

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New School, 12X511, with Performance Conservatory High School (12X262), Explorations Academy (12X251), and J.H.S. 098 Herman Ridder (12X098) in School Building X098

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate 12X511, a new high school, in school building X098 (“X098”) located at 1619 Boston Road, Bronx, NY 10460, within the geographical confines of Community School District 12 (“District 12”). If this proposal is approved, 12X511 would be co-located with Performance Conservatory High School (12X262, “Performance Conservatory”), an existing high school serving students in grades 9-12, Explorations Academy (12X251, “Explorations Academy”), an existing high school serving students in grades 9-12, and J.H.S. 098 Herman Ridder (12X098, “J.H.S. 098”), an existing middle school serving students in 6-8, in school building X098. Building X098 also offers free childcare and support services for student parents through the Living for the Young Family Through Education program (“LYFE”). A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

In a separate Educational Impact Statement (“EIS”) posted on December 20, 2010, the DOE has also proposed to phase-out and eventually close Performance Conservatory. This EIS can be accessed on the DOE’s Website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>. If the Panel for Educational Policy (“PEP”) approves the proposal to phase-out Performance Conservatory, the school would no longer admit new ninth grade students after the end of this school year. However, Performance Conservatory would continue to serve students currently enrolled in the school. Performance Conservatory’s enrollment would decrease gradually over the next three years. The school would complete phasing out in June 2014. In the event that the phase out of Performance Conservatory is not approved, the DOE would re-examine the availability of space in building X098, and may, as appropriate, revise its proposal to co-locate 12X511 in the building. Such a proposal would be described in a revised EIS.

The DOE proposed to phase-out Performance Conservatory after an extensive review of data and community feedback indicating that the school is unable to turn around despite numerous efforts to improve instruction and school organization. As described in more detail in the phase out EIS for Performance Conservatory, the DOE has proposed to phase out the school because its students continue to struggle academically.

In 2009-2010, X098 had a target capacity to serve 1,678 students, and the building enrolled 1,225 students, yielding a target building utilization of 74%.¹ In the current school year, 2010-2011, Performance Conservatory serves a total of 396 students in grades 9-12,² and all the schools in building X098 collectively enroll a projected 1,290 students, yielding an estimated utilization rate of 77%.³ This means

¹ The official target capacity and utilization rates for the 2010-11 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

² Audited enrollment figures for the current school year will not be available until February 2011. Unless otherwise noted, all references in this document to 2010-2011 enrollment figures are based on the 2010-2011 enrollment projections.

³ Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or

that the building is underutilized and has capacity to serve additional students.

The proposed co-location of 12X511 in building X098 is part of the DOE's central goal to create new school options that will better serve future students and the community at large. The new high school would strive to set high standards and create a positive learning environment for its students. Students would be challenged to think critically and creatively, and explore new academic interests and extracurricular activities.

If this co-location is approved, 12X511 would gradually phase in to X098 by adding one grade level per year until the school reaches full capacity. 12X511 would open in September 2011 with a ninth grade of approximately 75-100 students. 12X511 would operate at full capacity in the 2014-2015 school year, serving approximately 300-350 students in grades 9-12. 12X511 would be temporarily co-located with Performance Conservatory as Performance Conservatory phases out. Long term, 12X511 would share space only with Explorations Academy and J.H.S. 98 and the LYFE program. In 2014-2015, after Performance Conservatory has phased out and when 12X511 has completed its phase in, the building will serve 1,150-1,300 students with a target building utilization of 77%. 12X511 would replace the high school seats that would be lost due to Performance Conservatory's phase out and closure.

For the 2010-2011 school year, Performance Conservatory enrolled 61 total new ninth grade admits whereas 12X511 is projected to enroll 75-100 new ninth grade students in 2011-2012⁴. Therefore, the new school would more than replace the new ninth grade seats lost by Performance Conservatory. Although the new school, 12X511, is currently projected to serve 300-350 students at scale, as explained later in this EIS, there is the potential for the school to grow to 400-450 students in the future.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. The DOE conducted a comprehensive review of Performance Conservatory in order to assess the school's capacity to meet the needs of its students. During that review, the DOE consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. As detailed in the Educational Impact Statements also posted on December 20, 2010, the DOE has concluded that phasing out Performance Conservatory is appropriate due to the school's poor performance and low demand. The proposed co-location of a new high school in building X098 would create a much needed high quality educational option in the community.

As part of the replacement strategy for Performance Conservatory, the DOE is proposing to recover the seats lost through the phase-out of Performance Conservatory by adding a new school in the X098 building. Using the under-utilized space in X098 to open a new high school in the Bronx would also expand the range of school options available to students and families, and, in the long-run, would increase the number of students from the immediate community who choose to apply to attend school in the X098 building. The DOE wants to ensure that students in all areas of the city have access to the types of schools and programs of interest to them. Admission to 12X511 would not be limited to District 12 students, but 12X511 would provide another option to students and families who live in the community. 12X511 will have a Limited Unscreened selection method (as Performance Conservatory does). Students from the entire city would be eligible to apply to the new school, but the school would give admissions priority to those students who live in the Bronx.

over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

⁴ Enrollment information from the November 1, 2010 unaudited register.

II. Proposed or Potential Use of Building

In 2009-2010, building X098 had a target capacity of 1,678 students, and the building enrolled 1,225 students, yielding a target building utilization rate of 74%.⁵ In 2010-2011, X098 enrolls a projected 1,290 students, yielding an estimated utilization rate of 77%.⁶ This means that the building is “under-utilized” and has extra space to accommodate additional students.

If this co-location proposal is approved, 12X511 would gradually phase-in to building X098 by adding one grade level every year until the school reaches full capacity. 12X511 would open in September 2011 with a ninth grade cohort of approximately 75-100 students. In 2014-2015, 12X511 would serve approximately 300-350 students in grades 9-12 at “full scale”. 12X511 would be co-located with Performance Conservatory as the school phases out. Long-term, 12X511 would share space with Explorations Academy, J.H.S. 098 and the LYFE Program.

Explorations Academy opened in September 2005 and J.H.S. 098 opened in September 2004 as part of the DOE’s process to create high-performing schools that meet the needs of the community. Explorations Academy currently enrolls 420 students in grades 9-12, and J.H.S. 098 currently enrolls 396 students in grades 6-8.

There are no proposed changes to the grade spans or enrollment of Explorations Academy or J.H.S.098. Over the next four years, the proposed grade spans for the schools in the building would be as follows:

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
Explorations Academy	12X251	9-12	9-12	9-12	9-12	9-12
J.H.S. 098	12X098	6-8	6-8	6-8	6-8	6-8
12X511	12X511	N/A	9	9, 10	9, 10, 11	9-12
Performance Conservatory ⁷	12X262	9-12	10, 11, 12	11, 12	12	N/A

Once 12X511 completes its expansion, and Performance Conservatory completes its phase-out, the building would serve approximately 1,150-1,300 students in 2014-2015, yielding an approximate

⁵ The enrollment figures are based on the October 31, 2009 audited register. Please note that Utilization Rate use is as calculated in the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) and includes students categorized as “Long Term Absences” (“LTAs”), whereas these building enrollment numbers do not. LTAs are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school. The official target capacity and utilization rates for the 2010-2011 school year are not yet available. Unless otherwise noted, all references to building utilization rates in this document are based on target capacity data from the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”). All projected utilization figures reflect the higher end of the projected enrollment ranges. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

⁶ Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

⁷ As Performance Conservatory phases out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Performance Conservatory and would have access to appropriate courses to support their continued progress toward graduation.

utilization rate of 77%.⁸ If the phase-out of Performance Conservatory is not approved, the DOE would re-examine the space availability in the building, and may, as appropriate, revise this proposal. Such a revised proposal would be the subject of a revised EIS.

It is not anticipated that the proposed phase-out of Performance Conservatory or the co-location of 12X511 will impact the LYFE program, which is currently located in X098.

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

A. Students

In September 2011, 12X511 would be housed in the X098 building and would be open to prospective ninth grade students through the citywide High School Admissions Process. Admissions to 12X511 would be open to any New York City student, with a priority to Bronx residents. The school is proposed to have a Limited Unscreened admissions method, which is the same selection method exercised by Performance Conservatory. Limited Unscreened programs give priority to students who demonstrate interest in the school by attending a school's Information Session, Open House event or visiting the school's exhibit at any one of the High School Fairs.

The proposed co-location of 12X511 in X098 is part of the replacement strategy for Performance Conservatory. The proposal to phase-out and close Performance Conservatory and its impact on current students is outlined in separate EIS, which was posted on December 20, 2010. Please visit the DOE's website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

Impact on Students Currently Attending Schools in the X098 Building

As described in the phase out EIS for Performance Conservatory, all current Performance Conservatory students would have the opportunity to graduate from Performance Conservatory assuming that they continue to earn credits on schedule. In New York City, the high school admissions process is a citywide choice process. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application. High school admissions applications were due December 3, 2010. If this phase out proposal is approved in February 2011, there will be another opportunity for current, first-time ninth grade students to participate in the High School Admissions Process and apply to attend a different high school for tenth grade in September 2011 (pending satisfactory completion of promotion criteria and tenth grade seat availability). Those interested in applying to attend a different school as a tenth grader in September 2011 should meet with a guidance counselor. In early February, a new high school application called the New High Schools Choice Form will be available. Students interested in seeking a new tenth grade seat should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. These students may receive a match as part of the Main Round of the Admissions process.

Students who are repeating the ninth grade would complete high school at Performance Conservatory if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students would also be encouraged to meet with their guidance counselor to review their progress

⁸ Please note that building capacity figures are not always a precise indicator of whether a school is under or overutilized. When appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building. Furthermore, future estimated utilization rates are based on the expected enrollments and the 2009-2010 Blue Book Target capacity.

toward graduation and consider applying to a Transfer High School or enrolling in a Young Adult Borough Enrollment Center (“YABC”).⁹

The proposed co-location of 12X511 would not impact the educational options of students currently attending Performance Conservatory, Explorations Academy, or J.H.S 098.

The high schools located in X098 serve general education students and students requiring special education services, including students currently enrolled Collaborative Team Teaching (“CTT”) classes, Self Contained (“SC”) classes, and receiving Special Education Teacher Support Services (“SETSS”). Upon admission, the schools work with parents to develop an individualized program that reflects the resources that the schools can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners (“ELL”) are enrolled and receiving English as a Second Language (“ESL”) or transitional bilingual services in Spanish.

In particular, Explorations Academy currently serves students in Special Education Teacher Support Service and Collaborative Team Teaching as well as providing ESL services. J.H.S. 98 currently serves students in Collaborative Team Teaching, Self Contained and Special Education Teacher Support Services. J.H.S 098 also offers ESL and transitional bilingual services in Spanish. All students enrolled in one of the schools in the X098 building will continue to receive their mandated special education and will continue to have access to English as a Second Language or transitional bilingual Spanish services as appropriate if this proposal is approved.

A more detailed description of the potential impact that the phase-out of Performance Conservatory would have on Bronx and Citywide high school students is outlined in a separate EIS, also posted on December 20, 2010. Please visit the DOE’s website to access that Educational Impact Statement:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

Impact on LYFE Program

X098 houses the Living for the Young Family Through Education (LYFE) program, which supports pregnant and parenting students enrolled in a DOE school by providing childcare and referral services. Social Workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of the schools in X098. The LYFE program serves students in X098, but also students in other schools in the surrounding community as well.

Prior to the 2009-2010 school year, the principals of the high schools in X098 with LYFE managed and rated the staff, although the program still fell under the purview of District 79. Starting in the 2009-2010 school year, the central LYFE program in District 79 has managed the individual sites both fiscally and programmatically. All LYFE staff are supervised by the program’s director and assistant principals. The LYFE program leaders are the rating officers for the field staff.

The LYFE program is not expected to lose any space or reduce the services offered as a result of this proposal. The LYFE program will continue to operate in the X098 building as Performance Conservatory phases out and 12X511 phases in. Once the phase out of Performance Conservatory is complete and 12X511 has fully phased-in, the LYFE program is expected to remain in the X098 building and will continue to provide these services as long as there is a need and demand for the program.

⁹ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

Impact on Community Partnerships at Performance Conservatory

Performance Conservatory currently has partnerships with several community organizations including: partnerships with the Children's Aid Society, Monroe College Jumpstart, College Now, Peer Health Exchange and American Place Theater. Those partnerships would continue to support current students as Performance Conservatory 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 Performance Conservatory 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 Performance Conservatory students in the past. Explorations Academy has established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of Performance Conservatory. As appropriate, the DOE will work with other schools on the Performance Conservatory campus to introduce or enhance partnerships with the community organizations that currently support Performance Conservatory High School students.

Impact on Current 8th Grade Students

In New York City, high school admissions are based on a citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. All schools in the X098 building, with the exception of J.H.S 098 middle school, admit students as part of the High School Admissions Process.

Both Performance Conservatory and Explorations Academy admit students through the Limited Unscreened admissions method. Explorations Academy, like Performance Conservatory, gives preference to students and residents of the Bronx. These programs give priority to students who demonstrate interest in the school by attending a school’s Information Session or Open House event, or by visiting the school’s exhibit at any one of the High School Fairs. 12X511 will also have a Limited Unscreened policy that will offer priority to Bronx students or residents.

J.H.S 098 is an unscreened middle school option that gives priority in admission to zoned students and then to residents of District 12.

Students who are currently enrolled in the eight grade participate in the High School Admissions Process this school year for a ninth grade seat in September 2011.

The High School Admissions Process permits student applicants to list up to twelve high school programs in order of preference on his/her application. There are three rounds to the High School Admissions Process:

- **Specialized High Schools Round:** Students who took the Specialized High School Admissions Test and are eligible based on their test score would receive a specialized high school offer and a regular high school match.
- **Main Round:** All eighth grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students’ new options, in order of preference, and supersede the application previously submitted in December 2010.
- **Supplementary Round:** Any student who is not matched in the Main Round would have to complete a new high school application. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

Although high school applications were due on December 3, if this proposal is approved by the PEP in February 2011, students who are interested in applying to 12X511 would have the opportunity to submit a new admission application with revised school rankings in February 2011. This application would replace the previously submitted application and would be included as the student's application for the main round of the High School Admissions Process. Other new high schools designated to open throughout the city for the 2011-2012 school year will also be available for these students to consider. Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE Website:
<http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

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

The proposed co-location of 12X511 with Explorations Academy, J.H.S 098, the LYFE program, and Performance Conservatory (until the school completes phasing out in June 2014) is not anticipated to impact Explorations Academy or J.H.S. 098's admissions policies. As discussed above, if the DOE's separate proposal to phase-out Performance Conservatory is approved, that school would not admit ninth graders in 2011-2012, and would serve one less grade each year until it completes its phase-out in June 2014.

B. Schools

The opening of 12X511 is intended to offer additional high-quality seats at the high school level in both District 12 and the Bronx in general. The X098 building would continue to house Explorations Academy, J.H.S. 098, and Performance Conservatory as it phases out. The X098 building has enough capacity to accommodate all of the existing schools at organizational capacity as Performance Conservatory phases out, and as 12X511 phases in. The building would also continue to house the LYFE program. When Performance Conservatory phases out and 12X511 completes its phase-in in 2014-2015, the three schools in X098 are projected to enroll approximately 1,150-1,300 students combined. At that point the target building utilization rate for X098 will be 77%.

If this co-location proposal is approved, there would be sufficient space to serve students in Explorations Academy, J.H.S. 098, 12X511 and in the LYFE program pursuant to the Citywide Instructional Footprint (the "Footprint"). There will also be enough space to accommodate Performance Conservatory as it phases out. Please visit the DOE's Website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

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

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.¹⁰ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

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

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

According to the building walkthrough conducted by the Office of Space Planning in December 2010, there are 54 full-size instructional spaces, 1 science labs, and 4 science demonstration rooms for a total of 59 full-size spaces. There are also 18 half-size spaces and a designed general office space in X098. In accordance with the Footprint, if the phase-out of Performance Conservatory is approved, that school will be allocated a baseline of 8-10 full size rooms in 2011-2012. 12X511 should be allocated a baseline of 3 full-size instructional spaces in 2011-2012 and a baseline of 12 full-size instructional spaces at scale. Explorations Academy would be allocated a baseline of 14 full-size instructional spaces in 2011-2012, in accordance with the Footprint. In addition, J.H.S. 098 would be allocated a baseline of 18 full-size spaces and 9 half-size spaces for special education in 2011-2012. This represents a total of 45 full-size instructional spaces when all schools operate at full scale and when Performance Conservatory has completed its phase out, compared to the 59 full-size instructional spaces available in the building. Thus, there would be sufficient instructional space in X098 for all schools to grow to scale (in particular, there would be 15 full-size spaces in excess of the baseline full-size space allocations for the schools).

Per the Footprint, this year, Performance Conservatory should be allocated a baseline of 13 full-size spaces. Performance Conservatory is currently using 18 full-size spaces. In other words, Performance Conservatory is currently 5 full-size rooms over the baseline Footprint allocation. As discussed above, if this proposal is approved and Performance Conservatory begins phasing out next year, in 2011-12 Performance Conservatory would be allocated a baseline of 8-10 full-size rooms based on its projected enrollment of 200-250 students. Explorations Academy is currently allocated 18 full-size rooms, or 4 rooms above the baseline allocation. J.H.S. 098 is currently allocated 23 full-size rooms, or 5 rooms over the baseline allocation. It is not expected that either the baseline or actual space allocations for either Explorations Academy or J.H.S 098 would be impacted by this proposal in 2011-2012. Explorations Academy and J.H.S. 098 are currently allocated collectively 41 total full size spaces, leaving 18 full size spaces for 12X511, which is 6 rooms in excess of 12X511's baseline allocation.

Each school would also be allocated half-size resource rooms and administrative space in accordance with the Footprint. Half-size classrooms can be used as self contained special education classrooms, as resource rooms, or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school's

¹⁰ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 half size classrooms, etc.

Footprint allocation, the DOE may allocate additional full size rooms to compensate a school. Similarly, full size rooms may be allocated where there are insufficient half size rooms for use as resource rooms or self contained special education classrooms.

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, library, auditorium, and cafeteria. Specific decisions regarding the use of the shared spaces and the allocation of the remaining instructional spaces in the building 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.

Performance Conservatory is intended to serve four sections per grade, although it is slightly under-enrolled. 12X511 is being proposed to phase –in at 3 sections per grade. As Performance Conservatory phases out, the DOE may consider the possibility of expanding 12X511 to serve four sections per grade depending on the demand for seats. If 12X511 were to serve an additional section of students in each grade, this would increase its projected enrollment to 400-450 students that would be reached in 2015-2016, and it would be allocated a baseline of 16 rooms. As described above, there is sufficient space in X098 to accommodate such an expansion by 12X511. Therefore, if the DOE determines that the school should expand to serve the more standard size high school, the DOE will work with the Building Council and the Office of Space Planning to coordinate this plan, as outlined in the tables below.

If the proposal to phase out Performance Conservatory and the proposal to co-locate 12X511 are approved, the baseline allocation of full-size instructional classrooms for each school in the building during the next four years will be:

Baseline Allocation Per NYCDOE Instructional Footprint

School Name	DBN	2010-11 Baseline Full Size-Spaces Baseline Allocation	2011-12 Baseline Total Full Size-Spaces Baseline Allocation	2012-13 Baseline Total Full Size-Spaces Baseline Allocation	2013-14 Baseline Total Full Size-Spaces Baseline Allocation	2014-15 Baseline Total Full Size-Spaces Baseline Allocation
Explorations Academy	12X251	14	14	14	14	14
J.H.S. 098	12X098	18	18	18	18	18
12X511	12X511	N/A	3	6	9	12
Performance Conservatory	12X262	13	8-10	4-6	2-4	N/A
Baseline Full-Size Rooms Allocated in X098¹¹		45	43-45	42-44	43-45	44

¹¹ The LYFE program is not included here as it is only using 1 half-size space in the building. This allocation of space will not be impacted as a result of this proposal.

The table below provides projected enrollment at each school in X098 for the next four years.

School Name	Enrollment					High School Admissions Method
	2010-11	2011-12	2012-13	2013-14	2014-15	
Explorations Academy	420	400-450	400-450	400-450	400-450	Limited Unscreened
J.H.S. 098	474	450-500	450-500	450-500	450-500	Limited Unscreened
12X511	N/A	75-100	150-175	225-275	300-350	Limited Unscreened
Performance Conservatory	396	200-250	100-150	50-100	N/A	Limited Unscreened
Total	1290	1,125-1,300	1,100-1,275	1,125-1,325	1,150-1,300	

As mentioned previously in this section, if the DOE determines that there is demand and available space for 12X511 to grow to serve a larger projection of 400-450, the following charts reflect what the room allocation and enrollment projections for the X098 would be if 12X511 enrolled a larger ninth grade class beginning in 2013-2104. The following assumes that beginning in 2013-2014, 12X511 would serve a projection of 100-125 new ninth grade students instead of 75-100. 12X511 would reach its total enrollment projection of 400-450 students in 2015-2016.

Full-Size Baseline Allocation Per NYCDOE Instructional Footprint

School Name	DBN	2010-11 Total Full Size-Spaces Allocated	2011-12 Total Full Size-Spaces Allocated	2012-13 Total Full Size-Spaces Allocated	2013-14 Total Full Size-Spaces Allocated	2014-15 Total Full Size-Spaces Allocated	2015-2016 Total Full Size-Spaces Allocated
Explorations Academy	12X251	14	14	14	14	14	14
J.H.S. 098	12X098	18	18	18	18	18	18
12X511	12X511	N/A	3	6	10-11	14-16	16
Performance Conservatory	12X262	13	8-10	4-6	2-4	N/A	N/A
Full-Size Rooms Utilized in X098¹²		45	43-45	42-44	44-46	46-48	48

¹² The LYFE program is not included here as it is only using 1 half-size space in the building. This allocation of space will not be impacted as a result of this proposal.

The table below provides projected enrollment at each school in X098 for the next five years.

School Name	Enrollment						High School Admissions Process Selection Criteria
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
Explorations Academy	420	400-450	400-450	400-450	400-450	400-450	Limited Unscreened
J.H.S. 098	474	450-500	450-500	450-500	450-500	450-500	Limited Unscreened
12X511	N/A	75-100	150-175	250-275	350-400	400-450	Limited Unscreened
Performance Conservatory	396	200-250	100-150	50-100	N/A	N/A	Limited Unscreened
Total	1290	1125-1300	1100-1275	1125-1325	1150-1300	1300-1400	

Building Safety and Security

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

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide.
- Reviewing and monitoring of school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD).
- Technical assistance when incidents occur via the Borough Safety Directors.
- Professional development and support to CFN Safety Liaisons.
- Professional development and kits for Building Response Teams.
- Monitoring and certification of School Safety Plans annually.

The proposed co-location of 12X511 with Explorations Academy, J.H.S. 098, and Performance Conservatory (until the school completes phasing out in June 2014) is not anticipated to impact admission policies for Explorations Academy or J.H.S. 098.

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of 12X511 is intended to increase the number of high-quality educational options for all students across the city, and specifically in the Bronx.

The DOE is proposing to phase in a new school in the building to replace the seats lost as a result of the Performance Conservatory phase out. 12X511 is anticipated to offer 300-350 seats when it completes phase-in in 2014-2015. This is slightly less than the number of students currently enrolled in Performance Conservatory. However, Performance Conservatory currently only enrolls 61 ninth graders, whereas 12X511 will offer 75-100 ninth grade seats in 2011-2012, which will more than compensate for the loss of ninth grade seats at Performance Conservatory. Furthermore, 12X511 may expand its enrollment by one section per grade based on demand so that it would serve 400-450 students at scale.

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

This year, the DOE is proposing to phase-out eight high schools in the Bronx: School for Community Research and Learning (08X540, “SCRL”), New Day Academy (12X245, “New Day”), Urban Assembly Academy for History and Citizenship for Young Men (09X239, “UAAHC”), Christopher Columbus High School (11X415, “Columbus”), Global Enterprise High School (11X541, “Global Enterprise”), Monroe Academy for Business and Law (12X690, “MABL”), John F. Kennedy High School (10X475, “Kennedy”), and Performance Conservatory. Five of these schools—SCRL, New Day, Columbus, Global Enterprise and MABL—were also proposed to be phased-out last year.¹³

If all eight of the proposals above are approved by the 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 ninth grade seats.¹⁴

As of December 10, 2010, the DOE anticipates proposing seven new high schools to open in September 2011 that will provide additional seats to Bronx students. Some of these schools will open in campuses of the proposed phase-out schools, while others will open in different campuses. As discussed in this EIS, one of these schools will open in the X262 building as Performance Conservatory phases-out. Each of these new high schools will be the subject of a forthcoming EIS. All seven new schools will provide seats that are not screened. If approved by the PEP, these seven new schools are expected to serve approximately 830 new ninth grade students in 2011-2012.

Given that MABL, New Day, Columbus, Global Enterprise, and SCRL 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 Health and Science Charter School (84X482, “Dr. Izquierdo Charter School”) opened in September 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. And on the Stevenson Campus (“X450”), the DOE opened the Bronx Bridges School (08X432, “Bronx Bridges”) in anticipation of the phase-out of SCRL. Bronx Bridges currently serves 78 new ninth grade students.¹⁵

Additionally, some schools on the Morris Campus (“X400”) and the new Mott Haven Campus (“X790”) were able to increase their seat capacity due to the addition of available space when Bronx Leadership Academy II (09X525, “Bronx Leadership”) moved from the Morris Campus to the new Mott Haven construction. Of these ten schools that have increased capacity this year, seven have limited unscreened admissions priority (meaning all students are eligible with priority given to those that attend an Information Session or Open House event) while three are screened for Bronx students who have lived in the U.S. fewer than 4 years and have limited English proficiency. In total, it is anticipated that there will be an increase of approximately 520 new ninth grade seats within these ten schools.

With the opening of replacement schools last year and the 7 anticipated replacement schools this year, the DOE will have created the capacity for approximately 990 new ninth grade seats in the Bronx, which is more than enough to offset the 759 ninth grade seats anticipated to be lost by the eight proposed phase-outs.

¹³ Last winter, the Panel for Education Policy voted to gradually phase-out SCRL, New Day, Columbus, Global Enterprise, and MABL. A lawsuit prevented the Department of Education from following through with those plans.

¹⁴ Enrollment register of ninth graders as of the November 1st, 2010 unaudited register at the following schools: SCRL, New Day, UAAHC, Kennedy, Columbus, Global Enterprise, Performance Conservatory, and MABL.

¹⁵ Enrollment from unaudited 11.1.10 register

The unscreened seats lost will also be replaced by new unscreened seats¹⁶. Factoring in new ninth grade seats that were made available by expanding capacity in existing schools this year, there will be capacity for approximately 1,510 9th grade seats in 2011-2012.

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 EIS. Detailed information about all City high schools is published annually in the City's High School Directory, available in print at Borough Enrollment Offices or on the DOE Website here:

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

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at building X098.

IV. Enrollment, Admissions, and School Performance Information

The schools affected by this proposal are 12X511, Performance Conservatory High School, Explorations Academy, and J.H.S. 098 Herman Ridder. All of these schools are located in the X098 building.

12X511

New School 12X511

Admissions Data

Current Admissions	Grade 9-12: N/A Admissions Method: N/A
Admissions after Co-Location Proposal Is Approved in 2011-2012	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened

¹⁶ The DOE is proposing new schools, none of which will have an academic screen, except that the DOE is proposing to open a new school that will serve English Language Learners who have been in this country for less than four years.

Enrollment Data

Current Grades Served	N/A
Projected 2010-2011 Enrollment	N/A
Grades Served after Co-Location Proposal Is Approved in 2011-2012	9
Projected 2011-2012 Enrollment	75-100
Grades Served after Co-Location Proposal Is Approved in 2012-2013	9-10
Projected 2012-2013 Enrollment	150-175
Grades Served after Co-Location Proposal Is Approved in 2013-2014	9-11
Projected 2013-2014 Enrollment	225-275
Grades Served after Co-Location Proposal Is Approved in 2014-2015	9-12
Projected 2014-2015 Enrollment	300-350
Projected Enrollment at Scale¹⁷	300-350

Demographic Data

12X511 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

12X511 does not yet enroll students. Therefore, there is no performance data for the new school.

Performance Conservatory High School

Admissions Data

Current Admissions	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	N/A

¹⁷ As stated previously, the DOE may decide to increase the enrollment of 12X511 beginning in the 2013-2014 school year, as space becomes available. so that the final at scale enrollment of the school would be 400-450 students in grades 9-12.

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	396
Grades Served after Phase-Out Proposal in 2011-2012	10-12
Projected 2011-2012 Enrollment	200-250
Grades Served after Phase-Out Proposal in 2012-2013	11-12
Projected 2012-2013 Enrollment	100-150
Grades Served after Phase-Out Proposal in 2013-2014	12
Projected 2013-2014 Enrollment	50-100
Grades Served after Phase-Out Proposal in 2014-2015	N/A
Projected 2014-2015 Enrollment	0
Projected Enrollment at Scale	0

Demographic Data

Percentage Students Receiving CTT or SC services¹⁸	15%
Percentage Students with Individual Education Plans¹⁹	23%
Percentage English Language Learner Students²⁰	9%
Percentage of Students Eligible for Free or Reduced Lunch²¹	66%

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

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

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

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

School Performance Data

Performance Conservatory High School ²²	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	C	F
Quality Review Score	P	P	
Graduation Data			
Four-Year Graduation Rate	48%	56%	49%
Four-Year Regents Diploma Rate	22%	16%	17%
Six-Year Graduation Rate			56%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	52%	63%	51%
Attendance Rate	79%	80%	76%
2010-2011 State Accountability Status			
Improvement (year 1) - Comprehensive			

Explorations Academy

Admissions Data

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

²² All data from 2009-2010 Progress Report

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	420
Grades Served in 2011-2012	9-12
Projected 2011-2012 Enrollment	400-450
Grades Served in 2012-2013	9-12
Projected 2012-2013 Enrollment	400-450
Grades Served in 2013-2014	9-12
Projected 2013-2014 Enrollment	400-450
Grades Served in 2014-2015	9-12
Projected 2014-2015 Enrollment	400-450
Projected Enrollment at Scale	400-450

Demographic Data

Percentage Students Receiving CTT or SC services²³	12%
Percentage Students with Individual Education Plan²⁴	19%
Percentage English Language Learner Students²⁵	13%
Percentage of Students Eligible for Free or Reduced Lunch²⁶	84%

²³ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

²⁴ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

²⁵ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

²⁶ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Explorations Academy ²⁷	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade		A	A
Quality Review Score	UPF	P	
Graduation Data			
Four-Year Graduation Rate		46%	70%
Four-Year Regents Diploma Rate		34%	52%
Six-Year Graduation Rate			
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	75%	77%	77%
Attendance Rate	79%	81%	83%
2010-2011 State Accountability Status			
In Good Standing			

J.H.S. 098 Junior High School

Admissions Data

Current Admissions	6-8: District 12 MS Choice Process Admissions Method: Limited Unscreened
Admissions after Co-Location Proposal Is Approved in 2011-2012	6-8: District 12 MS Choice Process Admissions Method: Limited Unscreened

²⁷ All data from 2009-2010 Progress Report

Enrollment Data

Current Grades Served	6-8
Projected 2010-2011 Enrollment	474
Grades Served in 2011-2012	6-8
Projected 2011-2012 Enrollment	450-500
Grades Served in 2012-2013	6-8
Projected 2012-2013 Enrollment	450-500
Grades Served in 2013-2014	6-8
Projected 2013-2014 Enrollment	450-500
Grades Served in 2014-2015	6-8
Projected 2014-2015 Enrollment	450-500
Projected Enrollment at Scale	450-500

Demographic Data

Percentage Students Receiving CTT or SC services²⁸	14%
Percentage Students with Individual Education Plan²⁹	21%
Percentage English Language Learner Students³⁰	19%
Percentage of Students Eligible for Free or Reduced Lunch³¹	86%

²⁸ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

²⁹ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

³⁰ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³¹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

J.H.S. 098 Herman Ridder ³²	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score	WD		
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	32%	49%	21%
Math % Proficient (Levels 3 and 4)	60%	72%	42%
Other Key Performance Indicators			
Attendance Rate	88%	88%	91%
2010-2011 State Accountability Status			
Restructuring (advanced) - Comprehensive			

V. Costs and Savings

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

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Performance Conservatory roster as the phase out is implemented, the school is expected to receive approximately \$4,181 less per pupil funding annually for elementary grade 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 Performance Conservatory will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

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

³² Source: Progress Report. 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.

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

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 12X251 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$338,661 in per pupil allocations. Beginning in its second year of operation, 12X511 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at Performance Conservatory would be excessed over the course of the phase-out³³. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

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

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

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

³³ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title

A detailed description of the effect of the phase-out of Performance Conservatory on its personnel is available in a separate EIS located at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

B. Cost of Instruction

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

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

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

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

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 12X251 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$338,661 in per pupil allocations. Beginning in its second year of operation, 12X511 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

C. Administration

12X511 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school’s phase-in.

D. Transportation

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

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided in consistent with citywide policy as 12X511 phases in.

VII. Building Information

Type of Building	High School
Year Built	1931
Overall BCAS rating	2.45
2009-2010 Target Utilization	X098: 74%
2009-2010 Target Capacity	X098: 1,678
FY 2009 Maintenance Costs	Labor: \$27,869.49 Materials: \$7,622.15 Maintenance and Repair Contracts: \$173,341.76 Custodial Operations Costs—Materials: \$10,265.97 Custodial Operations Costs—Custodial Allocation: \$321,454.06
FY 2009 Energy Costs	Electric: \$109,851.00 Gas: \$154,827.00 Oil: \$20,199.00
Projects completed during the current or prior school year	CIP- Retaining wall
Projects proposed in the capital plan	System Replacements- Paved area-concrete
Accessibility of the building	Building is not functionally programmatic accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer rooms (CR's), Gymnasiums (2), Library, & Science lab(CR's)