

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-out of Jonathan Levin High School for Media and Communications (09X414) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Jonathan Levin High School for Media and Communications (09X414, “Levin High School”), an existing high school located in school building X410 on the William Howard Taft Educational Campus (“X410” or “Taft Campus”), beginning in the 2013-2014 school year. The Taft Campus is located at 240 East 172nd Street, Bronx NY 10457, within the geographical confines of Community School District 9 (“District 9”). Levin High School currently serves students in grades nine through twelve. The DOE is proposing to phase out the school based on its poor performance and the DOE’s assessment that it lacks the capacity to improve quickly to better support student needs. In a separate Educational Impact Statement (“EIS”) also posted on January 11, 2013, the DOE is proposing to co-locate a new secondary school, 09X350, in building X410. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If this phase-out proposal is approved, Levin High School will no longer admit new ninth-grade students after the conclusion of the 2012-2013 school year. The school will continue to phase out one grade level at a time until it closes at the conclusion of the 2015-2016 school year. Current students will be supported as they progress towards graduation while remaining enrolled at Levin High School. In cases where students do not complete graduation requirements by June 2016, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after Levin High School completes phasing out.

Levin High School is co-located with the following six district schools: The Urban Assembly Academy for History and Citizenship for Young Men (09X239, “UAA History and Citizenship”), an existing high school serving students in grades eleven and twelve, which is phasing out; Bronx Collegiate Academy (09X227, “Bronx Collegiate”), an existing high school serving students in grades nine through twelve; DreamYard Preparatory School (09X329, “DreamYard”), an existing high school serving students in grades nine through twelve; Bronx High School of Business (09X412, “School of Business”), an existing high school serving students in grades nine through twelve; Bronx High School for Medical Science (09X413, “School for Medical Science”), an existing secondary school serving students in grades six through twelve; and Claremont International High School (09X564, “Claremont International”), a new school that opened with ninth grade in September 2012 and is in the process of phasing in.¹ In addition, building X410 houses a school-based health center operated by the Montefiore Medical Center (“Montefiore Health Center”) and a Living for the Young Family Through Education (“LYFE”) program.²

Claremont International, an international school designed to serve English Language Learners (“ELLs”),

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² The LYFE program operates independently of the schools located on the Taft Campus. The LYFE program serves pregnant and parenting students enrolled in schools on the Taft Campus as well as students enrolled in other schools in the surrounding community. Because LYFE programs are not full-time educational programs, but rather provide additional support and childcare services, students who participate in the LYFE program currently housed in the Taft Campus, but who are not enrolled at any of the schools in the building, are not included in the building’s enrollment totals.

will serve students in grades nine through twelve when it reaches full scale in the 2015-2016 school year.³ The opening and co-location of the school was approved by the Panel for Educational Policy (“PEP”) on March 21, 2012.⁴ UAA History and Citizenship began phasing out in September 2011 pursuant to a proposal that was approved by the PEP on February 1, 2011.⁵ The DOE proposed to phase out and eventually close UAA History and Citizenship due to its poor performance. The school will close at the conclusion of the 2013-2014 school year.

If this phase-out proposal is approved, Levin High School will continue serving currently enrolled students, but will begin phasing out one grade at a time beginning in September 2013, and complete its phase-out at the conclusion of the 2015-2016 school year.

In another EIS, the DOE is proposing to open a new school, 09X350, in building X410 in September 2013. The proposal can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. 09X350 will serve students in grades six through twelve and will offer an educational program geared towards serving over-aged middle school students and supporting them through high school.⁶ It will phase in over a four year period, opening with sixth- and seventh-grade components in 2013-2014, adding an eighth-grade component in 2014-2015, adding ninth- and tenth-grade components in 2015-2016, and adding eleventh- and twelfth-grade components in 2016-2017. The school’s enrollment will continue to grow until it reaches full-scale in 2018-2019, at which point 09X350 will serve 350-420 students in grades six through twelve.

Background on the DOE’s Decision-Making Process

Schools are identified for possible phase-out for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as a Priority School, defined by SED as one of the bottom 5% of schools in the state.⁷ In August 2012, SED identified Priority schools across the State, including 122 in New York City. High schools are identified as Priority based on the school’s graduation rate.

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 of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out. Progress Reports are released by the DOE each fall and evaluate schools on a scale of A through F based on Student Progress, Student Performance, School Environment, and, new to the Progress Report in 2011-2012, College and Career Readiness. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

³ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. For more information please visit the Internationals Network For Public Schools’ Web site at <http://www.internationalnps.org/>. Admissions details for Claremont International can be found on the DOE’s Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=5537>.

⁴ The details of the proposal concerning the co-location of Claremont International can be found on the DOE’s Web site at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm>.

⁵ The details of the proposal concerning the phase-out of UAA History and Citizenship can be found on the DOE’s Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

⁶ 09X350 is the first school of its kind. Like transfer high schools, it will admit students who are behind their peers in terms of age or credit accumulation, however unlike transfer high schools, 09X350 will be geared toward serving average students in grades six through eight and students applying to 09X350 do not need to have been previously enrolled in a DOE school. Additional details regarding the admissions method of 09X350 can be found in a separate EIS at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

⁷ In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City.

Levin High School received an overall D grade on its Progress Report in 2011-2012, down from C grades the two prior years. The school was also designated a Priority school by SED.

As a result, the DOE initiated a comprehensive review of Levin High School, with the goal of determining what intensive supports and interventions will best benefit its students and the Levin High School community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

Performance and School Environment at Levin High School

As noted above, Levin High School has struggled for years, and the school's performance during the 2011-2012 school year confirmed the DOE's assessment that the school lacks capacity to improve quickly to better support student needs.

- Graduation rates have remained below 57% for the last six years and have been declining steeply since 2009-2010. Levin High School's four-year graduation rate (including August graduates) was 31% in 2012—substantially below the most recent Citywide average of 65.5% (Citywide average is based on the 2011 New York State reported graduation results for NYCDOE students.)
- Jonathan Levin has struggled to serve students identified as English Language Learners (“ELLs”). In 2012, only 11% of ELLs were graduating in 4 years, which puts Jonathan Levin at the bottom of its peer group and in the bottom 4% of high schools Citywide.
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2011-2012, only 65% of first-year students at Levin High School earned at least 10 credits with at least 6 of those credits earned across 3 of the 4 core subject areas. This rate of credit accumulation puts Levin High School in the lowest 13% of high schools Citywide.
- Levin High School was identified by the SED as a Priority school, defined by SED as one of the bottom 5% of schools in the state.⁸
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. Levin High School earned a D grade on its 2011-2012 annual Progress Report, including F grades for Student Progress, Student Performance, and College and Career Readiness and a C grade for School Environment. Levin High School has a history of low performance, including overall C grades on both the 2009-2010 and 2010-2011 Progress Reports.
- Only 25% of students in the Class of 2011 (all students who entered high school four years earlier) enrolled in a two- or four-year college, vocational school, or public service program by December 31, 2011. This is significantly lower than the Citywide average of 49%.

⁸ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

The chart below summarizes key performance data for Levin High School over the past three years:

X414 Jonathan Levin High School for Media and Communications	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Progress Report Progress Grade	C	C	F
Progress Report Performance Grade	C	D	F
Progress Report Environment Grade	A	B	C
Progress Report College/Career Readiness Grade	N/A	N/A	F
Quality Review Score ⁹	P	N/A ¹⁰	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ¹¹	73%	66%	65%
4 Year Graduation Rate	50%	38%	31%
6 Year Graduation Rate ¹²	67%	69%	61%
% Graduating with a Regents Diploma	32%	31%	30%
Attendance Rate	86%	81%	84%
2012-2013 State Accountability Status	Priority School		

Overview of Past Strategic Improvement Efforts at Levin High School

The DOE acknowledges that Levin High School staff members have worked hard to improve the school, but even with support, the school has not produced adequate outcomes for students. To help the school’s efforts to improve performance, the DOE has offered numerous supports including:

Leadership Support:

- Assisting school leadership in the development of instructional plans and goals for the school year, in support of the school’s Comprehensive Education Plan.
- Supporting the principal and assistant principals in aligning curriculum to citywide instructional expectations to raise standards for teacher practice and student learning.
- Coaching the principal and assistant principals in the use of classroom observations and feedback to enhance teacher effectiveness.

⁹ For more information on Quality Reviews, please visit the DOE Web Site at <http://schools.nyc.gov/Accountability/tools/review>.

¹⁰ Not all schools receive a Quality Review every year.

¹¹ The 2010-11 the Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.

¹² For transfer schools, metric changed to Transfer School Graduation Rate in 2011-12 due to cohort adjustments.

Instructional Support:

- Facilitating training for school staff in research-based instructional practices aimed at increasing the academic achievement of students with disabilities.
- Coaching and training teachers on utilizing student performance data to inform curriculum development and differentiate instruction for students with disabilities and English Language Learners.
- Advising school staff on effective methods for integrating technology into the classroom to enhance student engagement.

Operational Support:

- Supporting school staff in meeting compliance requirements for students with disabilities in order to ensure that students receive mandated services.
- Advising the school on budgeting, grant opportunities, staffing and building management.
- Training school staff in the use of student data systems to facilitate attendance tracking and the efficient preparation of students' class schedules.

Student Support:

- Facilitating a program placing college writing tutors in the classroom to provide direct support to students, as well as helping the school establish a tutoring center to foster the development of students' literacy and writing skills.
- Coaching the school in the development of strategies to increase student attendance.
- Supporting the school in coordinating workshops for students and parents focused on college readiness, the college application process, college entrance requirements and applying for financial aid.

Levin High School has received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed 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 Levin High School community about strategies to better support students and improve outcomes at the school. This fall, High School Superintendent Carron Staple held meetings-with parents at the school, with teachers, and with the School Leadership Team (“SLT”)-on December 3, 2012 to discuss what is and is not working at Levin High School and how joint efforts could serve students better.

Approximately 35 teachers attended the teacher meeting. They had some positive feedback about recent professional development efforts, but they also expressed a number of concerns, including:

- The school's inability to provide necessary supports to students with disabilities and English Language Learners
- Students' struggles with reading comprehension, which are leading to low performance in other subject areas, such as science classes
- English Language Learner students' inadequate access to enriching activities such as hands-on media arts programs that other students benefit from and enjoy

Approximately 12 people attended the parent meeting. They also had some positive feedback about the school. Some stated that the teachers at the school genuinely care about supporting their children's needs,

and others discussed the positive impact of after-school tutoring. However, parents also expressed several concerns about the school's ability to adequately serve English Language Learners and the lack of adult education and computer literacy programs.

The SLT shared similar concerns about the school's ability to serve students identified as English Language Learners.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/bronx/feedback?id=284>.

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

We will also continue to seek and review community feedback while this proposal is under consideration by the PEP.

II. Proposed or Potential Use of Building

X410 has the capacity to serve 2,796 students.¹³ (The concept of "target capacity" is described below.) In 2012-2013, the building is serving 2,034 total students,¹⁴ yielding a target utilization rate of 73%.¹⁵ This means that the building is "underutilized" and has space to accommodate additional students.¹⁶

If this proposal is approved, Levin High School will begin phasing out one grade at a time, beginning in the 2013-2014 school year and will complete its phase-out at the conclusion of the 2015-2016 school year. UAA History and Citizenship will continue its phase out as planned until it closes at the end of the 2013-2014 school year. Additionally, Claremont International will continue to phase in as planned, adding one grade per year and completing phase-in during the 2015-2016 school year.

As part of the replacement strategy for Levin High School, the DOE is also proposing to co-locate a new school to serve students in grades six through twelve, 09X350, in building X410, beginning in the 2013-2014 school year. If the co-location and phase-out proposals are both approved, the new school will phase in over the course of four years and complete phase-in during the 2016-2017 school year. The school's enrollment will continue to grow, reaching full scale during the 2018-2019 school year. The proposal to co-locate 09X350 is detailed in a separate EIS, also posted on January 11, 2013. The proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

¹³ 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").

¹⁴ 2012-2013 Unaudited Register (as of October 26, 2012).

¹⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹⁶ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf

Over a period of seven years, the proposed grade spans for each of the existing and proposed schools in the building are as follows:¹⁷

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
09X414	Jonathan Levin High School for Media and Communications	9-12	10-12	11-12	12	-	-	-
09XTBD	New School	-	6-7	6-8	6-10	6-12	6-12	6-12
09X227	Bronx Collegiate Academy	9-12	9-12	9-12	9-12	9-12	9-12	9-12
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	11-12	12	-	-	-	-	-
09X329	DreamYard Preparatory School	9-12	9-12	9-12	9-12	9-12	9-12	9-12
09X412	Bronx High School of Business	9-12	9-12	9-12	9-12	9-12	9-12	9-12
09X413	Bronx High School for Medical Science	6-12	6-12	6-12	6-12	6-12	6-12	6-12
09X564	Claremont International HS	9	9-10	9-11	9-12	9-12	9-12	9-12

Once Levin High School and UAA History and Citizenship have completed their respective phase-outs and Claremont International and 09X350 have completed their respective phase-ins, there will be approximately 2,090-2,390 students served in building X410 in 2018-2019, yielding an estimated utilization rate of 75-85%. Therefore, the building has adequate capacity to accommodate the full expansions of Claremont International and 09X350 during and after the phase-out of Levin High School and UAA History and Citizenship.

¹⁷ As Levin High School and UAA History and Citizenship phase out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2012-2013 school year would technically still be considered a ninth-grade student in 2013-2014. In those cases, students would still be served in Levin High School and would have access to appropriate courses to support their continued progress toward graduation.

Over a period of seven years, the current and projected enrollments for each existing and proposed school and the projected building utilization rate are shown in the following table:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
09X414	Jonathan Levin High School for Media and Communications	374	240 - 250	115 - 125	55 - 65	-	-	-
09XTBD	New School	-	100 - 120	150 - 180	200 - 240	250 - 300	300 - 360	350 - 420
09X227	Bronx Collegiate Academy	333	330 - 370	330 - 370	330 - 370	330 - 370	330 - 370	330 - 370
09X239	The Urban Assembly Academy for History and Citizenship for Young Men	81	30 - 40	-	-	-	-	-
09X329	DreamYard Preparatory School	320	320 - 360	320 - 360	320 - 360	320 - 360	320 - 360	320 - 360
09X412	Bronx High School of Business	380	375 - 415	375 - 415	375 - 415	375 - 415	375 - 415	375 - 415
09X413	Bronx High School for Medical Science	469	420 - 490	415 - 485	415 - 485	415 - 485	415 - 485	415 - 485
09X564	Claremont International HS	77	150 - 170	225 - 255	300 - 340	300 - 340	300 - 340	300 - 340
Total Building Enrollment		2,034	1,965 - 2,215	1,930 - 2,190	1,995 - 2,275	1,990 - 2,270	2,040 - 2,330	2,090 - 2,390
Utilization		73%	70% - 79%	69% - 78%	71% - 81%	71% - 81%	73% - 83%	75% - 85%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations.

Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

The DOE anticipates that building X410 will still have excess space once Levin High School and UAA History and Citizenship have completed their phase-outs and both Claremont International and 09X350 have completed their phase-ins. This is discussed in greater detail below in Section III.B.

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

A. Students

Enrollment Options for Current Levin High School Students

If this proposal is approved, Levin High School will be gradually phased out over the next several years and will no longer admit new ninth-grade students after the end of this school year. Current Levin High School students will have the opportunity to graduate from that school, assuming that they continue to earn credits on schedule and pass the required Regents exam.

All students currently attending Title 1 schools that are designated as "Priority" or "Focus" schools under SED's state accountability system are eligible to apply for a transfer to another school through the DOE's Public School Choice ("PSC") Process. More information about this process can be found at the DOE's website at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

This year, pending approval from SED, the DOE will prioritize students in eligible current and proposed phase-outs, including Levin High School, to get first priority within the PSC process. This would mean that students at Levin High School would be considered for a public school transfer first before other eligible applicants in non-phase out schools. By doing this, the DOE is seeking to maximize the availability of a transfer for students from phase-outs who are interested in completing their educational program elsewhere.¹⁸

¹⁸ Based on data from the past two years, less than 1% of eligible students Citywide historically transfer out of their school through the PSC process. This revised PSC prioritization structure could increase the percentage of students transferring out of eligible phase-out schools. However, the DOE cannot predict with certainty whether or to what extent the impact of this policy

Current Ninth Graders at Levin High School

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 10, 2012. Students who are in 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 Levin High School who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 10, 2012. If this proposal is approved in March 2013, there will be another opportunity for current, first-time ninth-grade students at Levin High School, and students at other schools who have applied to Levin High School, to submit a new list of 12 school programs in Round Two of the High School Admissions Process in March. Those interested in applying to attend a different school as a tenth grader in September 2013 should meet with a guidance counselor.

In April 2013, students will be able to participate in Round Two of the High School Admissions process. Students will submit a Round Two application and will be able to rank school programs that have available seats for tenth grade. Students may receive a match as part of Round Two in May 2013. If a student submitted an application as part of Round One of the High School Admissions process, a match received in Round Two will nullify the Round One match.

Current repeat ninth grade students, along with current first-time ninth-grade students who choose to stay, will complete high school at Levin High School, provided that they earn credits on schedule and pass the required Regents exam. As the school becomes smaller, students who do not earn credits on schedule and/or pass the required Regents exam will receive more individualized attention to ensure they receive the support they need to succeed. Students will also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a Transfer High School.¹⁹

Current Tenth, Eleventh, and Twelfth Graders at Levin High School

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate will complete high school at Levin High School, if they continue to earn credits on schedule and pass the required Regents exam. As the school becomes smaller, students will receive more individualized attention until they graduate to ensure they are receiving the support they need to succeed. Students should 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 also meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served at a transfer high school or a Young Adult Borough Center. Transfer schools and Young Adult Borough Centers have strong track records for helping over-age, under-credited students get back on track towards graduation.²⁰ In general, however, it is expected that

change will impact projected enrollment at Levin High School. As a result, the enrollment projections in this EIS assume historical transfer rates.

¹⁹ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE’s Web site at www.goingforme.org.

²⁰ A student designated as “over-age, under-credited” is considered to be two or more years behind his or her expected age and credit accumulation at the time of entry into a transfer school.

most current Levin High School students will remain enrolled at the school as they work towards graduation.

The DOE will arrange a new placement for students who have not accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate by the closure date of June 2016.

Impact on Academic and Extra-Curricular Offerings at Levin High School

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

Levin High School's educational program offers a focus in film and video. A list of DOE high schools that offer similar media-based educational programs is included in Appendix A of this document.

Levin High School currently serves general education students and students requiring special education services, including students currently enrolled in Self-Contained special education ("SC") classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). Students with disabilities will receive services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled in the schools on the Taft Campus will continue to receive their mandated special education services if this proposal is approved.

Levin High School currently serves students classified as English Language Learner ("ELL") students. It offers English as a Second Language ("ESL") services to these students. All students enrolled in the schools on the Taft Campus will continue to receive appropriate ELL services if this proposal is approved.

The DOE remains focused on helping Levin High School students succeed. If this proposal is approved, Levin High School will be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support will be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

Levin High School will continue offering student athletics and other extra-curricular program options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

According to the High School Directory, Levin High School currently offers the following sports:²¹

- PSAL Sports²² – Boys: Baseball, Basketball, Bowling, Handball, Indoor Track, JV Basketball, Outdoor Track, Soccer, Volleyball
- PSAL Sports – Girls: Basketball, Cross Country, Soccer, Softball, Tennis, Volleyball
- PSAL Sports – Co-ed: N/A
- School Sports – Basketball, Baseball, Soccer, Volleyball, Tennis, Bowling, Track and Field, Girls Softball

According to the High School Directory, Levin High School also offers the following extra-curricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> ■ Community Service ■ Peer Tutoring ■ Internships ■ After-school Tutoring ■ PM School ■ Saturday School ■ Step Team ■ Drama 	<ul style="list-style-type: none"> ■ Drama ■ Chess

Again, it is difficult to predict precisely how changes to the above offerings might be implemented, as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the Taft Campus is already home to several school organizations other than Levin High School, including one school that is still phasing in and another new school currently proposed to open in the building for the 2013-2014 school year, if approved by the PEP. Typically during phase-outs, 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. This is already the case at the Taft Campus. If this proposal is approved, students who attend 09X350 while it phases-in and students who attend Levin High School while it phases-out, like all other students on the Taft Campus, will be able to participate in campus-wide athletics programs. 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 Levin High School students will continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out, though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed phase-out is not expected to impact extracurricular program offerings at the other schools on

²¹ The NYC High School Directory can be accessed at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

²² PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

the Taft Campus.

Impact on Community Partnerships at Levin High School

The DOE has worked with the administration at Levin High School to establish partnerships with several community-based organizations (“CBOs”). Levin High School currently has partnerships with: The Leadership Program, Syracuse University, University of Vermont, Lehman College, Bronx Community College, BRONXNET, Cablevision, Montefiore Medical Center, and Learning Leaders/NBC. Those partnerships will continue to support current students as Levin High School phases out, though it is possible that the nature and scope of those partnerships will change based on shifting need and resource availability as the school moves toward closure. The DOE will work with Levin High School 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 will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Levin High School students in the past. The other schools currently housed on the Levin High School 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 Taft Campus to introduce or enhance partnerships with the community organizations that currently support Levin High School students.

Impact on Students Attending Other Schools on the Taft Campus

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools in X410. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed phase-out will not impact the enrollment or admissions at other schools located in the X410 building.

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

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

For high school admissions for the 2013-2014 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new school that will open the following September. Students will receive Round Two results at the end of May 2013.

For more information about the High School Admissions Process, please visit:

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

High school students with IEPs, with the exception of those recommending placement in a District 75

school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, enabling students with IEPs to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

All schools on the Taft Campus, with the exception of UAA History and Citizenship which is phasing out, admit students as part of the Citywide High School Admissions Process.²³ Levin High School admits students through the educational option admissions method. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, middle, and low reading levels. From the applicant pool, half of the students matched are selected from those ranked by the schools' administration and the other half is selected randomly. If a student scores in the top 2% on his or her previous year's English Language Arts reading exam and lists an educational option program as his or her first choice, he or she will be guaranteed a match to that program.

High school admissions applications were due on December 10, 2012. If this proposal is approved by the PEP on March 11, 2013, students who listed a Levin High School program on their high school admissions applications will have the program removed from the student's existing ranking before the Round One match is executed. In this scenario, any school ranked lower than the program offered at Levin High School on the application will 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 Levin High School on the application. However, if the student would have been matched to Levin High School, he or she would instead be matched to the next-highest program listed on the applications for which he or she is considered, subject to admissions methods, priorities, and seat availability.

In addition, eighth-grade and interested first-time ninth-grade students will have the opportunity to submit a new admissions application during Round Two. School programs with available seats as well as new high schools designated to open throughout the city for the 2013-2014 school year will also be available for these students to consider as part of Round Two. If a student already received a match in Round One, submitting a Round Two application will replace the Round One match if the student receives a Round Two match. If the student does not receive a Round Two match, the student will keep his or her Round One match.

If approved, the proposed replacement school for Levin High School, 09X350, will enroll students through the Citywide High School Admission Process when it begins serving high school students in the 2015-2016 school year. Additional details regarding the proposed admissions method and educational program at 09X350 are included in a separate EIS, also posted on January 11, 2013. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Enrollment Impact on Future Students at School for Medical Science—Middle School Choice Process

This proposal will not impact School for Medical Science's current admissions process for middle school. School for Medical Science offers a screened program through the Districts 9 and 10 Middle School Choice Process, which is described in detail below, and would continue to do so if this proposal is approved. School for Medical Science's screened program has the following selection criteria:

²³ Bronx High School for Medical Science serves students in grades six through twelve. High school students are admitted through the High School Admissions Process and middle school students are admitted through the District 9 and 10 Middle School Choice Process.

- Review of Test Scores
- Writing Sample
- Review of Attendance and Punctuality
- Attendance at an Information Session

Districts 9 and 10 share a middle school choice process, which means that District 9 students have access to seats in choice schools and programs in both districts, although District 9 students retain priority over District 9 seats and District 10 students retain priority over District 10 seats. Fifth-grade students who meet promotional standards and live within either district are eligible to apply to any District 9 or 10 choice middle school. Students rank their preferences from among the District 9 and District 10 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an unscreened application process that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened application process for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

In addition to the Middle School Choice Process, School for Medical Science admits students through the over-the-counter (“OTC”) admissions process and would continue to do so if this proposal is approved. OTC 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 New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);²⁴ or
- Students who did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the school year.

²⁴ As detailed in Chancellor’s Regulation A-101, students have the “right to return” to their prior school within one calendar year following 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. Chancellor’s Regulation A-101 can be accessed at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, enabling students with IEPs to learn alongside their non-disabled peers to the greatest extent possible.

Middle school students identified as English Language Learners (“ELLs”) are admitted to schools in the same manner as all other general education students. Therefore, placement for ELL students is the same as described above.

Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Enrollment Impact for Future High School Students – Over-the-Counter Placements

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographic of students it will need to serve as a result of a phase-out decision. As of the October 26, 2012 Unaudited Register, Levin High School has a total of 62 new ninth grade admits. New ninth grade admits are made up of students who enter the school through two methods:

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

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

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);²⁵ or
- Students who did not participate in the High School Admissions Process for some other reason.

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

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

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

²⁵ As detailed in Chancellor’s Regulation A-101, students have the “right to return” to their prior school within one calendar year following 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. Chancellor’s Regulation A-101 can be accessed at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student may return if the student so chooses.

Screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.²⁶ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 599 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 140 to 166.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2012-2013 school year to approximate future needs.

The chart below provides an overview of how many ninth-grade students arrived at Levin High School through each admissions method in the 2012-2013 school year.

	OTC	High School Admissions Process
9th Grade	25	37

Additionally, Levin High School admitted a total of 33 students OTC in grades ten, eleven, and twelve in the 2012-2013 school year.

It is critical that the needs of all students—whether they arrive through the admissions process or the over-the-counter process—are met. Of the 37 ninth grade students who were admitted through the High School Admissions process, 24% are students with disabilities and 27% are ELLs. Of the 25 students who arrived over-the-counter, 16% are students with disabilities and 20% are ELLs.²⁷

The proposal to phase out Levin High School is not expected to impact the placement of OTC students at schools in the X410 building. Levin High School may continue to receive OTC students in the grades it serves depending on the needs of the community, preference of parents, and availability of seats. As detailed in a separate EIS regarding the co-location of the new school proposed for X410, 09X350 is expected to accept OTC students, should seats be available.²⁸

²⁶ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

²⁷ Students with disabilities as percentage of total ninth-grade OTC students at Levin High School from the October 26, 2012 Unaudited Register. This count does not include students receiving SETSS or students receiving speech or language services. English Language Learner students as percentage of total ninth-grade OTC students at Levin High School from the October 26, 2012 Unaudited Register.

²⁸ The proposal to co-locate 09X350 in building X410 can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Schools with Programs Similar to Levin High School's Program Offerings²⁹

Eighth-grade students will continue to have access to a broad range of high school options through the Citywide High School Admissions Process. These include many other Bronx high schools, some of which offer academic programs and pathways similar to those currently available at Levin High School. Detailed information about high schools is available at enrollment offices and online at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Attached as Appendix A is a list of schools in the Bronx with programs in the same interest area as those currently offered at Levin High School, Film/Video. In addition, the percent of students with disabilities and English Language Learners 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.

Impact on LYFE Program

The LYFE program supports pregnant and parenting students enrolled in DOE schools by providing childcare and referral services. Social Workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of the schools located in X410. The LYFE program serves students attending school in X410, but may also serve students in other schools in the surrounding community.

The central LYFE program in District 79 manages the individual sites both fiscally and programmatically. All LYFE staff are supervised by the program's principal and assistant principals. The LYFE program leaders are the rating officers for the field staff.

The LYFE program in X410 is not expected to lose any space or reduce the services offered as a result of this proposal. The LYFE program will continue to operate in the X410 building as Jonathan Levin phases out. The LYFE program is expected to remain in X410 and will continue to provide these services as long as there is a need and demand for the program.

For a list of LYFE programs go to: www.lyfenyc.org.

B. Schools

There will be sufficient space to accommodate Levin High School, 09X350, UAA History and Citizenship, Bronx Collegiate, DreamYard, School of Business, School for Medical Science, and Claremont International pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Levin High School phases out and the new school phases in. There will also be sufficient space to continue to house the LYFE center and Montefiore Medical Center. 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/community/planning/default.htm>.

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 sections per grade, assuming class size remains constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he or she is accompanied by a school's representative.

²⁹ Similar programs are defined as those in the same "interest area" to which students can apply through the High School Admissions Process.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. 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. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. 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.

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

The baseline room allocations for all schools located in the X410 building are contained in the EIS concerning the proposal to co-locate new school 09X350 in X410, which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If this proposal and the proposal to co-locate 09X350 are approved, it is likely that after Levin High School and UAA History and Citizenship complete their phase-outs and Claremont International and 09X350 complete their phase-ins, there will be a significant amount of underutilized space in building X410. The DOE will monitor enrollment in all schools in the upcoming school years. Any further proposed significant changes to school utilization for X410 would be described in a separate EIS and subject to approval by the PEP.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The performance at Levin High School for the past three years indicates there is a need to create better options for future students in the Levin High School community. Under this proposal, the X410 building will remain open, continuing to serve students enrolled in UAA History and Citizenship (until that school completes its phase-out), Bronx Collegiate, DreamYard, School of Business, School for Medical Science, and Claremont International. In addition, if the proposal to co-locate a new school, 09X350, is approved, the building will also house a new secondary school, 09X350. The proposal to open and co-locate 09X350, as described in the corresponding EIS, is intended to better serve the Levin High School community.

This proposal is not expected to impact community members' ability to obtain permits to use the building. The X410 building is functionally partially programmatically accessible.

Impact on Borough-Wide Seat Capacity

The proposed phase-out of Jonathan Levin is one of several previously and concurrently proposed changes to high school seats in the Bronx. These proposed changes include: phase-out of schools, co-locations of new schools to replace phase-out schools, enrollment reductions, enrollment increases, and grade reconfigurations of existing schools.

The DOE plans for high school capacity on a borough-wide basis and measures high school seat capacity based on ninth-grade seats. The chart on the following page details each of the proposed changes and provides a summary of the overall impact on ninth-grade seat capacity in the Bronx.

DBN	School Name	Building	PEP Vote	Impact on 9th Grade Seat Capacity	Admissions Method for Seats Added/Removed	Offers CTE Programming
Proposed High School Phase-Outs for 2013-2014						
08X405	Herbert H. Lehman High School	X405	Pending March 11, 2013 PEP Vote	-455	Educational Option, Limited Unscreened, Screened	Yes
09X414	Jonathan Levin High School for Media and Communications	X410	Pending March 11, 2013 PEP Vote	-62	Limited Unscreened	
Planned Enrollment Reductions for 2013-2014						
10X440	DeWitt Clinton High School	X440	N/A	-270	Educational Option, Screened	
Proposed New High Schools for 2013-2014						
07X259	New Career and Technical Education (CTE) School	X655	Pending March 11, 2013 PEP Vote	+108	Limited Unscreened	Yes
10X264	New Career and Technical Education (CTE) School	X660	Pending March 11, 2013 PEP Vote	+108	Limited Unscreened	Yes
10XTBD 1-3	Replacements at The Herbert H. Lehman Educational Campus ³⁰	X405	Pending March 11, 2013 PEP Vote	+378	Limited Unscreened, Screened	
10X351	New School 1 at DeWitt Clinton	X440	Pending March 11, 2013 PEP Vote	+108	Limited Unscreened	
10X353	New School 2 at DeWitt Clinton	X440	Pending March 11, 2013 PEP Vote	+108	Limited Unscreened	
Proposed or Approved Grade Expansions to Serve High School Grades for 2013-2014						
07X223	M.S. 223 The Laboratory School of Finance and Technology	X149	Approved – December 14, 2011 PEP Vote	+81	Screened; Language and Limited Unscreened	
Planned Enrollment Expansions to Serve High School Grades for 2013-2014						
84X539	New Visions Charter High School for Advanced Math and Science	X475	N/A	+25	Lottery	
84X553	The New Visions Charter High School for the Humanities	X475	N/A	+25	Lottery	
Net Anticipated Change in 9th Grade Seat Capacity by 2013-2014				+154		

Planned Enrollment Expansions to Serve High School Grades for 2014-2015						
84X202	New Visions Charter HS for Advances Math and Science II	X650	N/A	+27	Lottery	Yes
84X208	New Visions Charter HS for the Humanities II	X655	N/A	+27	Lottery	Yes
Net Anticipated Change in 9th Grade Seat Capacity by 2014-2015				+54		

As noted elsewhere in this document, and taken collectively with ongoing utilization changes in building X410, the proposal to phase-out Jonathan Levin is likely to yield a net loss of high school seats in building X410. The approximately 374 seats that Jonathan Levin will lose once it is fully phased out will be recovered in part through the phase-in of 09X350, which will offer 50-60 high school seats in 2015-2016 when it first adds high school components to the educational program. 09X350 will offer a total of 200-240 high school seats once it reaches its full scale in 2018-2019. These seats are not included above, as they

³⁰ The DOE anticipates proposing three new district high schools to open at the Lehman Campus in 2013-2014 to replace seats lost through the proposed phase-out of Lehman High School. Additionally, the screened program at Lehman High School will be maintained on the Lehman Campus and will be housed at one of the new or existing schools on the campus. Additional details regarding the replacement plan for Lehman High School can be found in the EISs regarding these proposals, which the DOE anticipates will be published on January 17th, 2013 and will be available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

will not begin to be available to first time ninth-graders until the 2015-2016 school year.³¹ However, as described below, there will continue to be an excess of high school seats in the Bronx in September 2013 and beyond, assuming that other pending high school phase-out and replacement proposals are approved.

The proposed new schools, grade expansions and planned enrollment changes will add 941 ninth-grade seats in the Bronx. The phase-outs of Lehman High School and Jonathan Levin High School, along with the enrollment reduction at DeWitt Clinton High School will only result in the loss of 787 ninth-grade seats. Therefore, the DOE anticipates there will be a net gain in capacity of 154 ninth-grade seats in the Bronx.

For the 2012-2013 school year, 15,466 ninth-grade seats were available in the Bronx for new ninth graders.³² A total of 15,033 new ninth-grade students are enrolled in Bronx high schools in 2012-2013, leaving 433 excess seats.

Thus, if all proposals are approved, there will be 154 new ninth-grade seats (for a total of 15,620 ninth-grade seats in the Bronx for 2013-2014), which when added to the 433 excess seats from 2012-2013, totals a projected excess of 587 seats in the 2013-2014 school year.³³

Further, the changes above represent an increase in limited unscreened seats, which are available to all students, regardless of past academic history. This means that a wider set of options would be available to a greater number of students. These changes also represent an increase in the number of seats that would give priority to students residing in the Bronx.

Information regarding the new high schools proposed to open in September 2013 will be provided in the winter for students who may be interested in applying to these schools as part of Round Two of the High Schools Admissions Process. Detailed information about all City high schools and the High School Admissions Process is published annually in the City's High School Directory, in printed materials available at DOE middle schools and Borough Enrollment Offices, and on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Programs>.

³¹ As discussed earlier in the EIS, as part of the replacement plan for the proposed phase-out of Jonathan Levin, the DOE has also proposed to open a new secondary school, 09X350, to serve overage students in building X410. This new school will add approximately 100-120 seats in 2013-2014, however these seats will be at the middle school level. In 2018-2019, when 09X350 has reached full scale, it will include 200-240 additional high schools seats.

³² Current ninth grade seat capacity is based on 2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

³³ The projected excess of 587 seats assumes the same number of new ninth grade admits in 2013-2014 as there were in 2012-2013. The actual number of new ninth grade admits in 2013-2014 is subject to change based on factors including, but not limited to demographics, changes in ninth grade seat targets, and new school seat capacity.

IV. Enrollment, Admissions, and School Performance Information

Jonathan Levin High School for Media and Communications (09X414)

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Educational Option
Admissions For 2013-2014 and beyond if Phase-out Proposal Is Approved	N/A

Enrollment Data³⁴

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	374
2013-2014 (projections)	240-250
2014-2015 (projections)	115-125
2015-2016 (projections)	55-65
2016-2017 (projections)	-
2017-2018 (projections)	-
2018-2019 (projections)	-

Demographic Data³⁵

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	24%
Percentage of English Language Learner Students	34%
Percentage of Students Eligible for Free or Reduced Lunch	62%

³⁴ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

³⁵ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

X414 Jonathan Levin High School for Media and Communications	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Quality Review Score	P	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	73%	66%	65%
4 Year Graduation Rate	50%	38%	31%
6 Year Graduation Rate	67%	69%	61%
% Graduating with a Regents Diploma	32%	31%	30%
Attendance Rate	86%	81%	84%
2012-2013 State Accountability Status	Priority School		

New Secondary School (09X350)

Admissions Data

Current Admissions	N/A
Admissions For 2013-2014 and beyond if Phase-out and Replacement Proposals Are Approved	<p>6-8: District 7 Middle School Choice Process & District 9 and 10 Middle School Choice Process Admissions Method: Limited Unscreened</p> <p>9-12 (beginning 2015-2016): High School Admissions Process; Admissions Methods: Limited Unscreened</p>

Enrollment Data

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-	-	-	-
2013-2014 (projections)	50-60	50-60	-	-	-	-	-	100-120
2014-2015 (projections)	50-60	50-60	50-60	-	-	-	-	150-180
2015-2016 (projections)	50-60	50-60	50-60	50-60		-	-	200-240
2016-2017 (projections)	50-60	50-60	50-60	100-120				250-300
2017-2018 (projections)	50-60	50-60	50-60	150-180				300-360
2018-2019 (projections)	50-60	50-60	50-60	200-240				350-420

Demographic Data

09X350 is not currently open. Therefore, demographic data is not available.

School Performance Data

09X350 is not currently open. Therefore, school performance data is not available.

Bronx Collegiate Academy (09X227)

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Limited Unscreened
Admissions For 2013-2014 and beyond	9-12: High School Admissions Process; Admissions Methods: Limited Unscreened

Enrollment Data

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	333
2013-2014 (projections)	330-370
2014-2015 (projections)	330-370
2015-2016 (projections)	330-370
2016-2017 (projections)	330-370
2017-2018 (projections)	330-370
2018-2019 (projections)	330-370

Demographic Data

Percentage of Students Receiving ICT or SC Services	19%
Percentage of Students with Individualized Education Programs	25%
Percentage of English Language Learner Students	32%
Percentage of Students Eligible for Free or Reduced Lunch	64%

School Performance Data

X227 Bronx Collegiate Academy	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	A
Quality Review Score	P	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	63%	77%	80%
4 Year Graduation Rate	61%	47%	56%
6 Year Graduation Rate	64%	68%	68%
% Graduating with a Regents Diploma	33%	42%	54%
Attendance Rate	75%	76%	80%
2012-2013 State Accountability Status	Focus School		

Urban Assembly Academy for History and Citizenship (09X239)

Admissions Data

Current Admissions	N/A: School is phasing out
Admissions For 2013-2014	N/A: School is phasing out

Enrollment Data

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	81
2013-2014 (projections)	30-40
2014-2015 (projections)	-
2015-2016 (projections)	-
2016-2017 (projections)	-
2017-2018 (projections)	-
2018-2019 (projections)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services	22%
Percentage of Students with Individualized Education Programs	32%
Percentage of English Language Learner Students	20%
Percentage of Students Eligible for Free or Reduced Lunch	53%

School Performance Data

09X239 is currently phasing out. Therefore, student performance data is not available.

DreamYard Preparatory School (09X329)

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Limited Unscreened
Admissions For 2013-2014 and beyond	9-12: High School Admissions Process; Admissions Methods: Limited Unscreened

Enrollment Data

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	320
2013-2014 (projections)	320-360
2014-2015 (projections)	320-360
2015-2016 (projections)	320-360
2016-2017 (projections)	320-360
2017-2018 (projections)	320-360
2018-2019 (projections)	320-360

Demographic Data

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	23%
Percentage of Students Eligible for Free or Reduced Lunch	60%

School Performance Data

X329 DreamYard Preparatory School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	D	B
Quality Review Score	N/A	D	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	62%	73%	74%
4 Year Graduation Rate	52%	49%	54%
6 Year Graduation Rate	N/A	N/A	72%
% Graduating with a Regents Diploma	37%	34%	53%
Attendance Rate	79%	75%	81%
2012-2013 State Accountability Status	Priority School		

Bronx High School of Business (09X412)

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Limited Unscreened
Admissions For 2013-2014 and beyond	9-12: High School Admissions Process; Admissions Methods: Limited Unscreened

Enrollment Data

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	380
2013-2014 (projections)	375-415
2014-2015 (projections)	375-415
2015-2016 (projections)	375-415
2016-2017 (projections)	375-415
2017-2018 (projections)	375-415
2018-2019 (projections)	375-415

Demographic Data

Percentage of Students Receiving ICT or SC Services	21%
Percentage of Students with Individualized Education Programs	24%
Percentage of English Language Learner Students	25%
Percentage of Students Eligible for Free or Reduced Lunch	65%

School Performance Data

X412 Bronx High School of Business	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	C	C
Quality Review Score	P	UD	N/A
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	83%	82%	71%
4 Year Graduation Rate	53%	51%	43%
6 Year Graduation Rate	63%	58%	60%
% Graduating with a Regents Diploma	36%	43%	40%
Attendance Rate	86%	86%	84%
<i>2012-2013 State Accountability Status</i>	Priority School		

Bronx High School for Medical Science (09X413)

Admissions Data

Current Admissions	6-8: District 9 and 10 Middle School Choice Process; Admissions Method: Screened 9-12: High School Admissions Process; Admissions Methods: Screened
Admissions For 2013-2014 and beyond	6-8: District 9 and 10 Middle School Choice Process; Admissions Method: Screened 9-12: High School Admissions Process; Admissions Methods: Screened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Grades 9-12	Total Enrollment
2012-2013 (unaudited)	61	61	56	291	469
2013-2014 (projections)	50-60	50-60	55-65	265-305	420-490
2014-2015 (projections)	50-60	50-60	50-60	265-305	415-485
2015-2016 (projections)	50-60	50-60	50-60	265-305	415-485
2016-2017 (projections)	50-60	50-60	50-60	265-305	415-485
2017-2018 (projections)	50-60	50-60	50-60	265-305	415-485
2018-2019 (projections)	50-60	50-60	50-60	265-305	415-485

Demographic Data

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with Individualized Education Programs	9%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	62%

School Performance Data

X413 Bronx High School for Medical Science	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	C	B
Quality Review Score	N/A	P	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	78%	81%	76%
4 Year Graduation Rate	84%	78%	93%
6 Year Graduation Rate	91%	86%	89%
% Graduating with a Regents Diploma	70%	67%	93%
Attendance Rate	92%	92%	93%
2012-2013 State Accountability Status	In Good Standing		

Claremont International High School (09X564)

Admissions Data

Current Admissions	9-12: High School Admissions Process; Admissions Methods: Screened: language
Admissions For 2013-2014 and beyond	9-12: High School Admissions Process; Admissions Methods: Screened: language

Enrollment Data

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	77
2013-2014 (projections)	150-170
2014-2015 (projections)	225-255
2015-2016 (projections)	300-340
2016-2017 (projections)	300-340
2017-2018 (projections)	300-340
2018-2019 (projections)	300-340

Demographic Data

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	1%
Percentage of English Language Learner Students	30%
Percentage of Students Eligible for Free or Reduced Lunch	79%

School Performance Data

09X564 is a new school that opened in September 2012. Therefore, school performance data is not currently available.

V. Initial Costs and Savings and Cost of Instruction

If this proposal is approved, once the phase-out of Levin High School is fully implemented, the DOE will cease to allocate funds to Levin High School, and repurpose all remaining funds previously allocated to the school. Most funding in schools’ budgets is allocated on a per-pupil basis, based on current Fair Student Funding (“FSF”) per capita allocation levels, which 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 Levin 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.

Please refer to the FSF Guide³⁶ and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Levin High School.³⁷ Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

As a school identified by the State as a Priority School, Levin High School must implement a school intervention model. Under this proposal in which Levin High School is phased out and a new school is sited at the school, Levin High School may be eligible for additional funding based on a school plan aligned to federal turnaround principles. The DOE will seek guidance from the New York State Education Department to determine whether the school is eligible for any additional state funding. If not, the DOE will provide the school with additional funding to support implementation of the school plan in each year of the phase-out.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of new school 09X350 with the existing schools on the Taft Campus. For a detailed explanation on the initial costs and savings as a result of the co-location proposal, please see <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Levin High School will be excessed over the course of the phase-out.³⁸ This process will 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 will be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who did not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will 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 will have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

Students who would otherwise have enrolled in Levin High School may now enroll in other new schools opening borough-wide, and those schools might need to hire additional staff. That replacement school will follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT, and hire no less than 50% of their staff from the most senior qualified staff from the Levin High School, if sufficient number of staff apply, until the impacted school has completed its phase-out. New staff positions will also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal will not necessarily result in an overall loss of teaching positions

³⁶ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

³⁷ The FY13 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

³⁸ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

within the Citywide system.

If approved, this proposal will not impact the personnel needs of UAA History and Citizenship, Bronx Collegiate, DreamYard, School of Business, School for Medical Science, or Claremont International.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to Levin 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.

If approved, this proposal will not impact the administration of UAA History and Citizenship, Bronx Collegiate, DreamYard, School of Business, School for Medical Science, or Claremont International.

C. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Levin High School during the course of its phase-out or the other organizations in X410 as a result of this proposal.

D. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the X410 building.

VII. Building Information

Building		X410
Type of Building		HS
Year Built		1940
Overall BCAS rating		2.27
2011-2012 Target Building Utilization		74%
2011-2012 Target Building Capacity		2796
FY 2012 Maintenance Costs	Labor	\$74,326
	Materials	\$45,701
	Maintenance and repair contracts	\$82,287
	Service contracts	\$10,505
	Custodial operations costs—Materials	\$23,371
	Custodial operations costs—Custodial Allocation	\$584,432
FY 2012 Energy Costs	Electric	\$306,061
	Gas	\$3,703
	Oil	\$354,019
Projects completed during the current or prior school year		Soil Remediation
Projects proposed in the capital plan		None
Accessibility of the building		Building is functionally partially programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

Appendix A: NYC High Schools offering Film and Video Programs

DBN	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
02M630	Art and Design High School	231-249 East 56 Street, Manhattan	1,405	1,436	98%	B	7%	2%	Film/Video Production	Audition
11X253	Bronx High School for Writing and Communication Arts	800 East Gun Hill Road, Bronx	433	473	92%	C	13%	9%	Bronx High School for Writing & Communication Arts	Limited Unscreened
12X478	The Cinema School	1551 East 172nd Street, Bronx	305	310	98%	-	4%	3%	The Cinema School	Screened
17K537	High School for Youth and Community Development at Erasmus	911 Flatbush Avenue, Brooklyn	390	496	79%	A	18%	8%	Media	Limited Unscreened
21K620	William E. Grady Career and Technical Education High School	25 Brighton 4th Road, Brooklyn	796	1,450	55%	B	20%	4%	Media and Dramatic Arts	Educational Option
30Q301	Academy for Careers in Television and Film	36-41 28 Street, Long Island City	439	537	82%	A	10%	3%	Academy for Careers in Television and Film	Limited Unscreened
30Q501	Frank Sinatra School of the Arts High School	35-12 35th Avenue, Astoria	786	746	105%	A	0%	0%	Film and Media Arts	Audition

Sources:	
2012-13 Enrollment	2012-2013 Unaudited Register (as of October 26, 2012).
2011-12 Organization Capacity (Org Capacity)	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2012-13 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2011-2012 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 26, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.