	C	227	1009	Business Enterprise	Business	Educational Option
Bronx	Grace Dodge Career and Technical Education High School	10X660	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	45	243	Marketing/Entrepreneurship	Business	Educational Option
Bronx	Grace Dodge Career and Technical Education High School	10X660	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	45	243	Academy of Finance	Business	Screened
Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	11X270	921 EAST 228TH STREET BRONX NY	608	612	102%	10%	4%	C	81	496	Academy for Scholarship and Entrepreneurship: A College Board School	Business	Limited Unscreened
Bronx	Astor Collegiate Academy	11X299	925 ASTOR AVENUE BRONX NY	480	399	118%	12%	7%	B	108	1425	Astor Collegiate Academy	Business	Limited Unscreened
Bronx	Global Enterprise High School*	11X541	925 ASTOR AVENUE BRONX NY	389	424	110%	13%	16%	C	108	418	Global Enterprise High School	Business	Limited Unscreened

* Please note that a proposal to gradually phase out Global Enterprise High School after the 2010-2011 school year will be considered by the Panel for Educational Policy in February 2011.

APPENDIX A
Interest Area: Business

Sources:	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity (Org Capacity)	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization (Org Util)	School Utilization in 2009-2010 from the School Utilization Report ("Blue Book")
% Special Education (SE)	Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
Progress Report	Progress Report Grade
2010 Seat Target	Program Seat Target for September 2010
2010 Applicants	Program Applicants for September 2010
Admissions	Process by which students are admitted to the school

APPENDIX B
Alternative CTE Programs

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M460	Manhattan	Washington Irving	WASHINGTON IRVING HS	Legal Services	Legal Studies	In development	40 IRVING PLACE NEW YORK NY	1261	2117	70%	10%	20%	C	Educational Option, Screened
02M520	Manhattan	Murry Bergtraum High School for Business Careers	MURRY BERGTRAUM HS (ECF)	Legal Services	Legal Studies	In development	411 PEARL STREET MANHATTAN NY	2461	2112	121%	8%	11%	D	Educational Option
02M625	Manhattan	High School of Graphic Communication Arts	HS OF GRAPHIC COMMUNICATION ARTS-M	Legal Services	Law Academy	In development	439 WEST 49TH STREET MANHATTAN NY	1740	1781	102%	11%	10%	D	Educational Option
06M467	Manhattan	High School for Law and Public Service	G. WASHINGTON HS EDUC. CAMPUS	Legal Services	Law Program	In development	549 AUDUBON AVENUE MANHATTAN NY	672	526	129%	8%	25%	A	Educational Option
08X405	Bronx	Herbert H Lehman High School	HERBERT H. LEHMAN HS	Legal Services	Law	In development	3000 EAST TREMONT AVENUE BRONX NY	4016	3122	132%	14%	9%	F	Educational Option, Zoned
08X519	Bronx	Felisa Rincon De Gautier Institute for Law and Public Policy	SOUNDVIEW EDUCATIONAL CAMPUS	Legal Services	Law Academy	In development	1440 STORY AVENUE BRONX NY	378	352	114%	12%	13%	C	Limited Unscreened
08X650	Bronx	Jane Addams High School for Academic Careers	JANE ADDAMS HS	Legal Services	Court Reporting/ Legal Studies	In development	900 TINTON AVENUE BRONX NY	1021	1307	97%	13%	11%	C	Screened
09X525	Bronx	Bronx Leadership Academy High School	BRONX LEADERSHIP ACADEMY	Legal Services	Law	In development	1710 WEBSTER AVENUE BRONX NY	670	552	119%	11%	9%	B	Educational Option
10X284	Bronx	Bronx School of Law and Finance	JOHN F. KENNEDY HS	Legal Services	Law Academy	In development	99 TERRACE VIEW AVENUE BRONX NY	411	452	95%	12%	5%	B	Limited Unscreened
10X660	Bronx	Grace Dodge Career and Technical Education High School	GRACE H. DODGE VOC HS	Legal Services	Law Academy/ Paralegal/Court Reporting	In development	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%		Educational Option, Screened
11X455	Bronx	Harry S. Truman High School	HARRY S. TRUMAN HS	Legal Services	Law Academy	In development	750 BAYCHESTER AVENUE BRONX NY	2030	3052	70%	14%	9%	B	Educational Option, Screened, Zoned

APPENDIX B
Alternative CTE Programs

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Selection Method
13K430	Brooklyn	Brooklyn Technical High School	BROOKLYN TECH HS - K	Legal Services	Law and Society	In development	29 FT GREENE PLACE BROOKLYN NY	5146	4036	123%	0%	0%	B	Test
13K509	Brooklyn	Freedom Academy High School	FREEDOM ACADEMY	Legal Services	Legal Studies	In development	116 NASSAU STREET BROOKLYN NY	265	481	65%	11%	2%	B	Educational Option
14K477	Brooklyn	The School for Legal Studies	GRAND STREET CAMPUS (OLD E.D.HS)	Legal Services	Law Academy	In development	850 GRAND STREET BROOKLYN NY	826	1062	79%	9%	5%	D	Educational Option
15K519	Brooklyn	Cobble Hill School of American Studies	COBBLE HILL SCL OF AMR STD (OL6)	Legal Services	Pre-Law Institute	In development	347 BALTIC STREET BROOKLYN NY	687	913	79%	16%	5%	B	Educational Option
16K498	Brooklyn	ACORN High School for Social Justice	ACORN SCHOOL FOR SOCIAL JUSTICE	Legal Services	Legal Academy	In development	1396 BROADWAY	420	663	63%	9%	4%	A	Educational Option, Screened
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	SAMUEL J. TILDEN HS	Legal Services	Law	In development	5800 TILDEN AVENUE BROOKLYN NY	227	309	49%	17%	10%		Limited Unscreened
18K642	Brooklyn	Urban Action Academy	CANARSIE HS	Legal Services	Law Program	In development	1600 ROCKAWAY PARKWAY BROOKLYN NY	249	240	71%	13%	8%		Limited Unscreened
20K445	Brooklyn	New Utrecht High School	NEW UTRECHT HS	Legal Services	Law-Legal Studies Academy	In development	1601 80 STREET BROOKLYN NY	3240	2225	132%	11%	23%	B	Educational Option, Zoned
20K490	Brooklyn	Fort Hamilton High School	FORT HAMILTON HS	Legal Services	Law	In development	8301 SHORE ROAD BROOKLYN NY	4380	2752	130%	9%	21%	B	Audition, Screened, Zoned
22K405	Brooklyn	Midwood High School	MIDWOOD HS	Legal Services	Law Institute	In development	2839 BEDFORD AVENUE BROOKLYN NY	4009	2409	147%	5%	3%	B	Screened
22K425	Brooklyn	James Madison High School	JAMES MADISON HS	Legal Services	Law Institute	In development	3787 BEDFORD AVENUE BROOKLYN NY	3173	2288	144%	8%	10%	B	Screened, Zoned
22K495	Brooklyn	Sheepshead Bay High School	SHEEPSHEAD BAY HS	Legal Services	Law Studies Institute	In development	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	Educational Option, Zoned

APPENDIX B
Alternative CTE Programs

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Selection Method
25Q460	Queens	Flushing High School	FLUSHING HS	Legal Services	Law Academy	In development	35-01 UNION STREET QUEENS NY	3077	2124	129%	7%	24%	C	Educational Option, Zoned
26Q430	Queens	Francis Lewis High School	FRANCIS LEWIS HS	Legal Services	Law Academy	In development	58-20 UTOPIA PARKWAY QUEENS NY	4227	2561	174%	7%	13%	B	Educational Option, Screened, Zoned
27Q400	Queens	August Martin High School	AUGUST MARTIN HS	Legal Services	Business and Law Academy	In development	156-10 BAISLEY BOULEVARD QUEENS NY	1195	1797	68%	10%	4%	C	Educational Option, Limited Unscreened, Screened
27Q475	Queens	Richmond Hill High School	RICHMOND HILL HS	Legal Services	Law Academy	In development	89-30 114 STREET QUEENS NY	2953	2211	144%	7%	16%	C	Educational Option, Zoned
27Q480	Queens	John Adams High School	JOHN ADAMS HS	Legal Services	Law Academy	In development	101-01 ROCKAWAY BOULEVARD QUEENS NY	3351	2932	111%	9%	14%	B	Educational Option, Zoned
28Q440	Queens	Forest Hills High School	FOREST HILLS HS	Legal Services	Law Academy	In development	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	Educational Option, Audition, Screened, Zoned
28Q470	Queens	Jamaica High School*	JAMAICA HS	Legal Services	Law Academy	In development	167-01 GOTHIC DRIVE JAMAICA NY	1236	1877	79%	7%	18%	D	Educational Option, Screened, Zoned
28Q505	Queens	Hillcrest High School	HILLCREST HS	Legal Services	Law Academy	In development	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	Educational Option, Audition, Screened, Zoned
30Q445	Queens	William Cullen Bryant High School	WILLIAM CULLEN BRYANT HIGH SCHOOL	Legal Services	Law Academy	In development	48-10 31 AVENUE QUEENS NY	3056	2845	109%	8%	20%	C	Screened, Zoned
30Q450	Queens	Long Island City High School	LONG ISLAND CITY HS	Legal Services	Law and Criminology	In development	14-30 BROADWAY QUEENS NY	3582	2100	157%	10%	14%	C	Screened, Zoned
31R450	Staten Island	Curtis High School	CURTIS HS	Legal Services	Law Academy	In development	105 HAMILTON AVENUE STATEN ISLAND NY	2575	1698	156%	9%	6%	B	Educational Option, Screened, Unzoned, Zoned
31R460	Staten Island	Susan Wagner High School	SUSAN E. WAGNER HS	Legal Services	Law and Politics	In development	1200 MANOR ROAD STATEN ISLAND NY	3173	2697	123%	11%	4%	A	Educational Option, Audition, Screened, Zoned

APPENDIX B Alternative CTE Programs

* Please note that a proposal to phase out Jamaica High School after the 2010-2011 school year will be considered by the Panel for Educational Policy on February 3, 2011.

Note about Approval Status: 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.