

EDUCATIONAL IMPACT STATEMENT

The Proposed Merger of Academy of Public Relations (07X298) with South Bronx Academy for Applied Media (07X296) in Building X184 in the 2026-2027 School Year

I. Summary of Proposal

The New York City Department of Education (NYCDOE) is proposing to merge Academy of Public Relations (07X298), referred to as APR, with South Bronx Academy for Applied Media (07X296), referred to as SBAAM, in building X184 (X184) in the 2026-2027 school year.

A merger means that two or more existing school organizations are combined into one school to operate and serve students more effectively.ⁱ Mergers seek to improve learning environments by combining the strengths and best practices of both schools and distributing resources to reinforce academic enrichment opportunities, interventions, and other supports.

APR and SBAAM are both middle schools serving students in grades 6-8 in X184, located at 778 Forest Avenue, Bronx NY 10456, in Community School District 7 (District 7). APR and SBAAM are co-locatedⁱⁱⁱ in X184 with: Jill Chaifetz Transfer High School (Jill Chaifetz), which serves students in grades 9-12; one site of multi-sited District 75 school P.S. X017 (P017X@X184), which serves students in grades 6-8 in both special classes (SC) and in an inclusion program affiliated with APRⁱⁱⁱ; and one site of multi-sited District 75 school P.S. X754 J. M. Rapport School for Career Development (P754X@X184), which provides an inclusion program affiliated with Jill Chaifetz.^{iv} X184 also houses the community-based organization (CBO) Good Shepherd Services.^v

If this proposal is approved, APR will be combined with SBAAM such that the students, staff, and resources of APR will become part of the merged SBAAM as of the 2026-2027 school year. APR will no longer exist as a distinct school option and will no longer serve students in X184. The merged SBAAM will continue to be co-located with Jill Chaifetz, P017X@X184, and P754X@X184 in X184.

If this proposal is approved, all APR and SBAAM sixth and seventh grade students, as well as those in eighth grade who do not articulate to high school following the conclusion of the 2025-2026 school year, are expected to attend the merged SBAAM in X184 in the 2026-2027 school year, which will have sufficient space to accommodate all students. Current APR students who prefer a different school may seek a transfer for the 2026-2027 school year. Such students seeking a transfer may speak first with school administrators and then contact a Family Welcome Center (FWC), which will work to offer students a seat based on their needs and seat availability in accordance with Chancellor's Regulation A-101.^{vi} Additionally, middle school offers are expected to be released prior to the Panel for Educational Policy (PEP) vote on this proposal. As such, students who receive an offer to APR will receive direct communication from Office of Student Enrollment (OSE) who will offer to have their offer replaced with SBAAM instead. If students do not wish to attend, they may add themselves to waitlists for other schools



to which they are eligible for admission or may work with OSE and District 7 Superintendent's team to explore other school placement options.

A. Rationale

Merger decisions are made on a case-by-case basis in partnership with the superintendent and impacted school communities. They are intended to support under-enrolled schools and address the budgetary and programmatic challenges that may arise because of low enrollment. Since most funding in a school's budget is allocated on a per-pupil basis based on Fair Student Funding (FSF),^{vii} schools that struggle with low and/or declining enrollment may subsequently struggle with funding issues. As a result, those schools may not have the necessary funding to offer their students a full range of services or specialized instruction. Mergers aim to support healthy school enrollment so that schools have the budgets necessary to operate effectively.

This merger was developed in collaboration with the District 7 Superintendent to address the enrollment challenges at both APR and SBAAM, which have led to budgetary and programmatic constraints. APR and SBAAM have struggled for many years with low and declining enrollment, with both schools serving fewer than 200 students for the past three school years.^{viii} Despite the repeated and sustained supports the District 7 Superintendent's team has provided to both schools over the past several years, APR and SBAAM's enrollments have continued to decline. These interventions include, but are not limited to, marketing and student recruitment efforts, ongoing district cycles of support on mathematics, targeted literacy intervention, attendance systems to strengthen monitoring, outreach and engagement, as well as professional learning and coaching focused on enhancing instructional practice. As a result of low enrollment, both APR and SBAAM have been unable to provide a robust learning environment to current students. For example, in the current 2025-2026 school year, APR exceeded a teacher and guidance counselor due to budgetary constraints. Finally, the limited number of students has prevented these schools from adding unique programming to attract new applicants.

This merger, if approved, will create a stronger middle school with a unified and improved school environment for all students. The merger will combine the staff and school cultures from both APR and SBAAM and will provide students from both schools with access to expanded programming and enhanced educational opportunities. For example, SBAAM offers classes in media-production, digital storytelling, and applied media skills. Furthermore, SBAAM partners with District 75 school P.S. X017 to offer a middle school inclusion program, and it is a member of the Progressive Redesign Opportunity Schools for Excellence (PROSE) program.^{ix} APR offers emphasis on articulate and thoughtful communication, public speaking, reflection, and academic discourse. APR also offers a Transitional Bilingual Education (TBE) program in Spanish that strengthens home language development while building proficiency in academic English. The newly merged school will combine these offerings to create a student-centered, inclusive middle school focused on communication, media, language, and real-world learning, preparing students for academic success and future opportunities.

Merging APR with SBAAM is anticipated to result in an overall increased enrollment at the merged SBAAM, which will increase the school's budget. Therefore, if this proposal is approved, students attending the merged SBAAM may have access to increased academic and enrichment opportunities, interventions, and other support that otherwise would not be financially feasible for either school in the absence of a merger. Should this proposal be approved, staff and students from APR and SBAAM will work together during the 2025-2026 school year to determine which additional programmatic opportunities will be made available at the merged school to help meet student needs and interests.



Finally, APR and SBAAM are currently Community Schools, and the wrap-around services they provide through CBO partnerships, including mental health services and after-school programs, are covered by City tax-levy funding. Should this proposal be approved, in the 2026-2027 school year, the merged SBAAM will remain a Community School and continue to offer these services through partnerships with CBOs, pending funding. For more information about Community Schools, visit <https://www.nyccommunityschools.org/>.

B. Community Engagement

Community engagement was conducted in the course of creating this proposal, including:

- A briefing with local elected officials held on November 20, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The District 7 Superintendent;
 - Representatives from the Bronx Borough President's office;
 - Representatives from NYCDOE's Office of Intergovernmental Affairs (IGA); and
 - Representatives from NYCDOE's Office of District Planning (ODP).
- An APR School Leadership Team (SLT) meeting held on December 3, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The principal and representatives of APR's SLT;
 - The District 7 Superintendent and Executive Director; and
 - Representatives from ODP.
- A SBAAM SLT meeting held on December 3, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The principal and representatives of SBAAM's SLT;
 - The District 7 Superintendent and Executive Director; and
 - Representatives from ODP.
- An APR staff meeting held on December 8, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The APR principal and staff;
 - The District 7 Superintendent and Executive Director;
 - A Human Resource Senior Director and Director from the Division of School Leadership's School Finance and Human Resources Field Team; and
 - A representative from ODP.
- A SBAAM staff meeting held on December 8, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The SBAAM principal and staff;
 - The District 7 Superintendent and Executive Director;
 - A Human Resource Senior Director and Director from the Division of School Leadership's School Finance and Human Resources Field Team; and
 - A representative from ODP.



- A meeting with APR students held on December 8, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The APR principal and students; and
 - The District 7 Superintendent.
- A meeting with SBAAM students held on December 8, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The SBAAM principal and students; and
 - The District 7 Superintendent.
- An APR family meeting held on December 8, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The APR principal and staff;
 - The District 7 Superintendent; and
 - Representatives from ODP.
- An SBAAM family meeting held on December 8, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The SBAAM principal and staff;
 - The District 7 Superintendent; and
 - Representatives from ODP.
- A Joint APR and SBAAM SLT meeting held on December 18, 2025, to discuss the proposal, take questions, and collect feedback. This meeting was attended by:
 - The APR principal and staff;
 - The SBAAM principal and staff; and
 - The District 7 Superintendent and Executive Director.
- An X184 community meeting held on January 15, 2025, to discuss the proposal, take questions, and collect feedback. The meeting was attended by:
 - The District 7 Superintendent;
 - The District 75 Superintendent;
 - The Chief of School Support and District 75 from the Division of Inclusive and Accessible Learning;
 - The APR principal;
 - The SBAAM principal;
 - The P.S. X017 principal; and
 - A representative from ODP.

The NYCDOE will provide additional public engagement opportunities following this posting, including:

- An optional community meeting where NYCDOE representatives would meet with the school communities to discuss the proposal and take questions. This meeting would be held prior to the Joint Public Hearing at the request of the school communities;



- Opportunities for ongoing dialogue with impacted communities, which could include small stakeholder meetings, working group meetings, community forums, parent meetings, and SLT meetings;
- A Joint Public Hearing that is open to the public. Attendees are encouraged to comment on this proposal during the public comment portion of the hearing;
- A dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-5159 or emailing D07proposals@schools.nyc.gov; and
- A PEP meeting that is open to the public where attendees can provide comments.

All comments received at the Joint Public Hearing or through the dedicated phone line or email address by 6 p.m. on the day before the PEP meeting will be addressed by the NYCDOE in a Public Comment Analysis. The Public Comment Analysis will be made available to the public prior to the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/about-us/leadership/panel-for-education-policy>.

II. Proposed or Potential Use of X184

X184 has the capacity to serve a total of 1,197 students, according to the 2024-2025 Enrollment, Capacity and Utilization Report, also known as the Blue Book. The Blue Book can be found online at: https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202024-2025.pdf?sv=2017-04-17&sr=b&si=DNNFileManagerPolicy&sig=OjIdQrtIyj69sAtqecIwwyI1%2Bw8uRDEYO9rxRlaCE0U%3D.

In the current 2025-2026 school year, APR has an enrollment of 117 students, SBAAM has an enrollment of 146 students, Jill Chaifetz has an enrollment of 212 students, P017X@X184 has an enrollment of 146 students, and P754X@X184 has an enrollment of 8 students, which yields a building utilization rate of approximately 53%.^{x, xi} Building capacity and utilization figures in this Educational Impact Statement (EIS) are based on the standard methodology for calculating such figures using target capacity as described in Appendix A of this EIS.

If this proposal is approved, APR will merge with SBAAM in X184 in the 2026-2027 school year. As such, in the 2026-2027 school year, X184 is projected to have a total building enrollment of approximately 515-643 students across the merged SBAAM, Jill Chaifetz, P017X@X184, and P754X@X184. Enrollment projections for each school are as follows:

- The merged SBAAM is projected to serve approximately 210-240 students;
- Jill Chaifetz is projected to serve approximately 185-225 students;
- P017X@X184 is projected to serve approximately 114-170 students; and
- P754X@X184 is projected to serve approximately 6-8 students.

As such, in the 2026-2027 school year, X184 will have a projected building utilization rate of approximately 43-54%.

Table 1 below describes the grades served in X184 over a two-year period if this proposal is approved:

TABLE 1: GRADES OFFERED IN X184 FOR SCHOOL YEARS 2025-2026 AND 2026-2027

DBN	School Name	2025-2026	2026-2027
07X298	APR	6-8	N/A
07X296	SBAAM	6-8	6-8
07X379 ^{xii}	Jill Chaifetz	9-12	9-12
75X017	P017X@X184	6-8	6-8
75X754	P754X@X184	9-12	9-12

Table 2 below shows the current and projected enrollment and utilization rates in X184 over a two-year period if this proposal is approved:

TABLE 2: CURRENT AND PROJECTED ENROLLMENT AND UTILIZATION RATES IN X184 FOR SCHOOL YEARS 2025-2026 AND 2026-2027

Enrollment/Utilization	2025-2026	2026-2027 Projected
APR Enrollment	117	N/A
SBAAM Enrollment	146	210-240
Jill Chaifetz Enrollment	212	185-225
P017X@X184 Enrollment	146	114-170
P754X@X184 Enrollment	8	6-8
Total Building Enrollment	629	515-643
Total Building Utilization	53%	43-54%

If this proposal is approved, APR will merge with SBAAM following the conclusion of the 2025-2026 school year, and APR will no longer be allocated space in X184. The merged SBAAM, Jill Chaifetz, P017X@X184, and P754X@X184 will receive their full allocations of space in X184, pursuant to the Citywide Instructional Footprint (the Footprint), which guides space allocation and use in City schools. For more information about the Footprint, please visit the NYCDOE website at: https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/citywide-footprint-2015.pdf?sfvrsn=f02c1dbe_4.

Additional details about space are provided in Section III and Appendix B of this EIS.

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

A. Impact on Students

APR and SBAAM currently serve students in grades 6-8 in X184. Merging APR with SBAAM will combine the strengths of both school communities to create a merged school with a more sustainable student enrollment and additional educational programming. If this proposal is approved, APR will be merged with SBAAM in X184, and APR will no longer exist as a distinct school option after the 2025-



2026 school year.

If this proposal is approved, all APR and SBAAM sixth and seventh grade students, as well as those in eighth grade who do not articulate to high school following the conclusion of the 2025-2026 school year, are expected to attend the merged SBAAM in X184 in the 2026-2027 school year, which will have sufficient space to accommodate all students. If this proposal is approved, current APR students who prefer a different school may seek a transfer for the 2026-2027 school year. Such students seeking a transfer may speak first with school administrators and then contact a Family Welcome Center (FWC), which will work to offer students a seat based on their needs and seat availability in accordance with Chancellor's Regulation A-101. Additionally, middle school offers are expected to be released prior to the PEP vote on this proposal. As such, students who receive an offer to APR will receive direct communication from OSE who will offer to have their offer replaced with SBAAM instead. If students do not wish to attend, they may add themselves to waitlists for other schools to which they are eligible for admission or may work with OSE and District 7 Superintendent's team to explore other school placement options.

If this proposal is approved, beginning in the 2026-2027 school year and beyond, the merged SBAAM will be co-located with Jill Chaifetz, P017X@X184, and P754X@X184, meaning these schools will share common spaces, including the auditorium, gymnasium, and cafeteria.

1. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING APR AND SBAAM

This merger is not expected to impact current enrollment, academic offerings, or extra-curricular programming at either APR or SBAAM for the remainder of the 2025-2026 school year. APR and SBAAM will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

If this proposal is approved, APR will not enroll students after the 2025-2026 school year and will no longer exist as a distinct school option.

The merger of APR with SBAAM will result in an overall increased enrollment at the merged SBAAM in the 2026-2027 school year, which will consequently lead to an increased budget.

ACADEMIC OFFERINGS:

Beginning in the 2026-2027 school year, students attending the merged SBAAM will have access to increased academic offerings. The programs offered by each individual school will be combined and offered to all students attending the merged SBAAM. Therefore, students attending the merged SBAAM will have access to classes in media-production and communication skills, including public speaking, academic discourse, and social-emotional skills. Students will also have access to the PROSE program, District 75 inclusion program, and TBE program in Spanish. Should this proposal be approved, staff and students from APR and SBAAM will work together in the current school year to determine what additional programmatic opportunities will be made available at the merged school to help meet student needs and interests.

APR and SBAAM currently serve students with and without disabilities. Students with Individualized Education Programs (IEPs) receive special education services, as recommended on their IEPs. These programs and services are provided in general education and/or special education classrooms, or in



separate settings depending on need.

APR and SBAAM currently serve students recommended for the following programs and services:

- Integrated Co-Teaching (ICT);
- SC;
- Special Education Teacher Support Services (SETSS); and
- Other related services.

All current students enrolled at APR and SBAAM, and future students enrolled at the merged SBAAM, will continue to receive all IEP-recommended services. Programming is based on the IEP recommendations of current students and, therefore, may vary from year to year.

In addition, P017X@X184 is currently serving SBAAM students in grades 6-8 through a District 75 inclusion program. If this proposal is approved, P017X@X184 will continue to serve students in the merged SBAAM through their District 75 inclusion program.

Lastly, APR and SBAAM provide English as a New Language (ENL) service to currently enrolled English Language Learner (ELL) students. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services. APR also offers a TBE program in Spanish, and the merged SBAAM will continue to do so if this proposal is approved.

EXTRACURRICULAR ACTIVITIES AND PROGRAMS, SPORTS, AND PARTNERSHIPS:

If approved, this proposal is not expected to impact extracurricular activities, programs, sports, or partnerships currently offered at APR or SBAAM for the remainder of the 2025-2026 school year. Following the conclusion of the 2025-2026 school year, APR will no longer offer extracurricular activities, programs, sports, or partnerships, as it will cease to exist as a distinct school option.

If this proposal is approved, the merged SBAAM will offer extracurricular programs, sports, and partnerships based on student interests, available resources, and staff support for those programs. Additionally, the merged SBAAM is expected to offer expanded programming as a result of the combination of the two schools' individual resources. However, the specific programs offered at a given school are always subject to change. This is true for all City schools, which annually modify extracurricular offerings based on student demand and available resources.

APR currently offers the following:^{xiii}

- Extracurricular Activities and Programs:
 - Dance;
 - Debate Team;
 - Financial Literacy Club;
 - Leadership;
 - My Brother's Keeper and My Sister's Keeper;
 - Peer Mediation;
 - Restorative Circles;
 - Saturday Academy;
 - Student Government;



- Visual Arts; and
- Yearbook;
- Campus-wide Sports:
 - Baseball;
 - Basketball;
 - Flag Football;
 - Soccer;
 - Softball;
 - Track and Field; and
 - Volleyball.
- Partnership:
 - ASPIRA of New York.

SBAAM currently offers the following:^{xiv}

- Extracurricular Activities and Programs:
 - Academic Interventions (tutoring, mentorship, Preparatory Academic Content Enrichment);
 - Art;
 - Band;
 - Book Club;
 - Chess;
 - Cooking;
 - Creative Writing;
 - Dance;
 - Debate;
 - District 7 Dads Chapter for Edifying Fathers and Father Figures;
 - Drama;
 - Fashion;
 - Financial Literacy;
 - Fitness;
 - Leadership;
 - Math Team;
 - My Brother's Keeper and My Sister's Keeper;
 - Peer Mediation;
 - Peer Mentoring;
 - Photography;
 - Restorative Circles;
 - Robotics;
 - Saturday Academy;
 - Saturday Trips with Academic Relevance;
 - Scholar Internship Program;
 - School Newspaper;



- Service Learning;
- Spelling Bee;
- Student Council;
- Theater;
- Tutoring;
- Video Game Club; and
- Yearbook.

- Campus-wide Sports:
 - Baseball;
 - Basketball;
 - Flag Football;
 - Soccer;
 - Softball;
 - Track and field; and
 - Volleyball

- Partnerships:
 - Good Shepherd Services;
 - Partnership With Children; and
 - Behind The Book.

ADMISSIONS: ^{xv}

APR and SBAAM currently admit students through the middle school admissions process using an open admissions method. District 7 is unzoned for middle school. APR is open to residents of New York City and gives priority to students with siblings in APR, then to District 7 students and residents, then to Bronx students and residents, and then to residents of New York City. As mentioned above, APR also offers a TBE program that is open to New York City residents and gives priority to District 7 students and residents, then to Bronx students and residents, and then to residents of New York City. SBAAM is open to residents of New York City and gives priority to students with siblings in SBAAM, then to District 7 students and residents, then to Bronx students and residents, and then to residents of New York City, in accordance with Chancellor's Regulation A-101. As mentioned above, SBAAM partners with P.S. X017 to offer a District 75 inclusion program. This program is open to students currently in or recommended for District 75 Special Education Inclusive Services.

If this proposal is approved, APR will no longer be a distinct school option and will cease to admit students after the conclusion of the 2025-2026 school year. The merged SBAAM will serve students in grades 6-8 and will admit students through the middle school admissions process using an open admissions method, giving priority to students with siblings in SBAAM as it has in the past and in accordance with Chancellor's Regulation A-101.

If this proposal is approved, all current students at APR, with the exception of those articulating to high school, are expected to attend the merged SBAAM in X184, which will have sufficient space to accommodate all students. Families with students who applied to APR for sixth grade will have APR replaced with SBAAM on their middle school applications. If those families receive an offer to SBAAM



but do not wish to attend that school, they can contact the NYCDOE's Office of Student Enrollment to explore other school placement options. Additionally, current students at APR who prefer a different school option may seek a transfer for the 2026-2027 school year through the NYCDOE's Office of Student Enrollment by speaking first with school administrators and then contacting a FWC, which will work to offer students a seat based on their needs and seat availability in accordance with Chancellor's Regulation A-101. As mentioned above, middle school offers may be released prior to the Panel for Educational Policy (PEP) vote on this proposal. If so, families who listed APR as their first choice will receive communication from OSE directly to have their choice replaced with SBAAM. If families do not wish to attend the merged SBAAM, they may add themselves to waitlists for other schools to which they are eligible for admission or may work with OSE and District 7 Superintendent's team to explore other school placement options.

More information about the middle school admissions process can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/ms>. Further information about middle school options can be found on the NYCDOE's website at <http://www.myschools.nyc/en/schools/middle-school/>.

For more information on school admissions, please see Chancellor's Regulation A-101, which can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>.

2. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING JILL CHAIFETZ

This proposal is not expected to impact current or future student enrollment, admissions or programming at Jill Chaifetz. If this proposal is approved, Jill Chaifetz students will continue to be co-located in X184 building with the merged SBAAM, P017X@X184, and P754X@X184.

ACADEMIC OFFERINGS:

This proposal, if approved, is not expected to impact current or future academic offerings at Jill Chaifetz. Jill Chaifetz currently serves students with and without disabilities. Students with IEPs receive special education programs and services as recommended on their IEPs. These programs and services are provided in general education and/or special education classrooms, or in separate settings depending on need.

Jill Chaifetz currently educates students recommended for the following programs and services:

- ICT;
- SETSS; and
- Other Related Services.

All current and future students enrolled at Jill Chaifetz will continue to receive all IEP-recommended programs and services if this proposal is approved. Programming is based on the IEP recommendations of current students and, as such, may vary from year to year.

Additionally, Jill Chaifetz provides ENL services to currently enrolled ELLs. If this proposal is approved, these services will continue to be provided at Jill Chaifetz, and all students will receive their mandated services.

EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, AND PARTNERSHIPS:



If this proposal is approved, Jill Chaifetz will continue to offer extra-curricular programs and partnerships based on student interests, available resources, and staff support for those programs. However, the specific programs offered at a given school are always subject to change. This is true at all City schools, which annually modify extra-curricular offerings based on student demand and available resources.

Jill Chaifetz currently offers the following:^{xvi}

- Extra-Curricular Activities and Programs:
 - Biliteracy Certification;
 - Bilingual Programs offered in Spanish and Chinese in math, social studies, and science; and
 - Career Development and Occupational Studies Certification.
- Partnerships:
 - 21st Century Learning Grant;
 - Abrons Center for Arts;
 - Grand Street Settlement;
 - Lincoln Center; and
 - New York University College Corps.

ADMISSIONS:

This proposal, if approved, is not expected to impact current or future admissions at Jill Chaifetz. Jill Chaifetz is a transfer high school that currently serves students in grades 9-12. Jill Chaifetz currently admits students who are new to New York City Public Schools and are over-aged or under-credited through the transfer school admissions process. Specifically, students can apply to transfer schools throughout the school year by participating in an interview process. In addition to being part of the transfer school admission process, Jill Chaifetz admits a limited number of over-age first-time ninth grade students through the high school admission process.

For further information about transfer high school admissions, please visit the NYCDOE's website at: <https://www.schools.nyc.gov/enrollment/other-ways-to-graduate/transfer-high-schools/transfer-schools-guide>.

For further information about high school admissions, please visit the NYCDOE's website at: <https://www.schools.nyc.gov/HS>.

For more information on school admissions, please see Chancellor's Regulation A-101, which can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>.

3. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING P017X@X184

This proposal is not expected to impact current or future student enrollment, admissions, or programming at P017X@X184. If this proposal is approved, P017X@X184 students will continue to share the X184 building with the merged SBAAM, Jill Chaifetz, and P754X@X184. The proposal is also not expected to impact any of the other P.S. X017 sites.

ACADEMIC OFFERINGS:

P017X@X184 is a District 75 school serving students in grades 6-8 in Special Class (SC) sections in 12:1:1, 8:1:1, or 6:1:1 classroom settings, depending on needs of enrolled students who have a classification of autism, intellectual disability, and/or multiple disabilities on their IEP. P017X@X184 also serves some students in grades 6-8 in an inclusion program that is affiliated with SBAAM, meaning that P.S. X017 students take classes with general education students at SBAAM and receive special education programs and services as recommended on their IEPs, including SETSS and other related services.

If this proposal is approved, all current and future students who attend P017X@X184 will continue to receive all mandated services and programs in X184. All current and future students enrolled in P017X@X184's inclusion program will continue to take classes with their general education peers at the merged SBAAM and will receive all IEP recommended programs and services if this proposal is approved.

EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS:

If this proposal is approved, P017X@X184 will continue to offer extracurricular programs, sports, and partnerships based on student interests, available resources, and staff support for those programs. However, the specific programs offered at a given school are always subject to change. This is true for all City schools, which annually modify extracurricular offerings based on student demand and available resources.

Currently, P017X@X184 is offering after-school and Saturday programming including:^{xvii}

- Social Emotional Learning Arts After-school program; and
- Saturday Enrichment Program.

If this proposal is approved, P017X@X184 students served in the inclusion program will continue to have access to all extracurricular programming and activities, special programs, sports, and partnerships offered by SBAMM, as described above.

ADMISSIONS:

If this proposal is approved, P017X@X184 will continue to admit students in a manner consistent with current District 75 enrollment procedures. Students are placed in District 75 schools based on individual student needs and recommended special education services.

The following variables are taken into account when considering the best placement:

- Student's ranked preferences in MySchools applications for inclusion programs;
- Whether the student needs an accessible site;
- Seat availability in IEP-recommended program;
- The student's home district; and
- Whether the student has siblings in the articulating site.

Students are placed in class sections based on their needs and may be served in a District 75 program throughout the course of their education. For additional information about District 75 programs, please visit the NYCDOE's website at: <https://www.schools.nyc.gov/learning/special-education/school-settings/district-75>.



As mentioned above, SBAAM partners with P.S. X017 to offer a District 75 inclusion program. This program is open to students currently in or recommended for District 75 Special Education Inclusive Services. If this proposal is approved, the merged SBAAM will continue to partner with P017X@X184 to offer the inclusion program to students in grades 6-8.

4. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING P754X@X184

This proposal is not expected to impact current or future student enrollment, admissions or programming at P754X@X184. If this proposal is approved, P754X@X184 students will continue to share the X184 building with the merged SBAAM, Jill Chaifetz and P017X@X184. The proposal is also not expected to impact any of the other P.S. X754 sites.

ACADEMIC OFFERINGS:

P754X@X184 serves students in grades 9-12 in an inclusive education program that is affiliated with Jill Chaifetz, meaning that P.S. X754 students take classes with general education students at Jill Chaifetz and receive special education programs and services as recommended on their IEPs, including SETSS and other related services.

P754X@X184 is a District 75 school serving students in grades 9-12 in SC sections in 12:1:1, 8:1:1, or 6:1:1 classroom settings, depending on needs of enrolled students who have a classification of autism, intellectual disability, and/or multiple disabilities on their IEP.

All current and future enrolled students at P754X@X184's inclusion program will continue to take classes with their general education peers at Jill Chaifetz and to receive all IEP-recommended programs and services.

EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, AND PARTNERSHIPS:

If this proposal is approved, P754X@X184 students served in the inclusion program will continue to have access to all extracurricular programming and activities, special programs, sports, and partnerships offered by Jill Chaifetz, as described above. If this proposal is approved, Jill Chaifetz will continue to offer extracurricular programs to students enrolled at P754X@X184 based on student interests, available resources, and staff support for those programs. However, the specific programs offered at a given school are always subject to change. This is true at all City schools, which annually modify extracurricular offerings based on student demand and available resources.

ADMISSIONS:

P754X@X184 will continue to admit students in a manner consistent with current District 75 enrollment procedures. Students are placed in District 75 schools based on individual student needs and recommended special education services.

The following variables are considered when considering the best placement:

- Students' ranked preferences in their MySchools applications for inclusion programs;
- Whether the student needs an accessible site;
- Seat availability in IEP recommended program;



- The student's home district; and
- Whether the student has siblings in the articulating site.

Students are placed in class sections based on their needs and may be served in this program throughout the course of their education. For additional information about District 75 programs, please visit the NYCDOE's website at: <https://www.schools.nyc.gov/special-education/school-settings/district-75>.

5. IMPACT ON FUTURE MIDDLE SCHOOL STUDENTS IN DISTRICT 7

If this proposal is approved, students will no longer have the opportunity to enroll in APR for middle school, although they will have the opportunity to enroll in the merged SBAAM. Families with students who applied to APR for sixth grade will have APR replaced with SBAAM on their middle school applications. If those families receive an offer to SBAAM but do not wish to attend that school, they can contact the Office of Student Enrollment to explore other school placement options.

The merged SBAAM will continue to give priority to students with siblings in SBAAM, then to District 7 students and residents, then to Bronx students and residents, and then to residents of New York City as it has done in the past in accordance with Chancellor's Regulation A-101.

This proposal is not otherwise expected to impact the broad range of middle school options available to students in District 7, or the admissions process for any middle schools in District 7, including the merged SBAAM in X184.

More information about the middle school admissions process can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/MS>. Further information about middle school options can be found on the NYCDOE's website at <http://www.myschools.nyc/en/schools/middle-school/>.

6. IMPACT ON CBOS

X184 currently provides space for the CBO Good Shepherd Services. If approved, this proposal is not expected to impact the space allocated to the CBOs in X184. This proposal also is not expected to impact the services offered to the merged SBAAM, should this proposal be approved. However, Good Shepard Services is tied to NYC Department of Youth and Community Development (DYCD) funding and are currently part of an active Request for Proposals (RFP) process. While the services supported by this funding are expected to continue, the specific CBOs providing those services beyond the 2025–2026 school year will be determined based on the outcome of DYCD's RFP process.

7. IMPACT ON COMMUNITY SCHOOLS

As mentioned above, APR and SBAAM are Community Schools, and the wrap-around services they provide through CBO partnerships, including mental health services and after school programs, are covered by City tax-levy funding. Should this proposal be approved, in the 2026-2027 school year, the merged SBAAM will remain a Community School and continue to offer these services through partnerships with CBOs, pending funding. For more information about New York City Community Schools, visit <https://www.nyccommunityschools.org/>

B. Impact on the Allocation of Space in X184



If this proposal is approved, APR will merged with SBAAM in X184 in the 2026-2027 school year. As stated above, in the 2026-2027 school year, the projected enrollment for each school in X184 will be as follows:

- SBAAM is projected to serve approximately 210-240 students;
- Jill Chaifetz is projected to serve approximately 185-225 students;
- P017X@X184 is projected to serve approximately 114-170 students; and
- P754X@X184 is projected to serve approximately 6-8 students.

If this proposal is approved, there will be sufficient instructional and administrative space to accommodate the merged SBAAM, Jill Chaifetz, P017X@X184, and P754X@X184 in X184 pursuant to the Footprint. Please see Appendix B of this EIS for more information on the Footprint, which guides space allocation and use in City schools. The Footprint can also be found on the NYCDOE's website at: https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/citywide-footprint-2015.pdf?sfvrsn=f02c1dbe_4.

1. Overview of Space in X184

According to a building walkthrough and survey of X184 conducted on January 6, 2026 by a representative from the NYCDOE's Office of Space Management (OSM), X184 has a total of:

- 64 full-size rooms (FS),^{xviii}
- 27 half-size rooms (HS),^{xix}
- 6 quarter-size rooms (QS),^{xx} and
- 8.5 full-size equivalent rooms (FSE) of designed administrative space.

The space listed below contains building services and will not be included in the allocation of space for an individual school:

- The CBO Good Shepherd Services occupies 2 QS;
- The custodian's office occupies 1 HS;
- The dance room occupies 1 FS;
- The fitness center occupies 1 FS;
- The nurse's office occupies 1.0 FSE of designed administrative space;
- The School-Based Support Team occupies 0.5 FSE of designed administrative space; and
- The teachers' lounge occupies 1 FS.

X184 also has the following shared spaces, which will not be included in the allocation of space for an individual school:

- A gymnasium;
- An auditorium;
- A cafeteria; and
- A library.

Excluding the spaces outlined above, X184 has the following rooms available to be allocated:

- 61 FS;
- 26 HS;
- 4 QS; and
- 7.0 FSE of designed administrative space.



2. Space Allocation in X184 in the 2025-2026 School Year

SPACE ALLOCATION FOR APR

In the current 2025-2026 school year, APR's baseline Footprint allocation is:

- 6 FS;
- 4 HS; and
- 3.0 FSE for administrative use.

The NYCDOE has adjusted APR's baseline Footprint allocation due to a lack of available HS suitable for instruction in the building. As such, APR's adjusted baseline Footprint is:

- 9 FS;
- 1 HS; and
- 3.0 FSE for administrative use.
 - APR's administrative space allocation of 3.0 FSE is comprised of 2 FS, 1 HS, and 0.5 FSE of designed administrative space.

In 2025-2026, APR is using a total of:

- 19 FS;
- 2 HS;
- 1 QS; and
- 0.5 FSE of designed administrative space.

Therefore, in the 2025-2026 school year, APR is using the following rooms in excess of its adjusted baseline Footprint allocation:

- 8 FS; and
- 1 QS.

SPACE ALLOCATION FOR SBAAM

In the current 2025-2026 school year, SBAAM's baseline Footprint allocation is:

- 6 FS;
- 5 HS; and
- 3.0 FSE for administrative use.

The NYCDOE has adjusted SBAAM's baseline Footprint allocation due to a lack of available HS suitable for instruction in the building. As such, SBAAM's adjusted baseline Footprint is:

- 7 FS;
- 4 HS; and
- 3.0 FSE for administrative use.
 - SBAAM's administrative space allocation of 3.0 FSE is comprised of 1 HS and 2.5 FSE of designed administrative space.

In the 2025-2026 school year, SBAAM is using a total of:



- 15 FS;
- 5 HS;
- 2 QS; and
- 2.5 FSE of designed administrative space.

Therefore, in the 2025-2026 school year, SBAAM is using the following rooms in excess of its baseline Footprint allocation:

- 8 FS; and
- 2 QS.

SPACE ALLOCATION FOR JILL CHAIFETZ

In the current 2025-2026 school year, Jill Chaifetz's baseline Footprint allocation is:

- 10 FS;
- 1 HS; and
- 2.5 FSE for administrative use.
 - Jill Chaifetz's administrative space allocation of 2.5 FSE is comprised of 2 HS and 1.5 FSE of designed administrative space.

In 2025-2026, Jill Chaifetz is using a total of:

- 11 FS;
- 6 HS;
- 1 QS; and
- 1.5 FSE of designed administrative space.

Therefore, in the 2025-2026 school year, Jill Chaifetz is using the following rooms in excess of its adjusted baseline Footprint allocation:

- 1 FS;
- 3 HS; and
- 1 QS.

SPACE ALLOCATION FOR P017X@X184

In the current 2025-2026 school year, P017X@X184's baseline Footprint allocation is:

- 6 FS;
- 18 HS; and
- 3.0 FSE for administrative use.

The NYCDOE has adjusted P017X@X184's baseline Footprint allocation due to a lack of available HS suitable for instruction in the building. As such, P017X@X184's adjusted baseline Footprint is:

- 16 FS;
- 8 HS; and
- 3.0 FSE for administrative use.
 - P017X@X184's administrative space allocation of 3.0 FSE is comprised of 1 HS and 2.5



FSE for administrative use.

In 2025-2026, P017X@X184 is using a total of:

- 16 FS;
- 13 HS; and
- 2.5 FSE of designed administrative space.

Therefore, in the 2025-2026 school year, P017X@X184 is using the following rooms in excess of its adjusted baseline Footprint allocation:

- 4 HS.

Therefore, in the 2025-2026 school year, there are 17 FS, 7 HS, and 4 QS of total excess in X184 after APR, SBAAM, Jill Chaifetz, and P017X@X184 receive their baseline or adjusted baseline Footprint allocations. Enrollment from inclusion programs P017X@X184, affiliated with SBAAM, and P754X@184, affiliated with Jill Chaifetz, are considered part of the Footprint of the affiliated schools. For this reason, P754X@X184 does not have a distinct Footprint.

3. Space Allocation in X184 in the 2026-2027 School Year and Beyond

If this proposal is approved, APR will no longer be allocated space at X184, and the merged SBAAM will be co-located with Jill Chaifetz, P017X@X184, and P754X@X184 in X184 in the 2026-2027 school year and beyond.

SPACE ALLOCATION FOR THE MERGED SBAAM

In the 2026-2027 school year, SBAAM's baseline Footprint allocation will be:

- 12 FS;
- 6 HS; and
- 3.5 FSE for administrative use.

The NYCDOE has adjusted SBAAM's baseline Footprint allocation due to a lack of available HS suitable for instruction in the building. As such, SBAAM's adjusted baseline Footprint is:

- 13 FS;
- 5 HS; and
- 3.5 FSE for administrative use.
 - SBAAM's administrative space allocation of 3.5 FSE is comprised of 1 HS and 3.0 FSE of designed administrative space.

SPACE ALLOCATION FOR JILL CHAIFETZ

In the 2026-2027 school year, Jill Chaifetz's baseline Footprint allocation will be:

- 10 FS;
- 1 HS; and
- 2.5 FSE for administrative use.



- Jill Chaifetz’s administrative space allocation of 2.5 FSE is comprised of 2 HS and 1.5 FSE of designed administrative space.

SPACE ALLOCATION FOR P017X@X184

In the 2026-2027 school year, P017X@X184’s baseline Footprint allocation will be:

- 5 FS;
- 19 HS; and
- 3.0 FSE for administrative use.

The NYCDOE has adjusted P017X@X184’s baseline Footprint allocation due to a lack of available HS suitable for instruction in the building. As such, P017X@X184’s adjusted baseline Footprint will be:

- 16 FS;
- 8 HS; and
- 3.0 FSE for administrative use.
 - P017X@X184’s administrative space allocation of 3.0 FSE will be comprised of 1 HS and 2.5 FSE for administrative use.

Therefore, in the 2026-2027 school year, there will be an excess of 22 FS, 8 HS, and 4 QS in X184 after the merged SBAAM, Jill Chaifetz, and P017X@X184 receive their baseline or adjusted baseline Footprint allocation.

TABLE 3: TOTAL FS ALLOCATIONS IN X184 FOR SCHOOL YEARS 2025-2026 AND 2026-2027

Schools	2025-2026	2026-2027
APR	11	N/A
SBAAM	7	13
Jill Chaifetz	10	10
P017X@X184	16	16
Total FS according to baseline or adjusted baseline Footprints for all schools in X184	44	39
Total FS to be allocated in X184	61	61
Total FS excess remaining	17	22

Therefore, X184 has enough space to accommodate the merged SBAAM, Jill Chaifetz, and P017X@X184’s baseline and adjusted baseline Footprint allocations.

If this proposal is approved, OSM will work with the Building Council to ensure an equitable allocation of the excess space in X184.

C. Impact on Building Safety and Security

If this proposal is approved, the merged SBAAM, Jill Chaifetz, P017X@X184, and P754X@X184 will create an updated safety and security plan for X184 prior to the first day of school in the 2026-2027 school year. The NYCDOE makes the following safety and security supports available to schools:



- Providing an annual Opening Day resource guide for schools;
- Providing guidance and support to schools with conducting monthly school safety committee meetings where all stakeholders participate to discuss any safety related issues and/or updates. In addition, during these meetings, school occurrence data and crime data is reviewed and monitored in conjunction with the New York City Police Department local precinct and School Safety Division representatives;
- Technical assistance in safety and security policies and protocols via the Borough Safety Director;
- Professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

D. Impact on the Community

The NYCDOE believes that this proposal will benefit the APR and SBAAM communities, as well as the broader District 7 community. This merger was developed in collaboration with the District 7 Superintendent to address the enrollment challenges at both APR and SBAAM, which have led to budgetary and programmatic constraints. APR and SBAAM have struggled for many years with low and declining enrollment and demand, with both schools serving fewer than 200 students for the past three school years. Despite the repeated and sustained supports the District 7 Superintendent's team has provided to both schools over the past several years, APR and SBAAM's enrollments have continued to decline. As a result of low enrollment, both APR and SBAAM have been unable to provide a robust learning environment to current students. For example, in the current 2025-2026 school year, APR exceeded a teacher and guidance counselor due to budgetary constraints. The limited number of students has also prevented these schools from adding unique programming to attract new applicants, as most funding in a school budget is allocated on a per-pupil basis based on FSF; schools that struggle with low and/or declining enrollment may subsequently struggle with funding issues.

This merger will create a stronger middle school with a unified and improved school environment for all students. Beginning in the 2026-2027 school year, students attending the merged SBAAM will have access to increased academic offerings. The programs offered by each individual school will be combined and offered to all students attending the merged SBAAM. Therefore, students attending the merged SBAAM will have access to classes in media-production and communication skills, including public speaking, academic discourse, and social-emotional skills. Students will also have access to the PROSE program, District 75 inclusion program, and TBE program in Spanish. Should this proposal be approved, staff and students from APR and SBAAM will work together in the current school year to determine what additional programmatic opportunities will be made available at the merged school to help meet student needs and interests.

Merging APR with SBAAM is anticipated to result in an overall increased enrollment at the merged SBAAM, which will increase the school's budget. Therefore, if this proposal is approved, students attending the merged SBAAM are expected to have access to increased academic and enrichment opportunities, interventions, and other supports that otherwise would not be financially feasible for either school to offer in the absence of a merger.

Finally, APR and SBAAM are Community Schools, and the wrap-around services they provide through CBO partnerships, including mental health services and after-school programs, are covered by City tax-levy funding. Should this proposal be approved, in the 2026-2027 school year, the merged SBAAM will



remain a community school, partnering with CBOs and continuing to offer these services, pending funding.

If approved, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X184. This proposal is not expected to impact the building accessibility of X184.

IV. Enrollment, Admissions, and School Performance Information

A. APR

1. ADMISSIONS DATA

TABLE 4: CURRENT AND FUTURE ADMISSIONS METHOD: APR

Current and Future Admissions	Admissions Methods
Current Admissions	Grades 6-8: Open
Admissions if this proposal is approved	N/A

2. ENROLLMENT DATA

TABLE 5: APR CURRENT AND PROJECTED ENROLLMENT BY GRADE FOR SCHOOL YEARS 2025-2026 AND 2026-2027

School Year	Grade 6	Grade 7	Grade 8	Total Enrollment
2025-2026	33	36	48	117
2026-2027	N/A	N/A	N/A	N/A

3. DEMOGRAPHIC DATA^{xxi}

TABLE 6: APR DEMOGRAPHIC DATA

Demographics	Percent of Students
Economic Need Index	Above 95%
Students with Disabilities	38%
English Language Learners	25%

4. SCHOOL PERFORMANCE DATA

TABLE 7: APR KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS 2022-2023, 2023-2024, AND 2024-2025

Performance Data and Attendance Rates	2022-2023	2023-2024	2024-2025
Percentage of students proficient in English Language Arts ^{xxii}	27%	28%	19%
Percentage of students proficient in Math	14%	14%	7%

Attendance Rate ^{xxiii}	91%	92%	91%
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The 2024-2025 State Accountability Status of APR is: Local Support and Improvement (LSI).^{xxiv}

B. SBAAM

1. ADMISSIONS DATA

TABLE 8: CURRENT AND FUTURE ADMISSIONS METHOD: SBAAM

Current and Future Admissions	Admissions Methods
Current Admissions	Grades 6-8: Open
Admissions if this proposal is approved	Grades 6-8: Open

2. ENROLLMENT DATA

TABLE 9: CURRENT SBAAM AND PROJECTED MERGED SBAAM ENROLLMENT BY GRADE FOR SCHOOL YEARS 2025-2026 AND 2026-2027

School Year	Grade 6	Grade 7	Grade 8	Total Enrollment
2025-2026	42	55	49	146
2026-2027	55-65	70-80	85-95	210-240

3. DEMOGRAPHIC DATA

TABLE 10: SBAAM DEMOGRAPHIC DATA

Demographics	Percent of Students
Economic Need Index	Above 95%
Students with Disabilities	40%
English Language Learners	8%

4. SCHOOL PERFORMANCE DATA

TABLE 11: SBAAM KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS 2022-2023, 2023-2024, AND 2024-2025

Performance Data and Attendance Rates	2022-2023	2023-2024	2024-2025
Percentage of students proficient in English Language Arts	36%	31%	31%
Percentage of students proficient in Math	17%	26%	20%
Attendance Rate	91%	93%	90%

The 2024-2025 State Accountability Status of SBAAM is: LSI.



C. Jill Chaifetz

1. ADMISSIONS DATA

TABLE 12: CURRENT AND FUTURE ADMISSIONS METHOD: JILL CHAIFETZ

Current and Future Admissions	Admissions Methods
Current Admissions	Grades 9-12: Transfer
Admissions if this proposal is approved	Grades 9-12: Transfer

2. ENROLLMENT DATA

TABLE 13: JILL CHAIFETZ CURRENT AND PROJECTED ENROLLMENT FOR SCHOOL YEARS 2025-2026 AND 2026-2027

School Year	Total Enrollment
2025-2026	212
2026-2027	185-225

3. DEMOGRAPHIC DATA

TABLE 14: JILL CHAIFETZ DEMOGRAPHIC DATA

Demographics	Percent of Students
Economic Need Index	Above 95%
Students with Disabilities	36%
English Language Learners	14%

4. SCHOOL PERFORMANCE DATA

TABLE 15: JILL CHAIFETZ KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS 2022-2023, 2023-2024, AND 2024-2025

Transfer High School Key Components of Performance and Progress ^{xxv}	2022-2023	2023-2024	2024-2025
Transfer Graduation Rate	54%	46%	43%

The 2024-2025 State Accountability Status of Jill Chaifetz is: Comprehensive Support and Improvement.

D. P017X@X184

1. ADMISSIONS DATA

TABLE 16: CURRENT AND FUTURE ADMISSIONS METHOD: P017X@X184

Current and Future Admissions	Admissions Methods
Current Admissions	Grades 6-8: Placement based on individual student needs/recommended special education services.
Admissions if this proposal is approved	Grades 6-8: Placement based on individual student needs/recommended special education services.

2. ENROLLMENT DATA

TABLE 17: P017X@X184 CURRENT AND PROJECTED ENROLLMENT FOR SCHOOL YEARS 2025-2026 AND 2026-2027

School Year	Total Enrollment
2025-2026	146
2026-2027	114-170

3. DEMOGRAPHIC DATA

TABLE 18: P.S. X017 DEMOGRAPHIC DATA^{xxvi}

Demographics	Percent of Students
Economic Need Index	Above 95%
Students with Disabilities	100%
English Language Learners	19%

4. SCHOOL PERFORMANCE DATA

Standard performance data, school-level attendance data, and state accountability status are not available for P017X@X184 because it is a District 75 program.

E. P0754X@X184

1. ADMISSIONS DATA

TABLE 19: CURRENT AND FUTURE ADMISSIONS METHOD: P745X@X184

Current and Future Admissions	Admissions Methods
Current Admissions	Grades 9-12: Placement based on individual student needs and recommended special education services.
Admissions if this proposal is approved	Grades 9-12: Placement based on individual student needs and recommended special education services.

2. ENROLLMENT DATA

TABLE 20: P754X@X184 CURRENT AND PROJECTED ENROLLMENT BY GRADE FOR SCHOOL YEARS 2025-2026 AND 2026-2027

School Year	Total Enrollment
2025-2026	8
2026-2027	6-8

3. DEMOGRAPHIC DATA

TABLE 21: P.S. X754 DEMOGRAPHIC DATA^{xxvii}

Demographics	Percent of Students
Economic Need Index	Above 95%
Students with Disabilities	99%
English Language Learners	28%

4. SCHOOL PERFORMANCE DATA

Standard performance data, school-level attendance data, and state accountability status are not available for P.S. X754 because it is a District 75 program.

V. Initial Impact on Budget and Cost of Instruction

If approved, this proposal is not expected to impact the budget or costs of instruction at APR or SBAAM during the current 2025-2026 school year. If this proposal is approved, APR will no longer receive funding following the conclusion of the current school year, as it will cease to exist as a distinct school option after the 2025-2026 school year.

Most funding allocated for district schools' budgets is based on FSF. Under FSF, schools receive money based on the number of students they serve and specific student needs. Specifically:



- The number of students by grade level;
- The number and needs of students with disabilities;
- The number, needs, and programs of ELL students;
- The number of students in temporary housing;
- The number of students with high concentration of need; and
- The number of students with other supplemental academic needs.

As indicated above, the merged SBAAM's enrollment will increase if this proposal is approved. As a result, the merged SBAAM's budget will increase to reflect the additional students.

P017X@X184 and P754X@X184's basic operating budgets will continue to be determined by District 75's comprehensive school-based budgeting process and will not be impacted if this proposal is approved. District 75 is funded as per Instructional Programs (IP) Model where classes are funded based on ratio and assessment type. Schools receive additional funds for services as mandated by the students' IEPs. More information on District 75's budgeting process and funding is available in the 2025-2026 School Allocation Memorandum for Citywide Special Education Programs, which can be found on the NYCDOE's website at: https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy25_26/fy26_docs/fy2026_sam034.htm.

If this proposal is approved, it is not expected to impact the budget or costs of instruction at Jill Chaifetz in the 2025-2026 school year or in future school years.

For more information about 2025-2026 school year costs of instruction and school funding, please refer to the Fiscal Year 2026 FSF Guide and School Allocation Memoranda. The FY 2026 FSF Guide and School Allocation Memoranda enumerate policies that are specific to the 2025-2026 school year and are subject to change for the 2026-2027 school year.

The FY 2026 FSF Guide can be found on the NYCDOE's website at: https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy25_26/fy26_docs/fy2026_FSF_Guide.pdf.

The FY 2026 School Allocation Memoranda can also be found on the NYCDOE's website at: https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy25_26/am_fy26_cat.htm.

VI. Other Impacts

A. Personnel Needs

This proposal is not expected to change the number of staff, or the duties/responsibilities of staff assigned to Jill Chaifetz, P017X@X184, or P754X@X184 for the remainder of the 2025-2026 school year or in future school years. This proposal is not expected to change the number of staff, or the duties/responsibilities of staff assigned to APR or SBAAM for the remainder of the 2025-2026 school year.

If this proposal is approved, some APR and/or SBAAM staff members may be excessed when the schools are merged.^{xxviii} Where possible, the NYCDOE will seek to minimize the excessing of represented staff



during any school merger. If staff excessing is required, staff from APR and SBAAM will be merged into one list to determine seniority by license as appropriate and in accordance with collective bargaining agreements (CBAs). All contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers and other staff will be eligible to apply for other NYCDOE positions. Any staff members who do not find a permanent position will be provided with alternate placement in schools in accordance with the CBA and other applicable policies.

B. Administration

This proposal is not expected to change the number of administrators, or the duties/responsibilities of administrators assigned to Jill Chaifetz, P017X@X184, or P754X@X184 for the remainder of the 2025-2026 school year or in future school years. This proposal is not expected to change the number of administrators, or the duties/responsibilities of administrators assigned to APR or SBAAM for the remainder of the 2025-2026 school year.

If this proposal is approved, some administrators from APR and/or SBAAM may be excessed when the schools are merged. Where possible, the NYCDOE will seek to minimize excessing of represented staff during any school merger. As stated above, any excessing will be performed in accordance with existing labor agreements and policies.

C. Transportation

There will be no change to existing transportation practices at APR, SBAAM, Jill Chaifetz, P017X@X184, or P754X@X184 for the remainder of the 2025-2026 school year or in future school years.

If this proposal is approved, transportation will continue to be provided for students attending the merged SBAAM, Jill Chaifetz, P017X@X184, and P754X@X184 in accordance with Chancellor's Regulation A-801. Students who have an IEP that mandates busing will be provided transportation to whichever school they are registered to attend. For more information, please visit <https://www.schools.nyc.gov/school-life/transportation/bus-eligibility>. Additionally, there will be no change to existing transportation practices for students from APR that attend the merged SBAAM in the 2026-2027 school year and beyond, as both schools are located in X184.

The Office of Pupil Transportation will make the final determination as to the mode of transportation to be provided to each student. More information regarding Chancellor's Regulation A-801 can be found on the NYCDOE's website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/2>.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy if this proposal is approved.

VII. Building Information

Building Details	Building Data
Building	X184
Type of Building	IS/JHS
Year Built	1975
Overall BCAS rating	2.54
2024-2025 Blue Book Target Building Utilization	53%
2024-2025 Blue Book Target Building Capacity	1197
FY 2023 Maintenance Costs- Labor	\$0
FY 2023 Maintenance Costs- Materials	\$0
FY 2024 Maintenance Costs- Maintenance, repair, and service contracts	\$87,293
FY 2025 Maintenance Costs- Custodial operations costs—Custodial Allocation	\$438,293
FY 2025 Maintenance Costs- Custodial operations costs—Materials	\$53,210
FY 2025 Energy Costs- Electric	\$150,981
FY 2025 Energy Costs- Gas	\$1,553
FY 2025 Energy Costs- Oil	\$170,968
Projects completed during the current or prior school year	Science Lab Upgrade
Projects proposed in the capital plan	N/A
Accessibility of the building	Fully Accessible
Building attributes	ART ROOM AUDITORIUM COMPUTER LAB (3) DANCE ROOM GYMNASIUM LIBRARY (2) MEDIA CENTER MULTI-PURPOSE CLASSROOM MUSIC ROOM OCCUPATIONAL/PHYSICAL THERAPY ROOM (2) SCIENCE LAB SCIENCE PREP ROOM

Appendix A: Target Capacity and Utilization

As described in greater detail in the 2024-2025 Enrollment, Capacity and Utilization Report, referred to as the Blue Book, 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 following components:

- The scheduled use of individual rooms as reported by principals during an annual facilities survey; and
- The NYCDOE's goals for maximum classroom capacities, which are lower than the United Federation of Teachers contractual class size limits and differ depending on grade level.

The most recent year for which target capacity has been calculated for buildings is 2024-2025. The NYCDOE's projected utilization rates for the 2025-2026 school year and beyond are based on those figures. Thus, projected utilization rates for 2025-2026 and beyond provide only an approximation of a building's usage because each factor underlying target capacity may be adjusted by a principal 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 will increase because it is anticipated that a fifth-grade class will have more students than a kindergarten class. This reflects NYCDOE's goal to provide kindergarten classes with a smaller student to teacher ratio. Holding enrollment constant, this change also would result in a lower utilization rate.

The 2024-2025 Blue Book can be found online at:

https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202024-2025.pdf?sv=2017-04-17&sr=b&si=DNNFileManagerPolicy&sig=OjIdQrtIyj69sAtqecIwwyI1%2Bw8uRDEYO9rxRlaCE0U%3D.

Appendix B: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served and number of classes offered per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school is programming. The Footprint is confirmed by a building walkthrough conducted by a representative from the OSM and a school representative.

For elementary schools serving students in grades K-5 and for all 3-K and pre-K programs, the Footprint assumes that these classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each Special Class section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art or music instruction.

For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint 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.

XI. Endnotes

ⁱ Mergers were previously known as consolidations and represent the same type of significant change in school utilization.

ⁱⁱ A co-location means that two or more school organizations are located in the same building and may share common spaces, such as auditoriums, gymnasiums, libraries, and cafeterias.

ⁱⁱⁱ P.S. X017 serves students in grades K-12 and currently operates in six different buildings across the Bronx:

- X184, located at 778 Forest Avenue, Bronx, NY 10456;
- X043, located at 165 Brown Place, Bronx, NY 10454;
- X156, located at 750 Concourse Village West, Bronx, NY 10451;
- X174, located at 456 White Plains Road, Bronx, NY 10473;
- X450, located at 1980 Lafayette Avenue, Bronx, NY 10473; and
- X451, located at 1980 Lafayette Avenue, Bronx, NY 10473.

^{iv} P.S. X754 serves students in grades 9-12 and currently operates in ten different buildings across the Bronx:

- X155, located at 470 Jackson Avenue, Bronx, NY 10455;
- X034, located at 770 Grote Street, Bronx, NY 10460;
- X101, located at 2750 Lafayette Avenue, Bronx, NY 10465;
- X184, located at 778 Forest Avenue, Bronx, NY 10456;
- X362, located at 921 East 228 Street, Bronx, NY 10466;
- X884, located at 350 Gerard Avenue, Bronx, NY 10451;
- XAMF, located at 130 West Kingsbridge Road, Bronx, NY 10468;
- XAQO, located at 234 East 149 Street, Bronx, NY 10451;
- XBBO, located at 1160 Teller Avenue, Bronx, NY 10456; and
- XCLA, located at 4513 Manhattan College Parkway, Bronx, NY 10471.

^v For more information about Good Shepherd Services, visit their website at: <https://goodshepherds.org/>.

^{vi} More information on the Chancellor's Regulation A-101 is available at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>.

^{vii} Information on Fair Student Funding is available on the NYCDOE's website at: <https://infohub.nyced.org/reports-and-policies/financial-reports/financial-data-and-reports>.

^{viii} Previous three years data based on Audited Register data for 2023-2024 and 2024-2025, and Unaudited Register as of October 31, 2025 for 2025-2026.

^{ix} PROSE is a joint program between the United Federation of Teachers, Council of School Supervisors & Administrators, and New York City Public Schools that focuses on growing effective school leadership, collaboration, and trust to implement innovative practices outside of existing rules. PROSE offers the ability for schools to alter some of the basic parameters by which the school functions and leverages flexibilities from UFT and CSA contracts, as well as from Chancellor's Regulations, in order to increase

student achievement. For more information on PROSE, please visit: <https://infohub.nyced.org/in-our-schools/programs/prose>.

^x Throughout this proposal, current enrollment is based on Unaudited Register as of October 31, 2025. District 75 enrollment is based on enrollment as reported by the District 75 Office on December 15, 2025. Projected enrollment is based on current enrollment and recent trends.

^{xi} All references to building utilization rates throughout this proposal are based on target capacity data from the 2024-2025 Blue Book and current or projected enrollment. This methodology is consistent with the manner in which the NYCDOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Management conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

^{xii} While transfer schools serve students in grades 9-12, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, grouping students in grades 9-12.

^{xiii} School reported data as of January 8, 2026.

^{xiv} School reported data as of December 29, 2025.

^{xv} Students who were not part of any admissions process and/or were not enrolled in a NYC school at the time school started can enroll in NYC schools throughout the year. Most students attend their zoned school for elementary and middle school and can report directly to that school to register. Students requiring placement should contact a FWC where they will receive placement based on their interests, home address, and available seats. More information on FWCs is available at: <https://www.schools.nyc.gov/FWC>.

^{xvi} School reported data as of January 16, 2026.

^{xvii} School reported data as of January 14, 2026.

^{xviii} Full-size classrooms have an area of 500 square feet or more.

^{xix} Half-size classrooms have an area of 240 square feet or more, but less than 500 square feet.

^{xx} Quarter-size classrooms have an area of less than 240 square feet.

^{xxi} Throughout this proposal, the demographic data for a given school is based on the 2024-2025 Audited Register as of October 31, 2024, as reported in the 2024-2025 School Quality Reports, available at: <https://infohub.nyced.org/reports/school-quality/school-quality-reports-and-resources>.

^{xxii} Throughout this proposal, proficiency rates are the percentage of students receiving a score of 3 or 4 out of 4 on the New York State English Language Arts (ELA) or Math examination. Proficiency rates are

from the School Quality Reports, available at <https://infohub.nyced.org/reports/students-and-schools/school-quality/school-quality-reports-and-resources>.

^{xxiii} Throughout this proposal, attendance rates are from the School Quality Reports, available at: <https://infohub.nyced.org/reports/students-and-schools/school-quality/school-quality-reports-and-resources>.

^{xxiv} Throughout this proposal, State Accountability Statuses are determined by SED under New York State's Every Student Succeeds Act plan. For more information, please visit <https://www.nysed.gov/accountability/school-and-district-accountability-resources-and-data>.

^{xxv} Transfer school graduation rates are from the School Quality Reports, available at: <https://infohub.nyced.org/reports/students-and-schools/school-quality/school-quality-reports-and-resources>.

^{xxvi} Demographic data is not site-specific and represents all P.S. X017 sites.

^{xxvii} Demographic data is not site-specific and represents all P.S. X754 sites.

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

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Lajmërim për Familjet për Akses Shërbimesh Gjuhësore

[Albanian]

Përkthime të këtij dokumenti do të jenë të disponueshme në faqen e internetit të Panelit për Politika të Edukimit (Panel for Educational Policy):

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Nëse nuk gjeni përkthim në gjuhën tuaj të parapëlqyer, mund të kërkonit një përkthim me e-mail:

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[Bangla]

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[Spanish]

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