

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Bread & Roses Integrated Arts High School (05M685) Beginning in 2013-2014

I. Summary of Proposal

On January 11, 2013, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to phase out Bread & Roses Integrated Arts High School (05M685, “Bread and Roses”), an existing high school located in school building M136 (“M136”) beginning in the 2013-2014 school year. Bread and Roses is located at 6 Edgecombe Avenue, New York NY 10030, within the geographical confines of Community School District 5 (“District 5”). Bread and Roses 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 EIS also initially posted on January 11, 2013 and subsequently revised, the DOE is proposing to co-locate a new district secondary school, Eagle Academy for Young Men of Harlem (05M148, “Eagle Academy”), in building M136. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

This amended EIS includes updated descriptions of the admissions criteria at Eagle Academy and clarifies that the school will serve only male students. It also includes updated enrollment figures, updated information regarding State Improvement Grants, and corrects typographical errors.

If this phase-out proposal is approved, Bread and Roses 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 per year until it closes in June 2016. Current students will be supported as they progress towards graduation while remaining enrolled at Bread and Roses. 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 Bread and Roses completes phasing out.

Bread and Roses is co-located with KAPPA IV (05M302, “KAPPA IV”), an existing district middle school that currently serves students in grades six through eight, and with Mott Hall High School (05M304, “Mott Hall”), an existing high school that currently serves students in grades nine through twelve.¹

Bread and Roses and Mott Hall admit students through the Citywide High School Admissions Process. Bread and Roses admits students through the educational option method. Mott Hall admits students through the limited unscreened method. KAPPA IV admits students through the District 5 Middle School Choice Process. Additional information about these admissions processes and methods is contained in Sections III.A and III.C of this EIS.

If this phase-out proposal is approved, Bread and Roses will continue serving currently enrolled students, but will begin phasing out one grade each year beginning in September 2013 and will complete its phase-out after the 2015-2016 school year. In a separate EIS, the DOE is proposing to open a new district secondary school, Eagle Academy, in building M136 beginning in September 2013. That proposal can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. Eagle Academy will grow to full-scale as Bread and Roses phases out. The new school, which will serve only male students, will open with sixth grade, adding one grade annually and reaching full-scale in the 2019-2020 school year with a grade span of six through twelve.

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.

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 within the bottom 5% of schools in the state.² In August 2012, SED identified Priority schools across the State, including 122 in New York City. High Schools are identified as Priority schools based on their graduation rates. 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 High School 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).

During the 2010-2011 school year, Bread and Roses was designated as a Persistently Low Achieving (“PLA”) school by SED, and received a D grade on its Progress Report. In May 2011, the DOE assigned several PLA schools to one of four federally approved intervention models. Bread and Roses became a Restart school. This model’s interventions aimed to change the school by partnering the school with an outside organization which supports and helps manage the school.

In May of 2011, the DOE submitted applications for School Improvement Grants (“SIG”) to the New York State Education Department (“SED”) for most of its PLA schools, including Bread and Roses. Bread and Roses was eligible for up to \$850,510 in SIG funding per year for up to three school years to support the Restart model. However, SED has since suspended SIG funding under the Restart model because the current teacher evaluation system in New York City does not meet state standards. As a result, Bread and Roses is not receiving SIG funding at present.

During the 2011-2012 school year, Bread and Roses’s poor Progress Report grade and PLA status led the DOE to consider a range of interventions to improve student outcomes. Ultimately, the DOE proposed to close Bread and Roses entirely at the end of the 2011-2012 school year and replace it with a new school which would have opened this past September. An arbitrator’s decision prevented the DOE from implementing this proposal.

This year, Bread and Roses received an overall F grade on its Progress Report, falling from D grades in 2009-2010 and 2010-2011, and was designated a Priority school by SED. The school was rated “Developing” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.

As a result, the DOE initiated a further comprehensive review of Bread and Roses, with the goal of determining what intensive supports and interventions would best benefit its students and the Bread and Roses 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.

² In August 2012, SED identified 221 Priority Schools across the state, including 122 in New York City.

In light of the fact that performance at Bread and Roses has continued to decline, the DOE believes that the only the most serious intervention—the gradual phase-out and eventual closure of Bread and Roses—will address the school’s declining performance and longstanding struggles and allow for new school options to develop in building M136 that will better serve future students and the broader community.

Performance and School Environment at Bread and Roses

As noted above, Bread and Roses has struggled for years, and the school’s performance during the 2011-2012 school year further demonstrates the DOE’s assessment that the school lacks capacity to turn around quickly to better support student needs.

- Four year graduation rates have remained below 61% for the last seven years and have been declining since 2008-2009. Bread and Rose’s four-year graduation rate (including August graduates) was 41% in 2012—well below the most recent Citywide average of 65.5% (Citywide average is based on the 2011 New York State reported graduation results for DOE students).
- 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 56% of first-year students at Bread and Roses 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 Bread and Roses in the bottom 6% of high schools Citywide.
- Bread and Roses was identified by the SED as a Priority school, defined by SED as among the bottom 5% of schools in the state.
- 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. Bread and Roses earned an F grade on its 2011-2012 annual Progress Report, including F grades for Student Progress, Student Performance, School Environment, and College and Career Readiness. Bread and Roses has a history of low performance, including D grades on both the 2009-2010 and 2010-2011 Progress Reports.
- Only 28% 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%.
- The school’s attendance rate remains below most other high schools. The 2011-2012 attendance rate was 76% compared to the Citywide high school average of 85%, putting Bread and Roses in the bottom 7% of all high schools Citywide.

The chart below summarizes key performance data for Bread and Roses over the past three years:

Bread and Roses Integrated Arts High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	D	F
Quality Review Score ³	P	D	N/A ⁴
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	53%	66%	56%
4 Year Graduation Rate	56%	47%	41%
6 Year Graduation Rate	65%	70%	62%
% Graduating with a Regents Diploma	31%	34%	36%
Attendance Rate	76%	78%	76%
2012-2013 State Accountability Status⁵	Priority School		

Overview of Past Strategic Improvement Efforts at Bread and Roses

Bread and Roses has struggled for years. Based on evidence that the school was not equipped to significantly improve student performance, in April 2012 the Panel for Educational Policy (“PEP”) voted to implement the closure and replacement of Bread and Roses. A lawsuit prevented the DOE from following through with those plans. However, Bread and Roses’ performance during the 2011-2012 school year further demonstrates that the high school lacks the capacity to turn around quickly to better support student needs.

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

Leadership Support:

- Coaching the principal and assistant principals in the use of classroom observations and feedback to enhance teacher effectiveness.
- Supporting school leadership in aligning curriculum to Citywide instructional expectations to raise standards for teacher practice and student learning.
- Coaching principals and assistant principals in using performance and accountability data to inform school-wide improvement goals.

³ For more information on Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review>

⁴ Not all schools receive a Quality Review every year.

⁵ 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>.

Instructional Support:

- Providing training for teachers in ways to improve lesson planning and differentiate instruction to ensure that learning is challenging and engaging for students.
- Coaching school staff in monitoring students' credit accumulation and Regents test scores, in order to identify areas where students are falling behind and adjust instructional planning and academic programming accordingly.
- Facilitating school-wide professional development aimed at raising the rigor of instruction across all content areas.
- Providing direct instructional coaching for math, social studies, and science teachers to support the development of rigorous curriculum, mapping and rubrics to enhance instructional coherence and consistency.

Operational Support:

- Providing support to the school in the management of mandates and compliance requirements for students with disabilities to ensure such students receive mandated services.
- Advising the school on grant implementation and working with the principal to align the budget with the school-wide instructional goals.
- Advising the school on budgeting, building management and staffing.

Student Support:

- Working with the principal to design and implement an advisory program for seniors to support students in increasing credit accumulation, passing Regents exams, meeting graduation requirements, and completing the college application process.
- Coaching the school in evidence-based guidance and counseling strategies to build the school's capacity to offer social and emotional support to students.
- Working with school leadership and guidance counselors to implement college admissions counseling for students.
- Facilitating work with vendors and external partners to provide extra-curricular opportunities for students to increase student engagement.

Bread and Roses 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 Bread and Roses community about strategies to better support students and improve outcomes at the school. On December 5, 2012 Manhattan High School Superintendent Antony Lodico held meetings - with parents at the school, with teachers, and with the School Leadership Team - to discuss what is and is not working at Bread and Roses and how joint efforts could better serve students.

Approximately 32 teachers attended the teacher meeting. They had some positive feedback about the dedication of the teachers to their students and their satisfaction with the professional development offered, but they also expressed a number of concerns, including:

- The school serves a high percentage of struggling students and of students who do not want to be there.
- A significant amount of time is spent maintaining order in the school, as students are often misbehaving.

- The school needs more skills-based classes because students are coming in at very low skill levels.

Approximately 23 people attended the parent meeting. They offered positive feedback about the school. Some stated that students are improving as a result of extra supports being offered, and others discussed how family oriented the school is.

Approximately 14 people attended the School Leadership Team meeting. They also had some positive feedback on the dedication of the teachers and the positive partnerships that the school has, but they also shared a number of concerns, including:

- The large percentage of new teachers and the divide among staff members.
- The school serves a very large population of high needs students, including a large number of overage and undercredited students.
- Elections for the School Leadership Team have yet to take place, thus the School Leadership Team is not currently functioning.

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/manhattan/feedback?id=318>.

While some members of the Bread and Roses community object to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback in other ways as it continues to support current Bread and Roses students working toward graduation and as it develops plans to replace Bread and Roses with a new school that better meets student and community needs.

The DOE 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

M136 has the target capacity to serve 1,319 students.⁶ (The concept of “target capacity” is described below.) In 2012-2013, the building is serving 1,033 total students,⁷ yielding a utilization rate of 78%.⁸ This means that the building is “underutilized” and has extra space to accommodate students.

If this proposal is approved, Bread and Roses will begin phasing out one grade at a time, beginning in the 2013-2014 school year and would complete its phase-out after the 2015-2016 school year. As part of the replacement strategy for Bread and Roses, the DOE is also proposing to co-locate a new district secondary school that will serve male students, Eagle Academy, in building M136, beginning in the 2013-2014 school year. If the co-location and phase-out proposals are both approved, the new school will phase in one grade level per year and complete phase-in during the 2019-2020 school year. The proposal to co-locate Eagle Academy is detailed in a separate revised EIS February 14, which can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. Mott

⁶ 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”).

⁷ 2012-2013 Audited Register (as of October 26, 2012).

⁸ 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 charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 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.

Hall will continue to serve students in grades nine through twelve, and KAPPA IV will continue to serve students in grades six through eight while Bread and Roses phases out and Eagle Academy phases in.

If both proposals are approved, the grade spans for each of the existing and proposed schools in the building over the course of Bread and Roses’s phase-out and Eagle Academy’s phase-in will be as follows:⁹

Grade Spans									
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
05M685	Bread and Roses	9-12	10-12	11-12	12	-	-	-	-
05M148	Eagle Academy	-	6-8	6-8	6-8	6-8	6-8	6-8	6-8
05M302	KAPPA IV	6-8	9-12	9-12	9-12	9-12	9-12	9-12	9-12
05M304	Mott Hall	9-12	6	6-7	6-8	6-9	6-10	6-11	6-12

Once Bread and Roses has completed its phase-out and Eagle Academy has completed its phase-in, there will be approximately 1,145-1,285 students served in building M136 in 2019-2020, yielding an estimated utilization rate of 87%-97%. Therefore, the building has adequate capacity to accommodate the full expansion of Eagle Academy during and after the phase-out of Bread and Roses, if both proposals are approved.

⁹ As Bread and Roses phases out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 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 Bread and Roses and would have access to appropriate courses to support their continued progress toward graduation.

The current and projected enrollments for each existing and proposed school over a period of eight years, as well as building utilization rates, are shown in the table below:

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	2019-2020 Projected Enrollment
05M685	Bread and Roses	424	255 - 295	120 - 160	50 - 90	-	-	-	-
05M148	Eagle Academy ¹⁰	-	75 - 85	150 - 170	225 - 255	300 - 340	375 - 425	450 - 510	525 - 595
05M302	KAPPA IV	197	185 - 215	210 - 240	210 - 240	210 - 240	210 - 240	210 - 240	210 - 240
05M304	Mott Hall	412	410 - 450	410 - 450	410 - 450	410 - 450	410 - 450	410 - 450	410 - 450
Total Building Enrollment		1,033	925 - 1,045	890 - 1,020	895 - 1,035	920 - 1,030	995 - 1,115	1,070 - 1,200	1,145 - 1,285
Utilization¹¹		78%	70% - 79%	67% - 77%	68% - 78%	70% - 78%	75% - 85%	81% - 91%	87% - 97%

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 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 United Federation of Teachers (“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’

¹⁰ In a separate revised EIS the DOE has proposed to site Eagle Academy for Young Men of Harlem, a new district secondary school, in building M136 beginning in the 2013-2014 school year. The Panel for Education Policy will vote on this proposal in March 2013.

¹¹ 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 charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 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 will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

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.

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

A. Students

Enrollment Options for Current Bread and Roses Students

If this proposal is approved, Bread and Roses 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 Bread and Roses students will have the opportunity to graduate from that school, assuming that they continue to earn credits on schedule and pass the required Regents exams.

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 Bread and Roses, to get first priority within the PSC process. This would mean that students at Bread and Roses 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-out schools who are interested in completing their educational program elsewhere.¹²

Current Ninth-Grade Students at Bread and Roses

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 Bread and Roses 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 Bread and Roses, and students at other schools who have applied to Bread and Roses, to submit

¹² 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 change will impact projected enrollment at Bread and Roses. As a result, the enrollment projections in this EIS assume historical transfer rates.

a new list of 12 school programs in Round Two of the High School Admissions Process. 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 would submit a Round Two application and would 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 will complete high school at Bread and Roses if they earn credits on schedule and pass the required Regents exams. As the school becomes smaller, students who do not earn credits on schedule 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.¹³

Current Tenth-, Eleventh-, and Twelfth- Grade Students at Bread and Roses

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate will complete high school at Bread and Roses if they continue to earn credits on schedule and pass the required Regents exams. 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.¹⁴ In general, however, it is expected that most current Bread and Roses students would 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 before Bread and Roses closes in June 2016.

Impact on Academic and Extra-Curricular Offerings at Bread and Roses

With respect to academics, Bread and Roses will continue to offer 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 Bread and Roses to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative

¹³ 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.

¹⁴ 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.

offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City.

Bread and Roses currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and 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 in the M136 building will continue to receive their mandated special education services if this proposal is approved.

Bread and Roses 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 in the M136 building will continue to receive appropriate ELL services if this proposal is approved.

The DOE remains focused on helping Bread and Roses students succeed. If this proposal is approved, Bread and Roses will be provided targeted, customized and intensive supports aimed at the unique needs of the school and its students. This support would 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 them 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.

Bread and Roses will continue to offer 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, Bread and Roses currently offers the following sports:¹⁵

- PSAL Sports¹⁶ – Boys: Varsity Basketball, JV Basketball, Baseball, Indoor Track, Outdoor Track, Bowling
- PSAL Sports – Girls: Varsity Basketball, JV Basketball, Softball, Indoor Track, Outdoor Track, Bowling
- PSAL Sports – Co-ed: Golf
- School Sports – Intramural Basketball, Field Day

¹⁵ The High School Directory is available at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>

¹⁶ 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.

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

Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> ■ Peer Mediation ■ Expanded Learning Time ■ Debate Team ■ Musical and Dramatic Theater Production 	<ul style="list-style-type: none"> ■ Student Government ■ Yearbook Team ■ Chess

It is difficult to predict precisely how changes to the above offerings may be implemented, as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the M136 building is already home to school organizations other than Bread and Roses. Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, we anticipate that this same opportunity will exist for students across the M136 building, including students attending Bread and Roses as that school phases out. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners. As Bread and Roses phases out and Eagle Academy phases in, the relative enrollment of female students in the building is likely to decrease, as Eagle Academy will serve only male students. As such, it is possible that these proposals could impact the availability of girls’ and/or co-ed sports teams offered on the campus.

Similarly, all school organizations in the building will offer extra-curricular programs based on student interests, available resources, and staff support for those programs. Current Bread and Roses students will continue to have the opportunity to participate in a variety of extra-curricular programs as the school phases out, though the specific programs offered may change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources. As they do with athletic offerings, multiple schools may collaborate to offer joint extra-curricular programs across the campus as appropriate. The proposed phase-out is not expected to impact extra-curricular program offerings at the other schools in M136.

Impact on Community Partnerships at Bread and Roses

The DOE has worked with the administration at Bread and Roses to establish partnerships with the following organizations.¹⁷

- Abyssinian Development Corporation,
- Youth Build,
- Harlem Jets, and
- Columbia Presbyterian Hospital

The DOE will work with Bread and Roses 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 Bread and Roses students in the past.

¹⁷ Partnership information is school reported.

Impact on Students Attending Other Schools in the M136 Building

This proposal is not expected to impact academic or extra-curricular program offerings or partnerships at any of the other schools in M136. Programs will continue to be offered based on student interests, available resources, and staff support for those programs. The proposed phase-out of Bread and Roses will not impact the enrollment or admissions at other schools located in the M136 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 program 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 schools 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 students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access 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.

Both high schools in the M136 building admit students as part of the Citywide High School Admissions Process. Bread and Roses 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 are 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 would be guaranteed a match to that program.

Mott Hall has a limited unscreened admissions method. A limited unscreened program gives priority to students who demonstrate interest in the school by attending a school's Information Session or Open House

event or visiting the school's exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority for admission to the school's program(s). If approved, this proposal will not affect Mott Hall's admissions process.

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 Bread and Roses program on their high school admissions applications would 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 Bread and Roses 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 Bread and Roses on the application. However, if the student would have been matched to Bread and Roses, he or she would instead be matched to the next-highest program listed on the application for which he or she is considered, subject to admissions methods, priorities, and seat availability.

In addition, students will have the opportunity to submit a new 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 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 nullify the Round One match if the student receives a Round Two match.

Enrollment Impact on Future Students at KAPPA IV—Middle School Choice Process

This proposal will not impact KAPPA IV's current admissions process for middle school. However, the proposal to open Eagle Academy in M136, which is dependent on the approval of this proposal, would add a new middle school option in the M136 building. This could impact the enrollment at KAPPA IV, though the DOE cannot predict with certainty whether or to what extent enrollment would be impacted.

KAPPA IV admits students through the District 5 Middle School Choice Process, through a screened admissions method. The screened criteria include: attendance at an Open House; a review of students' attendance, punctuality, and grades; a student interview; and a teacher recommendation.

Through the District 5 Middle School Choice Process, all District 5 fifth-grade students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or City-wide eligibility. Students may also choose to apply to a number of schools that manage their own admissions processes. Information about all of these options is printed in each district's Middle School Choice Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. 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>.

In the District 5 Middle School Choice Process, students rank their preferences from among District 5 choice middle schools and programs. The choice 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);
- K-8 schools with an unscreened or limited unscreened application process that have available seats for middle school students (elementary students in these schools have the right to remain for middle school and receive priority; all other seats become available through this process); and

- 6-12 schools with an unscreened, limited unscreened, or screened application process.

In addition, screened and audition middle schools and alternative programs are offered through referrals. Students may also choose to apply to a number of schools that manage their own admissions process and/or schools with borough-wide or Citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. 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#manhattan>. (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>.

Middle school students with IEPs are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs. Therefore, placement for students with IEPs and ELLs is the same as described above.

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 demographics of students it will need to serve as a result of a phase-out decision. As of the October 26, 2012 Audited Register, Bread and Roses has a total of 100 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 New York City 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;¹⁸
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); 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, his/her home address, 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 during the beginning of the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

¹⁸ 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>.

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) that have a two-year track record of not filling seats 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.¹⁹ 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, 597 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 122 in 2007-2008 to 144 in 2012-2013.

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 Bread and Roses for this school year through each admissions method.

	High School Admissions Process	Over-the-Counter
9th Grade	84	16

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 84 ninth-grade students who were admitted to Bread and Roses through the High School Admissions process, 20% are students with disabilities and 19% are ELLs. Of the 16 ninth grade students who were admitted to Bread and Roses over-the-counter, a small percentage are students with disabilities²⁰ and a small percentage are ELL students.²¹

The proposal to phase out Bread and Roses is not expected to impact the placement of OTC students at schools in the M136 building. Bread and Roses may continue to receive OTC students in the grades it serves. As detailed in a separate EIS regarding the co-location of the new school proposed for M136, Eagle Academy is expected to accept OTC students, should seats be available.²²

Schools with Programs Similar to Bread and Roses’s Program Offerings²³

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 Manhattan high schools, some of

¹⁹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

²⁰ Students with disabilities as percentage of total ninth-grade OTC students at Bread and Roses from the October 26, 2012 Audited Register. This count does not include students receiving SETSS or students receiving speech or language services.

²¹ English Language Learner students as percentage of total ninth-grade OTC students at Bread and Roses from the October 26, 2012 Audited Register.

²² The proposal to co-locate Eagle Academy in M136 can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

²³ Similar programs are defined as those in the same “interest area” to which students can apply through the High School Admissions Process.

which offer academic programs and pathways similar to those currently available at Bread and Roses. 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 Manhattan with programs in the same interest area as those currently offered at Bread and Roses. In addition, the percentage 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.

B. Schools

If this proposal and the proposal to phase-in Eagle Academy are approved, there will be sufficient space in M136 to accommodate Bread and Roses, Eagle Academy, KAPPA IV, and Mott Hall pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Bread and Roses phases out and Eagle Academy phases in. Please visit the New York City Department of Education Web site to access the 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.

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 in M136 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 M136 building are contained in the EIS concerning the proposal to co-locate new school Eagle Academy in M136, which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

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 of Bread and Roses over the past several years indicates there is a need to create better options for future students in the Bread and Roses community. Under this proposal, the M136 building will remain open, continuing to serve students enrolled in Mott Hall and KAPPA IV. In addition, the building will house a new school, Eagle Academy, the opening and co-location

of which, as described in the corresponding EIS, is intended to better serve the Bread and Roses community and create more high-quality educational options in M136.

Impact on Borough-Wide Seat Capacity

The proposed phase-out of Bread and Roses is one of several previously and concurrently proposed changes to high school seats in the Manhattan. These proposed changes include: phase-out schools, co-locations of new schools to replace phase-outs, new schools sited in under-utilized space, and grade expansions 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 below details each of the proposed changes and provides a summary of the overall impact on ninth-grade seat capacity in Manhattan.

Proposed Changes to Manhattan High Schools

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						
02M625	High School of Graphic Communication Arts	M625	Pending March 11, 2013 PEP Vote	-247	Educational Option	Yes
05M685	Bread and Roses Integrated Arts High School	M136	Pending March 11, 2013 PEP Vote	-100	Educational Option	No
05M469	Choir Academy of Harlem	M501	Pending March 11, 2013 PEP Vote	-75	Educational Option	No
Proposed New High Schools for 2013-2014 ²⁴						
02M135*	New District High School	M625	Pending March 11, 2013 PEP Vote	108	Limited Unscreened	Yes
02M139*	New District High School	M520	Pending March 11, 2013 PEP Vote	108	Limited Unscreened	Yes
05M157*	New District High School	M501	Pending March 11, 2013 PEP Vote	81	Limited Unscreened	Yes
Proposed Grade Expansions to Serve High School Grades for 2013-2014						
84M481	Democracy Prep Harlem High School	TBD	TBD	100	Lottery	No
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				-25		
Planned/Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation						
03M859	Special Music School	M490	Approved February 9, 2012	50	Screened	No
Total Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation				50		
Total Anticipated Change in 9th Grade Seat Capacity for 2013-2014				25		

²⁴ An asterisk (*) signifies a new high school that has yet to be given a school name.

The proposed and approved new schools and grade expansions would add 447 available ninth-grade seats in new high schools and expanded middle schools. The phase-outs of Graphics, Bread and Roses Integrated Arts High School and Choir Academy of Harlem would result in the loss of 422 ninth-grade seats. Therefore, the DOE anticipates a net capacity increase in 2013-2014 of approximately 25 ninth-grade seats in Manhattan. Thus, the proposals described above project to have a minimal overall impact on high school seat capacity in Manhattan. The proposals to partially replace the seats lost through the phase-out of Bread and Roses with Eagle Academy will slightly reduce the number of high school options available to female high school students. However, there is sufficient overall capacity in the borough to accommodate all students.

For the 2012-2013 school year, there are a total of 16,233 ninth-grade seats available in Manhattan.²⁵ A total of 15,991 new ninth-grade students enrolled in Manhattan high schools in 2012-2013, leaving 242 excess seats.

Thus, if all of these proposals are approved, there would be 25 new seats, and a total of 16,258 ninth-grade seats in Manhattan for the 2013-2014 school year, leaving a projected excess of 267 seats.²⁶ Thus, the proposals described above project to have a minimal impact on high school seat availability in Manhattan.

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.

In addition to what is reflected in the chart, the DOE has proposed an enrollment reduction for Murry Bergtraum High School for Business Careers beginning in 2014-2015. The DOE estimates that this will result in the loss of 108 ninth-grade seats. As part of the replacement plan for the proposed phase-out of Bread and Roses Integrated Arts High School, the DOE has also proposed to open one new secondary school in building M136. This new school would add approximately 81 new ninth grade seats when it begins to serve high school grades in 2016-2017. These seats are not included above, as they are not available to first time ninth graders next year.

Information regarding the new high schools proposed to open in September 2013 would 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, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

²⁵ Current ninth grade seat capacity is based on 2012-2013 ninth-grade seat targets for all district high schools (excludes District 75 and District 79 programs that offer Career and Technical Education components); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

²⁶ The projected excess of 267 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 various 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

The impacted schools for this proposal are Bread and Roses, Eagle Academy, KAPPA IV, and Mott Hall.

Bread & Roses Integrated Arts High School

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Educational Option
Admissions after Proposed Phase-out of Bread and Roses	N/A

Enrollment Data²⁷

	Total Enrollment
2012-2013 (audited)	424
2013-2014 (projections)	255 - 295
2014-2015 (projections)	120 - 160
2015-2016 (projections)	50 - 90
2016-2017 (projections)	-
2017-2018 (projections)	-
2018-2019 (projections)	-
2019-2020 (projections)	-

Demographic Data²⁸

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with IEPs	23%
Percentage of ELL Students	19%
Percentage of Students Eligible for Free or Reduced Lunch	80%

²⁷ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

²⁸ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

Bread & Roses Integrated Arts High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	D	F
Quality Review Score	P	D	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	53%	66%	56%
4 Year Graduation Rate	56%	47%	41%
6 Year Graduation Rate	65%	70%	62%
% Graduating with a Regents Diploma	31%	34%	36%
Attendance Rate	76%	78%	76%
2012-2013 State Accountability Status	Priority School		

KAPPA IV

Admissions Data

Current Admissions	Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Screened
Admissions after Proposed Phase-out of Bread and Roses	Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Screened

Enrollment Data²⁹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	75	52	70	197
2013-2014 (projections)	70-80	70-80	45-55	185-215
2014-2015 (projections)	70-80	70-80	70-80	210-240
2015-2016 (projections)	70-80	70-80	70-80	210-240
2016-2017 (projections)	70-80	70-80	70-80	210-240
2017-2018 (projections)	70-80	70-80	70-80	210-240
2018-2019 (projections)	70-80	70-80	70-80	210-240
2019-2020 (projections)	70-80	70-80	70-80	210-240

²⁹ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

Demographic Data³⁰

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with IEPs	23%
Percentage of ELL Students	16%
Percentage of Students Eligible for Free or Reduced Lunch	88%

School Performance Data

KAPPA IV	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	A	C
Quality Review Score	P	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	34%	25%	30%
Math % Proficient (Levels 3 and 4)	48%	53%	39%
Other Key Performance Indicators			
Attendance Rate	93%	93%	93%
2012-2013 State Accountability Status	In Good Standing		

Mott Hall

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions after Proposed Phase-out of Bread and Roses	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened

³⁰ Figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

Enrollment Data³¹

	Total Enrollment
2012-2013 (audited)	412
2013-2014 (projections)	410 - 450
2014-2015 (projections)	410 - 450
2015-2016 (projections)	410 - 450
2016-2017 (projections)	410 - 450
2017-2018 (projections)	410 - 450
2018-2019 (projections)	410 - 450
2019-2020 (projections)	410 - 450

Demographic Data³²

Percentage of Students Receiving ICT or SC Services	2%
Percentage of Students with IEPs	15%
Percentage of ELL Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	91%

School Performance Data

Mott Hall High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	B	C
Quality Review Score	P	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	89%	81%	67%
4 Year Graduation Rate	75%	73%	65%
6 Year Graduation Rate	88%	81%	80%
% Graduating with a Regents Diploma	69%	62%	61%
Attendance Rate	89%	90%	89%
2012-2013 State Accountability Status	In Good Standing		

³¹ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

³² Figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

Eagle Academy

Admissions Data

Current Admissions	N/A
Admissions after Proposed Phase-out of Bread and Roses	<p>Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Limited Unscreened</p> <p>Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened</p>

Enrollment Data³³

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-2013 (audited)	-	-	-	-	-	-	-	-
2013-2014 (projections)	75-85	-	-	-	-	-	-	75-85
2014-2015 (projections)	75-85	75-85	-	-	-	-	-	150-170
2015-2016 (projections)	75-85	75-85	75-85	-	-	-	-	225-255
2016-2017 (projections)	75-85	75-85	75-85	75-85	-	-	-	300-340
2017-2018 (projections)	75-85	75-85	75-85	75-85	75-85	-	-	375-425
2018-2019 (projections)	75-85	75-85	75-85	75-85	75-85	75-85	-	450-510
2019-2020 (projections)	75-85	75-85	75-85	75-85	75-85	75-85	75-85	525-595

Demographic Data

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

School Performance Data

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

V. Initial Costs and Savings

If this proposal is approved, once the phase-out of Bread and Roses is fully implemented, the DOE will cease to allocate funds to Bread and Roses, 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.

³³ The enrollment projections for a new school are based on the planned number of sections for the entry grade.

As a result of the phase-out, the total number of students enrolled at Bread and Roses 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 Guide 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 Bread and Roses. The FSF Guide is available at:

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

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

As a school identified by the State as a Priority School, Bread and Roses must implement a school intervention model. Under this proposal in which Bread and Roses is phased out and a new school is sited in the building, Bread and Roses could be eligible for additional funding from the DOE based on school plans aligned to federal turnaround principles. The DOE will continue to seek guidance from the New York State Education Department to determine if the schools are eligible for any additional funding. Receipt of such funds would also be conditioned upon the plans meeting a number of eligibility requirements, including the approval of a new teacher evaluation system for New York City.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of new school Eagle Academy with the existing schools in building M136. 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, Costs of Instruction, Administration, Transportation and Other Support Services

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Bread and Roses will be excessed over the course of the phase-out.³⁴ 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 would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve ("ATR") 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

³⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

Students who would otherwise have enrolled in Bread and Roses will have the opportunity to enroll in Eagle Academy when it opens its high school grades in the 2016-2017 school year, or in other new schools opening borough-wide in 2013-2014, and those schools might need to hire additional staff. That replacement school would 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 Bread and Roses, 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 would not necessarily result in an overall loss of teaching positions within the Citywide system.

If approved, this proposal will not impact the personnel needs of KAPPA IV or Mott Hall.

B. Administration

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

If approved, this proposal will not impact the administration of KAPPA IV or Mott Hall.

C. Transportation

If this proposal is approved, transportation would 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 Bread and Roses or the other organizations in M136 as a result of this proposal.

D. Other Support Services

The provision of certain support services is described above. Other support services would 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 M136 building.

VII. Building Information

Building		M136
Type of Building		HS
Year Built		1925
Overall BCAS rating		2.58
2011-2012 Target Building Utilization		87%
2011-2012 Target Building Capacity		1319
FY 2012 Maintenance Costs	Labor	\$25,093
	Materials	\$9,880
	Maintenance and repair contracts	\$5,440
	Service contracts	\$0
	Custodial operations costs—Materials	\$8,112
	Custodial operations costs—Custodial Allocation	\$278,570
FY 2012 Energy Costs	Electric	\$105,429
	Gas	\$75,933
	Oil	\$9,535
Projects completed during the current or prior school year		Exterior Masonry/Roofs/Security Lighting/Parapets
Projects proposed in the capital plan		Exterior Masonry/Roofs/Security Lighting/Parapets
Accessibility of the building		Building is not functionally fully programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

**Amended Educational Impact Statement
The Proposed Phase-out of Bread & Roses Integrated
Arts High School (05M685) Beginning in 2013-2014
Release Date: February 14, 2013**

**APPENDIX A: Manhattan High Schools
Interest Area: Humanities and Interdisciplinary Studies**

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util ³⁵	2011-2012 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
01M292	Manhattan	Henry Street School for International Studies	220 Henry Street	371	805	46%	C	17%	20%	International Studies	Limited Unscreened
01M450	Manhattan	East Side Community School	420 East 12 Street	622	834	75%	A	20%	3%	East Side Community	Screened
01M509	Manhattan	Marta Valle High School	145 Stanton Street	361	543	66%	C	19%	10%	Marta Valle High School	Educational Option
01M696	Manhattan	Bard High School Early College	525 East Houston Street	600	796	75%	B	0%	0%	Early College	Screened
02M047	Manhattan	"47" The American Sign Language and English Secondary School	223 East 23 Street	189	267	71%	B	23%	8%	English/American Sign Language Dual Language Environment	Screened

³⁵ The org capacity and org utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.

02M294	Manhattan	Essex Street Academy	350 Grand Street	329	479	69%	B	13%	3%	Essex Street Academy	Limited Unscreened
02M298	Manhattan	PACE High School	100 Hester Street	423	492	86%	A	13%	2%	PACE High School	Limited Unscreened
02M303	Manhattan	The Facing History School	525 West 50th Street	402	479	84%	A	22%	20%	The Facing History School	Limited Unscreened
02M374	Manhattan	Gramercy Arts High School	40 Irving Place	502	534	94%	C	12%	2%	International Baccalaureate Program	Screened
02M376	Manhattan	NYC iSchool	131 Avenue Of The Americas	447	247	181%	B	6%	0%	NYC iSchool	Screened
02M399	Manhattan	The High School for Language and Diplomacy	40 Irving Place	333	417	80%	-	14%	22%	High School for Language and Diplomacy	Limited Unscreened
02M400	Manhattan	High School for Environmental Studies	444 West 56 Street	1,322	1,033	128%	B	10%	9%	Environmental Studies	Educational Option
02M407	Manhattan	Institute for Collaborative Education	345 East 15Th Street	471	383	123%	A	0%	1%	Institute for Collaborative Education for New Students	Screened

02M407	Manhattan	Institute for Collaborative Education	345 East 15Th Street	471	383	123%	A	0%	1%	Institute for Collaborative Education for Current Students	For Continuing 8th Graders
02M411	Manhattan	Baruch College Campus High School	55 East 25 Street	441	502	88%	A	1%	0%	Baruch College	Screened
02M412	Manhattan	NYC Lab School for Collaborative Studies	333 West 17 Street	576	516	112%	A	13%	1%	College Prep	Screened
02M413	Manhattan	School of the Future High School	127 East 22 Street	703	803	88%	A	7%	1%	School of the Future	Screened
02M414	Manhattan	NYC Museum School	333 West 17 Street	480	480	100%	A	4%	0%	NYC Museum School	Screened
02M416	Manhattan	Eleanor Roosevelt High School	411 East 76 Street	516	620	83%	A	0%	0%	Eleanor Roosevelt High School	Screened
02M418	Manhattan	Millennium High School	75 Broad Street	658	525	125%	A	4%	0%	Millennium High School	Screened
02M419	Manhattan	Landmark High School	351 West 18 Street	385	587	66%	C	21%	19%	Landmark High School	Educational Option

02M422	Manhattan	Quest to Learn	351 West 18 Street	340	204	167%	-	14%	1%	Quest to Learn	Limited Unscreened
02M425	Manhattan	Leadership and Public Service High School	90 Trinity Place	622	744	84%	C	13%	5%	Leadership and Public Service	Educational Option
02M427	Manhattan	Manhattan Academy for Arts & Language	111 East 33 Street	257	210	122%	-	2%	88%	Manhattan Academy for Arts & Language	Screened: Language
02M432	Manhattan	Murray Hill Academy	111 East 33 Street	283	333	85%	-	18%	7%	Murray Hill Academy	Limited Unscreened
02M437	Manhattan	Hudson High School of Learning Technologies	351 West 18 Street	345	152	227%	-	19%	12%	Hudson High School of Learning Technologies	Limited Unscreened
02M438	Manhattan	International High School at Union Square	40 Irving Place	250	442	57%	-	0%	92%	International High School at Union Square	Screened: Language
02M439	Manhattan	Manhattan Village Academy	43 West 22 Street	413	499	83%	A	9%	3%	Manhattan Village Academy	Screened
02M449	Manhattan	Vanguard High School	317 East 67 Street	425	535	79%	A	14%	7%	College Preparatory	Educational Option

02M459	Manhattan	Manhattan International High School	317 East 67 Street	313	425	74%	A	0%	80%	Humanities and Interdisciplinary	Screened: Language
02M500	Manhattan	Unity Center for Urban Technologies	111 East 33 Street	245	372	66%	A	17%	13%	Unity Center for Urban Technologies	Educational Option
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 Pearl Street	1,748	2,134	82%	D	11%	11%	The Ninth Grade Academy	Educational Option
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 West 46 Street	700	545	128%	B	9%	9%	International Marketing, Computer Applications, Foreign Trade and Virtual Enterprise	Educational Option
02M534	Manhattan	Harvest Collegiate High School	34 West 14 Street	125	N/A	N/A	-	11%	5%	Harvest Collegiate High School	Limited Unscreened
02M545	Manhattan	High School for Dual Language and Asian Studies	350 Grand Street	387	459	84%	A	0%	35%	High School for Dual Language and Asian Studies	Screened: Language & Academics
02M580	Manhattan	Richard R. Green High School of Teaching	26 Broadway	590	573	103%	B	16%	6%	Liberal Arts Academy	Educational Option
02M605	Manhattan	Humanities Preparatory Academy	351 West 18 Street	203	231	88%	B	7%	1%	Humanities Preparatory Academy	Screened

03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 Amsterdam Avenue	432	416	104%	B	15%	11%	High School for Arts, Imagination and Inquiry	Limited Unscreened
03M403	Manhattan	The Global Learning Collaborative	145 West 84 Street	424	403	105%	-	16%	15%	The Global Learning Collaborative	Limited Unscreened
03M415	Manhattan	Wadleigh Secondary School for the Performing & Visual Arts	215 West 114 Street	501	804	62%	C	10%	7%	Wadleigh Secondary	Limited Unscreened
03M417	Manhattan	Frank Mccourt High School	145 West 84 Street	294	256	115%	-	6%	1%	Frank McCourt High School	Screened
03M479	Manhattan	Beacon High School	227-243 West 61St Street	1,258	809	156%	A	2%	0%	The Beacon School	Screened
03M860	Manhattan	Frederick Douglass Academy II Secondary School	215 West 114 Street	396	592	67%	A	15%	8%	Frederick Douglass Academy II for New Students	Educational Option
03M860	Manhattan	Frederick Douglass Academy II Secondary School	215 West 114 Street	396	592	67%	A	15%	8%	Frederick Douglass Academy II for Continuing Students	For Continuing 8th Graders
04M409	Manhattan	Coalition School for Social Change	2351 1St Avenue	330	554	60%	D	20%	10%	Coalition School for Social Change	Educational Option

04M495	Manhattan	Park East High School	230-34 East 105 Street	385	315	122%	B	11%	3%	Park East High School	Screened
04M555	Manhattan	Central Park East High School	1573 Madison Avenue	464	557	83%	A	9%	4%	Central Park East	Screened
04M610	Manhattan	Young Women's Leadership School	105 East 106 Street	442	531	83%	A	0%	2%	Young Women's Leadership School	Screened
05M367 ³⁶	Manhattan	Academy for Social Action: A College Board School	509 West 129 Street	371	405	92%	F	16%	13%	Academy for Social Action: A College Board School	Limited Unscreened
05M499	Manhattan	Frederick Douglass Academy	2581 7Th Avenue	1,448	1,710	85%	C	6%	2%	Frederick Douglass Academy	Screened
05M670	Manhattan	Thurgood Marshall Academy for Learning and Social Change	200-214 West 135Th Street	571	644	89%	B	11%	1%	International Baccalaureate Middle Years Program	Screened
06M293	Manhattan	City College Academy of the Arts	4600 Broadway	602	598	101%	A	12%	4%	City College Academy of the Arts	Screened
06M346	Manhattan	Community Health Academy of the Heights	512 W 182Nd St	531	548	97%	B	4%	31%	Community Health Academy of the Heights	Limited Unscreened

³⁶ In a separate EIS, the DOE has proposed to truncate the middle school grades of Academy for Social Action: A College Board School. The Panel for Education Policy will vote on this proposal in March 2013.

06M348	Manhattan	Washington Heights Expeditionary Learning School	511 West 182Nd Street	627	535	117%	A	13%	17%	Washington Heights Expeditionary Learning School	Limited Unscreened
06M423	Manhattan	High School for Excellence and Innovation	650 Academy Street	207	293	71%	-	21%	17%	High School for Excellence and Innovation	Limited Unscreened
06M462	Manhattan	The College Academy	549 Audubon Avenue	561	567	99%	B	8%	45%	International Business	Educational Option
06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1,316	1,437	92%	D	6%	3%	Academic Professions	Educational Option
06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1,316	1,437	92%	D	6%	3%	Humanities Program	Screened

Sources:	
2012-2013 Enrollment	2012-2013 Audited Register (as of October 26, 2012).
2011-2012 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 audited enrollment as of October 26, 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 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 Audited 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 Audited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.