

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Jamaica High School (28Q470)

I. Summary of Proposal

Jamaica High School (28Q470, “Jamaica High School”) is an existing high school located at 167-01 Gothic Drive, Jamaica, NY 11432, located within the geographical confines of Community School District 28. It currently serves students in grades nine through twelve. On December 20, 2010, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) proposing to phase-out Jamaica High School based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs. This amended EIS corrects typographical and formatting errors, clarifies the methodology for calculating utilization rates, corrects utilization rates, corrects the grade spans identified for Queens Collegiate in one table, updates the number of high school seats being created in Queens, and corrects the list of schools in Queens offering Bilingual Spanish programs,

If this proposal is approved, Jamaica High School would no longer admit new ninth-grade students after the conclusion of the 2010-2011 school year. Current students would be supported as they progress towards graduation while remaining enrolled in Jamaica High School. In cases where students do not complete graduation requirements by June 2014, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their high school education after Jamaica High School completes phasing out. As described in more detail below, students in the Jamaica High School Gateway program would have the option to transfer to a stand-alone Gateway school that the DOE is proposing to open in September 2011.

Jamaica High School is located in building Q470 and is currently co-located with Queens Collegiate: A College Board School (28Q310, “Queens Collegiate”), Hillside Arts and Letters Academy, (28Q325, “Hillside Academy”), and High School for Community Leadership (28Q328, “Community Leadership”). All three schools are new and are in the process of growing to “full scale” as they each add a new grade of students annually. Currently, both Hillside Academy and Community Leadership each have a ninth-grade and will expand to full scale, grades 9-12 in the 2013-2014 school year. Queens Collegiate currently enrolls students in sixth grade, and grades 9-11; when the school completes its expansion in the 2012-2013 school year, the school will have students in grades 6 through 12.

In 2009-2010, the Q470 building had a target capacity of 2,116 students, and the building enrolled 1,574 students, yielding a utilization rate of 74% of target capacity.¹ This current year, there are 1,802 students projected to be enrolled in the building, yielding an estimated utilization rate of 85% of target building capacity.² This means that the building is “underutilized” and has extra space to accommodate additional

¹ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

² Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

students.³ If this proposal is approved, the other schools located in Q470 would continue serving their current students and would add one grade per year as they continue expanding to full scale. In a separate EIS posted on December 20, 2010 and amended on January 19, 2011, the DOE is also proposing that the current Gateway program at Jamaica High School become a stand-alone high school (28Q350) and open in the Q470 building serving students in grades 9-12 during the 2011-2012 school year. If approved, that school would continue serving students in grades 9-12 as Jamaica High School phases out. This school will enroll new ninth grade students through the Educational Option Admissions method as part of the High School Admissions Process.⁴ The details of this proposal can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

Background on the DOE Decision-Making Process

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating below Proficient on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase out. Progress Reports are released by the DOE each fall, and evaluate schools based on Student Progress, Student Performance, and School Environment—which includes safety, attendance, and survey feedback from parents, teachers, and students in grades 6-12, where applicable. During Quality Reviews experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with “Under-developed” as the lowest-possible rating and “Well Developed” as the highest.

In addition, all schools identified by SED as PLA are considered for more intensive support or intervention, including the possibility of phase-out. In January 2010, SED issued the first list of schools identified as PLA. Then, in December 2010, the SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 ELA and math test scores and graduation rates for high schools. In January 2010, the State identified Jamaica High School as a PLA school. The school continued to be classified as such in the December 2010 identification.

Jamaica High School received an overall D grade on its 2009-2010 Progress Report, with an F grade on Student Performance, a C grade on Student Progress and a C grade on School Environment. The Progress Report results for Jamaica High School put the school in the bottom 7% of all high schools that received a 2009-2010 Progress Report.

Based on the fact that Jamaica High School has received poor grades on the annual Progress Report and the fact that the State named Jamaica as a PLA school, the DOE initiated a comprehensive review of Jamaica High School, with the goal of determining what intensive supports and interventions would best benefit its students and the Jamaica High School community. During that review, the DOE looked at recent and historical performance and demand data for the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Jamaica High School—will address the school’s longstanding performance struggles and allow for new school options to develop in the Q470 building that will better serve future students and the broader community.

³ The official target capacity and utilization rates for the 2010-11 school year are not yet available. Unless otherwise noted, all references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

⁴ Educational Option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats from the high reading level, middle reading level and the low reading level. From the applicant pool, half the students are chosen by the schools administration and half are selected randomly. More information about the various Admissions Methods can be found in the High School Directory: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Performance and School Environment at Jamaica High School

Last winter, the Panel for Educational Policy (“PEP”) voted to gradually phase out Jamaica High School based on evidence that the school was not equipped to significantly improve student performance. A lawsuit prevented the Department of Education from following through with those plans. Jamaica High School’s performance during the 2009-2010 school year reinforced the DOE’s earlier assessment that the school lacks capacity to turnaround quickly to better support student needs.

- Jamaica High School has struggled for years, with graduation rates remaining around or below 50% for more than a decade.
 - In 2010, the school’s four-year graduation rate (including August graduates) was 50%, well below the citywide 63% average.⁵ This graduation rate puts Jamaica High School in the bottom 8% of all high schools for 2009-2010, and in the bottom 2% of high schools in Queens. This graduation rate represents an increase from the 46% graduation rate in 2008-2009. However, the improvement is not significant enough to demonstrate that the school is capable of quickly turning around. Jamaica High School had the lowest graduation rate in Queens in 2009 and has the second lowest Queens graduation rate in the 2010 school year.⁶
 - If Regents diplomas alone counted toward graduation--as will be the case in just one year--the four-year graduation rate at Jamaica High School would drop to just 38%, well below the citywide average of 46%.
 - The school’s six-year graduation rate is not much better. In 2010, Jamaica High School achieved a 58% six-year graduation rate, still below the citywide four-year average.
 - In 2009-2010, only 63% of first-year students at Jamaica High School earned at least 10 credits. This is a key predictor of future student success because students who fall behind often have trouble getting back on track to graduation.
- Jamaica High School earned an overall D grade on its 2009-2010 Progress Report, with a C grade on the Student Progress and School Environment sub-sections and an F grade on the Student Performance sub-section of the Report. This represents a pattern of low performance for Jamaica High School, which earned an overall D grade on its 2008-2009 Progress Report and an overall C grade in 2007-2008.
- Attendance at Jamaica High School remains low. The 2009-2010 attendance rate was 80%, below the citywide average of 86% for high schools. In fact, this attendance rate puts Jamaica High School in the bottom 13% among all high schools.
- Safety has been a serious concern at Jamaica High School, but conditions have improved in recent years. Jamaica High School was removed from both the State’s list of Persistently Dangerous schools in August 2008 and from the City’s Impact list in October 2008. Feedback on the NYC School Survey also indicates real improvement in safety conditions over the past few years. In 2008, 25% of Jamaica High School students reported that they felt unsafe in the hallways, stairwells, and locker rooms at

⁵ The 2010 graduation rate cited for Jamaica represents the City’s calculation of the four-year graduation rate on the 2009-2010 Progress Reports. Like the State rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State rate. State graduation rates for the Jamaica Class of 2010 are still being audited and will not likely be available until Spring 2011, at which time the citywide graduation rate for 2010 will also be released by the New York State Education Department. The most recent available citywide four-year graduation rate (including August graduates) was 63% for the Class of 2009. It is worth noting that in 2008-2009 there was a larger than typical discrepancy between the Progress Report and State graduation rate calculations for Jamaica High School. That year, Jamaica’s four-year graduation rate was calculated as 46.2% on the City Progress Reports released in November 2009. When State rates were released the following spring, the graduation rate was calculated at 53.5%. The discrepancy arose because Jamaica High School staff updated the school’s cohort data with the State after 2008-2009 Progress Reports were finalized. A discrepancy of this magnitude is unusual, and school principals have the opportunity to review and correct preliminary data before Progress Reports are published each year.

⁶ Graduation rate is based on the Progress Report 4-year August graduation rate. In 2009-2010, Far Rockaway High School did have a lower graduation rate than Jamaica. Far Rockaway High School is in the process of phasing out and will close at the end of the 2010-2011 school year.

school; by 2010, that number had dropped to 19%. Similarly, in 2008, 16% of parents reported feeling that their children were unsafe at school, but that figure dropped to 7% in 2010. While this news is welcome, it has not translated into comparable improvements in student academic performance.

- Jamaica High School was just rated Underdeveloped, the lowest possible designation, on its 2010-2011 Quality Review conducted in November 2010. Quality Reviews evaluate schools based on the way that they are organized to support student learning. A score of “Well Developed” might give the DOE confidence that the school has the capacity to rapidly make significant improvements, but an Underdeveloped rating indicates serious deficiencies in the way that the school is organized to support student learning. This represents a decline from Jamaica High School’s 2008-2009 Quality Review in which it was rated “Proficient”. Jamaica High School’s 2010-2011 Quality Review cited a number of serious concerns similar to those cited in 2008-2009, including a lack of structures to support teacher collaboration and sharing of best practices, ineffective data collection and analysis preventing accurate assessment of student needs, inadequate differentiation of instruction to support individual student needs, and insufficient attention to monitoring students. These continued concerns suggested that Jamaica is unlikely to improve as rapidly and fully as necessary to better support its students.
- Demand for seats at Jamaica High School is low and has been falling. Jamaica High School is a zoned high school, but in 2009-2010 only 11% of incoming ninth grade students who resided within the school’s zone were enrolled in Jamaica High School as of October 31, 2009. This means that the vast majority of zoned ninth graders who were guaranteed a seat at Jamaica High School chose to attend high school elsewhere. In addition to its zoned program, Jamaica High School admits students into two educational option programs and two screened programs that are open to students who do not reside in the school’s zone. Over the past two years, demand for these programs has declined from an already low average of 2.3 applications per seat for September 2009 enrollment. For September 2010 enrollment, the average demand for the unzoned programs was 1.6 applications per seat, far lower than the citywide average program demand of 8.1 applications per seat.⁷

⁷ Audited enrollment data are not yet available for the current school year. Enrollment data are from the 2009-2010 school year, audited as of October 31, 2009. Demand data reflect high school admissions applications submitted in Early December 2009 for students beginning high school in September 2010. This data captures the demand for Jamaica prior to the DOE’s proposed phase-out announcement.

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

Jamaica High School ⁸	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Performance Grade	C	D	F
Progress Grade	C	D	C
Environment Grade	B	C	C
Quality Review Score	P	P	
Graduation Data			
Four-Year Graduation Rate	45%	46%	50%
Four-Year Regents Diploma Rate	34%	33%	38%
Six-Year Graduation Rate	56%	58%	58%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	47%	44%	63%
Attendance Rate	81%	81%	80%
2010-2011 State Accountability Status	Restructuring (advanced) - Comprehensive		

Overview of Past Strategic Improvement Efforts at Jamaica High School

Jamaica High School staff members and families have worked hard to improve the school. In recent years, the DOE also offered extensive support to Jamaica High School, including:

Leadership Support:

- Leadership training, mentorship, and extensive coaching for the principal.
- Helping the principal develop Jamaica High School’s Comprehensive Education Plan and use data to set school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at Jamaica High School.

Instructional Support:

- Extensive training for school leaders on teaching through alternative text books, units of study, academic language and complex text deconstruction, adolescent literacy, organizational and programming strategies to improve student performance, “Essential Elements of Instruction,” new state standards, data systems and reports, Smartboard technology, brain research and instructional practice, awarding credit according to the State Education Department, the language of thinking (Generation 1.5), reframing the path to school leadership, collaborative teacher techniques, how to deal with low performing staff members through the 3020a process, using action research to develop instructional initiatives, Achieve 3000, Instructional Rounds Roadmap, APEX learning, and Kaplan Virtual Education.
- Helping the school strengthen its social studies and science curriculums through the use of alternative

⁸ Source: DOE Progress Report

text books.

- Working with Jamaica High School to create teacher teams to monitor English language learners in meeting credit and Regents requirements.
- Organizing and leading weekly meetings with teacher teams to help them analyze data to improve instruction and identify interventions for struggling students.
- Extensive training for teachers on developing lesson plans, using data to monitor and revise student activities, aligning instruction to new state standards, analyzing student work to identify intervention strategies, teaching practices for English language learners, setting goals for students with disabilities, individualized instruction, teaching phraseology and reading comprehension, curriculum analysis, and unit planning.

Operational Support:

- Working with the principal to align the school budget with the school's goals.
- Helping the school implement a Coordinated Early Intervention Services grant that was used to provide leadership support to the principal and assistant principal and coaching to school staff on reducing suspensions and absences.
- Providing one-on-one support to the principal and school staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Training guidance counselors on how to use scholarship reports and graduation tracking systems.
- Offering training on crisis response, suicide prevention, gang awareness, bullying, internet safety, Respect for All, creating a safe and supportive school environment.
- Helping the school improve attendance rates by training attendance teachers on time management, effective investigation, documenting discharge planning interviews, and prioritizing investigation visits.

Safety Support:

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

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

Given that these attempts to support the school – whether a part of centralized effort to support all schools or individualized plans for Jamaica High School – have not been successful, it is apparent that Jamaica High School has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Jamaica High School community about strategies to better support students and improve outcomes at the school. The Jamaica High School community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed phase-out of Jamaica High School. Additionally, this fall, Queens High School Superintendent Juan Mendez held meetings with the School Leadership team and parents on November 17, 2010 to discuss what is and is not working at Jamaica High School, and how we can work together better to serve students. Superintendent Mendez also discussed possible scenarios for Jamaica High School due to its continued poor performance and its status as a PLA school. Approximately 50 parents attended. While they had some positive comments about the school's involvement with outside programs such as the Gateway Institute for Pre-College Education program, they expressed concerns about a number of issues. Parents

and SLT members said:

- The school has problems keeping good teachers.
- The school has persistently low graduation rates.
- The school struggles to use its resources effectively.

In addition, Superintendent Mendez met with teachers on November 24, 2010. Teachers shared similar feedback at the November 24, 2010 meeting as was shared on November 17, 2010. Teachers also shared concerns that Jamaica High School isn't receiving enough support from the DOE.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/queens/Jamaica>. While many members of the Jamaica High School community objected to the possibility of phasing-out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles, the lack of evidence demonstrating that the school can quickly turn around to better support students, and the very low demand for seats at the school, including the zoned program, and the other four programs offered at Jamaica High School.

The DOE plans to incorporate community feedback in other ways as we continue to support current Jamaica High School students working toward graduation. The DOE will continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

II. Proposed or Potential Use of Building

The building in which Jamaica High School is located, Q470, has the capacity to serve 2,116 students. Q470 has a 2009-2010 utilization rate of 74% percent of target capacity. This current year, there are 1,802 students projected to be enrolled in the building, yielding an estimated utilization rate of 85% of target building capacity. The three other schools in the building, Hillside Academy, Community Leadership and Queens Collegiate are new and are still growing as they gradually phase in to the building. These schools will all continue to phase in gradually, adding one new grade per year until they reach their complete grade span. As part of the replacement strategy for Jamaica High School, the DOE is also proposing to co-locate a new high school, 28Q350, a school serving grades 9-12 in the building beginning in the 2011-2012 school year. That proposal is outlined in a separate Educational Impact Statement, also posted on December 20, 2010.

Over the next four years, the proposed grade spans for the schools in the building are as follows:⁹

School Name	2010-11	2011-12	2012-13	2013-14	2014-15
Hillside Academy	9	9-10	9-11	9-12	9-12
Community Leadership	9	9-10	9-11	9-12	9-12
Queens Collegiate	6, 9-11	6-7, 9-12	6-12	6-12	6-12
New High School (28Q350)	N/A	9-12	9-12	9-12	9-12
Jamaica High School	9-12	10-12	11-12	12	N/A

Hillside, Community Leadership, and Queens Collegiate are expected to grow and phase-in as planned when they were initially sited in the building. Hillside Academy will serve grades 9-12 with approximately 400-450 students when it achieves full scale and completes its expansion. Community Leadership will serve approximately 400-450 students in grades 9-12 at full scale. Queens Collegiate will serve approximately 550-600 students in grades 6-12 at full scale. 28Q350 is proposed to be a district school that

⁹ As Jamaica phases out, some students may technically be classified in grades "no longer served" at the school. This would occur in situations where current students were "held over" because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Jamaica High School and would have access to appropriate courses to support their continued progress toward graduation.

is modeled on the Gateway program currently at Jamaica High School. It will open with grades 9-12 and, at full enrollment in 2014-2015, will serve approximately 400-450 students. Once the four schools have completed their expansions, and Jamaica High School has completed its phase-out, there will be approximately 1,750-1,950 students served in the building, yielding an estimated utilization rate of 92%.¹⁰

For more information about the 28Q350 and the proposed co-location, please refer to the Educational Impact Statement posted on December 20, 2010 at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

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, a building's target utilization rate is calculated by dividing its official audited enrollment by its target capacity. A building's target capacity factors in the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's internal class size targets (which are lower than the UFT contractual class sizes), 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, aspirational class size targets, programming efficiency, 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 target capacity. 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 fifth grade has a higher target classroom capacity than kindergarten.

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

A. Students

Enrollment Options for Current Jamaica High School Students

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

Current Students in the Gateway Program

If this proposal and the proposal to co-locate new school 28Q350 in building Q470 are approved, current ninth, tenth and eleventh graders enrolled in the Gateway program at Jamaica High School would have the option to receive an administrative transfer to a seat in 28Q350, which is modeled after the current Gateway program, beginning in the 2011-2012 school year. The existing Gateway program at Jamaica High School would be closed effective September 2011. Any student currently enrolled in the Gateway program that does not wish to transfer to the new Gateway school should request a transfer to one of the

¹⁰ The official target capacity and utilization rates for the 2010-11 school year are not yet available. Unless otherwise noted, all references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book").

other three remaining programs at Jamaica High School.¹¹ A more detailed description of the new school modeled after the Gateway program is available in a separate Educational Impact Statement available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

Current Ninth Graders in Jamaica High School

In New York City, the High School Admissions Process is a citywide choice process. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application. For September 2011, High School admissions applications were due December 3, 2010. Current ninth grade students at Jamaica High School may have already taken part in this process. If this proposal is approved in February 2011, there would be another opportunity for current ninth grade students to participate in the High School Admissions Process. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade.

Those students interested in applying to attend a different school as a 10th grader in September 2011 should meet with a guidance counselor. In early February, a new high school application called the New High Schools Choice Form will be available. These students should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. Students may receive a match as part of the Main Round of the Admissions process.

Current repeat ninth grade students would complete high school at Jamaica High School if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to one of the City's transfer schools.¹²

As noted above, current students enrolled in the Gateway program at Jamaica High School would have the option to transfer into the new Gateway high school or request a transfer to another program within Jamaica High School where the student would continue to work towards graduation.

Current Tenth, Eleventh and Twelfth Graders at Jamaica High School

Current tenth, eleventh, and twelfth grade students who are on track to graduate would complete high school at Jamaica High School if they continue to earn credits on schedule. As the school becomes smaller, students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to discuss all of their options.

Current tenth, eleventh, and twelfth grade students who are not on track to graduate should meet with their guidance counselor to discuss options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the City's transfer schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation.¹³ In general, however, it is expected that most current Jamaica High School students would remain enrolled at the school as they work toward graduation. Current students enrolled in the Gateway

¹¹ The other three programs at Jamaica High School are: Finance Institute and Business Institute, Law Studies Institute, and Pre-Engineering/Computer Science. Jamaica also has a zoned program.

¹² Transfer Schools are small, academically rigorous, full-time high schools designed to re-engage students who are behind in high school or have dropped out. The essential elements of Transfer Schools include: a personalized learning environment, rigorous academic standards, student-centered pedagogy, support to meet instructional and developmental goals, and a focus on connections to college.

¹³ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

program at Jamaica High School would have the option to transfer into the new Gateway high school or request a transfer to another program within Jamaica High School where the student would continue to work towards graduation.

Jamaica High School currently offers Collaborative Team Teaching (“CTT”), Self Contained (“SC”) classes and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language program. English Language Learners at Jamaica High School will continue to receive mandated services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans.

The DOE will arrange a new placement for students who haven’t accumulated enough credits and those who have not passed the minimum number of Regents exams by June 2014, the point at which the school would be fully phased out.

Impact on Academic and Extracurricular Offerings at Jamaica High School

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Jamaica High School. That said, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes. In addition, if the proposal to co-locate 28Q350 is approved by the PEP, the Gateway program would no longer be a part of Jamaica High School. It is important to note that students currently in the Gateway program would have the opportunity to continue to attend the same instructional program located in the same building, only now the program will be part of a discrete school.

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

During the proposed phase-out, the DOE will build on our past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teacher practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students.
- Facilitating partnerships with community based organizations to support youth development initiatives at the school.

Jamaica High School offers four academic programs open to students both in and outside the school’s residential zone. They are: Finance Institute and Business Institute; Law Studies Institute; Pre-Engineering/Computer Science Institute; and Gateway Medical/Science Honors Institute. Students who are already enrolled in Jamaica High School through those programs, with the exception of the Gateway program, as well as students enrolled through the zone program would continue to have access to the academic classes they need to complete their program requirements.

Jamaica High School currently offers Collaborative Team Teaching, Self Contained and Special Education Teacher Support Services. It also has English as a Second Language program and a Bilingual Spanish program. English Language Learners at Jamaica High School will continue to receive mandated services even as the school phases out and will continue to have access to the Bilingual Spanish program. Students with disabilities will likewise to continue to receive mandated services in accordance with their

Individualized Education Plans.

As a school identified as PLA, Jamaica High School is eligible for School Improvement funds to support the Turnaround model. In most cases, schools undergoing a Turnaround model must replace the principal and at least 50% of the staff. In New York State, the Turnaround model also allows for a school to be phased out and replaced by a new school over time.

If Jamaica High School were selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between Jamaica High School and the new proposed high school to be co-located in Q470, and will be available to support programs at both schools that will actively advance students towards graduation (e.g., online credit recovery programs, additional youth development and guidance support to struggling students).

Jamaica High School would continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

Jamaica High School currently offers the following sports:¹⁴

PSAL Sports – Boys: Baseball, Basketball and JV Basketball, Bowling, Football & JV Football, Outdoor Track, Soccer, Swimming, Volleyball, and Wrestling

PSAL Sports – Girls: Basketball, Bowling, Cross Country, Indoor Track, Outdoor Track, Soccer, Softball, Swimming, Volleyball

PSAL Sports – Co-ed: Fencing, Golf, Tennis

School Sports – Cheerleading, Weightlifting

According to the High School Directory, Jamaica High School also offers the following extracurricular activities: National Honor Society, Law Team, Debate Team, Mock Trial, Drama, and Art, among others.

It is again difficult to predict precisely how those changes might be implemented as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the Jamaica campus is already home to several school organizations other than Jamaica High School and if this proposal is approved, the DOE anticipates that an additional new school will also phase into the building, if approved by the PEP. Typically, campuses that are home to multiple schools still field athletic teams, but do so collaboratively, with students from all schools located on the campus eligible to participate. This is true at Jamaica, where students from all schools are eligible to participate in sports offerings. If this phase-out proposal is approved, we anticipate that this same opportunity would continue to exist for students across the Jamaica campus, including current Jamaica High School students. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

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

¹⁴ Sport offerings reflect the 2010-2011 Directory of High Schools. PSAL is the Public School Athletic League.

Impact on Community Partnerships at Jamaica High School

The DOE has worked with administration at Jamaica High School to establish partnerships with several community organizations including a new partnership with OASIS Children's Service which is working with the school this year by setting up a collaborative where 30 students may go to Queensborough Community College for college credit, academic counseling and remediation four days a week. Jamaica High School also has a partnership with Queens Community House. Queens Community House works with schools to help improve student attendance, participation and academic performance for targeted students. Queens Community House also has partnerships with Newtown and Hillcrest High Schools.¹⁵

Those partnerships would continue to support current students as Jamaica High School phases out, though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Jamaica High School staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Jamaica High School students in the past. As is typical for new schools created under this administration, the other schools currently housed on the Jamaica campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. For example, Community Leadership has a partnership with the Jamaica YMCA which provides after school clubs (Leaders Club), opportunities for community service projects and Physical Fitness/Education facilities. A partnership with the Jamaica Center for Arts and Learning (JCAL) also provides Teaching Artists and expanded arts programming. The school is also developing a farming initiative that educates students on greenmarkets and fresh food which will be an opportunity for the whole campus. Hillside Academy has established a partnership with Sing for Hope, which provides Teaching Artists and arts programs. The school also has a partnership with the Institute for Student Achievement that facilitates professional development opportunities for teachers and an extended-day tutoring program for students. Hillside Academy is currently developing partnerships with JCAL and the School of Education at St. John's to further support student learning. As appropriate, the DOE will work with other schools on the Jamaica campus to introduce or enhance partnerships with the community organizations that currently support Jamaica High School students.

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

In New York City, the High School Admissions Process is a citywide choice process. Students who are in the eighth grade must participate and students who are first time ninth-graders have the option of participating to apply for a tenth grade seat in another school. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his/her application.¹⁶

There are three rounds to the High School Admissions Process:

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

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

¹⁵ <http://www.queenscommunityhouse.org/>

¹⁶ Each school that participates in the High School Admissions Process may have multiple programs that students to which students can apply. There are different selection criteria associated with each program. Details on the criteria for each selection method may be found in the High School Directory at a Borough Enrollment Center or on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

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

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

Historically, eighth grade students living in the Jamaica High School zone can receive priority to Jamaica High School by applying to the zoned program. If the zoned program is listed first by the students, admission to the program is guaranteed. If the student listed the zoned program anywhere in the list of twelve choices, and does not get matched to a higher choice, admission to the zoned program is guaranteed.

Eighth graders who live in Jamaica High School's zone and eighth graders from across the city may list any or all of the four other programs offered at Jamaica High School among their twelve preferred choices on their admissions application.

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

If this proposal is approved, and a student does not submit a new application, Jamaica's High School programs would be removed from the student's existing list application before the Main Round match is executed. In this scenario, any school's programs ranked lower than those in programs in Jamaica High School would essentially move up on the application. This may or may not impact the eventual match as the student might have been matched to a school ranked higher than Jamaica High School on the application. However, if the student would have been matched to Jamaica High School, he or she will instead be matched to the next-highest eligible program listed on the application.

Admissions Impact for Future High School Students

In order to best anticipate the future needs of students, the DOE utilizes historical data to best predict the volume and demographic of students it will need to serve as a result of a phase-out decision. As of the November 1 register, Jamaica High School has a total of 134 new 9th grade admits. New 9th grade admits are made up of students who enter the school through two methods:

- High School Admissions process
- "Over-the-counter" placement

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

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101)¹⁷.

When a student arrives for 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

¹⁷ 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.

guidelines. The student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs.

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

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

Screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered through referral.¹⁸ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

Moreover, in Queens, the number of schools that admit students during this period has increased from 65 to 79.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over the counter, the following analysis uses the data from the 2010-2011 school year to approximate future needs. At Jamaica High School, the data below provides an overview of how many students arrived through either the High School Admissions process vs. over-the-counter:

	High School Admissions Process	Over-the-Counter
9th Grade	37	97

Additionally, Jamaica High School admitted 113 OTC students in grades 10-12 as well.¹⁹

	Over-the-Counter
10th Grade	73
11th Grade	31
12th Grade	9

It is critical that the needs of all students – whether they arrive through the admissions process or over-the-counter – are met. Of the 37 9th grade students who were admitted through the High School Admissions process, 19% are students with disabilities and 19% are ELL. And of the 210 students who arrived over-the-counter, 9% are students with disabilities and 12% are ELL.²⁰

¹⁸ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

¹⁹ Some of the 10th grade new admits may have been through the High School Admissions Process for 10th grade students.

²⁰ Students with disabilities as percentage of total students from the 2010 Unaudited Register on November 1, 2010. This count

Jamaica High School currently offers Collaborative Team Teaching, Self-Contained classes and Special Education Teacher Support Services. It also has English as a Second Language program and a Bilingual Spanish program. English Language Learners at Jamaica High School will continue to receive mandated services even as the school phases out. Students will also continue to have access to the Bilingual Spanish program. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans.

High school students with Individual Education Plans (IEPs) are admitted to schools through the same processes as general education students. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

Admissions Impact for Future High School Students – Students Zoned to Jamaica High School

For students who are zoned to Jamaica High School, this proposal would mean that he or she no longer has a zone entitlement as part of the High School Admissions Process. As noted previously in this proposal, few zoned students currently seek to attend Jamaica High School. In 2009-2010, the most recent year for which data is available, only 11% of students residing in the Jamaica High School zone enrolled at the school, meaning that 89% of students guaranteed a seat at the school chose to apply elsewhere. Students residing in the Jamaica High School zone do not receive priority admission to the new schools currently phasing in to the Jamaica campus and the new school proposed to begin phasing into Jamaica would also be unzoned. That said, this proposal has the potential to positively impact students residing in the Jamaica High School zone by offering higher-quality options on the campus to families who currently send their children elsewhere in the City—in some cases a significant distance from their homes. Already, students residing in the Jamaica High School zone represent 25% of students enrolled in the new schools currently phasing into the building. As those schools continue to grow and as another new school is introduced to the campus, we anticipate that those schools will attract local students back to the building in greater numbers.

In addition to schools on the Jamaica campus, eighth grade students residing in the Jamaica High School zone will continue to have access to a broad range of high school options through the citywide High School Admissions Process. These include many other Queens high schools, some of which offer academic programs and pathways similar to those currently available at Jamaica High School. A full list of City High Schools is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices and on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Attached, as Appendix A, there is a list of schools in Queens with programs in the same “Interest Area” as the four programs (Finance Institute and Business Institute, Law Studies Institute, Pre-Engineering/Computer Science, Gateway Medical/Science Honors Institute) currently offered at Jamaica High School through the High School Admissions Process. In addition, the percent of special education students and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options. As previously mentioned, the DOE is also proposing to open a New School in the Q470 building in September 2011 that will be modeled after the Gateway program currently operating at Jamaica High School.

In addition to the general academic interests offered through the four programs at Jamaica High School, Jamaica High School also offers bilingual Spanish instruction. The following table provides information about the eleven other schools located in Queens that also offer Bilingual Spanish programs. Students interested in attending a school with a Bilingual Spanish program can learn more about these schools and programs in the High School Directory.²¹

DBN	School Name	ELL Programs - Bilingual Programs	Address	Zip Code	Admissions Method for Programs at School
24Q455	Newtown High School	Spanish, Chinese	48-01 90 STREET	11373	Educational Option, Audition, Screen, Zoned
24Q485	Grover Cleveland High School	Spanish	21-27 HIMROD STREET	11385	Educational Option, Limited Unscreen, Zoned
24Q550	High School for Arts and Business	Spanish	105-25 HORACE HARDING EXPY N	11368	Educational Option
25Q425	John Bowne High School	Spanish, Chinese	63-25 MAIN STREET	11367	Educational Option, Screen, Zoned
25Q460	Flushing High School	Spanish, Chinese	35-01 UNION STREET	11354	Educational Option, Zoned
27Q475	Richmond Hill High School	Spanish	89-30 114 STREET	11418	Educational Option, Zoned
27Q480	John Adams High School	Spanish	101-01 ROCKAWAY BOULEVARD	11417	Educational Option, Zoned
28Q505	Hillcrest High School	Spanish	160-05 HIGHLAND AVENUE	11432	Educational Option, Audition, Screen, Zoned
30Q445	William Cullen Bryant High School	Spanish	48-10 31 AVENUE	11103	Screened, Zoned
30Q450	Long Island City High School	Spanish	14-30 BROADWAY	11106	Screened, Zoned
30Q555	Newcomers High School	Spanish, Chinese	28-01 41 AVENUE	11101	Screened

B. Schools

Jamaica High School has a 2010-11 enrollment projection of 1,266 students. If this proposal is approved, Jamaica High School will phase out gradually, but the ninth grade seats lost as a result of that phase-out will be replaced as new schools phase in to the Jamaica campus.

The overall plan for the Q470 building includes the phase-out of Jamaica High School, and the continued phase-in of Hillside Academy, Community Leadership, and Queens Collegiate. When those schools complete their expansion and achieve full scale, they are projected to collectively enroll 1,350-1,500 students including 1,100-1,250 students in grades 9-12. There would be no impact on enrollment at those schools as a direct result of this proposal. In addition, in a separate Educational Impact Statement, the DOE is proposing the co-location of a new high school, 28Q350, beginning in 2011-2012, when the school will serve approximately 100-125 new ninth-graders. The school will also serve current students in grades 9-12 who are enrolled in the Gateway program at Jamaica and who wish to transfer to the new school. 28Q350 would serve students in grades 9-12 in 2011-2012 and will serve approximately 400-450 students at scale in 2014-2015.

²¹ Each school that participates in the High School Admissions Process may have multiple programs that students to which students can apply. There are different selection criteria associated with each program. Details on the criteria for each selection method may be found in the High School Directory at a Borough Enrollment Center or on the DOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

The table below outlines the projected enrollment ranges for the schools in Q470 as Jamaica High School phases out and the other schools phase-in.²²

School Name	Enrollment				High School Admissions Process Selection Criteria
	2011-12	2012-13	2013-14	2014-15	
Queens Collegiate	400-450	450-500	550-600	550-600	Limited Unscreened
Hillside Academy	200-225	300-325	400-425	400-450	Limited Unscreened
Community Leadership	200-225	300-325	400-425	400-450	Limited Unscreened
28Q350 ²³	250-275	350-375	400-425	400-450	Educational Option
Jamaica High School	650-750	350-450	125-225	N/A	N/A
Total	1,700-1,925	1,750-1,975	1,875-2,100	1,750-1,950	

Under this scenario, Building Q470 would enroll approximately 1,750-1,950 students including 1,500-1,700 9-12 graders in 2014-2015. At that point, Jamaica High School would have completed its phase-out and the four other schools intended to be co-located in Building Q470 would have completed their phase in. The projected utilization for Building Q470 at that point is 92% of target capacity.²⁴ This means that the building has adequate capacity to accommodate the full expansion of the three schools currently co-located with Jamaica High School as well as the full expansion of the new school separately proposed to phase-in to the facility.

If this proposal is approved, there would be sufficient space to serve students at Jamaica High School, Hillside Academy, Community Leadership, Queens Collegiate, and 28Q350 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Jamaica High School phases out and while other schools gradually phase in. Once each school is at its intended scale, there would also be sufficient space to serve students at Hillside Academy, Community Leadership, Queens Collegiate and 28Q350. (Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf

²² As all of the schools in Q470 besides Jamaica are currently phasing in, the ranges reflect their expected enrollment. Queens Collegiate will reach full scale in 2012-2013, but the DOE expects that it may take until 2014-2015 for the school to serve the expected number of students per grade.

²³ The enrollment projections for 28Q350 include the estimated 100-125 new ninth graders that will enroll in the school, in addition to an estimate of students that will decide to transfer from the Gateway program to the Gateway school, 28Q350. It is expected that by 2014-2015, the Gateway school will meet its entire expected at scale enrollment.

²⁴ Based on a high-end estimate of enrollment at scale compared to 2009-2010 target building utilization.

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.²⁵ 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 the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE on October 6, 2010, there are 78 full-size instructional rooms plus 4 science labs and 11 science demonstration rooms in Q470, for a total of 93 full size spaces in Q470. There are also 46 half-size spaces, and a designed general office space. Consistent with the Footprint, at scale, Hillside Academy will be allocated a baseline of 16 full-size spaces, Community Leadership will be allocated a baseline of 16 full-size spaces, and Queens Collegiate will be allocated a baseline of 21 full-size instructional classrooms. 28Q350 will also be allocated a baseline of 16 full-size spaces at scale. This represents a total of 69 full-size classrooms when all schools are operating at full scale. Thus, there would be sufficient instructional space in Q470 for all schools to grow to scale. Schools would also be allocated administrative space, resource rooms and half size rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

²⁵ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 half-size classrooms, etc.

Jamaica High School is currently using 49 full-size spaces, 33 half size spaces, plus 4 science labs, and 10 science demonstration rooms. The science labs, science demonstration labs and full-size spaces equal 63 full-size rooms that are currently being used by Jamaica High School. Per the Footprint, Jamaica High School currently should be allocated an equivalent of 41 full-size spaces, 2 science labs, and 2 science demonstration rooms for a total of 45 full-size rooms plus the appropriate resource and administrative. In other words, Jamaica High School is currently 18 full-size rooms over the baseline Footprint allocation. If this proposal is approved, the enrollment at Jamaica High School is projected to decline. As the number of students is reduced, the Footprint allocation of rooms for Jamaica High School will also be reduced. If this proposal is approved, in the first year of implementation, Jamaica High School would be allocated a baseline of 26-30 full-size rooms based on its projected enrollment of ~650-750 students pursuant to the Footprint.

Hillside is currently using 4 full-size spaces which is equal to the school’s current baseline allocation and in 2011-2012 will be allocated a baseline of eight full-size spaces. Community Leadership is also currently using 4 full-size spaces, which is equal to the school’s current baseline allocation, and the school will be allocated a baseline of eight full-size spaces in 2011-2012. Queens Collegiate is currently on footprint with 12 full-size rooms and will be allocated a baseline of 18 full-size spaces in 2011-2012. If the proposal to co-locate new school 28Q350 in the building is approved, that school will be allocated a baseline of 10-11 full-size spaces. This represents 73-78 rooms, and thus there is adequate space in Q470 for all schools in 2011-2012. The additional space in the building will be divided between the 5 schools while Jamaica High School phases out as part of the Building Council and in conjunction with the Office of Space Planning.

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

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Queens Collegiate	12	18	21	21	21
Hillside Academy	4	8	12	16	16
Community Leadership	4	8	12	16	16
28Q350	N/A	10-11	14-15	16	16
Jamaica High School	46	29-33	19-23	10-13	N/A
Total	66	73-78	78-83	79-82	69

There is currently a climate control and heating plant upgrade for the Q470 building proposed as part of the Capital Plan.

C. Community

This proposal addresses many needs of the Jamaica High School community:

- Jamaica High School is housed in a national landmark building, opened in 1927. The school has a rich history and many distinguished graduates. Unfortunately, the academic performance of students at Jamaica High School over the last decade demonstrates there is now a great need to provide better options for future students. Under this proposal, the Jamaica building will remain open but will offer new educational options that better support student needs.
- Many Queens high schools are overcrowded. However, building Q470 is under-utilized. During the 2009-2010 school year, building Q470 had a target capacity to serve 2,116 students, but only 1,574 students were enrolled between Jamaica High School and Queens Collegiate, with a target utilization rate of just 74%. This current year, there are 1,802 students projected to be enrolled in the building, yielding an estimated utilization rate of 85% of target building capacity. This means that the building is

under-utilized, with extra space remaining to accommodate additional students. The underutilization of building Q470 is directly related to low student demand for seats at Jamaica High School. Enrollment at Jamaica High School has declined significantly in recent years, dropping from 2,394 students in 2005-2006 to just 1,413 students in 2009-2010. In addition, Jamaica High School is a zoned school, but only 11% of zoned students were enrolled on October 31, 2009. This means that the overwhelming majority of zoned students are choosing to attend high school elsewhere. Phasing out Jamaica High School allows the DOE to create better options for local families. As a result, the DOE anticipates that students would be attracted back to the building, thereby potentially alleviating overcrowding at high schools elsewhere in Queens. Already, students residing in the Jamaica High School zone represent 25% of students enrolled in the new schools currently phasing into the building. While those new schools would not offer zoned-priority to local families, local students would be able to consider several new high schools located close to their homes rather than applying to schools outside their community, as most of them have done in recent years, as evidenced by the low numbers of zoned students enrolled in Jamaica High School.

As noted elsewhere in this document, the proposal to phase out Jamaica High School is not expected to yield a net loss of seats in building Q470. The DOE is currently phasing in three new schools into the Jamaica campus, and is separately proposing to co-locate a fourth new school in to the facility. In 2009-2010, building Q470 had a utilization rate of 74%. In 2014-2015, when the proposed Jamaica High School phase-out is completed and the four other schools have all achieved full scale, the DOE projects the building will have a 92% utilization rate.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a District or individual building basis. In Queens, there are 67,785 high school seats and 75,024 students enrolled in high schools. This implies that the entire borough is overcrowded, but utilization varies by community and building.

This year, in addition to Jamaica, the DOE is proposing to phase-out one other high school in Queens: Beach Channel High School located in building Q410. Despite the overcrowding experienced in the borough as a whole, both Q410 and Q470 are currently underutilized. If both of the proposals to phase-out Beach Channel High School and Jamaica High School are approved by the PEP, the DOE has effective plans prepared to replace the lost seats. Based on the November 1, 2010 enrollment register, Beach Channel High School and Jamaica High School are serving a total of 218 new 9th grade students. These seats will be recovered through new seats created in these two buildings.

The DOE is proposing to co-locate a new school in both the Q470 and Q410 buildings, respectively, which will create a total of 220 new seats. These seats will not be screened and will offset the 218 ninth grade seats anticipated to be lost by these two proposed phase-outs.²⁶ The DOE is also proposing to temporarily co-locate a new school in the Q686 building located within the geographical confines of District 28. The DOE proposed that 24Q585 would open in September 2011 and would provide approximately 175-225 unscreened new ninth grade seats. In September 2012, this school is proposed to move into a newly constructed site in building Q585 within the geographical confines of District 24. This proposal was published on January 8, 2011 and can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Mar12011Proposals.htm>.

It should also be noted that, given that both Beach Channel High School and Jamaica High School were proposed to be phased-out last year, in January 2010, the DOE proposed new schools for both buildings which were approved by the PEP and are currently phasing-in with a cohort of ninth grade students. For Jamaica, the DOE created two schools: Hillside Academy and Community Leadership. In the Beach Channel building (Q410), the DOE created Rockaway Park High School for Environmental

²⁶ The proposed new school at Jamaica is proposed to enroll students through the Educational Option selection method. This enrollment policy is described in more detail in the Educational Impact Statement regarding the proposed co-location of school 28Q350 in Building Q470. This proposal can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

Sustainability. Currently, these three schools collectively serve 264 9th graders.²⁷ By opening new schools in these two buildings last year and this year, the DOE will have created the capacity for approximately 484 new ninth grade seats in the Beach Channel and Jamaica buildings.

Additionally, the DOE also opened two other new schools in Queens this year: Queens Metropolitan High School and Cambria Heights Academy. In addition to providing new options for Queens students, these schools also helped reduce some of the overcrowding in Queens high schools. There are 411 ninth grade students currently served in the Queens Metropolitan High School and 79 ninth grade students served in Cambria Heights Academy.²⁸ Although Queens Metropolitan High School is zoned, the other new schools in Queens are all unscreened and represent new and diverse options for students. In total, in September 2010, 754 new ninth grade seats were opened last year and to serve students in Queens.

Lastly, Metropolitan Expeditionary Learning School opened in District 28 in 2010, serving students in the sixth and seventh grades. This school is expected to add a grade a year until it serves students in grades 6-12. The DOE anticipates there will be 100 new ninth grade seats available at this school in 2012-2013.

Below is the list of new schools that opened in September 2010 which would continue to serve as options if the proposal to phase – out Jamaica High School is approved by the PEP.

DBN	Bldg ID 2010-2011	School Name	Bldg name	September 2010 Selection Methods
27Q324	Q410	Rockaway Park High School for Environmental Sustainability	Beach Channel HS – Queens	Limited Unscreened
28Q325	Q470	Hillside Arts & Letters Academy	Jamaica HS – Queens	Limited Unscreened
28Q328	Q470	High School for Community Leadership	Jamaica HS – Queens	Limited Unscreened
28Q686	Q686	Queens Metropolitan High School	Metropolitan Ave High School Campus	Zoned
29Q326	Q799	Cambria Heights Academy	St. Gerard Majella	Limited Unscreened

Any future proposal to co-locate a new school in an existing building in Queens would be proposed in an Educational Impact Statement and would require approval by the PEP.

Attached as Appendix A, there is a list of schools in Queens with programs in the same “Interest Area” as the four programs (Finance Institute and Business institute, Law Studies Institute, Pre Engineering/Computer Science, Gateway Medical/Science Honors Institute) currently offered at Jamaica High School. A list of schools offering bilingual Spanish instruction, which is currently offered at Jamaica High School, appears on page 16 of this proposal.

In addition to information provided on Queens high schools provided above, detailed information about all City high schools is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at Building Q470.

²⁷ Last winter, the PEP voted to gradually phase-out both Beach Channel and Jamaica. A lawsuit prevented the DOE from following through with those plans.

²⁸ Enrollment for Queens Metropolitan High School and Cambria Heights Academy is based on the November 1, 2010 unaudited register.

IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are Jamaica High School, Hillside Academy, Community Leadership and Queens Collegiate.

Jamaica High School

Admissions Data

Current Admissions	High School Admissions Process Admissions Method: Educational Option, Screened
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	1,266
Grades Served after Phase-Out Proposal in 2011-2012	10-12
Projected 2011-2012 Enrollment	650-750
Grades Served after Phase-Out Proposal in 2012-2013	11-12
Projected Enrollment 2012-2013	350-450
Grades Served after Phase-Out Proposal in 2013-2014	12
Projected Enrollment 2013-2014	125-225
Grades Served after Phase-Out Proposal in 2014-2015	N/A
Projected Enrollment at Scale	N/A

Demographic Data

Percentage Students Receiving CTT or SC services²⁹	7%
Percentage Students with Individual Education Plan³⁰	11%
Percentage English Language Learner Students³¹	18%
Percentage of Students Eligible for Free or Reduced Lunch³²	59%

²⁹ Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.

³⁰ Students with an Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

³¹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Jamaica High School ³³	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Quality Review Score	P	P	
Graduation Data			
Four-Year Graduation Rate	45%	46%	50%
Four-Year Regents Diploma Rate	34%	33%	38%
Six-Year Graduation Rate	56%	58%	58%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	47%	44%	63%
Attendance Rate	81%	81%	80%
2010-2011 State Accountability Status		Restructuring (advanced) - Comprehensive	

³³ Performance Data from DOE Progress Report

Queens Collegiate

Admissions Data

Current Admissions	6-8: MS Choice Process 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	6-8: MS Choice Process 9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data

Current Grades Served	6,9,10,11
Projected 2010-2011 Enrollment	320
Grades Served after Phase-Out Proposal in 2011-2012	6,7,9,10,11,12
Projected 2011-2012 Enrollment	400-450
Grades Served after Phase-Out Proposal in 2012-2013	6,7,8,9,10,11,12
Projected 2012-2013 Enrollment	450-500
Projected Enrollment at Scale	550-600

Demographic Data

Percentage Students Receiving CTT or SC services³⁴	7%
Percentage Students with Individual Education Plan³⁵	16%
Percentage English Language Learner Students³⁶	4%
Percentage of Students Eligible for Free or Reduced Lunch³⁷	80%

³⁴ Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.

³⁵ Students with an Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

³⁶ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³⁷ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Queens Collegiate: A College Board School³⁸	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade			
Quality Review Score			WD
Graduation Data			
Four-Year Graduation Rate			
Four-Year Regents Diploma Rate			
Six-Year Graduation Rate			
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits		92%	90%
Attendance Rate		92%	91%
2010-2011 State Accountability Status		Pending	

³⁸ Performance Data from 2009-2010 DOE Progress Report.

*Hillside Arts and Letters Academy***Admissions Data**

Current Admissions	9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Admissions Method: Limited

Enrollment Data

Current Grades Served	9
Projected 2010-2011 Enrollment	108
Grades Served after Phase-Out Proposal in 2011-2012	9,10
Projected 2011-2012 Enrollment	200-225
Grades Served after Phase-Out Proposal in 2012-2013	9,10,11
Projected 2012-2013 Enrollment	300-325
Grades Served after Phase-Out Proposal in 2013-2014	9,10,11,12
Projected 2013-2014 Enrollment	400-425
Grades Served after Phase-Out Proposal in 2014-2015	9,10,11,12
Projected 2014-2015 Enrollment	400-450
Projected Enrollment at Scale	400-450

Demographic Data

Percentage Students Receiving CTT or SC services³⁹	N/A
Percentage Students with Individual Education Plan⁴⁰	N/A
Percentage English Language Learner Students⁴¹	N/A
Percentage of Students Eligible for Free or Reduced Lunch⁴²	N/A

School Performance Data

Hillside Arts and Letters Academy opened in September 2010, as a result there is no school performance data available at this time.

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

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

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

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

*High School for Community Leadership***Admissions Data**

Current Admissions	9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data

Current Grades Served	9
Projected 2010-2011 Enrollment	108
Grades Served after Phase-Out Proposal in 2011-2012	9,10
Projected 2011-2012 Enrollment	200-225
Grades Served after Phase-Out Proposal in 2012-2013	9,10,11
Projected 2012-2013 Enrollment	300-325
Grades Served after Phase-Out Proposal in 2013-2014	9,10,11,12
Projected 2013-2014 Enrollment	400-425
Projected Enrollment at Scale	400-450

Demographic Data

Percentage Students Receiving CTT or SC services⁴³	N/A
Percentage Students with Individual Education Plan⁴⁴	N/A
Percentage English Language Learner Students⁴⁵	N/A
Percentage of Students Eligible for Free or Reduced Lunch⁴⁶	N/A

School Performance Data

High School for Community Leadership opened in September 2010. As a result there is no school performance data available at this time.

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

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

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

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

V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Jamaica High School roster as the phase out is implemented, the school is expected to receive approximately \$4,181 less in base per pupil funding annually. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase out, the total number of students enrolled at Jamaica High School will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language Learner they enrolled. In high schools, these supplemental funds are awarded to support English Language Learners, students with disabilities, and students who are performing below grade level upon enrollment. If students fall into more than one of those categories, the school receives supplemental funds in accordance with all of those students' needs. It is difficult to project the impact of this proposal on the total supplemental funding that Jamaica High School will receive because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools citywide, Jamaica High School 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. Jamaica High School is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans (IEPs). Even as Jamaica High School is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

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

All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

Costs related to the proposal to open 28Q350 will be included in the separate, new school EIS. This EIS can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at Jamaica High School would be excessed over the course of the phase-out.⁴⁷ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (UFT) contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in Jamaica High School will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

B. Cost of Instruction

As a result of the phase out, the total number of students enrolled at Jamaica High School will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language Learner they enrolled. In high schools, these supplemental funds are awarded to support English Language Learners, students with disabilities, and students who are performing below grade level upon enrollment. If students fall into more than one of those categories, the school receives supplemental funds in accordance with all of those students' needs. It is difficult to project the impact of this proposal on the total supplemental funding that Jamaica High School will receive because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

⁴⁷ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

As with all other schools citywide, Jamaica High School 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. Jamaica High School is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans (IEPs). Even as Jamaica High School is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE’s overall operating budget.

Costs related to the proposal to open 28Q350 will be included in the separate, new school EIS. This EIS can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

C. Administration

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

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>.

There will be no change to existing transportation practices at Jamaica High School as a result of this proposal.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with citywide policy.

VII. Building Information

Type of Building	High School
Year Built	1926
Overall BCAS rating	2.66
2009-2010 Target Utilization	77%
2009-2010 Target Capacity	2,116
FY 2009 Maintenance Costs	Labor: \$76,420.71 Materials: \$73,532.17 Maintenance and Repair Contracts: \$63,700.55 Custodial Operations Costs—Materials: \$20,210.31 Custodial Operations Costs—Custodial Allocation: \$649,429.82
FY 2009 Energy Costs	Electric: \$13,351.00 Gas: \$250,616.00 Oil: \$N/A
Projects completed during the current or prior school year	Exterior stairs, climate control/heating plant upgrade/ IEH PO18-Basement
Projects proposed in the capital plan	Building Upgrade- Climate control, heating plant upgrade
Accessibility of the building	Building is not functionally programmatic accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer rooms (CR's) Gymnasiums, Library, & Science labs (CR's)

APPENDIX A
Interest Area: Business

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admissions Method
Queens	Academy of Finance and Enterprise	24Q264	30-20 THOMSON AVENUE QUEENS NY	426	377	105%	5%	8%	A	81	813	Academy of Finance and Enterprise	Business	Limited Unscreened
Queens	Newtown High School	24Q455	48-01 90 STREET QUEENS NY	2934	2569	117%	6%	31%	C	170	729	Business Institute	Business	Educational Option
Queens	Queens Vocational and Technical High School	24Q600	37-02 47 AVENUE QUEENS NY	1320	1146	112%	11%	6%	A	N/A	N/A	Careers in Business	Business	Screened
Queens	Flushing High School	25Q460	35-01 UNION STREET QUEENS NY	3077	2124	129%	7%	24%	C	210	650	Business Entrepreneurship	Business	Educational Option
Queens	Martin Van Buren High School	26Q435	230-17 HILLSIDE AVENUE QUEENS NY	2608	2294	122%	6%	8%	C	350	816	School of Business and Computer Studies	Business	Educational Option
Queens	Beach Channel High School*	27Q410	100-00 BEACH CHANNEL DRIVE QUEENS NY	1089	2592	51%	13%	9%	F	100	74	Small Learning Community (SLC) for Business	Business	Unscreened
Queens	John Adams High School	27Q480	101-01 ROCKAWAY BOULEVARD QUEENS NY	3351	2932	111%	9%	14%	B	102	384	Adams Business Institute	Business	Educational Option
Queens	Jamaica High School	28Q470	167-01 GOTHIC DRIVE JAMAICA NY	1236	1877	79%	7%	18%	D	100	127	Finance Institute and Business Institute	Business	Educational Option
Queens	Hillcrest High School	28Q505	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	68	446	Biz/Tech	Business	Educational Option
Queens	Business, Computer Applications & Entrepreneurship High School	29Q496	207- 01 116TH AVENUE QUEENS NY	365	520	92%	7%	3%	D	150	266	Business and Computers	Business	Educational Option

Interest Area: Computer Science & Technology

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admissions Method
Queens	Queens Vocational and Technical High School	24Q600	37-02 47 AVENUE QUEENS NY	1320	1146	112%	11%	6%	A	56	943	Computer Technology and Information Systems	Computer Science & Technology	Screened
Queens	Aviation Career & Technical Education High School	24Q610	45-30 36 STREET QUEENS NY	2134	1613	130%	3%	3%	A	N/A	N/A	Aviation Maintenance Technology	Computer Science & Technology	Screened
Queens	Richmond Hill High School	27Q475	89-30 114 STREET QUEENS NY	2953	2211	144%	7%	16%	C	100	563	Computer Applications and Technology	Computer Science & Technology	Educational Option
Queens	Jamaica High School	28Q470	167-01 GOTHIC DRIVE JAMAICA NY	1236	1877	79%	7%	18%	D	160	192	Pre-Engineering/Computer Science Institute	Computer Science & Technology	Screened
Queens	Thomas A. Edison Career and Technical Education High School	28Q620	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	75	1408	Information Technologies	Computer Science & Technology	Screened
Queens	Information Technology High School	30Q502	21-16 44TH ROAD QUEENS NY	955	765	128%	11%	10%	A	200	1674	Information Technology	Computer Science & Technology	Educational Option

Interest Area: Law & Government

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admissions Method
Queens	Flushing High School	25Q460	35-01 UNION STREET QUEENS NY	3077	2124	129%	7%	24%	C	200	1028	Thurgood Marshall Law Academy	Law & Government	Educational Option
Queens	Benjamin N. Cardozo High School	26Q415	57-00 223RD STREET QUEENS NY	4078	2674	150%	5%	7%	B	100	4109	Mentor Law and Humanities Institute	Law & Government	Educational Option
Queens	Francis Lewis High School	26Q430	58-20 UTOPIA PARKWAY QUEENS NY	4227	2561	174%	7%	13%	B	100	3917	Jacob K. Javits Law Institute	Law & Government	Educational Option
Queens	August Martin High School	27Q400	156-10 BAISLEY BOULEVARD QUEENS NY	1195	1797	68%	10%	4%	C	100	330	Business and Law Scholars Academy	Law & Government	Educational Option
Queens	Beach Channel High School*	27Q410	100-00 BEACH CHANNEL DRIVE QUEENS NY	1089	2592	51%	13%	9%	F	100	87	Small Learning Community (SLC) for Law, Justice and Civil Rights	Law & Government	Unscreened
Queens	Richmond Hill High School	27Q475	89-30 114 STREET QUEENS NY	2953	2211	144%	7%	16%	C	70	412	Law and International Studies	Law & Government	Educational Option
Queens	Forest Hills High School	28Q440	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	100	4172	Law & Humanities Institute	Law & Government	Educational Option
Queens	Jamaica High School	28Q470	167-01 GOTHIC DRIVE JAMAICA NY	1236	1877	79%	7%	18%	D	226	226	Law Studies Institute	Law & Government	Educational Option
Queens	Hillcrest High School	28Q505	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	68	386	Academy of Public Service and Law	Law & Government	Educational Option
Queens	High School for Law Enforcement and Public Safety	28Q690	116-25 GUY R BREWER BOULEVARD QUEENS NY	538	891	63%	5%	1%	B	160	752	Law Enforcement and Public Safety	Law & Government	Screened
Queens	Law, Government and Community Service High School	29Q494	207- 01 116TH AVENUE QUEENS NY	436	494	102%	6%	2%	D	150	531	Law, Government and Community Service	Law & Government	Educational Option
Queens	William Cullen Bryant High School	30Q445	48-10 31 AVENUE QUEENS NY	3056	2845	109%	8%	20%	C	100	817	Mentor Law and Forensic Science Institute	Law & Government	Screened

Interest Area: Science & Math

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admissions Method
Queens	Grover Cleveland High School	24Q485	21-27 HIMROD STREET QUEENS NY	2465	2281	117%	6%	23%	B	200	436	Math/Science Institute	Science & Math	Educational Option
Queens	Grover Cleveland High School	24Q485	21-27 HIMROD STREET QUEENS NY	2465	2281	117%	6%	23%	B	100	507	Academy of Information Technology (AoIT)	Science & Math	Limited Unscreened
Queens	John Bowne High School	25Q425	63-25 MAIN STREET QUEENS NY	3504	N/A	N/A	7%	26%	B	120	919	Science Research Program	Science & Math	Screened
Queens	Benjamin N. Cardozo High School	26Q415	57-00 223RD STREET QUEENS NY	4078	2674	150%	5%	7%	B	120	3645	DaVinci Science/Math Research Institute	Science & Math	Screened
Queens	Francis Lewis High School	26Q430	58-20 UTOPIA PARKWAY QUEENS NY	4227	2561	174%	7%	13%	B	100	4301	Math and Science Research	Science & Math	Screened
Queens	Martin Van Buren High School	26Q435	230-17 HILLSIDE AVENUE QUEENS NY	2608	2294	122%	6%	8%	C	100	472	Center for Natural/Behavioral Sciences	Science & Math	Screened
Queens	Bayside High School	26Q495	32-24 CORP KENNEDY STREET QUEENS NY	3650	2320	154%	6%	8%	B	400	3608	SMART (Science & Math Academy of Research Talent For Gifted Students)	Science & Math	Screened
Queens	Queens High School for Information, Research, and Technology	27Q302	8-21 BAY 25 STREET QUEENS NY	244	299	57%	10%	13%		108	323	Queens High School for Information, Research	Science & Math	Limited Unscreened
Queens	August Martin High School	27Q400	156-10 BAISLEY BOULEVARD QUEENS NY	1195	1797	68%	10%	4%	C	100	320	Medical and Health Scholars Academy	Science & Math	Educational Option
Queens	Beach Channel High School*	27Q410	100-00 BEACH CHANNEL DRIVE QUEENS NY	1089	2592	51%	13%	9%	F	100	60	Small Learning Community (SLC) for Science and Oceanography	Science & Math	Unscreened
Queens	Forest Hills High School	28Q440	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	136	3641	Carl Sagan Science/Math Honors Academy	Science & Math	Screened
Queens	Jamaica High School	28Q470	167-01 GOTHIC DRIVE JAMAICA NY	1236	1877	79%	7%	18%	D	100	190	Gateway Medical/Science Honors Institute	Science & Math	Screened

Interest Area: Science & Math

Sources:	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity (Org Capacity)	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization (Org Util)	School Utilization in 2009-2010 from the School Utilization Report ("Blue Book")
% Special Education (SE)	Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
Progress Report	Progress Report Grade
2010 Seat Target	Program Seat Target for September 2010
2010 Applicants	Program Applicants for September 2010
Admissions Method	Process by which students are admitted to the school

*Please note that a proposal to phase out Beach Channel High School after the 2010-2011 school year will be considered by the Panel for Educational Policy in February, 2011.