

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Temporary Co-Location of 24Q585 with Queens Metropolitan High School, (28Q686), Metropolitan Expeditionary Learning School (28Q167), and a District 75 School (P233Q) in School Building Q686**

### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) proposes to temporarily site a new high school, 24Q585, in school building Q686 (“Q686”), which opened in September 2010 at 91-30 Metropolitan Avenue, Forest Hills, NY 11375, within the geographical confines of Community School District 28. If this proposal is approved, this school would be co-located with an existing high school, Queens Metropolitan High School (28Q686, “Queens Metropolitan”), an existing 6-12 school, Metropolitan Expeditionary Learning School (28Q167, “Metropolitan Expeditionary”), and an existing District 75 school (“P233Q@Q686”). Queens Metropolitan and Metropolitan Expeditionary are both new schools currently in their first year of operation. Queens Metropolitan is a zoned high school currently serving students in grade 9. Queens Metropolitan will grow to serve grades 9 and 10 in 2011-2012 and it will reach its full scale in 2013-2014 when it will serve students in grades 9-12. Metropolitan Expeditionary is currently a District 28 choice middle school serving students in grades 6 and 7. Metropolitan Expeditionary will grow to serve grades 6-8 in 2011-2012 and will reach its full scale in 2015-2016 when it will serve students in grades 6-12. P233Q@686 is a new site of an existing District 75 school and serves students in grades 6-12.<sup>1</sup> The school is expected to reach full scale enrollment in 2011-2012.

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. Q686 has sufficient capacity to accommodate P233Q@Q686 along with Queens Metropolitan and Metropolitan Expeditionary when all schools reach full scale, but the building will be underutilized while the schools gradually phase in new grades. Q686 opened in September 2010 with a target capacity to serve 1,911 students. The building is projected to have enrolled 664<sup>2</sup> students in the 2010-2011 school year, which yields a target building utilization of 35% of capacity.<sup>3</sup> This means that the building is “underutilized” this year and has extra space to accommodate additional students.

24Q585 would be a new DOE public high school serving grades 9 through 12 at full scale. It would be permanently sited in Building Q585, which is located at 54-40 74th Street, Queens, NY 11378, within the geographical confines of Community School District 24. Q585 is scheduled for occupation in September 2012. If this proposal is approved, 24Q585 would be temporarily co-located for the 2011-2012 school year in Q686 with Queens Metropolitan, Metropolitan Expeditionary, and P233Q@Q686 as it awaits the completion of Q585. In September 2012, 24Q585 would be re-located to its long-term site at Q585. Although the construction is still on schedule for a September 2012 opening, if the Q585 building is not ready, any proposal to extend the co-location in Q686 or move 24Q585 to a building other than Q585 would result in a new Educational Impact Statement.

24Q585 is proposed to have a Limited Unscreened admissions method, with priority given to students

<sup>1</sup> P233Q is sited at seven locations throughout Queens, one of which is Q686.

<sup>2</sup> Projected enrollment includes P233Q@686, which is not part of the District 1-32 Register Projection process. All references to 2010-2011 enrollment and beyond for P233Q@686 are based on the 1.4.2011 Unaudited Register.

<sup>3</sup> Because the building was built as new construction opening in September 2010, the building capacity is based on the Program of Requirements that informed the construction. There is no Enrollment Capacity Utilization Report (the “Blue Book”) data for this building as of yet. Enrollment is based on the 2010-2011 Register Projection.

attending school or residing in District 24, and secondary priority given to students and residents of Queens.<sup>4</sup> 24Q585 would gradually phase in by adding one grade per academic year beginning with a ninth-grade cohort of approximately 175-225 students in September 2011 at Q686. 24Q585 would then relocate to Q585 in September 2012 and would serve students in grades 9 and 10. The school would reach full scale in 2014-15 when it would serve approximately 900-1,000 students in grades 9-12. Typically, 24Q585 will enroll approximately 250 new students in each ninth grade; however, the projected ninth-grade enrollment for 2011-2012 is smaller given the co-location in a temporary location.

*Background on the DOE’s Decision-Making Process*

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The opening of a new school, 24Q585, is intended to provide high school students with another high quality school option while easing overcrowding in Queens high schools. By making a temporary allocation of underutilized space in Q686, 24Q585 can begin serving students a year earlier than would be possible were we to wait for the completion of Building Q585, where 24Q585 will be sited in the long term beginning in September 2012. Consequently, 24Q585 would be able enroll twice as many students (in grades 9 and 10, rather than in grade 9 only) during its inaugural year sited in Q585. This proposal is in line with the DOE’s commitment to investing in schools that optimize student performance and ensure that every student graduates from high school equipped with the skills necessary to achieve success in college, careers, and life.

**II. Proposed or Potential Use of Building**

In 2010-2011, Q686 has the capacity to serve 1,911 students, and the building is projected to have enrolled 664 students, yielding a utilization rate of just 35% of target capacity. This means that the building is “underutilized” and has extra space to accommodate additional students. If the proposal to temporarily co-locate 24Q585 with Queens Metropolitan, Metropolitan Expeditionary, and P233Q@Q686 is approved, Queens Metropolitan and Metropolitan Expeditionary will continue to phase in by adding one grade per year until reaching full scale. P233Q@Q686 is anticipated to grow slightly in the 2011-2012 school year as it completes its phase-in plan, after which it will continue to enroll a comparable number of students in grades 6-12 each year. The projected grade spans for schools in the building over the next two years would be as follows:

School Name	DBN	2010-2011	2011-2012
Queens Metropolitan	28Q686	9	9-10
Metropolitan Expeditionary	28Q167	6-7	6- 8
P233Q@Q686	P233Q@Q686	6-12	6-12
24Q585	24Q585	N/A	9

If the proposal to temporarily co-locate 24Q585 in the Q686 building is approved, the Q686 building has adequate capacity to accommodate the existing schools and 24Q585 for 2011-2012. In 2011-2012, Queens Metropolitan is projected to enroll 650-700 students, Metropolitan Expeditionary is projected to enroll 290-310 students, and P233Q@Q686 is projected to enroll 135-150 students. The building, without 24Q585, is therefore projected to enroll 1,075-1,160 students, which would yield a utilization rate of 61% of target

<sup>4</sup> Limited Unscreened programs give priority to students who demonstrate interest in the school by attending a school’s Information Session or Open House events or visiting the school’s exhibit at a High School Fair.

capacity. If this proposal is approved, the projected enrollment of 24Q585 would be 175-225, and the total projected enrollment in Q686 would be 1,250-1,385 in 2011-2012, which would yield a projected utilization rate of 72%. When all schools are at scale in the building in 2015-2016, 24Q585 will no longer be co-located in the building, and the estimated enrollment is 1,800-1,900, which would yield a utilization rate of 97%. The building was built to accommodate one 6-12 school, one high school and the District 75 school. Each school is currently operating in the space identified for it in the building construction plans.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at [http://source.nycsca.org/pdf/capitalplan/2009-10/BB\\_2009\\_2010.pdf](http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf), a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as 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 standard 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

In September 2011, 24Q585 would be housed in the Q686 building and would be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process. The school is proposed to have a Limited Unscreened admissions method. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs.

At its full scale, 24Q585 would create approximately 900-1,000 additional ninth through twelfth grade seats in Queens. 24Q585 would admit students through the high school admissions process, with priority given to District 24 students and residents and secondary priority to students and residents of Queens.

#### *Impact on Students Currently Attending Schools in the Q686 Building*

The schools located in Q686 serve general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching ("CTT") classes, Self-

Contained (“SC”) classes, and receiving Special Education Teacher Support Services (“SETSS”). Upon admission, the schools work with parents to develop an individualized program that is appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners (“ELLs”) are enrolled and receiving English as a Second Language (“ESL”) instruction. All students enrolled in one of the schools in Q686 will continue to receive these mandated special education and/or ELL services if this proposal is approved.

The DOE does not anticipate that this proposal would impact the partnerships of the other schools in the Q686 building. For example, Queens Metropolitan is developing partnerships with the following organizations: the Hall of Science and Queens College, PENCIL, and the New Jersey Center for Teaching & Learning. Metropolitan Expeditionary is developing partnerships with NYC Outward Bound, Sam Schwartz Engineering, GrowNYC, and the Cloud Institute.

Similarly, all school organizations in the building would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. As both Queens Metropolitan and Metropolitan Expeditionary are currently in their first year of operation, many extracurricular programs are currently in development. These would continue to develop as the schools grow next year.

Students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

#### *Impact on Future Students*

In New York City, high school admissions are based on a citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. Queens Metropolitan admits students to its zoned program as part of the High School Admissions Process. Metropolitan Expeditionary admits students through the District 28 Middle School Choice Process, and will admit students through the High School Admissions Process as well beginning in 2012-2013 when the school serves students in ninth grade for the first time. P233Q@Q686 is a District 75 school serving students in grades 6-12, and students are placed based on individual student needs and recommended special education services.

The proposed co-location of 24Q585 will not impact the other three schools’ admissions policies.

Students who are currently enrolled in the eighth grade and are interested in applying to 28Q585 would participate in the High School Admissions Process this school year for a ninth-grade seat in September 2011. The High School Admissions Process permits student applicants to list up to twelve high school programs in order of preference on his or her application. Students submit these applications in early December.

There are three rounds to the High School Admissions Process:

**Specialized High Schools Round:** Students who took the Specialized High School Admissions Test and are eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts receive both a specialized high school offer and, if they received one, their Main Round offer at the same time February. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

**Main Round:** All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are

announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

**Supplementary Round:** Any student who is not matched in the Main Round would have to complete a new high school application in April 2011. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: <http://schools.nyc.gov/ChoicesEnrollment/High/Calendar/default.htm>

Although high school applications were due on December 3, if this proposal is approved by the Panel for Educational Policy ("PEP"), students who are interested in applying to 28Q585 would have the opportunity to submit a new admission application with revised school rankings in February. This application would replace the previously submitted application and would be included as the student's application for the main round of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2011-2012 school year will also be available for students to consider.

Although the PEP is scheduled to vote on this proposal after the submission deadline for the New Schools Choice Form, 24Q585 will still be an option on the form. However, students will only be matched to the school if the PEP approves the co-location.

Non-District 75 high school students with Individualized Education Plans ("IEPs") are admitted to high schools in the same manner as general education students.<sup>5</sup> Schools are expected to create programs that meet the needs of all students and ensure appropriate exposure to a general education curriculum. Therefore, the placement process for students with IEPs and ELLs is the same process as described above.

District 75 students who are in a self-contained program in middle school and are articulating into high school work with District 75 school and placement staff to identify the program that best meets their needs. The following variables are taken into account when considering the best placement: whether the students needs a barrier-free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school.

In addition to the High School Admissions Process, some students enroll in schools through an "over-the-counter" ("OTC") placement. Over-the-counter placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);<sup>6</sup> or
- Did not submit a high school application.

When a student needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or she meets with a counselor who

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<sup>5</sup> District 75 students in grades 9-12 are students are placed based on individual student needs and recommended special education services.

<sup>6</sup> Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

reviews options that would meet the student’s needs.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process. Queens Metropolitan, Metropolitan Expeditionary, and 24Q585 may accept students through the over-the-counter placement process if there are available seats in the school. District 75 will continue to make placements to P233Q@Q686 based on student need and availability.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Educational Option or Unscreened.

Screened programs (those that have academic criteria) which have a two-year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students 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 to OTC students through referral. In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. Moreover, in Queens, the number of schools that admit students during this period has increased from 65 to 79.

The proposed temporary co-location of 24Q585 with Queens Metropolitan, Metropolitan Expeditionary, and P233Q@Q686 is not anticipated to impact current students attending any of the existing schools in building Q686. As detailed above, current eighth-grade students in all five boroughs would be eligible to apply to the new school through the Citywide High School Admissions Process in February 2011.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

**B. Schools**

The opening of 24Q585 in Q686 is intended to ease overcrowding in Queens high schools and to offer an additional high-quality option for high school students in Queens. Q686 has enough capacity to accommodate its three current school organizations, Queens Metropolitan, Metropolitan Expeditionary, P233Q@Q686 and one grade of the new 24Q585. Collectively, the three schools currently located in the building are projected to enroll 1,075-1,160 students, which would yield a utilization rate of 61% in 2011-2012, the only year in which 24Q585 would be sited in Q686. Including 24Q585, the building is projected to enroll 1,250-1,385 students in 2011-2012, which would yield a utilization rate of 72%. This projected enrollment and utilization rate falls well below Q686’s capacity of 1,911, meaning that the building has adequate capacity to accommodate a single grade of students from 24Q585 for one year.

The chart below provides projected enrollment at each school in Q686 during the course of the proposed temporary co-location.

School Name	2010-2011	2011-2012	Admissions Method
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<b>Queens Metropolitan</b>	350	650-700	High School Admissions Process: Zoned
<b>Metropolitan Expeditionary</b>	200	290-310	District 28 Middle School Choice
<b>PQ233@Q686</b>	114	135-150	District 75 Enrollment
<b>New School 24Q585</b>	N/A	175-225	High School Admissions Process: Limited Unscreened
<b>Total</b>	664	1,250-1,385	
<b>Projected Building Utilization</b>	35%	72%	

If this co-location proposal is approved, there would be sufficient space to serve the students from Queens Metropolitan, Metropolitan Expeditionary, P233Q@Q686 and 24Q585 pursuant to the Citywide Instructional Footprint (the “Footprint”) during the one-year co-location of 24Q585 at Q686. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

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

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

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms, or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school’s Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or Self-Contained special education classrooms.

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

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to their schools. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize

capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the School Construction Authority’s Program of Requirements which guided the construction of the Q686 building, there are 81 full-size spaces, including 8 science labs and demonstration rooms in Q686. There are also 21 half-size spaces. Consistent with the Footprint and also consistent with the intended use of the building as determined by the construction plans, at scale, Queens Metropolitan will be allocated a baseline of 35 full-size spaces, Metropolitan Expeditionary will be allocated 32 full-size spaces, and P233Q@Q686 will be allocated a baseline of 14 full-size spaces. This represents 81 full-size spaces and the allocation of rooms as intended by the construction of the building. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

Queens Metropolitan is currently using their allocation of 17 full-size spaces, and in 2011-2012 should be allocated 27 full-size spaces per the Footprint and projected enrollment. Metropolitan Expeditionary is currently using their allocation of 8 full-size spaces, and in 2011-2012 should be allocated a baseline of 12 full-size spaces. P233Q@Q686 is allocated 22 rooms (14 full-size and 8 half-size) and there is no anticipated change to the allocation of space at the District 75 program. In 2011-2012, the three existing organizations would be allocated a total of 53 full-size spaces. In other words, Q686 will have approximately 28 full-size spaces above the baseline allocation.

If the proposal to co-locate new school 24Q585 in the building for 2011-2012 is approved, that school will be allocated a baseline of 7-9 full-size spaces plus administrative space. This means that Queens Metropolitan, Metropolitan Expeditionary, P233Q@686 and 24Q585 would be allocated 60-62 full-size rooms in 2011-2012, still leaving an excess 19-21 full-size spaces in the building.

The space in excess of the baseline allocations in the building will be distributed equitably between the schools, as part of the intended building use plan and in conjunction with the Building Council and Office of Space Planning. The following rooms at Q686 will continue to be shared by all schools in the building: a cafeteria, two gymnasiums, and a library.

The exact location of the space to be allocated by 24Q585 will also be determined in conjunction with the Office of Space Planning and the Building Council at Q686.

The table below outlines the baseline number of rooms that each school should be allocated based on the enrollment during the one year temporary co-location of 24Q585 in Building Q686.

School Name	2010-2011 Total Baseline Footprint Allocation for Full-size Classrooms	2011-2012 Total Baseline Footprint Allocation for Full-size Classrooms
Queens Metropolitan	17	27
Metropolitan Expeditionary	8	12
PQ233@Q686	14	14
New School 24Q585	N/A	7-9

<b>Total Baseline Footprint Allocation in Q686</b>	39	60-62
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Although expected to be ready for September 2012 occupancy, if the Q585 building is not ready for September 2012, the DOE will assess possible options for 24Q585. Any proposal to site 24Q585 in a building other than Q585 in 2012-2013, including a proposal to extend its siting in Q686, would be proposed in a separate Educational Impact Statement.

### *Building Safety and Security*

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

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

### C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of 24Q585 is intended to increase the number of high-quality educational options for all students across the City, and specifically in District 24 and in Queens. In order to provide access to the seats as soon as possible, the DOE is proposing to utilize the underutilized space in Q686 to provide opportunity for rising ninth grade students to have an opportunity to attend the new school in 2011-2012 instead of waiting until the building is completed in 2012-2013.

For students who enroll in 24Q585, these students will attend the school in the temporary location for one year. Students who currently reside in District 24 would need to travel outside of the District in order to attend this school in 2011-2012.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis.

As noted elsewhere in this document, this proposal is for a one year co-location as the Q585 building located at 54-40 74th Street, Queens, NY 11378 completes construction. This new building will provide approximately 1,000-1,100 seats for students in grades 9-12 in District 24 and Queens.<sup>7</sup> These additional seats will help meet the needs of the community and ease overcrowding in this area of Queens.

The DOE is also proposing to open 2 other new schools in Queens for September 2011. Each school is proposed to serve 400-450 students at scale, creating additional options for high school students in Queens.

DBN	Building ID	Building Name	Address	Zipcode
28Q350	Q470	Jamaica High School Campus	167-01 Gothic Drive	11432
27Q351	Q410	Beach Channel High School Campus	100-00 Beach Channel Drive	11694

These proposals will be voted on by the Panel for Education Policy in February 2011. Details about these proposals can be found on the DOE website here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>

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

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

Additional information about all high school program offerings can also be found in the High School Directory which is available at Borough Enrollment Centers or on the DOE website at:

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q686.

<sup>7</sup> Q585 will serve students in 24Q585 as well as students in a District 75 program. The District 75 program at Q585 has not yet been identified.

## IV. Enrollment, Admissions and School Performance Information

The schools affected by this proposal are Queens Metropolitan, Metropolitan Expeditionary, and P233Q@Q686. All of these schools are located in Q686.

### *Queens Metropolitan High School*

#### Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process; Admissions Method: Zoned
<b>Admissions in 2011-12</b>	9-12: High School Admissions Process; Admissions Method: Zoned

#### Enrollment Data

<b>Current Grades Served</b>	9
<b>Projected 2010-2011 Enrollment</b>	350
<b>Grades Served in 2011-12</b>	9,10
<b>Projected 2011-2012 Enrollment</b>	650-700

#### Demographic Data

Queens Metropolitan opened in September 2010, therefore, there is no audited demographic data for the school.

#### School Performance Data

Queens Metropolitan opened in September 2010, therefore, there is no performance data for the school.

### *Metropolitan Expeditionary*

#### Admissions Data

<b>Current Admissions</b>	Grades 6-8: District 28 Middle School Choice
<b>Admissions in 2011-2012</b>	Grades 6-8: District 28 Middle School Choice

#### Enrollment Data

<b>Current Grades Served</b>	6,7
<b>Projected 2010-2011 Enrollment</b>	200
<b>Grades Served in 2011-12</b>	6-8
<b>Projected 2011-12 Enrollment</b>	290-310

**Demographic Data**

Metropolitan Expeditionary opened in September 2010, therefore, there is no audited demographic data for the school.

**School Performance Data**

Metropolitan Expeditionary opened in September 2010, therefore, there is no performance data for the school.

*P233Q@Q686*

**Admissions Data**

<b>Current Admissions</b>	Placement Based on Individual Students Needs/ Recommended Special Education Services
<b>Admissions after Phase-out Proposal in 2011-2012</b>	Placement Based on Individual Students Needs/ Recommended Special Education Services

**Enrollment Data**

<b>Current Grades Served</b>	6-12
<b>Projected 2010-2011 Enrollment</b>	114
<b>Grades Served in 2011-12</b>	6-12
<b>Projected 2011-12 Enrollment</b>	135-150

**Demographic Data<sup>8</sup>**

<b>Percentage Students Receiving CTT or SC services<sup>9</sup></b>	100%
<b>Percentage Students with Individual Education Plan<sup>10</sup></b>	100%
<b>Percentage English Language Learner Students<sup>11</sup></b>	7%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>12</sup></b>	N/A

**School Performance Data**

P233Q@Q686 opened in September 2010, therefore, there is no performance data for the school.

<sup>8</sup> P233Q is sited at seven locations throughout Queens, one of which is Q686. This demographic data is for the entire P233Q school, however, students at Q686 only make up a portion of the overall population. Therefore, this data may not be representative of only the students attending P233Q at Q686.

<sup>9</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>10</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>11</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>12</sup> District 75 schools are not part of the School Allocation Memorandum No. 9, FY11, June 30, 2010

## V. Initial Costs and Savings

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 24Q585 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$836,200 in per-pupil allocations. Beginning in its second year of operation, 24Q585 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

### A. Personnel Needs

24Q585 would need to hire teachers, administrative staff, and non-pedagogical (school support) staff during each year of the phase-in as the total number of students enrolled in the school increases. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created each year as each grade phases in would be determined based on annual enrollment projections available as the school grows to serve those grades. It is worth noting that teachers working in high schools typically hold secondary licenses with appropriate subject-area specialization. The school would hire appropriately licensed and credentialed teachers to work with its students as it grows.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

The temporary co-location of 24Q585 in Q686 is not expected to impact the teachers, administrative staff and non-pedagogical staff of Queens Metropolitan, Metropolitan Expeditionary, or P233Q@Q686.

### B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

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

As with all other schools Citywide, 24Q585 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. If 24Q585 is a Title I school and the school continues to meet Title I criteria, the school's Title I funding award would grow as the school population grows.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of

their students with disabilities as defined by their Individualized Education Plans (IEPs). As 24Q585 expands, funding would continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental operational costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

**C. Administration**

24Q585 is expected to hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

**D. Transportation**

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

**Other Support Services**

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as 24Q585 phases in.

**VII. Building Information**

<b>Type of Building</b>	MS/HS
<b>Year Built</b>	2010
<b>Overall BCAS rating</b>	N/A
<b>Target Utilization</b>	N/A
<b>Target Capacity</b>	1,911
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> N/A <b>Materials:</b> N/A <b>Maintenance and repair contracts:</b> N/A <b>Custodial operations costs—Materials:</b> N/A <b>Custodial operations costs—Custodial Allocation:</b> \$774,478
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> N/A <b>Gas:</b> N/A <b>Oil:</b> N/A
<b>Projects completed during the current or prior school year</b>	N/A
<b>Projects proposed in the capital plan</b>	None
<b>Accessibility of the building</b>	Fully Accessible
<b>Building attributes</b>	Art rooms (Cr's), Auditorium, Cafeterias, Computer rooms(Cr's), Gymnasiums(2), Weight rooms(2) 2 Libraries, Music rooms (Cr's) Science lab (Cr's)

Q686 opened in 2010 and does not have historical information reported above.