SECOND AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of New Day Academy (12X245)

I. Summary of Proposal

New Day Academy (12X245, "New Day") is an existing school serving grades 6-12 located at 800 Home Street, Bronx, NY 10456, within the geographical confines of Community School District 12. On December 13, 2010, the New York City Department of Education ("DOE") published an Educational Impact Statement ("EIS") describing a proposal to phase out and eventually close New Day, based on its poor performance and the DOE's assessment that the school lacks the ability to turn around quickly to better support student needs. On December 22, 2010, the DOE published an amended EIS which corrected typographical and formatting errors, and includes Appendix A, which lists other schools in the Bronx which offer programs in the same interest area to New Day, but which did not modify or revise the proposal itself. This second amended EIS corrects and clarifies utilization rates, clarifies certain past strategic improvement efforts directed to New Day, clarifies information concerning the admissions impact for future students, corrects certain projected enrollment totals and corrects a building code. This second amended EIS does not modify or revise the proposal itself.

If this proposal is approved, New Day would be phased out gradually over the next several years. New Day would no longer admit new sixth-grade or 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 New Day Academy. In cases where students do not complete graduation requirements in time for the June 2014 closure date, the DOE will help students and families identify alternative programs or schools that meet students' needs so that they may continue their education after New Day phases out.

New Day is located in building X158 and is currently co-located with Bronx Latin (12X267, "Bronx Latin"), Bronx Career and College Preparatory High School (12X479, "Bronx Career"), and Dr. Izquierdo Health and Science Charter School (84X482, "Izquierdo Charter School"). Bronx Latin serves students in grades 6-12. Bronx Career is a new school and is still "phasing in" to the building. In 2010-2011, Bronx Career serves grades 9 and 10 and will grow to its full 9-12 grade span in the 2012-2013 school year. Izquierdo Charter School opened in the 2010-2011 school year with grade 6 and is currently in the process of phasing in. It is expected to reach its 6-12 grade span in the 2016-2017 school year.

In 2009-2010, X158 had a target capacity of 1,796 students, and the building enrolled 870 students, with a utilization rate of 48%.[1] This means that the building was "underutilized" and had extra space to accommodate additional students. In 2010-2011, X158 is projected to enroll 1,027 students, which would yield a utilization rate of 57%.[2] Bronx Latin just finished phasing in its final grades during the 2010-2011 school year. Bronx Career is currently in the process of phasing in, which means that the school is not yet at its full capacity. The DOE anticipates that Izquierdo Charter School will continue growing to full scale as New Day phases out, and would complete its expansion during the 2016-2017 school year, at which point it would serve students in grades 6-12. If

[1] The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students who are actually projected to attend the school and do not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

[2] The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students projected to actually attend the school and do not include Long Term Absences (LTAs).

this proposal is approved, the other schools located in X158 would continue serving their current students and adding additional grades as they continue expanding to full scale.

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 low rating 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, which evaluate schools based on Student Progress, Student Performance, and School Environment—which includes safety, attendance, and survey feedback from parents, teachers, and 6th-12th grade students, where applicable. During Quality Reviews, also released by the DOE, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with "Under-developed" as the lowest-possible rating and "Well Developed" as the highest.

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

At the middle school level, New Day received overall C grades on its last three Progress Reports, including last year's report in 2009-2010. Last year, the school earned an F grade for the Student Performance subcategory and a D for School Environment.

At the high school level, in 2009-2010, New Day earned an overall F grade on its Progress Report, with an F grade on Student Performance, an F grade on Student Progress, and a D grade on School Environment. New Day received the lowest score Citywide on the 2009-2010 Progress Report.

Based on those conditions, the DOE initiated a comprehensive review of New Day Academy, with the goal of determining what intensive supports and interventions would best benefit its students and the New Day community. During that review, the DOE looked at recent and 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 New Day Academy—will address the school's longstanding performance struggles and allow for school options to continue developing in Building X158 that will better serve future students and the broader community.

Performance and School Environment at New Day Academy

New Day Academy has struggled for years. Last winter, the Panel for Educational Policy voted to gradually phase out New Day 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. New Day's performance during the 2009-2010 school year reinforced the DOE's earlier assessment that the school lacks capacity to turn around quickly to better support student needs.

- New Day Academy has struggled since it opened in 2005. New Day has graduated two cohorts of seniors, both with low high school graduation rates.
  - Last year, New Day's four-year high school graduation rate (including August graduates) was 34%, well below the Citywide average of 63%. New Day has the second lowest four-year graduation rate in the City.

- In 2009-2010, the latest year that data is available, only 50% of first-year high school students at New Day earned at least 10 credits. Based on this statistic, New Day ranks in the bottom 2% of high schools Citywide and in the Bronx. That same year, an even smaller percentage of students in their second and third years accumulated at least 10 credits. Earning at least 10 credits is a key predictor of future student success because students who fall behind often have trouble getting back on track to graduate.

- At the middle school level, in 2009-2010, New Day received overall C grades on its last three Progress Reports, including last year's report. Last year, the school earned an F grade for the Student Performance sub-section and a D for School Environment.

- At the high school level, in 2009-2010, New Day earned an overall F grade on its Progress Report, with an F grade on Student Performance, an F grade on Student Progress, and a D grade on School Environment. New Day received the lowest score Citywide on the 2009-2010 Progress Report.

- Attendance at New Day remains very low. The 2009-2010 middle school attendance rate was 86%, well below the Citywide average of 92% for middle schools. The 2009-2010 high school attendance rate was 73%, well below the Citywide average of 86% for high schools. In fact, this attendance rate is among the very lowest of all high schools in New York City, placing New Day in the bottom 2%. In 2008-2009, the high school attendance rate was 75%, placing the school in the bottom 4% Citywide.

- Safety has been a concern at New Day in recent years. On the 2009-2010 New York City School Survey, 36% of students reported feeling unsafe in the hallways, bathrooms, and locker rooms. That same year, 18% of parents expressed concerns about their children's safety. In addition, 52% of teachers reported that discipline and order were not maintained at the school.

- New Day Academy was rated "Proficient" on its most recent Quality Review in 2008-2009. Quality Reviews evaluate schools based on the way that they are organized to support student learning. While Proficient schools possess strengths and weaknesses, New Day's 2009 Quality Review cited a number of serious concerns, including inadequate goal-setting practices, inadequate use of assessment data for professional development, and insufficient use of data to differentiate instruction. These concerns suggested that the school is ill-equipped to quickly turn around to better support students.

- Demand for seats at New Day is low.
  - Most students who attend New Day for middle school choose to enroll elsewhere for high school. After the 2008-2009 school year, only 12% of the eighth grade remained at New Day for ninth grade. As a result, the school is not providing a seamless, seven-year educational experience for students, as 6-12 schools are intended to do.
  - Demand for high school seats at New Day has fallen over recent years. New Day has one limited unscreened program to which students may apply through the High School Admissions Process. For September 2008 enrollment, New Day received 4.9 applications per seat. Last year, New Day received 5.2 applications per seat for the same number of seats. Then, for September 2010 enrollment, New Day received 3.6 applications per seat for the same number of seats.[3] The citywide average is 8.1 applications per seat.[4]

[3] Audited enrollment data are not yet available for the current school year. Enrollment data are from the 2009-2010 school year, audited as of October 31, 2009. Demand data reflect high school admissions applications submitted in Early December 2009 for students beginning high school in September 2010. This data captures the demand for New Day prior to the DOE's proposed phase-out announcement.

[4] Citywide application per seat average is calculated by program.

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

Middle School Grades

New Day Academy	2007-2008	2008-2009	2009-2010[5]
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Performance Grade	D	B	F
Progress Grade	C	C	B
Environment Grade	C	D	D
Quality Review Score	P	P	N/A
Performance Data[6]			
English Language Arts % Proficient (Levels 3 and 4)	20%	41%	13%
Math % Proficient (Levels 3 and 4)	32%	34%	8%
Other Key Performance Indicators[7]			
Attendance Rate	90%	90%	86%
2010-2011 State Accountability Status	Improvement (year 1) - Comprehensive		

[5] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average scale scores of New York City's students' on the tests remained largely unchanged relative to the prior year.

[6] Source: Progress Report.

[7] Source: Progress Report.

High School Grades

New Day Academy	2007-2008	2008-2009	2009-2010
School Performance and Progress[8]			
Overall Progress Report Grade	N/A	D	F
Performance Grade	N/A	B	F
Progress Grade	N/A	F	F
Environment Grade	N/A	F	D
Quality Review Score	P	P	N/A
Graduation Data[9]			
Four-Year Graduation Rate	N/A	56%	34%
Four-Year Regents Diploma Rate	N/A	56%	34%
Six-Year Graduation Rate	N/A	N/A	N/A
Other Key Indicators[10]			
Percent of First-Year Students Earning 10+ Credit	52%	54%	50%
Attendance Rate	77%	75%	73%
2010-2011 State Accountability Status	Improvement (year 1) - Comprehensive		

Overview of Past Strategic Improvement Efforts at New Day Academy

New Day staff members and families have worked hard to improve the school. The DOE also offered extensive support to New Day. Unfortunately, these efforts have not significantly improved student outcomes at New Day.

Leadership Support:

- Offering extensive mentoring and coaching to the principal.
- Helping the principal to develop New Day's Comprehensive Education Plan and in setting school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at New Day.

Instructional Support:

- Supporting New Day to implement new instructional practices, including project-based learning and the use of inquiry and debate in the classroom, and new assessments, including portfolio assessments.
- Providing training to the guidance counselor on how to use scholarship reports and graduation tracking systems.Helping the school modify student schedules to implement an arts curriculum and higher-level math and physics classes.

[8] Source: Progress Report Data. New Day served students in the twelfth grade for the first time in the 2008-2009 school year. Therefore, there is not complete performance data before this year.

[9] Source: Progress Report Data. New Day served students in the twelfth grade for the first time in the 2008-2009 school year. Therefore, there is not complete performance data before this year.

[10] Source: Progress Report Data. New Day served students in the twelfth grade for the first time in the 2008-2009 school year. Therefore, there is not complete performance data before this year.

Operational Support:

- Helping New Day implement a Coordinated Early Intervention Services grant, which allowed the school to add an arts curriculum, identify ways to improve attendance and suspension rates, and create a mentoring program for overage and under-credited students.
- Providing one-on-one support to principal and school staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Supporting partnerships with ENACT, an organization that teaches social and emotional skills through drama and therapy techniques, and SoBRO (South Bronx Overall Economic Development Services).
- Identifying strategies to improve student attendance and reduce suspensions, including the appointment of a designated attendance teacher, the use of early notification to parents, and training to teachers on de-escalation strategies and crisis management.

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 of school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance via the Borough Safety Directors when incidents occur
- 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 these failed attempts to support the school – whether as part of a centralized effort to support all schools or individualized plans for New Day – it is apparent that New Day 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 New Day community about strategies to better support students and improve outcomes at the school. The New Day community provided input to the DOE throughout the 2009-2010 school year in the context of the previously proposed phase-out of New Day. Additionally, on October 19, 2010, 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 New Day, and how we can work together to serve students better. While parents had some positive comments about the school's leadership and arts program, they expressed concerns about a number of issues. Parents said:

- The school day provides insufficient structure.
- The morale is low among the student body.
- There are insufficient opportunities for parents to get involved in the school.

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/NewDay.

While some members of the New Day community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's performance struggles, the lack of evidence that the school is poised to quickly turn around to better support students, and the low demand for seats at the school. We do plan to incorporate community feedback in other ways as we continue to support current New Day students working toward graduation.

We will 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

The building in which New Day is located, X158, has the capacity to serve 1,796 students. X158 had a 2009-2010 utilization rate of 48% percent of target capacity.[11] As noted, 870 students were served in the building in 2009-2010. In 2010-2011, X158 is projected to enroll 1,027 students, which would yield a utilization rate of 57%.[12]

There are three other schools in the building. Bronx Latin just completed its phase-in during the 2010-2011 school year. Bronx Career and Izquierdo Charter School are new and are gradually phasing in to the building. Each school will add one new grade per year until it reaches its full grade span.

Over the next four years, the proposed grade spans for the schools in the building are as follows:[13]

School Name	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
New Day Academy	6-12	7, 8, 10, 11, 12	8, 11, 12	12	N/A	N/A	N/A
Bronx Latin	6-12	6-12	6-12	6-12	6-12	6-12	6-12
Bronx Career	9-10	9-11	9-12	9-12	9-12	9-12	9-12
Izquierdo Charter School	6	6-7	6-8	6-9	6-10	6-11	6-12

Bronx Latin is projected to enroll 416 students during the 2010-2011 school year. Though it has completed its phase in and is at full scale, it still has the capacity to serve 550-600 students, thus the enrollment at Bronx Latin is expected to continue to grow as it fills the seats it is intended to serve within the existing grades. Bronx Career, which is projected to serve 152 students in grades 9-10 in the 2010-2011 school year, is expected to serve grades 9-12 with approximately 300-350 students when it achieves "full scale" and completes its phase in. Izquierdo Charter School, which serves 97 students in grade 6 in 2010-2011, will serve approximately 660-700 students in grades 6-12 at full scale.[14] If the proposal to phase out New Day is approved, Izquierdo Charter School would have space to grow to serve its full grade span and enroll 660-700 students in the X158 school building. Once the three schools have grown to scale and New Day has completed its phase-out, there would be approximately 1510-1650 students served in the building. In 2016-2017, when all schools have phased in and New Day has phased-out, the projected

[11] The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students who are actually projected to attend the school and do not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

[12] The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students projected to actually attend the school and do not include Long Term Absences (LTAs).

[13] As New Day 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 at New Day and would have access to appropriate courses to support their continued progress toward graduation.

[14] Based on November 1, 2010 unaudited register data

utilization of X158 would be approximately 92%.[15]

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Enrollment Options for Current New Day Middle School Students

New Day's middle school (grades 6-8) is currently a District 12 Middle School Choice option, with an unscreened admissions policy. This means that students who apply to New Day Academy are randomly selected. Under this proposal, all current New Day middle school students would have the opportunity to complete middle school at New Day, assuming that they continue to be promoted on schedule. Students who do not meet promotional requirements during the phase out plan would continue to have access to appropriate courses to support their progress toward promotion. Where this is not feasible, individual transfer options can be explored.

One middle school grade would be phased out per year. During the 2011-2012 school year, New Day middle school would serve students in grades seven and eight. In 2012-2013, New Day middle school would serve students in grade eight. After June 2013, the phase-out of New Day middle school would be complete but the school would continue to serve students in grade 12.

New Day middle school students, including students who come later in the year, will remain in New Day as it truncates, unless they decide to leave the school.

[15] The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students projected to actually attend the school and do not include Long Term Absences (LTAs).

If New Day middle school students decide to leave the school, they may be able to find a seat in a charter school, and would also continue to have access to a broad range of District 12 middle school options,[16] including several other schools with unscreened admissions policies. These include:

School Name	DBN	Address	Grades Served (2011-12)	Actual Enrollment[17]	2009-2010 Progress Report Grade	% Students with Disabilities[18]	% ELL[19]	Admissions Process
J.H.S. 98 Herman Ridder	12X098	1619 Boston Road	6-8	470	A	14%	19%	Unscreened
Twin Parks Upper School	12X129	2055 Mapes Avenue	6-8	576	B	9%	16%	Unscreened
I.S. 190 E.S.M.T	12X190	1550 Crotona Parkway East	6-8	251	B	15%	11%	Unscreened
P.S./M.S. 212	12X212	1180 Tinton Avenue	Pre-K-8	349	C	10%	14%	Screened: Language
P.S. 214	12X214	1970 West Farms Road	Pre-K-8	870	B	12%	9%	Limited Unscreened
School of Performing Arts	12X217	977 Fox Street	6-8	341	A	20%	21%	Zoned; Audition
Theater Arts Production Company School	10X225	2225 Webster Avenue	6-12	532	B	14%	5%	Audition
Eagle Academy for Young Men	09X231	4143 Third Avenue	6, 9-12	458	N/A	12%	3%	Limited Unscreened
Mott Hall V	12X242	1551 East 172 Street	6-10*	385	A	16%	10%	Unscreened
Bronx Latin	12X267	800 Home Street	6-12	356	A	15%	13%	Unscreened
East Bronx Academy of the Future	12X271	1716 Southern Boulevard	6-12	637	B	10%	11%	Unscreened
Frederick Douglass Academy V	12X273	2111 Crotona Avenue	6-8	261	B	14%	9%	Unscreened
Fannie Lou Hamer Middle School	12X286	1001 Jennings Street	6-8	241	A	19%	15%	Unscreened
M.S. 308 Bronx Dance Academy	10X308	3617 Bainbridge Avenue	6-8	287	B	10%	10%	Audition; Audition
Knowledge and Power Preparatory Academy III	12X316	2055 Mapes Avenue	6-8	274	A	14%	8%	Unscreened
I.S. 318 The School of Mathematics, Science and Technology through the Arts	12X318	1919 Prospect Avenue	6-8	379	C	16%	17%	Unscreened
ACCIÓN Academy	12X341	1825 Prospect Avenue	6-8	187	A	16%	15%	Unscreened
Urban Assembly for Wildlife Conservation	12X372	2024 Mohegan Avenue	6-10*	321	C	12%	10%	Unscreened
Emolior Academy	12X383	1970 West Farms Road	6-8	216	B	14%	18%	Unscreened
Entrada Academy	12X384	977 Fox Street	6-8	345	A	20%	25%	Unscreened

*Indicates that the school is "phasing in" and will serve grades 6-12 at its full scale.

[16] Access to District 12 middle school options will be based on the availability of seats.
[17] As of November 1, 2010 Unaudited Register.
[18] Students with Disabilities as percentage of total students from the 2009-2010 Audited Register.
[19] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

Additional information regarding special programs and courses offered by the schools listed above are available in the online Middle School Directory http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx/default.htm.

Enrollment Options for Current New Day High School Students

If this proposal is approved, New Day would be phased out gradually over the next several years. Below are enrollment plans for current New Day high school students, if the school is phased out.

Current Ninth Graders in New Day High School

In New York City, the High School Admissions Process is a Citywide choice process. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application. High school admissions applications were due by December 3, 2010. Current ninth grade students at New Day may have already taken part in this process. If this proposal is approved in February 2011, there would be another opportunity for current first-time ninth grade students to participate in the High School Admissions Process this year. 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.

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 School Choice Form will be available. These students should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011 if they have not already done so. Students may receive a match as part of the Main Round of the High School Admissions Process.

Current repeat ninth grade students would complete high school at New Day if they 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 are also encouraged to meet with their guidance counselor to review progress toward graduation and may consider applying to a transfer school.

New Day high school currently offers Collaborative Team Teaching ("CTT"), Self-Contained ("SC") classes and Special Education Teacher Support Services ("SETSS") services. It also has an English as a Second Language program. English Language Learners at New Day will continue to receive mandated services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs").

High school students with Individualized Education Plans are placed in the school they would attend if they were not disabled. Schools are expected to create programs that meet the needs of all students ensuring greater exposure to a general education curriculum. Therefore, placement for students with Individualized Education Plans is the same process as described above.

If the proposal to phase out New Day is approved, the school would no longer admit new ninth grade students after the end of this school year. New Day would continue to serve students currently enrolled in the school until the school completes phasing out in June 2014.

Current Tenth, Eleventh, and Twelfth Graders in New Day High School

Current tenth, eleventh, and twelfth grade students who are on track to graduate will complete high school at New Day if they continue to earn credits on schedule. As the school becomes smaller, students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students are also 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 City's Transfer Schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation. In general, however, it is expected that most current New Day students would remain enrolled at the school as they work toward graduation.

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

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

Impact on Academic and Extracurricular Offerings at New Day Academy

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at New Day. That said, 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, New Day would continue offering all necessary classes to support current students as they work to meet promotional requirements in middle school and work to meet graduation requirements and earn their high school diplomas in high school. 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 will be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE would work with New Day 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 teaching 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.

Middle School Grades

New Day middle school students currently benefit from the following special programs and courses: an advisory program, Spanish language class, and integrated algebra (Regents class). New Day has partnerships with Lehman College (higher education), Inwood House, and Kips Bay Boys and Girls Club. New Day has the following extracurricular activities: basketball (boys and girls) and soccer (girls, boys and co-ed).[20]

In the 2009-2010 school year, New Day added a school credit recovery program through a community-based organization. New Day also offers ENACT, a program that uses drama for at-risk students.

With respect to student athletics and other extracurricular programs, New Day middle school would continue

[20] Information from 2010-2011 District 12 Middle School Directory.

offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. It is again difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

New Day middle school currently offers Collaborative Team Teaching ("CTT"), Self-Contained classes ("SC"), and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language program for English Language Learners. The existing CTT, SC, and SETSS classes would continue to be provided as the school phases out and students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans.

High School Grades

New Day high school offers the following special programs and courses[21]:

- Program Highlights: Drama (2-year sequence with Musical Theater), Dance (2-year sequence), Music (Introductory level/Guitar), Art/Art History, Forensic Science, Conceptual Physics, Advanced Physics, College and Career Preparation, College Summit, Artist-in-Residence Programs with our Cultural/Arts Partners
- Language Classes: Spanish

New Day high school offers the following Extracurricular Activities:[22]

- Boys Sports: Basketball, Soccer
- Girls Sports: Basketball, Soccer
- Co-ed Sports: Soccer

New Day high school would continue offering student athletics and other extracurricular program options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. It is again difficult to predict precisely how those changes 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 New Day campus is already home to several school organizations other than New Day. Typically, campuses that are home to multiple high schools field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. Although the entire campus does not currently field all sports teams as a campus, if this proposal is approved, this opportunity would still exist for high school students across the New Day campus, including current New Day students, as that school phases out.

Similarly, all school organizations in the building would offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current New Day students would continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out though the specific programs offered may change. That same possibility exists for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

New Day high school currently offers CTT, Self-Contained classes and SETSS. It also has an English as a Second Language program. English Language Learners at New Day will continue to receive mandated services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans.

X158 is a functionally accessible building, which means that a student who uses a wheelchair can, without

[21] Information from 2010-2011 High School Directory.
[22] Information from 2010-2011 High School Directory.

difficulty, enter the building and access all relevant school programs and services including bathrooms, class-related laboratories, library, lunchroom, auditorium and gymnasium.

Impact on Community Partnerships at New Day

New Day currently has partnerships with several community organizations including: SoBRO (South Bronx Overall Economic Development Services) and ENACT, an organization that provides enrichment to develop social and emotional skills through drama and therapy techniques. Those partnerships would continue to support current students as New Day 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 New Day 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 New Day students in the past.

The other schools currently housed on the New Day campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. At the same time, some of those schools already work with community partners that currently support New Day students. Bronx Career and College Preparatory High School currently partners with Phipps Community Development Corporation, Public Health Solutions, and Deep Sea Inntertainment. Bronx Latin partners with Kips Bay Boys & Girls Club, Mercy College, Fordham University, Salvadori Center, and Learning through an Expanded Arts Program (LEAP).[23] As appropriate, the DOE will work with other schools on the New Day campus to introduce or enhance partnerships with the community organizations that currently support New Day students.

Admissions Impact for Future Middle School Students

New Day admits students to its middle school grades through the District 12 Middle School Choice process.

There are currently three District 12 schools that serve grades K-8, eleven District 12 middle schools that serve grades 6-8, and five District 12 schools that serve grades 6-12. Also, there are two charter schools that serve middle or high school grades in District 12.

Approximately 56 students were matched to New Day through the District 12 middle school choice process for September 2009 enrollment.

During the 2009-2010 school year, approximately 24 sixth- through eighth-grade students were admitted to New Day "over-the-counter" ("OTC") for one of the following reasons: re-admitting to a public school, transferring to another school, or new students to the public school system.

There would be 130[24] 6-8 grade seats eliminated during New Day's phase out. There were 18 new admits who entered 6th grade as of November 1, 2010 unaudited register, with seven entering as OTC admits. In addition, there were two OTC admits in grade seven and three in grade eight. As of the November 1, 2010 register, there were four total SC/CTT classes in grades 6-8.

District 12 has adequate capacity to accommodate the approximately 130 middle school students that would be enrolled in other District 12 middle schools if New Day phases out.

- Excluding the seats currently available at New Day, there are 6,996 total sixth- through eighth-grade seats in District 12 schools.

[23] Information from 2010-2011 High School Directory.
[24] Based on November 1, 2010 Unaudited Register.

- In 2010-2011, there were only 5,529 sixth- through eighth-grade students enrolled in District 12 middle schools, including those at New Day middle school. This means that there is extra space in existing District 12 schools at the sixth- through eighth-grade level.

The list below outlines organizational capacity and utilization rates at Districts 12 middle schools:

School Name	School DBN Code	Building Code	Target Capacity	Target Utilization Rate	Site Accessibility
J.H.S. 98 Herman Ridder	12X098	X098	710	65%	Not Accessible
Twin Parks Upper School	12X129	X129	567	102%	Not Accessible
I.S. 190 E.S.M.T	12X190	X061	293	82%	Not Accessible
P.S./M.S. 212	12X212	X198	439	100%	Functionally Accessible
P.S. 214	12X214	X167*	1501	58%	Partially Accessible
School of Performing Arts	12X217	X116	500	70%	Functionally Accessible
Theater Arts Production Company School	10X225	X137	643	82%	Functionally Accessible
Eagle Academy for Young Men	09X231	X166	367	93%	Functionally Accessible
Mott Hall V	12X242	X423	425	66%	Functionally Accessible
Bronx Latin	12X267	X158	516	68%	Functionally Accessible
East Bronx Academy of the Future	12X271	X973	511	122%	Functionally Accessible
Frederick Douglass Academy V	12X273	X057	283	93%	Partially Accessible
Fannie Lou Hamer Middle School	12X286	X066	290	81%	Not Accessible
M.S. 308 Bronx Dance Academy	10X308	X852	353	78%	Functionally Accessible
Knowledge and Power Preparatory Academy III	12X316	X129	385	67%	Not Accessible
I.S. 318 The School of Mathematics, Science and Technology through the Arts	12X318	X193	738	51%	Functionally Accessible
ACCIÓN Academy	12X341	X044	237	77%	Not Accessible
Urban Assembly for Wildlife Conservation	12X372	X067	314	90%	Functionally Accessible
Emolior Academy	12X383	X167	188	81%	Not Accessible
Entrada Academy	12X384	X116	200	102%	Functionally Accessible

*Building has an additional organization beginning in the 2010-2011 school year.

An existing public charter school—Izquierdo Charter School—is in the X158 building and admits students via lottery with preference to District 12 residents. That school currently enrolls students in grade 6 and it will serve approximately 660-700 students in grades 6-12 at scale. In 2010-2011, the enrollment at the school is 97 students. One other charter school exists in District 12: The Bronx Lighthouse Charter School. This school serves students in grades K-8 and has a current enrollment of 492, and it admits students through the Charter School Lottery with preference to District 12 residents.

Non-District 75 students with Individualized Education Plans participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing students' Individualized Education Plans to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will develop a program to meet the students' needs. This process will apply to students with Individualized Education Plans transitioning to other schools from New Day middle school in the same manner as it applies to all other students.

In accordance with DOE policy, English Language Learners participate in the middle school admissions processes in the same manner as their peers who are not English Language Learners. Information regarding the type(s) of English Language Learner programs historically offered by the middle schools in District 12 can be found in the District 12 Middle School Directory online: http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx/default.htm. Please note this directory is updated yearly. Students who are English Language Learners are placed according to the same placement criteria as their English-speaking peers. The student support staff at New Day, in consultation with the Office of Student Enrollment and the Office of English Language Learners, will assist students with identifying services for English Language Learners offered at middle school(s) as they select programs that will meet their specific needs.

Through the various District Middle School Choice processes, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or City-wide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm. In districts with zoned middle schools, students may elect to attend their zoned school.

In District 12, where there is middle school choice, it is the selection criteria that most impacts similarity of program. New Day has an Unscreened selection criteria. Schools with comparable selection criteria to New Day are the following:

- J.H.S. 98 Herman Ridder
- P.S./M.S. 129 Twin Parks Upper School
- I.S. 190 E.S.M.T.
- Mott Hall V
- Bronx Latin
- East Bronx Academy for the Future
- Frederick Douglas Academy V
- Fannie Lou Hamer Middle School
- Knowledge and Preparatory Academy III
- I.S. 318 The School of Mathematics, Science and Technology through the Arts
- ACCIÓN Academy
- Urban Assembly School for Wildlife Conservation
- Emolior Academy
- Entrada Academy

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

In New York City, the High School Admissions Process is a Citywide choice process. Students who are in the eighth grade must participate and students who are first-time ninth-graders have the option of participating to apply for a tenth grade seat in another school. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application. Students must have submitted their high school admissions applications by December 3, 2010.

There are three rounds to the High School Admissions Process:

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

Main Round: All eighth grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth grade students who want to apply to any of the new schools have the opportunity to complete a new high school application, which supersedes the application that was submitted in December. Students in a 6-12 school, have the opportunity to be guaranteed a seat in the high school part of the school should they list it first.

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 Panel for Educational Policy in February, students who listed any of New Day's program offerings on their Admission application may submit revised school rankings in February. This revised 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, New Day'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 programs ranked lower than New Day 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 New Day on the application. However, if the student would have been matched to New Day, he or she will instead be considered for the next-highest eligible school that was ranked below New Day.

Admissions Impact for Future High School Students

In order to best anticipate the future needs of students, the DOE utilizes historical data to best predict the volume and demographic of students it will need to serve as a result of a phase-out decision. As of the November 1, 2010 register, New Day had a total of 29 new 9th grade admits. New 9th grade admits are made up of students who are admitted to the school through one of two routes:

- High School Admissions process
- Over-the-counter placement

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

- New to the New York City school system; or
- Left the New York City school system and have returned; or

- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101).[25]

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 the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

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

Screened programs (those that have academic criteria) 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 referral.[26] In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

Moreover, in the Bronx, the number of schools that admit students during this period has increased from 123 to 128.

While the DOE cannot predict the exact number of students who will apply to high school through the High School Admissions Process or the number of students who will arrive OTC, the DOE utilizes the data from the 2010-2011 school year to approximate the future needs of students.

[25] 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.

[26] 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 table below provides an overview of how many ninth grade students arrived through either the High School Admissions process vs. OTC during the 2010-11 school year:

	High School Admissions Process	Over-the-Counter
9th Grade	23	6

Additionally, New Day admitted 8 OTC students in grades 10-12:

	Over-the-Counter
10th Grade	6
11th Grade	2
12th Grade	0

It is critical that the needs of all students--whether they arrive through the admissions process or over-the-counter--are met. Of the 23 students who were admitted through the High School Admissions Process, 22% require special education services and 13% are English Language Learners. And of the 14 students who arrived OTC, 29% require special education services and 36% are English Language Learners.

New Day currently offers Collaborative Team Teaching, Self-Contained classes and Special Education Teacher Support Services. It also has English as a Second Language program. English Language Learners at New Day will continue to receive mandated services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans. Non-District 75 high school students with Individualized Education Plans are placed in the school they would attend if they were not disabled. 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 Individualized Education Plans is the same process as described above.

Schools with Programs Similar to New Day's program offerings[27]

New Day Academy is also considered a consortium school. Consortium schools have received waivers from the New York State Education Department that allow them to give alternative portfolio-based assessments in place of Regents exams in Global History and Geography, math, living environment, and U.S. history to graduate (students must still pass the English Regents). Some of the schools require or allow their students to take Regents exams in subjects other than English, as well, but that is not dictated by the scope of the waiver. There are three other schools located in the Bronx that are also considered consortium schools. They are Fannie Lou Hamer Freedom High School (12X682), Community School for Social Justice (07X427), and University Heights Secondary School (07X495).

In addition to schools on the New Day campus, students will continue to have access to a broad range of high school options through the Citywide High School Admissions Process. These include many other Bronx high schools, some of which offer academic programs and pathways similar to those currently available at New Day high school. There are currently 209 high schools with Humanities and Interdisciplinary program offerings available to students through the Citywide High School Application Process. 47 of these schools are located in the Bronx. Additional information about these schools can be found in Appendix A.

[27] Similar programs are defined as those in the same "interest area" to which students can apply thought the High School Admissions Process.

A full list of City high schools is available in the New York City High School Directory, which is available in print on the DOE website here: http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm. Hard copies of the High School Directory are also available at the Borough Enrollment office.

In line with the DOE policy that guides placement for non-District 75 high school students with Individual Education Plans, these students are placed in the school they would attend if they were not disabled. 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 Individualized Education Plans is the same process as described above.

X158 is a functionally accessible building, which means that a student who uses a wheelchair can, without difficulty, enter the building and access all relevant school programs and services including bathrooms, class-related laboratories, library, lunchroom, auditorium and gymnasium.

B. Schools

New Day Academy enrolled 439 students in the 2009-2010 school year. [28] If this proposal is approved, New Day will phase out gradually, but the resulting loss of 359 seats in X158 will be offset by the continued phase-in of Izquierdo Charter School and Bronx Career. [29]

When Izquierdo Charter School and Bronx Career complete their expansion and achieve full scale, they are projected, along with Bronx Latin, to collectively enroll 1510-1650 students in 2016-2017. There would be no impact on enrollment at these schools as a direct result of this proposal.

The table below outlines the estimated enrollment ranges for the schools in X158 as New Day phases out and the other schools phase in.[30] While Bronx Latin is at scale in terms of serving the complete grade span of 6-12, its enrollment is still growing as it has the capacity to serve about 550-600 students. The table below assumes that the school will slowly continue to grow to meet its intended size.

School Name	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
New Day Academy	359	250-275	125-150	50-75	N/A	N/A	N/A
Bronx Latin	416	425-450	450-475	475-500	500-525	525-600	550-600
Bronx Career	152	225-250	300-350	300-350	300-350	300-350	300-350
Izquierdo Charter School	100	160-200	260-300	360-400	460-500	560-600	660-700

Under this scenario, Building X158 would enroll approximately 1510-1650 students in 2016-2017. At that point New Day would have completed its phase out and the three other schools intended to be co-located in Building X158 would have completed their phase-in. The projected utilization for Building X158 at that point is approximately 92% of target capacity.[31] This means that the building has adequate capacity to accommodate the full expansion of the three schools currently co-located with New Day.

[28] Audited October 31, 2009 register.
[29] Based on 2010-2011 Enrollment Projection.
[30] Based on 2010-20122 Enrollment Projection.
[31] Based on enrollment at scale compared to 2009-2010 target building utilization.

If this proposal is approved, there would be sufficient space to serve New Day, Bronx Latin, Bronx Career and Izquierdo Charter School students pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while New Day phases out and while Bronx Career and Izquierdo Charter School gradually phase in. Once each school is at its intended scale, there would also be sufficient space to serve students at Bronx Latin, Bronx Career and Izquierdo Charter School. 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)

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 two full-size classrooms[32] for student support services and resource rooms. Additionally, all schools receive a baseline of the approximate equivalent of one full-size classroom and one 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.

According to the 2010 building walkthrough conducted by the Director of Space Planning in December 2010, X158 has 70 full-size classrooms and 12 half-size classrooms.

In the chart below, the current allocation of rooms for the 2010-2011 school year for each school is described:

School Name	Full-Size Rooms
New Day Academy	23
Bronx Latin	22
Bronx Career and College Preparatory HS	16

[32] 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 four half size classrooms or one full size classroom and two half size classrooms, etc.

Dr. Izquierdo Health and Science Charter School	8
Total	69

Consistent with the baseline Footprint allocation, at scale, Bronx Latin will be allocated a baseline of 21 full-size instructional classrooms, Bronx Career will be allocated a baseline of 12 full-size instructional classrooms, and Izquierdo Charter School will be allocated a baseline of 28 full-size instructional classrooms. This represents a total of 61 full-size classrooms when all schools are operating at full scale. Any rooms in excess of the baseline allocation would be distributed equitably between the schools. Thus, there would be sufficient instructional space in X158 for all schools to grow to scale. Schools would also be allocated specialty rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A shared space committee, comprised of the principal (or school leader), a teacher and a parent of each co-located school has been created. The committee will meet at least four times a year to review the implementation of the building space plan.

In the first year of implementing the phase-out, in 2011-2012 New Day's baseline allocation would be 10 full-size rooms pursuant to the Footprint based on its projected enrollment of 250-275 students. Bronx Latin will be allocated a baseline of 16 full-size instructional classrooms, Bronx Career will be allocated a baseline of 8 full-size instructional classrooms and Izquierdo Charter School will be allocated a baseline of 6 full-size instructional classrooms. This represents 40 full-size rooms, thus there is adequate space in X158 for all schools in 2011-2012. After allocating each school its baseline allocations, there are still 30 excess classrooms remaining in the building. As such, the excess classrooms will be allocated equitably per agreements with the DOE Office of Space Planning in consultation with the Building Council. Likewise, half-size spaces, resource rooms, specialty rooms and administrative space will be allocated in accordance with the Footprint. Thus, even if this proposal is not approved, there would still be adequate space in the building for all four schools to remain in the building for the 2011-2012 school year.

Per the Instructional Footprint, if this proposal is approved, the baseline full size room allocations in X158 would align with projected enrollment described above and would be as follows:

School Name	2010-2011 Total Full-Size Rooms	2011-2012 Total Full-Size Rooms	2012-2013 Total Full-Size Rooms	2013-2014 Total Full-Size Rooms	2014-2015 Total Full-Size Rooms	2015-2016 Total Full-Size Rooms	2016-2017 Total Full-Size Rooms
New Day Academy	13	10	5-6	2-3	N/A	N/A	N/A
Bronx Latin	13	16-17	17-18	18-19	19-20	20-21	21
Bronx Career	5	8-9	12	12	12	12	12
Izquierdo Charter School	4	6-8	12	16	20	24	28
TOTAL	35	40-44	46-48	48-50	51-52	56-57	61

C. Community

This proposal addresses many needs of the New Day community.

New Day is housed in a building that opened in 1974. New Day Academy opened in 2005, and unfortunately has been struggling since it opened. Given the performance of students at New Day over the last few years, there is a great need to provide better options to future students. Under this proposal, the New Day building will remain open but would offer new educational options that better support student needs.

During the 2009-2010 school year, Building X158 had a target capacity of 1,796 students, but only 870 students were enrolled, with a target utilization rate of just 48%.[33, 34] This means that the building is under-utilized, with extra space remaining to accommodate additional students.

Overall, there are 6,996 middle school seats in District 12 schools. There are currently 5,529 students enrolled in these seats. The phase-out of New Day's middle school will result in a loss of approximately 130 seats. However, the continued phase-in of Izquierdo's middle school will add approximately 260-300 seats to the District. In short, there will be a net gain of 120-170 middle school seats in District 12.

For High School admissions, the DOE assesses the impact of school utilization changes from a borough-wide perspective, rather than a District or individual building basis. In the Bronx, there are 61,647 high school seats and 55,490 enrolled students. This implies that there is excess capacity of high school seats in the borough; however, utilization can vary by community and building.

This year, the DOE proposes to phase out eight high schools in the Bronx: School for Community Research and Learning (SCRL), New Day Academy (New Day), Urban Assembly Academy for History and Citizenship for Young Men, 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 replacement plans in place to replace lost seats in the Bronx. Based on the November 1, 2010 enrollment register, these eight schools that are proposed to phase out are serving a total of 759 new ninth grade seats. However, these seats would 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 would also provide additional seats to Bronx students–some of these schools would open in campuses of the proposed phase-out schools while others would open in other campuses. Each of these new high schools will be the subject of a forthcoming EIS. All seven new schools would provide seats that are not screened. If approved by the PEP, these seven new schools are expected to serve approximately 830 new ninth grade students in 2011-2012.

Additionally, given that SCRL, New Day, Christopher Columbus, Global Enterprise and MABL were proposed to be phased-out last year, in January 2010, the DOE opened replacements for some of these schools. At New Day, the Dr. Izquierdo Charter School opened in 2010 serving students in grade 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.[35] And on the Stevenson Campus (X450), the DOE opened the Bronx Bridges School in anticipation of the phase-out of School for Community Research and Learning. Bronx Bridges currently serves 78 new ninth-grade students.

---

[33] The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the projected number of students who are actually projected to attend the school and do not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

[34] The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

[35] 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.

Lastly, in the Bronx this year, the capacity to serve high school students increased for new ninth graders through the planned expansions of schools growing from serving grades 6-8 to 6-9 as part of a plan to serve students in grades 6-12. Additionally some schools on the Morris Campus and the new Mott Haven Campus were able to increase their seat capacity due to the addition of available space when Bronx Leadership Academy II moved from the Morris Campus to the new Mott Haven construction. Of these ten schools that have increased capacity this year, seven have limited unscreened admissions priority (meaning all students are eligible with priority given to those that attend an Information Session or Open House event) while three are screened for Bronx students who have lived in the US fewer than four 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 new schools last year and the seven anticipated 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 nine proposed phase-outs. Factoring in new ninth-grade seats that were made available in existing schools this year, there will be capacity for approximately 1,510 seats.

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, and the continued phase-in of Izquierdo Charter and Bronx Career are not expected to impact the ability of community members and organizations to obtain school building use permits at Building X158.

IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are New Day Academy, Bronx Latin, Bronx Career and College Preparatory High School, and Dr. Richard Izquierdo Health and Science Charter School Academy.

New Day Academy

Admissions Data

Current Admissions	**6-8:** District 12 MS Choice Process **9-12:** High School Admissions Process
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	6-12
Projected 2010-2011 Enrollment	359
Grades Served after Phase-Out Proposal in 2011-2012	7, 8, 10, 11, 12
Grades Served after Phase-Out Proposal in 2012-2013	8, 11, 12
Grades Served after Phase-Out Proposal in 2013-2014	12
Grades Served after Phase-Out Proposal in 2014-2015	N/A
Projected 2011-2012 Enrollment	250-275
Projected 2012-2013 Enrollment	125-150
Projected 2013-2014 Enrollment	50-75
Projected 2014-2015 Enrollment	N/A
Projected Enrollment at Scale	N/A

Demographic Data

Percentage Students Receiving CTT or SC services[36]	13%
Percentage Students with Individual Education Plan[37]	21%
Percentage English Language Learner Students[38]	14%
Percentage of Students Eligible for Free or Reduced Lunch[39]	88%

[36] Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.
[37] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[38] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[39] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Middle School Grades

New Day Academy	2007-2008	2008-2009	2009-2010[40]
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	P	P	
Performance Data[41]			
English Language Arts % Proficient (Levels 3 and 4)	20%	41%	13%
Math % Proficient (Levels 3 and 4)	32%	34%	8%
Other Key Performance Indicators[42]			
Attendance Rate	90%	90%	86%
2010-2011 State Accountability Status	Improvement (year 1) - Comprehensive		

High School Grades

New Day Academy	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade		D	F
Quality Review Score	P	P	
Graduation Data[43]			
Four-Year Graduation Rate		56%	34%
Four-Year Regents Diploma Rate		56%	34%
Six-Year Graduation Rate			
Other Key Indicators[44]			
Percent of First-Year Students Earning 10+ Credit	52%	54%	50%
Attendance Rate	77%	75%	73%
2010-2011 State Accountability Status	Improvement (year 1) - Comprehensive		

[40] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.
[41] Source: Progress Report.
[42] Source: Progress Report.
[43] Source: Progress Report.
[44] Source: Progress Report.

Bronx Latin

Admissions Data

Current Admissions	6-8: District 12 MS Choice Process 9-12: High School Admissions Process
Admissions after Phase-out Proposal in 2011-2012	6-8: District 12 MS Choice Process 9-12: High School Admissions Process

Enrollment Data

Current Grades Served	6-12
2010-2011 Enrollment	416
Grades Served after Phase-Out Proposal in 2011-2012	6-12
Projected 2011-2012 Enrollment:	425-450
Projected Enrollment at Scale:	550-600

Demographic Data

Percentage Students Receiving CTT or SC services[45]	15%
Percentage Students with Individual Education Plan[46]	24%
Percentage English Language Learner Students[47]	13%
Percentage of Students Eligible for Free or Reduced Lunch[48]	91%

[45] Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.
[46] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[47] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[48] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Middle School Grades

Bronx Latin	2007-2008	2008-2009	2009-2010[49]
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score	WD	P	N/A
Performance Data[50]			
English Language Arts % Proficient (Levels 3 and 4)	40%	55%	27%
Math % Proficient (Levels 3 and 4)	63%	68%	44%
Other Key Performance Indicators[51]			
Attendance Rate	91%	91%	91%
2010-2011 State Accountability Status	In Good Standing		

[49] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.
[50] Source: Progress Report.
[51] Source: Progress Report.

High School Grades

Bronx Latin	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	WD	P	N/A
Graduation Data[52]			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
Other Key Indicators[53]			
Percent of First-Year Students Earning 10+ Credit	47%	67%	74%
Attendance Rate	85%	88%	87%
2010-2011 State Accountability Status	In Good Standing		

Bronx Career

Admissions Data

Current Admissions	9-12: High School Admissions Process
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process

Enrollment Data

Current Grades Served	9,10
Projected 2010-2011 Enrollment	152
Grades Served after Phase-Out Proposal in 2011-2012	9,10,11
Grades Served at Scale:	9-12
Projected 2011-2012 Enrollment:	225-250
Projected Enrollment at Scale:	300-350

[52] Source: Progress Report Data
[53] Source: Progress Report Data

Demographic Data

Percentage Students Receiving CTT or SC services[54]	16%
Percentage Students with Individual Education Plan[55]	18%
Percentage English Language Learner Students[56]	8%
Percentage of Students Eligible for Free or Reduced Lunch[57]	78%

School Performance Data

BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Graduation Data[58]			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
Other Key Indicators[59]			
Percent of First-Year Students Earning 10+ Credit	N/A	N/A	64%
Attendance Rate	N/A	N/A	87%
2010-2011 State Accountability Status	Pending		

Izquierdo Charter School

Admissions Data

Current Admissions	Charter School Lottery with preference to District 12 residents
Admissions after Phase-out Proposal in 2011-2012	Charter School Lottery with preference to District 12 residents

[54] Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.
[55] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[56] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[57] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.
[58] Source: Progress Report Data
[59] Source: Progress Report Data

Enrollment Data

Current Grades Served	6
Projected 2010-2011 Enrollment	97
Grades Served after Phase-Out Proposal in 2011-2012	6,7
Grades Served after Phase-Out Proposal in 2012-2013	6,7,8
Grades Served after Phase-Out Proposal in 2013-2014	6,7,8,9
Grades Served after Phase-Out Proposal in 2014-2015	6,7,8,9,10
Grades Served after Phase-Out Proposal in 2015-2016	6,7,8,9,10,11
Grades Served after Phase-Out Proposal in 2016-2017	6,7,8,9,10,11,12
Projected 2011-2012 Enrollment	160-200
Projected 2012-2013 Enrollment	260-300
Projected 2013-2014 Enrollment	360-400
Projected 2014-2015 Enrollment	460-500
Projected 2015-2016 Enrollment	560-600
Projected 2016-2017 Enrollment	660-700
Grades Served at Scale	6-12
Projected Enrollment at Scale	660-700

Demographic Data

Percentage Students Receiving CTT or SC services[60]	N/A
Percentage Students with Individual Education Plan[61]	N/A
Percentage English Language Learner Students[62]	N/A
Percentage of Students Eligible for Free or Reduced Lunch[63]	N/A

School Performance Data
Middle School Grades

Izquierdo Charter School opened in September 2010. As a result there is no school performance data available at this time.

[60] Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.
[61] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[62] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[63] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the New Day roster as the phase out is implemented, the school is expected to receive approximately $4,181.11 less in base per pupil funding annually for high school students and $4,384.81 less per pupil funding annually for middle 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 New Day would decline each year, meaning that the school would 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 would 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.

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 and middle schools received an additional $2,031.00 per pupil for each English Language Learner they enrolled. In high schools, these supplemental funds are awarded to support English Language Learners, students with disabilities, and students who are performing below grade level upon enrollment. If students fall into more than one of those categories, the school receives supplemental funds in accordance with all of those students' needs. It is difficult to project the impact of this proposal on the total supplemental funding that New Day will receive because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

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

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

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 more classroom "breakage" due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at New Day would be excessed[64] over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs would 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 New Day would be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

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

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the New Day roster as the phase out is implemented, the school is expected to receive approximately $4,181.11 less in base per pupil funding annually for high school students and $4,384.81 less per pupil funding annually for middle 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.

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. Additionally, as pupil enrollment declines, the school may face more classroom "breakage" 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.

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

C. Administration

All school supervisor and/or administrator positions assigned to New Day 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.

D. Transportation

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

E. Other Support Services

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

VII. Building Information

Building	X158
Type of Building	Middle School
Year Built	1974
Overall BCAS rating	2.72 out of 5
2009-2010 Target Utilization	49%
2009-2010 Target Capacity	1,796
FY 2009 Maintenance Costs	**Labor:** $126,756.06 **Materials:** $69,539.21 **Maintenance and Repair Contracts:** $255,885.84 **Service contracts:** N/A **Custodial Operations Costs—Materials:** $13,424.73 **Custodial Operations Costs—Custodial Allocation:** $387,854.50
FY 2009 Energy Costs	**Electric:** $228,828.00 **Gas:** $867.00 **Oil:** $117,682.00
Projects completed during the current or prior school year	CIP- PLANYC boiler conversion/PLANYC climate control Flood elimination
Projects proposed in the capital plan	Building upgrade- Boiler conversion & climate control system
Accessibility of the building	Partially programmatic accessible
Building attributes	Auditorium, Cafeteria, Gymnasium, Library & Science Labs (CR's)

APPENDIX A
Interest Area: Humanities & Interdisciplinary

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

APPENDIX A
Interest Area: Humanities & Interdisciplinary

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

APPENDIX A
Interest Area: Humanities & Interdisciplinary

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

APPENDIX A
Interest Area: Humanities & Interdisciplinary

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

APPENDIX A
Interest Area: Humanities & Interdisciplinary

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