

## EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of the School for Community Research and Learning (08X540)

### I. Summary of Proposal

The School for Community Research and Learning (08X540, “SCRL”) is an existing high school located at the Adlai E. Stevenson Campus (“X450,” “Stevenson Campus”), 1980 Lafayette Avenue, Bronx, NY 10473, located within the geographical confines of Community School District 8. It currently serves students in grades nine through twelve. On December 10, 2010, the New York City Department of Education (DOE) published an educational impact statement (“EIS”) describing a proposal to phase out and eventually close SCRL 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. This amended EIS corrects typographical errors, formatting, the 2010-2011 enrollment data for Bronx Bridges shown in the chart on this page only, provides footnote information about YABCs and tenth grade admissions at SCRL, and clarifies the status of the pre-kindergarten program at P.S. 138, but does not modify or revise the proposal itself.

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

SCRL is located in the Stevenson Campus alongside seven other high schools:

School Name	DBN	2010-2011 Grades Served	2010-2011 Enrollment <sup>1</sup>	Grades at Scale
Gateway	08X295	9-12	504	9-12
Pablo Neruda	08X305	9-12	385	9-12
Millennium	08X312	9-12	477	9-12
Pantoja Prep	08X376	6-9	407	6-12
Bronx Community	08X377	9-12	200	9-12
Bronx Bridges	08X432	9	81	9-12
Bronx Guild	08X452	9-12	306	9-12
SCRL	08X540	9-12	340	N/A

All of the schools on the campus opened within the past decade. Five of these schools—Gateway School of Environmental Research and Technology (08X295, “Gateway”), Pablo Neruda Academy for Architecture and World Studies (08X305, “Neruda”), Millennium Art Academy (08X312, “Millennium”), Bronx Community High School (08X377, “Bronx Community”) and Bronx Guild (08X452, “Bronx Guild”) —are fully phased-in and serving their full complement of students in grades 9-12. Two schools are in the process of expanding—Bronx Bridges High School (08X432, “Bronx Bridges”) and Antonia Pantoja Preparatory School (08X376, “Pantoja Prep”). Bronx Bridges admitted its first class of ninth graders this school year, and will continue to add one grade per year until it serves its full complement of students in grades 9-12 in 2013-2014. Pantoja Prep opened in 2007 with a sixth grade and has been adding a grade each year. This year, Pantoja Prep added a ninth grade, as a first step in becoming a school that serves

<sup>1</sup> 2010-2011 projected enrollment

students in grades 6-12. Pantoja Prep will continue to add a high school grade each year until its phase-in is complete in the 2013-2014 school year.

In addition to the above, there is also an Alternative Learning Center located in the building, Alternative Learning Center – Stevenson Campus (88X996, “ALC – Stevenson Campus”). The ALC is physically located in the Transportable Classroom Units (“TCUs”) outside of the main Stevenson Campus building. There is also a GED Plus Learning to Work part-time evening program that operates in the Stevenson Campus. Finally, a local elementary school, P.S. 138 Samuel Randall (“P.S. 138”), houses three full day pre-kindergarten classes within the Stevenson Campus.

In 2009-2010, the Stevenson Campus had a target capacity to serve 3,355 students, and a target utilization rate of 77%<sup>2</sup>. In 2010-2011, the eight schools within the building are projected to enroll a total of 2,700 students, of whom 2,391 are in grades 9-12, for a utilization rate of 80%. If this proposal is approved, the five fully phased-in schools located in the building would continue serving students at their current enrollment levels, while Bronx Bridges and Pantoja Prep would continue to add grades as they expand to full scale in 2013-2014. SCRL would no longer admit a new ninth grade at the end of this school year and would complete its phase-out in June 2014. The DOE does not anticipate proposing any other new schools on the Stevenson campus at this time.

### *Background on the DOE Decision-Making Process*

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating below Proficient on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out. Progress Reports are released by the DOE each fall, and evaluate schools based on Student Progress, Student Performance, and School Environment—which includes safety, attendance, and survey feedback from parents, teachers, and 6th-twelfth 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 SED as 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. In December 2010, the State identified SCRL as a PLA school.

SCRL received an overall D grade on its 2009-2010 Progress Report, with a D grade on the Student Performance sub-section, a D grade for Student Progress, and a C grade for School Environment.

The DOE conducted a comprehensive review of SCRL as a result of its historical performance struggles, with the goal of determining which supports and interventions would best benefit its students and community. During that review, the DOE consulted with superintendents and other experienced educators

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<sup>2</sup> Please note that building capacity and utilization figures are not always a precise indicator of whether a school is over or underutilized. 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. Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) includes students categorized as “Long Term Absences,” where these building enrollment numbers do not. These are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

who have worked closely with the school, gathered community feedback, and looked at recent and historical performance and demand data for the school.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of SCRL—will address the school’s longstanding performance struggles and allow for existing new school options to continue to expand on the Adlai E. Stevenson Campus. These new school options will better serve future students and the broader community.

### *Performance and School Environment at SCRL*

SCRL has struggled for a number of years, with graduation rates remaining in the 50% range since 2007 when the first cohort of students graduated. Last winter, the Panel for Educational Policy voted to gradually phase out and close SCRL 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. SCRL’s performance during the 2009-2010 school year continued to decline, confirming the DOE’s earlier assessment that the school lacks the ability to turn around quickly to better support student needs.

- In 2009-10, the 4-year graduation rate (including August graduates) at SCRL was 53%. In 2008-2009, its 4-year graduation rate was 44%, while in 2007-2008, it was 47%. While showing a slight improvement over the prior two years, SCRL’s most recent 4-year graduation rate of 53% is still well below the Citywide average of 63% for the class of 2010. In fact, the 53% 4-year graduation rate puts SCRL in the bottom 12% of all high schools for 2009-2010 and in the bottom 18% of high schools in the Bronx.
- If Regents diplomas alone counted toward graduation—as will be the case in just one year—the four-year graduation rate at SCRL would drop to just 26%, well below the Citywide Regents’ graduation rate of 46%.
- Looking at the school’s six-year graduation rate, the situation is not much better. In 2010, SCRL achieved a 57% six-year graduation rate, still below the Citywide average for 4-year graduation.
- 76% of first-year students at SCRL earned at least 10 credits; however, SCRL students tend to fall further behind as they advance in grade level. Only 48% of second-year students and 51% of third-year students earned at least 10 credits in 2009-2010. High school students are required to earn at least 44 credits (in addition to requirements around the Regents exams). The fact that half of SCRL’s 2nd and 3rd year students are earning fewer than 10 credits per year is significant. Credit accumulation is a key predictor of future student success because students who fall behind often have trouble getting back on track to graduation.
- In December 2010, SED named SCRL as one of the PLA schools.
- SCRL earned an overall D grade on its 2009-2010 Progress Report, with a D grade on both the Student Performance and the Student Progress sub-sections, and a C grade for the School Environment sub-section of the Report. This represents a continuing pattern of decline for SCRL, which earned an overall C grade on its 2008-2009 Progress Report and an overall B grade in 2007-2008.
- Attendance at SCRL is below Citywide averages of 86% for high schools. The 2009-2010 attendance rate was 79%. In fact, this attendance rate puts SCRL in the bottom 12% of all City high schools, and in the lowest 11% of high schools in the Bronx.
- Although SCRL was rated “Proficient” on the most recent Quality Review, which was conducted in 2007-2008, SCRL was cited as needing to assess student learning more consistently and improve its use

of data to monitor student progress. The school also needed to develop more effective goal setting and better means of differentiating classroom instruction. These concerns suggest that SCRL is incapable of improving as quickly and fully as is necessary to better support its students.

- Safety issues have been a concern at the school. On the 2009-2010 New York City School Survey, 29% of student respondents reported feeling unsafe in the hallways, bathrooms and locker rooms at SCRL. In addition, 39% of SCRL teachers reported that order and discipline are not maintained at the school. On the same survey, SCRL ranked in the bottom third of schools Citywide in terms of parent satisfaction, and in the bottom 22% in terms of teacher satisfaction.
- Demand for the school is low, suggesting families are seeking better options. For the 2008-2009 school year, 2.5 students sought admission for each available seat; for September 2009, 3.3 students applied for each available seat. For the current school year, 2010-2011, only 2.4 students applied for each available seat—far lower than the Citywide average of 8.1 students applying for a high school placement<sup>3</sup>. Furthermore, only 31% of this year’s cohort of ninth graders at SCRL selected the school as one of their top three choices.

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

<b>School for Community Research and Learning</b>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	D
Performance Grade	C	D	D
Progress Grade	B	D	D
Environment Grade	B	B	C
Quality Review Score	P		
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	47%	44%	53%
Four-Year Regents Diploma Rate	14%	19%	26%
Six-Year Graduation Rate		57%	57%
<b>Other Key Indicators [1]</b>			
Percent of First-Year Students Earning 10+ Credit	49%	53%	76%
Attendance Rate	79%	78%	79%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 2) - Comprehensive			

[1] Source: Progress Report Data

<sup>3</sup> 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 SCRL prior to the DOE’s proposed phase-out announcement.

### *Overview of Past Strategic Improvement Efforts at SCRL*

SCRL staff members have worked hard to improve the school. Over the previous years, the DOE has offered numerous supports to SCRL, including the following:

#### **Leadership Support:**

- Helping the principal develop SCRL's Comprehensive Education Plan and set school goals.
- Training for school leadership in writing curriculum and implementing the new state standards.
- Connecting administrators with other schools to learn effective practices that could be replicated at SCRL.

#### **Instructional Support:**

- Training around improving classroom instruction, curriculum planning, and lesson design
- Supporting the creation of individualized training plans for each faculty member to enhance formal and informal classroom observations
- Helping SCRL select grade-team and department leaders; team leaders meet weekly to discuss ways to improve school culture and student achievement
- Supporting the school's use of data to improve instruction for English language learners, special education students, and students performing below grade level

#### **Operational Support:**

- Coaching on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues
- Helping the school maximize its budget resources to align with school needs
- Working with the school to increase student attendance and prevent freshman long-term absences

#### **Student Support:**

- Training for the guidance counselor on how to use scholarship reports and graduation tracking systems
- Helping SCRL create afternoon classes for math and social studies
- Creating opportunities for students to participate in campus athletic teams and clubs
- Developing the Lehman College partnership, which gives students access to literacy tutoring, work-study, and a campus health clinic

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

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- 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 SCRL – it is apparent that SCRL 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 SCRL community about strategies to better support students and improve outcomes at the school. The SCRL community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed phase-out of SCRL. Additionally, on November 15, 2010, the Bronx High School Superintendent, Elena Papaniberios, held meetings with the School Leadership Team (“SLT”) and with parents to identify successes and persistent challenges at SCRL and to discuss strategies for working together to better serve students. At the meeting, parents provided positive feedback about several hard-working teachers and the school’s new website, but those parents also expressed concerns about a lack of communication from the school, particularly with parents of struggling students.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page to provide information to families at: <http://schools.nyc.gov/community/planning/changes/bronx/scrl>

While some members of the SCRL community objected to the possibility of phasing the school out, the DOE believes that drastic action must be taken given the school’s longstanding performance struggles, the lack of evidence that the school is poised to turn around quickly to support students, and the very low demand for seats at the school.

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 SCRL is located, the Stevenson Campus, has the capacity to serve 3,355 students. In 2009-2010, there were 2,497 students served in the building and the 2009-2010 target utilization rate was 77%<sup>4/5</sup>. The eight schools within the building are currently projected to enroll a total of 2,727 students during the 2010-2011 school year, yielding a utilization rate of 80% for the Stevenson Campus. Of these 2,727 students, 2,391 are in grades 9-12. In addition to SCRL, seven other schools are currently co-located in the building. There is also an Alternative Learning Center (88X996) located in the TCUs outside of the main Stevenson building<sup>6</sup>, a GED Plus Learning to Work program, and three full-day pre-kindergarten classes from a nearby elementary school.

As noted earlier, five of the schools are fully phased-in. Pantoja Prep is expanding from a middle school to a school that serves students in grades 6-12. Bronx Bridges is new this year and has a projected enrollment of 81 students in the ninth grade, and will eventually serve grades 9 to 12. Bronx Bridges will continue to

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<sup>4</sup> Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”) includes students categorized as “Long Term Absences,” where these building enrollment numbers do not. These are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

<sup>5</sup> Please note that building capacity and utilization figures are not always a precise indicator of whether a school is over or underutilized. 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.

<sup>6</sup> An Alternative Learning Center is a location where students who are suspended from school report in order to obtain instruction and social-emotional support in preparation for an eventual return to their home school. The ALC is located in transportable classroom units (TCUs) outside of the main Stevenson building. The capacity of the TCUs is a separate figure from the main building capacity and does not impact any of the capacity or enrollment of the main X450 Stevenson building.

add a grade per year until it reaches the full grade span in 2013-2014. Pantoja Prep is also adding one new high school grade per year until it reaches its full grade span in 2013-2014. However, this growth is not contingent on this proposal.

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

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Gateway	9-12	9-12	9-12	9-12	9-12
Pablo Neruda	9-12	9-12	9-12	9-12	9-12
Millennium	9-12	9-12	9-12	9-12	9-12
Pantoja Prep	6-9	6-10	6-11	6-12	6-12
Bronx Community	9-12	9-12	9-12	9-12	9-12
Bronx Bridges	9	9-10	9-11	9-12	9-12
Bronx Guild	9-12	9-12	9-12	9-12	9-12
SCRL <sup>7</sup>	9-12	10,11,12	11,12	12	N/A

Gateway, Pablo Neruda, Millennium, Bronx Community, and Bronx Guild already serve their fully phased-in enrollment in grades 9-12. These five schools currently enroll a total of 1,934 students in grades 9-12. The DOE estimates that these enrollments will remain steady through 2014, when SCRL will complete its phase-out. Pantoja Prep already serves students in grades 6-9 and is in the process of growing to serve grades 6-12. Once the growth is complete, Pantoja Prep will serve approximately 550-600 students in grades 6-12. Bronx Bridges is expected to grow to serve approximately 325-350 students in grades 9-12 when it completes its phase-in process during the 2013-14 school year. Once Pantoja Prep and Bronx Bridges have completed their expansion, and SCRL has completed its phase-out, the DOE estimates there will be approximately 2,700-3,000 students in the X450 building. The building utilization when all schools are at scale and SCRL has completed phasing out is expected to be approximately 89%.

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

#### A. Students

##### *Enrollment Options for Current SCRL Students*

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

##### *Current Ninth Graders in SCRL*

In New York City, the High School Admissions Process is a Citywide choice process. The High School Admissions Process permits applicants to list up to twelve high school programs in order of preference on his/her application. High school admissions applications were due December 3, 2010. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth grade students at SCRL who are interested in attending a different school for tenth grade may have already taken part in this process. If this proposal is

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<sup>7</sup> As SCRL phases out, some students may be technically 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 still be technically considered a ninth-grade student in 2011-2012. In those cases, students would still be served in SCRL and would have access to appropriate courses to support their continued progress toward graduation.

approved in February 2011, there would be another opportunity for current ninth-grade students to participate in the High School Admissions Process.

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

Current repeat ninth-grade students would complete high school at SCRL if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a transfer school.

### *Current Tenth, Eleventh and Twelfth Graders at SCRL High School*

Current tenth, eleventh, and twelfth grade students who are on track to graduate would complete high school at SCRL 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 would also be encouraged to meet with their guidance counselor to discuss all of their options.

Current tenth, eleventh, and twelfth grade students who are not on track to graduate should meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the DOE's Transfer High Schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation.<sup>8</sup> In general, however, it is expected that most current SCRL students would remain enrolled at the school as they work toward graduation.

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

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

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

### *Impact on Academic and Extracurricular Offerings at SCRL*

There are no immediate proposed changes to available instructional or extracurricular programs currently

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<sup>8</sup> 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.

offered at SCRL. That said, the availability of certain offerings at the school will inevitably be affected as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, SCRL will continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. SCRL has one program to which students participating in the High School Admissions Process are able to apply. The program is Limited Unscreened and is categorized in the Humanities and Interdisciplinary interest area. According to SCRL's High School Directory page, this is a college and career preparatory program that uses the latest technology to conduct community research and analysis of public policy. A list of other Humanities and Interdisciplinary programs can be found later in this document.

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 these decisions will rest with school administrators and will be made based on students' demand for different elective courses as well as staff and budget conditions at the school. As appropriate, the DOE will work with SCRL administrators and teachers to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with the 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.

As stated earlier, ELLs and students with IEPs will continue to receive their mandated services.

As a school identified as PLA, SCRL is eligible for School Improvement Grant funds to support the Turnaround model. In these cases, funds will be available to support programs that will actively advance students towards graduation. (e.g. on-line credit recovery programs, additional youth development and guidance support to struggling students).

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

The following sports are currently offered at SCRL:

PSAL Sports – Boys: Baseball, Basketball, Football, Outdoor Track, Soccer

PSAL Sports – Girls: Basketball, Bowling, Outdoor Track, Soccer, Softball, Tennis

School Sports: Sports and Fitness Club

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 interest and available resources. As noted previously, the Stevenson Campus is already home to seven other schools. Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate.

If this proposal is approved, we anticipate that these same opportunities will continue to exist for students

across the Stevenson Campus, including current SCRL students. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

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

SCRL is functionally accessible for students with physical disabilities.

### *Impact on Community Partnerships at SCRL*

The DOE has worked with the administration at SCRL to establish partnerships with several community organizations including Lehman College and Mercy Hospital. Good Shepherd Services also works with the school to offer support to at-risk students. Those partnerships will continue to support current students as SCRL phases out, though it is possible that the nature and scope of those partnerships will change based on shifting needs and resource availability as the school moves toward closure. The DOE will work with SCRL 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 SCRL students in the past. The other schools currently housed on the SCRL campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. As appropriate, the DOE will work with other schools on the Stevenson Campus to introduce or enhance partnerships with the community organizations that currently support SCRL students

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

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. With the exception of Bronx Community, which is a transfer school for over-age and under-credited students, all the other schools at the Adlai E. Stevenson Campus (X450) admit students as part of the High School Admissions Process. All of the other schools in the building have a Limited Unscreened selection method. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending a school's Information Session or Open House events or visiting the school's exhibit at any one of the High School Fairs.

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

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

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

a new high school application which supersedes the application that was submitted in December.

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

High school admissions applications were due on December 3, 2010. If this proposal is approved by the PEP on February 1, 2011, as scheduled, students who listed the SCRL program on their high school admissions applications would have the opportunity to submit a new admission application with revised school rankings in February. This application would replace the previously submitted application and would be included as the student's application for the main round of the High School Admissions Process. New high schools designated to open throughout the city for the 2011-2012 school year will also be available for these students to consider as well.

If this proposal is approved, and a student does not submit a new application in February, SCRL's high school program would be removed from the student's existing ranking list before the Main Round match is executed. In this scenario, any schools ranked lower than the program in SCRL 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 SCRL on the application. However, if the students would have been matched to SCRL, he or she would instead be matched to the next-highest program listed on the application.

### *Admissions Impact for Future High School Students*

In order to 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 register, SCRL has a total of 39 new ninth grade admits. New ninth 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)<sup>9</sup>.

When a student arrives for an over-the-counter placement, his/her school assignment is determined by his/her interest, home address and which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student's needs.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of

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<sup>9</sup> 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.

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<sup>10</sup>. 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 a particular high school through the High School Admissions Process or the number of students who will arrive over the counter, the DOE utilizes the data from the 2010-2011 school year to approximate the future needs of students.

The below provides an overview of how many students that arrived to SCRL through either the High School Admissions process vs. over-the-counter during the 2010-11 school year:

	High School Admissions Process	Over-the-Counter
Ninth Grade	14	25

Additionally, SCRL admitted 26 OTC students in grades 10-12:<sup>11</sup>

	Over-the-Counter
Tenth Grade	19
Eleventh Grade	4
Twelfth Grade	3

It is critical that the needs of all students—whether they arrive through the admissions process or over-the-counter—are met. Of the 14 students who were admitted through the High School Admissions process, 29% are SPED and 7% are ELL. And of the 51 students who arrived over-the-counter, 14% are SPED and 4% are ELL.

<sup>10</sup> 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 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").

<sup>11</sup> Some of the 10th grade new admits may have been through the High School Admissions Process for 10th grade students.

SCRL currently offers CTT classes, SC classes and SETSS. It also has an ESL program. ELLs at SCRL will continue to receive mandated services even as the school phases out. Students with disabilities will likewise to continue to receive mandated services in accordance with their IEPs. High school students with IEPs 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 IEPs is the same process as described above.

### *Schools with Programs Similar to SCRL's program offerings<sup>12</sup>*

In the Bronx, there are forty-seven programs in the same Humanities and Interdisciplinary "Interest Area" offered at SCRL. Information about these schools can be found in Appendix A. The percent of students with disabilities and ELLs that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options. Bronx Bridges, the school currently phasing in to the Stevenson Campus also has a program in the Humanities and Interdisciplinary Interest Area.

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>. The Directory is available in print at DOE middle schools and at the Borough Enrollment Centers.

The Stevenson Campus is functionally accessible for students with disabilities.

## **B. Schools**

SCRL currently has a projected enrollment of 340 students. If this proposal is approved, SCRL will phase out gradually, but the expansion of Bronx Bridges and Pantoja Prep will more than replace the seats lost at SCRL in the Stevenson building.

The overall plan for the X450 building includes the phase-out of SCRL, and the continued phase-in of Bronx Bridges and Pantoja Prep, and the already fully phased-in enrollment levels of Gateway, Pablo Neruda, Millennium, Bronx Community, Bronx Guild and the ALC 88X996. When the two expanding schools achieve full scale, the seven remaining schools in the Stevenson Campus are projected to collectively enroll between 2,700-3,000 students including 325-350 9-12 graders at Bronx Bridges, and approximately 550-600 6-12 graders at Pantoja Prep. There will be no impact on enrollment at those schools as a direct result of this proposal, although Bronx Bridges and Pantoja will continue to expand.

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<sup>12</sup> Similar programs are defined as those in the same "interest area" to which students can apply through the High School Admissions Process.

The table below outlines the estimated enrollment ranges for the schools in X450 as SCRL phases out and Bronx Bridges and Pantoja Prep schools phase in<sup>13</sup>.

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Gateway	504	475-525	475-525	475-525	475-525
Pablo Neruda	385	350-400	400-450	400-450	400-450
Millennium	477	450-500	450-500	450-500	450-500
Pantoja	407	400-425	475-500	550-600	550-600
Bronx Community	200	175-225	175-225	175-225	175-225
Bronx Bridges	81	150-175	225-250	325-350	325-350
Bronx Guild	306	325-350	325-350	325-350	325-350
SCRL	340	200-225	100-125	50-100	n/a
TOTAL	2,700	2,525-2,875	2,625-2,975	2,750-3,100	2,700-3,000

Under this proposal, the Stevenson Campus would enroll approximately 2,700-3,000 students including 2,400-2,700 ninth through twelfth graders in 2014-2015. At that point, SCRL would have completed its phase-out and Bronx Bridges and Pantoja Prep would have completed their phase-in. The projected utilization for the Stevenson Campus at that point is 89% of target capacity.<sup>14</sup> This means that the building has adequate capacity to accommodate the full expansion of both Pantoja Prep and Bronx Bridges, as well as continue to meet the space and facilities needs of the other schools already co-located on the Stevenson Campus.

If this proposal is approved, there would be sufficient space to serve Gateway, Pablo Neruda, Millennium, Pantoja, Bronx Community, Bronx Bridges, Bronx Guild, SCRL, and the ALC pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while SCRL phases out and while other schools gradually phase in. Once each school is at its intended scale and SCRL has completed its phase-out, there would also be sufficient space to serve the students in the building. (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](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. Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

<sup>13</sup> The ALC enrollment is not included as it is located in transportable classroom units outside of the main building.

<sup>14</sup> Based on high end estimate of enrollment at scale compared to 2009-2010 target building utilization.

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 survey completed by the DOE in December 2010, there are 114 full-size instructional rooms plus 6 science labs and 16 science demonstration rooms, for a total of 136 full-size spaces in the Stevenson Campus building. There are also 35 half-size spaces, 9 quarter-size spaces, and 16 full-size equivalent administrative spaces. Consistent with the Footprint, at scale, Gateway will be allocated a baseline of 18 full-size instructional classrooms, Pablo Neruda will be allocated a baseline of 16 full-size instructional rooms, Millennium will be allocated a baseline of 16 full-size instructional rooms, Pantoja Prep will be allocated a baseline of 21 full-size instructional rooms, Bronx Community will be allocated a baseline of 10 full-size instructional rooms, Bronx Bridges will be allocated a baseline of 12 full-size instructional rooms, Bronx Guild will be allocated a baseline of 12 full-size instructional rooms. At scale, these schools would need a baseline of 105 full-size instructional rooms according to the Instructional Footprint. The ALC is located in the transportable classroom units outside the main building. The three pre-kindergarten classes associated with P.S. 138 Samuel Randall will continue to operate in the building.

Thus, there would be sufficient instructional space in the Stevenson Campus for all schools to grow to scale. Schools would also be allocated resource rooms, specialty rooms and administrative space in accordance with the Instructional Footprint.

As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

SCRL is currently using 15 full-size spaces plus 1 science lab and 1 science demonstration room, and an administrative office. If this proposal is approved, as SCRL phases out, its enrollment is projected to decline. As the number of students enrolled in SCRL is reduced, the baseline of rooms allocated to the school will also be reduced.

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

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Gateway	18	18	18	18	18
Pablo Neruda <sup>15</sup>	16	16	16	16	16
Millennium	16	16	16	16	16
Pantoja	12	15	18	21	21
Bronx Community	10	10	10	10	10
Bronx Bridges	3	6	9	12	12
Bronx Guild	12	12	12	12	12
SCRL	12	9	5	4	N/A
ALC <sup>16</sup>	N/A	N/A	N/A	N/A	N/A
TOTAL	99	102	104	109	105

As the totals show, at current enrollment and at scale enrollment, there is available space in the building even with all eight schools in operation on the campus.

### C. Community

This proposal addresses the educational needs of the SCRL community:

Despite an influx of supplemental resources and additional DOE services, SCRL has struggled in recent years. As a result, there is a great need to provide better options for students and their families. Under this proposal, the Stevenson Campus will remain open, offering educational options that better support the learning needs of future students.

The Stevenson Campus building is not overcrowded. During the 2009-2010 school year, the building had a target capacity to serve 3,355 students, but only 2,583 students were enrolled among the schools co-located there. The campus has a utilization rate of just 77% of target capacity, which means that the building is under-utilized, and has extra space remaining to accommodate additional students.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis. 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: SCRL, New Day Academy (“New Day”), Urban Assembly Academy for History and Citizenship for Young Men (“UA History and Citizenship”), John F. Kennedy High School (“Kennedy High School”), Christopher Columbus High School (“Columbus High School”), Global Enterprise High School (“Global Enterprise”), Performance Conservatory High School (“Performance Conservatory”) and Monroe Academy for Business/Law (“MABL”). Five of these schools—SCRL, New Day, Columbus High School, Global Enterprise and MABL—were also proposed to be phased out last year.

<sup>15</sup> Pablo Neruda is at scale serving students in grade 9-12. This school is currently under-enrolled, however, the room allocation is based on the expectation that Pablo Neruda will serve the entire projected range of 400-450 students.

<sup>16</sup> The ALC is physically located in the Transportable Classroom Units (“TCUs”) outside of the main Stevenson Campus building.

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 the seats lost in the Bronx. Based on the November 1, 2010 enrollment register, these 8 schools that are proposed to phase-out are serving a total of 759 new ninth graders. However, these will be recovered through seats at new schools.

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 phased-out schools while others will open in other campuses. Each of these new high schools will be the subject of a forthcoming EIS. All seven new schools will provide seats that are not screened. If approved by the PEP, these seven new schools are expected to serve approximately 830 new ninth grade students in 2011-2012.

Additionally, given that SCRL, New Day, Columbus High School, 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 grades 6 and will grow to ultimately enroll students in grades 6-12 at scale, with capacity to serve about 80 new ninth graders in 2013-2014.<sup>17</sup> And on the Stevenson Campus, the DOE opened Bronx Bridges in anticipation of the phase-out of SCRL. Bronx Bridges currently serves 78 new ninth grade students.

Lastly, in the Bronx this year, the capacity to serve high school students increased 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 (“BLA II”) moved from the Morris Campus to the new Mott Haven Campus. Of these ten schools that have increased capacity this year, seven are Limited Unscreened (meaning all students are eligible with priority given to those that attend an Information Session or Open House event) while three are screened for Bronx students who have lived in the United States for fewer than 4 years and have limited English proficiency. In total, there is an increase of approximately 520 new ninth grade seats within these ten schools.

With the opening of replacement schools last year and the 7 anticipated replacement schools this year, the DOE will have created the capacity for approximately 990 new ninth grade seats in the Bronx, which is more than enough to offset the 759 seats anticipated to be lost by the 8 proposed phase-outs. Factoring in new ninth grade seats that were made available in existing expanding schools this year, there would be capacity for approximately 1,510 seats.

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

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at Building X450.

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<sup>17</sup> 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.

## IV. Enrollment, Admissions and School Performance Information

The schools affected by this proposal are the School of Community Research and Learning, Gateway School of Environmental Research and Technology, Pablo Neruda Academy for Architecture and World Studies, Millennium Art Academy, Antonia Pantoja Preparatory Academy (a middle school, currently expanding to become a 66-12 school), Bronx Guild, Bronx Bridges (a new high school now serving its first cohort of ninth graders), and Bronx Community (a transfer high school). All of these schools are located at the Adlai E. Stevenson campus (X450 building).

### *School for Community Research and Learning<sup>18</sup>*

#### Admissions Data

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

#### Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	340
<b>Grades Served During Phase-Out in 2011-2012</b>	10-12
<b>Projected 2011-2012 Enrollment</b>	200-225
<b>Grades Served During Phase-Out in 2012-2013</b>	11-12
<b>Projected 2012-2013 Enrollment</b>	100-125
<b>Grades Served During Phase-Out in 2013-2014</b>	12
<b>Projected 2013-2014 Enrollment</b>	50-100
<b>Grades Served During Phase-Out in 2014-2015</b>	N/A
<b>Projected 2014-2015 Enrollment:</b>	N/A

#### Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>19</sup></b>	24%
<b>Percentage Students with Individual Education Plan<sup>20</sup></b>	25%
<b>Percentage English Language Learner Students<sup>21</sup></b>	14%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>22</sup></b>	90%

<sup>18</sup> As SCRL phases out, some students may be technically 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 SCRL and would have access to appropriate courses to support their continued progress toward graduation.

<sup>19</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>20</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>21</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>22</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**School Performance Data**

School for Community Research and Learning	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	D
Quality Review Score	P		
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	47%	44%	53%
Four-Year Regents Diploma Rate	14%	19%	26%
Six-Year Graduation Rate		57%	57%
<b>Other Key Indicators [1]</b>			
Percent of First-Year Students Earning 10+ Credits	49%	53%	76%
Attendance Rate	79%	78%	79%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 2) - Comprehensive			

[1] Source: Progress Report Data

*Gateway School of Environmental Research and Technology*Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process: Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	9-12: High School Admissions Process: Limited Unscreened

Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	504
<b>Grades Served 2011-2012</b>	9-12
<b>Projected Enrollment 2011-2012</b>	475-525
<b>Grades Served 2012-2013</b>	9-12
<b>Projected Enrollment 2012-2013</b>	475-525
<b>Grades Served 2013-2014</b>	9-12
<b>Projected Enrollment 2013-2014</b>	475-525
<b>Grades Served 2014-2015</b>	9-12
<b>Projected Enrollment 2014-2015</b>	475-525
<b>Projected Enrollment at Scale:</b>	475-525

Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>23</sup></b>	14
<b>Percentage Students with Individual Education Plan<sup>24</sup></b>	22%
<b>Percentage English Language Learner Students<sup>25</sup></b>	14%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>26</sup></b>	82%

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

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

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

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

School Performance Data

Gateway School for Environmental Research and Technology	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	B
Quality Review Score	P		UPF
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	67%	49%	45%
Four-Year Regents Diploma Rate	34%	38%	19%
Six-Year Graduation Rate		77%	72%
<b>Other Key Indicators [1]</b>			
Percent of First-Year Students Earning 10+ Credit	59%	51%	69%
Attendance Rate	82%	80%	81%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 2) - Comprehensive			

[1] Source: Progress Report Data

*Pablo Neruda Academy for Architecture and World Studies*

Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process: Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	9-12: High School Admissions Process: Limited Unscreened

Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	385
<b>Grades Served 2011-2012</b>	9-12
<b>Projected Enrollment 2011-2012</b>	350-400
<b>Grades Served 2012-2013</b>	9-12
<b>Projected Enrollment 2012-2013</b>	400-450
<b>Grades Served 2013-2014</b>	9-12
<b>Projected Enrollment 2013-2014</b>	400-450
<b>Grades Served 2014-2015</b>	9-12
<b>Projected Enrollment 2014-2015</b>	400-450
<b>Projected Enrollment at Scale:</b>	400-450

Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>27</sup></b>	23%
<b>Percentage Students with Individual Education Plan<sup>28</sup></b>	24%
<b>Percentage English Language Learner Students<sup>29</sup></b>	18%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>30</sup></b>	83%

<sup>27</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>28</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>29</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

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

School Performance Data

Pablo Neruda Academy for Architecture and World Studies	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	B
Quality Review Score	P		UPF
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	69%	50%	57%
Four-Year Regents Diploma Rate	22%	20%	32%
Six-Year Graduation Rate		57%	77%
<b>Other Key Indicators [1]</b>			
Percent of First-Year Students Earning 10+ Credit	62%	63%	77%
Attendance Rate	83%	83%	82%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 1) - Comprehensive			

[1] Source: Progress Report Data

*Millennium Art Academy*Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process: Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	9-12: High School Admissions Process: Limited Unscreened

Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	477
<b>Grades Served 2011-2012</b>	9-12
<b>Projected Enrollment 2011-2012</b>	450-500
<b>Grades Served 2012-2013</b>	9-12
<b>Projected Enrollment 2012-2013</b>	450-500
<b>Grades Served 2013-2014</b>	9-12
<b>Projected Enrollment 2013-2014</b>	450-500
<b>Grades Served 2014-2015</b>	9-12
<b>Projected Enrollment 2014-2015</b>	450-500
<b>Projected Enrollment at Scale:</b>	450-500

Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>31</sup></b>	12%
<b>Percentage Students with Individual Education Plan<sup>32</sup></b>	18%
<b>Percentage English Language Learner Students<sup>33</sup></b>	8%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>34</sup></b>	84%

<sup>31</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>32</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>33</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>34</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Millennium Art Academy	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	A
Quality Review Score	WD		
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	71%	66%	64%
Four-Year Regents Diploma Rate	34%	42%	41%
Six-Year Graduation Rate		83%	73%
<b>Other Key Indicators [1]</b>			
Percent of First-Year Students Earning 10+ Credit	70%	72%	88%
Attendance Rate	94%	92%	90%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 2) - Comprehensive			

[1] Source: Progress Report Data

*Antonia Pantoja Preparatory Academy*

Admissions Data

<b>Current Admissions</b>	6-8: Middle School Admissions Process 9: High School Admissions Process: Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	6-8: Middle School Admissions Process 9-10: High School Admissions Process: Limited Unscreened

Enrollment Data

<b>Current Grades Served</b>	6-9
<b>Projected 2010-2011 Enrollment</b>	407 (78 of whom are ninth graders)
<b>Grades Served 2011-2012</b>	6-10
<b>Projected Enrollment 2011-2012</b>	400-425
<b>Grades Served 2012-2013</b>	6-11
<b>Projected Enrollment 2012-2013</b>	475-500
<b>Grades Served 2013-2014</b>	6-12
<b>Projected Enrollment 2013-2014</b>	550-600
<b>Grades Served 2014-2015</b>	6-12
<b>Projected Enrollment 2014-2015</b>	550-600
<b>Projected Enrollment at Scale:</b>	550-600

Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>35</sup></b>	12%
<b>Percentage Students with Individual Education Plan<sup>36</sup></b>	23%
<b>Percentage English Language Learner Students<sup>37</sup></b>	6%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>38</sup></b>	90%

<sup>35</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>36</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>37</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>38</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**Middle School Performance Data**

<b>Antonia Pantoja Preparatory Academy, A College Board School</b>	2007-2008	2008-2009	2009-2010[1]
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade		A	C
Quality Review Score		P	
<b><i>Performance Data [2]</i></b>			
English Language Arts % Proficient (Levels 3 and 4)	40%	68%	28%
Math % Proficient (Levels 3 and 4)	56%	74%	41%
<b><i>Other Key Performance Indicators [2]</i></b>			
Attendance Rate	91%	91%	93%
<b><i>2010-2011 State Accountability Status</i></b>			
In Good Standing			

[1] 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.

[2] Source: Progress Report.

**High School Performance Data**

Antonia Pantoja Preparatory Academy opened their ninth grade in September 2010, as a result there is no school performance data available at this time.

*Bronx Community High School*Admissions Data

<b>Current Admissions</b>	9-12: Transfer High School
<b>Admissions after Phase-out Proposal in 2011-2012</b>	9-12: Transfer High School

Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	200
<b>Grades Served 2011-2012</b>	9-12
<b>Projected Enrollment 2011-2012</b>	175-225
<b>Grades Served 2012-2013</b>	9-12
<b>Projected Enrollment 2012-2013</b>	175-225
<b>Grades Served 2013-2014</b>	9-12
<b>Projected Enrollment 2013-2014</b>	175-225
<b>Grades Served 2014-2015</b>	9-12
<b>Projected Enrollment 2014-2015</b>	175-225
<b>Projected Enrollment at Scale:</b>	175-225

Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>39</sup></b>	0%
<b>Percentage Students with Individual Education Plan<sup>40</sup></b>	15%
<b>Percentage English Language Learner Students<sup>41</sup></b>	4%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>42</sup></b>	77%

School Performance Data

As a transfer school Bronx Community does not have standard progress report information.

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

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

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

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

*Bronx Bridges High School*

Admissions Data

<b>Current Admissions</b>	9: High School Admissions Process: Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	9-10: High School Admissions Process: Limited Unscreened

Enrollment Data

<b>Current Grades Served</b>	9
<b>Projected 2010-2011 Enrollment</b>	81
<b>Grades Served 2011-2012</b>	9-10
<b>Projected Enrollment 2011-2012</b>	150-175
<b>Grades Served 2012-2013</b>	9-11
<b>Projected Enrollment 2012-2013</b>	225-250
<b>Grades Served 2013-2014</b>	9-12
<b>Projected Enrollment 2013-2014</b>	325-350
<b>Grades Served 2014-2015</b>	9-12
<b>Projected Enrollment 2014-2015</b>	325-350
<b>Projected Enrollment at Scale:</b>	325-350

Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>43</sup></b>	N/A
<b>Percentage Students with Individual Education Plan<sup>44</sup></b>	N/A
<b>Percentage English Language Learner Students<sup>45</sup></b>	N/A
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>46</sup></b>	N/A

School Performance Data

Bronx Bridges opened in September 2010, as a result there is no school performance data available at this time.

<sup>43</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>44</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>45</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>46</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

*Bronx Guild*Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process: Limited Unscreened
<b>Admissions after Phase-out Proposal in 2011-2012</b>	9-12: High School Admissions Process: Limited Unscreened

Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	306
<b>Grades Served 2011-2012</b>	9-12
<b>Projected Enrollment 2011-2012</b>	325-350
<b>Grades Served 2012-2013</b>	9-12
<b>Projected Enrollment 2012-2013</b>	325-350
<b>Grades Served 2013-2014</b>	9-12
<b>Projected Enrollment 2013-2014</b>	325-350
<b>Grades Served 2014-2015</b>	9-12
<b>Projected Enrollment 2014-2015</b>	325-350
<b>Projected Enrollment at Scale:</b>	325-350

Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>47</sup></b>	22%
<b>Percentage Students with Individual Education Plan<sup>48</sup></b>	23%
<b>Percentage English Language Learner Students<sup>49</sup></b>	9%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>50</sup></b>	84%

<sup>47</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>48</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>49</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>50</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Bronx Guild	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	C
Quality Review Score	UPF	P	UPF
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	70%	58%	65%
Four-Year Regents Diploma Rate	11%	7%	15%
Six-Year Graduation Rate	85%	77%	73%
<b>Other Key Indicators [1]</b>			
Percent of First-Year Students Earning 10+ Credit	42%	53%	70%
Attendance Rate	75%	80%	83%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 1) - Comprehensive			

[1] Source: Progress Report Data

## V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the SCRL roster as the phase out is implemented, the school is expected to receive approximately \$4,181 less in base per pupil funding annually. 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 SCRL High School will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. 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.

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. 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 SCRL 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, SCRL 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. SCRL High School 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 SCRL is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

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

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 SCRL would be excessed<sup>51</sup> 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 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 27Q410 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.

### B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the SCRL roster as the phase out is implemented, the school is expected to receive approximately \$4,181 less in base per pupil funding annually. 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.

Additional costs were covered above in the Initial Costs and Savings section.

### C. Administration

All school supervisor and/or administrator positions assigned to SCRL High School will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves an increasingly smaller student population. Again, all excessing will 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>.

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<sup>51</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title

There will be no change to existing transportation practices at SCRL High School 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**

<b>Type of Building</b>	High School
<b>Year Built</b>	1970
<b>Overall BCAS rating</b>	2.75
<b>2009-2010 Target Utilization</b>	77%
<b>2009-2010 Target Capacity</b>	3,355
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$7,850.70 <b>Materials:</b> \$N/A <b>Maintenance and Repair Contracts:</b> \$58,187.42 <b>Custodial Operations Costs—Materials:</b> \$N/A <b>Custodial Operations Costs—Custodial Allocation:</b> \$1,590,069.00
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$336,442.00 <b>Gas:</b> \$9,576.00 <b>Oil:</b> \$266,825.00
<b>Projects completed during the current or prior school year</b>	Reso A Library upgrade/ SIRA FY09 multicampus. Gas line repairs. First stairwells/Flood Elimination
<b>Projects proposed in the capital plan</b>	No projects identified
<b>Accessibility of the building</b>	Fully programmatic accessible
<b>Building attributes</b>	Art rooms (CR's), Auditorium, Cafeteria, Computer rooms (CR's), Gymnasiums(2), Library, & Science lab(CR's)

APPENDIX A

Interest Area: Humanities and 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 and Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% 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 and 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 and Interdisciplinary

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% 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