

The Proposed Expansion and Extension of the Co-Location of Corona Arts and Sciences Academy (24Q311) with Civic Leadership Academy (24Q293), Pan American International High School (24Q296), VOYAGES Preparatory (24Q744), and Queens Transition Center (75Q752) in Elmhurst Educational Campus in Building Q744 for the 2015-2016 School Year, and the Proposed Re-siting and Co-location of M.S. 311 with a District 75 School in New Building Q311 Beginning in the 2016-2017 School Year

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EDUCATIONAL IMPACT STATEMENT:

The Proposed Expansion and Extension of the Co-Location of Corona Arts and Sciences Academy (24Q311) with Civic Leadership Academy (24Q293), Pan American International High School (24Q296), VOYAGES Preparatory (24Q744), and Queens Transition Center (75Q752) in Elmhurst Educational Campus in Building Q744 for the 2015-2016 School Year, and the Proposed Re-siting and Co-location of M.S. 311 with a District 75 School in New Building Q311 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to extend the co-location of Corona Arts and Sciences Academy (24Q311, “M.S. 311”) and expand the scope of the co-location of M.S. 311 by adding eighth grade in Elmhurst Educational Campus building Q744 (“Q744”), located at 45-10 94th Street, Queens, NY 11373 in Community School District 24 (“District 24”), for the 2015-2016 school year. M.S. 311 is a new district middle school that will be co-located temporarily in Q744 with Civic Leadership Academy (24Q293, “Civic Leadership”), an existing high school serving students in grades nine through twelve; Pan American International High School (24Q296, “Pan American”), an existing international high school serving students in grades nine through twelve; VOYAGES Preparatory (24Q744, “Voyages”), an existing transfer school serving students in grades nine through twelve; and P752@Q744, one site of a multi-site District 75 (“D75”) school (Queens Transition Center, “75Q752”) serving students in grades nine through twelve.^{1,2} After the 2015-2016 school year, M.S. 311 would be re-sited and co-located with a yet-to-be determined D75 school (“75QTBD”) in new building Q311 (“Q311”), which is designed to accommodate a middle school and a D75 school and is expected to be completed for occupancy by the 2016-2017 school year. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

On December 20, 2012 the Panel for Educational Policy (“PEP”) approved the temporary co-location of M.S. 311 in the Q744 building, and the re-siting and co-location of M.S. 311 with a D75 school in new building Q311, located at 97-11 44th Avenue, Queens, NY 11368 beginning in the 2015-2016 school year. Under the original proposal approved by the PEP, M.S. 311 was expected to be co-located for the 2013-

¹ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

² 75Q752 is an existing D75 school that is serving a combined total of approximately 410 students in sixth through twelfth grades during the 2012-2013 school year. 75Q752 currently has five sites in Queens, including P752@Q744.

2014 and 2014-2015 school years only. After two years in Q744, M.S. 311 would be re-sited and co-located with 75QTBD in new building Q311, which is designed to accommodate a middle school and a D75 school, and was expected to be completed for occupancy by the 2015-2016 school year. This co-location was identified as temporary because M.S. 311 would be re-sited to new building Q311, where it would grow to scale as a middle school serving students in grades six through eight.

However, the construction of Q311 has been delayed, and Q311 is now expected to be complete for the 2016-2017 school year, rather than the 2015-2016 school year. Therefore, the DOE is proposing that M.S. 311 stay in Q744 for one additional year, and expand in Q744 to serve students in sixth through eighth grade in 2015-2016 as it continues to phase in. M.S. 311 would be re-sited to Q311 for the 2016-2017 school year.

M.S. 311 is a new zoned middle school that will open in September 2013 in Q744, where it will be co-located with Civic Leadership, Pan American, Voyages, and P752@Q744.³ In 2013-2014, M.S. 311 is projected to enroll 81 students in sixth grade. In 2014-2015, M.S. 311 will serve approximately 150-170 students in sixth and seventh grades. If this proposal is approved by the PEP, M.S. 311 will continue to be co-located in Q744 with Civic Leadership, Pan American, Voyages, and P752@Q744 and will expand to serve approximately 225-255 students in sixth through eighth grades in the 2015-2016 school year. In 2016-2017, M.S. 311 will move to a long-term location in new building Q311, where it will be able to enroll a larger cohort of sixth-grade students for the 2016-2017 school year and beyond. In 2018-2019, when the school achieves “full scale” in building Q311, it will serve approximately 780-810 students in sixth through eighth grades.

Civic Leadership is a limited unscreened high school that is serving approximately 441 students in ninth through twelfth grades during the 2013-2014 school year.

Pan American is a screened international high school that is serving approximately 338 students in ninth through twelfth grades who have lived in the United States for four years or fewer at the time of admission to high school and whose home language is not English. International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Voyages is a transfer school that is serving approximately 250 students who are 16 years of age or older. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend.

P752@Q744 is serving approximately 53 students in grades nine through twelve who are classified as intellectually disabled (“ID”) under an Individualized Education Program (“IEP”) in Self-Contained (“SC”) sections in 12:1:1 classrooms settings (ratio of students: teacher: paraprofessional).⁴ Students are placed in D75 programs based on their individual needs and recommended special education services and are referred to D75 during a period that extends into summer.

³ The DOE expects to submit a re-zoning proposal to the District 24 Community Education Council (“CEC”) that may impact the M.S. 311 zone beginning in the 2014-2015 school year. The proposal to re-zone must be approved by the District 24 CEC before it can take effect. Should the proposal to re-zone be approved, M.S. 311 would be open to students in District 24 with a priority for students residing in the current M.S. 311 zone or in the current I.S. 61 zone. Additionally, the DOE expects to submit a re-zoning proposal to the CEC for the 2016-2017 school year for a long-term M.S. 311 zone that would account for the new capacity of M.S. 311 and the school’s ability to serve additional students when it moves to Q311.

⁴ School-reported data as of July 19, 2013.

Q744 has the capacity to serve 1,482 students.⁵ In the 2013-2014 school year, the building is serving approximately 1,163 students,⁶ yielding a utilization rate of 78%.⁷ This means that the building is “underutilized” and has space to accommodate additional students.⁸ If this proposal is approved, there will be sufficient space to accommodate all schools in Q744. In M.S. 311’s final year of co-location in 2015-2016, the Q744 building would serve approximately 1,251-1,395 students, yielding a building utilization rate of 84%-94%.

If re-siting M.S. 311 to new construction after the 2015-2016 school year is not feasible for any reason, the DOE will re-assess the space at Q744 and, if appropriate, extend the co-location, or propose an alternative siting plan. The DOE would issue a separate Educational Impact Statement (“EIS”) describing any alternate plan for M.S. 311 or Q744.

II. Proposed or Potential Use of Building

Building Q744 has a target capacity of 1,482 students.⁹ (The concept of “target capacity” is explained below.) In 2013-2014, the building is serving approximately 1,163 total students,¹⁰ yielding an estimated utilization rate of 78%.¹¹ This means that the building is “underutilized” and has space to accommodate additional students.¹²

M.S. 311 is serving approximately 81 students in sixth grade during the 2013-2014 school year, and will serve approximately 150-170 students in sixth and seventh grade during the 2014-2015 school year, and, if this proposal is approved, approximately 225-255 students in sixth through eighth grades during the 2015-2016 school year. In the following year M.S. 311 would be re-sited to new building Q311.

⁵ 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”).

⁶ All figures are from the 2013-2014 Budget Register Projections.

⁷ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and the 2013-2014 Budget Register Projections. 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.

⁸ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

⁹ 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”).

¹⁰ All figures are from the 2013-2014 Budget Register Projections.

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If this proposal is approved, the grade spans for all existing and proposed school organizations in the Q744 building over a four-year period would be:

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017
24Q311	Corona Arts and Sciences Academy	6	6-7	6-8	-
24Q293	Civic Leadership Academy	9-12	9-12	9-12	9-12
24Q296	Pan American International High School	9-12	9-12	9-12	9-12
24Q744	VOYAGES Preparatory	9-12	9-12	9-12	9-12
75Q752	Queens Transition Center - P752@Q744	9-12	9-12	9-12	9-12

The chart below shows the projected enrollment and building utilization for building Q744, if this proposal is approved:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
24Q311	Corona Arts and Sciences Academy	81	150 - 170	225 - 255	-
24Q293	Civic Leadership Academy	441	420 - 460	420 - 460	420 - 460
24Q296	Pan American International High School	338	320 - 360	320 - 360	320 - 360
24Q744	VOYAGES Preparatory	250	240 - 260	240 - 260	240 - 260
75Q752	Queens Transition Center - P752@Q744	53	46 - 60	46 - 60	46 - 60
Total Building Enrollment		1,163	1,176 - 1,310	1,251 - 1,395	1,026 - 1,140
Utilization		78%	79% - 88%	84% - 94%	69% - 77%

If this proposal is approved, there will be approximately 1,251-1,395 total students served in Q744 in 2015-2016. The projected utilization for Q744 as a result of the co-location would be approximately 84%-94% during the last year of co-location. Therefore, the building has adequate capacity to accommodate the expansion and extension of the co-location of M.S. 311 alongside Civic Leadership, Pan American, Voyages, and P752@Q744.

If this proposal is approved, M.S. 311 will be re-sited to new building Q311 in September 2016, and will be co-located with 75QTBD in this building. Building Q311 is a new site currently under construction by the

School Construction Authority (“SCA”) and is designed to have a target capacity of 785 students.¹³ Within building Q311, space has been designed separately for each of the organizations. The DOE anticipates that M.S. 311 will serve 410-440 students in the 2016-2017 school year. 75QTBD is expected to serve approximately 50-60 students that year, for a total of 460-500 students in Q311 and yielding an estimated building utilization rate of 59%-64%. In 2017-2018, M.S. 311 will serve 595-625 students and 75QTBD will serve 50-60 students in Q311, yielding an estimated building utilization rate of 82%-87%. In 2018-2019, when M.S. 311 reaches full-scale, the school is anticipated to serve 780-810 students. 75QTBD will serve 50-60 students that year, for a total of 830-870 students in Q311 and yielding an estimated building utilization rate of 106%-111%. At the time of this EIS, the D75 school has not been identified and is not referenced by name.

The grade spans for all school organizations in the Q311 building over a three-year period would be:

DBN	School Name	2016-2017	2017-2018	2018-2019
24Q311	Corona Arts and Sciences Academy	6-8	6-8	6-8
75QTBD	New D75 School	6-8	6-8	6-8

The chart below shows the projected enrollment and building utilization for building Q311, if this proposal is approved:

DBN	School Name	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
24Q311	Corona Arts and Sciences Academy	410 - 440	595 - 625	780 - 810
75QTBD	New D75 School	50 - 60	50 - 60	50 - 60
Total Building Enrollment		460 - 500	645 - 685	830 - 870
Utilization		59% - 64%	82% - 87%	106% - 111%

As described in more detail in the Enrollment, Capacity, and Utilization Report (“Blue Book”),¹⁴ an existing building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed, i.e., the frequency with which classes are scheduled in a given classroom.

The most recent year for which target capacity has been calculated for existing buildings is 2011-2012. As described above, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based

¹³ The official target capacity and utilization rates for Q311 for the 2016-2017 school year and beyond are not yet available. All references to Q311 building utilization rates in this document are based on the designed capacity of building Q311 as per the Program of Requirements (“POR”) from the SCA.

¹⁴ Available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf.

on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant.

The SCA calculated the target capacity for building Q311 for 2016-2017. The DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the SCA's projected capacity for the new building, which assumes that the components underlying that target capacity remain constant. An official building utilization rate will not be available until after the school building opens. At that time, the utilization rate will be described in more detail in the Blue Book.

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

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above.

Section III.B sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number of rooms in a building to provide a more complete picture of the availability of space in a building.

As demonstrated in the table above, the DOE anticipates that building Q744 will have excess space after the co-location of M.S. 311. This is discussed in greater detail below in Section III.B. The DOE would issue a separate EIS in accordance with Chancellor's Regulation A-190 describing any plans for the use of excess space in Q744. At this time, there are no proposed additional uses for the Q744 building.

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

A. Students

Impact on Students Currently Attending Schools in Q744

The proposed expansion and extension of the co-location of M.S. 311 is not expected to impact current or future student enrollment or instructional programming at Civic Leadership, Pan American, or Voyages. If this proposal is approved, M.S. 311 will grow to serve students in sixth through eighth grades in Q744 in the 2015-2016 school year.

Civic Leadership currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained ("SC") special education classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). Students with disabilities will receive services in accordance with their Individualized

Educational Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, Civic Leadership serves students classified as English Language Learners (“ELLs”). Civic Leadership offers English as a Second Language (“ESL”) services. All students enrolled at Civic Leadership will continue to receive their mandated special education and/or ELL services if this proposal is approved.

According to the High School Directory, Civic Leadership currently offers the following special programs and initiatives and extra-curricular activities in Q744:¹⁵

Special Programs & Initiatives: College Now at Queens College, Science Technology Entry Program (STEP) Academy at Baruch College, New York University and St. John’s University, Kaplan SAT Prep, Regents Prep, Peer Tutoring, College Awareness, College Tours, Teacher Office Hours, Music, Art, Dance Programs, New York State School Music Association (NYSSMA) Competition, Science Olympiad, Saturday ESL program for students and parents, and after-school programs: Out of School Time (OST) and the After-School Corporation (TASC).

Extra-curricular Activities: ¡Cuidate! (Youth Development Program), After-school Tutoring, Art, Bowling, Chorus, College Preparatory, Community Service, Culinary, Dance, Drama, Homework Help, Music, Poetry, Reading and Math Assistance, Step, Yearbook, Young Men’s Group, Young Women’s Group.

School Sports: Flag Football, Soccer, Volleyball, Basketball, Bowling, Mixed Martial Arts.

Civic Leadership currently offers the following partnerships: Child Center of NY, Inc., Queens College, Baruch College STEP Academy, New York University STEP Academy, Syracuse Summer Program, ¡Cuidate!, iMentor, The After-School Corporation (TASC), The Possibility Project, Queens Community House, and Weill-Cornell Medical College Youth Program.¹⁶

Pan American currently serves general education students and students requiring special education services in ICT and in SETSS classes. Students with disabilities will receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, Pan American serves students classified as ELLs. Pan American offers ESL services. All students enrolled at Pan American will continue to receive their mandated special education and/or ELL services if this proposal is approved.

According to the High School Directory, Pan American currently offers the following special programs and initiatives and extra-curricular activities in Q744:¹⁷

Special Programs & Initiatives: Electives, After-school Activities, Internship Programs, Community Involvement (through community organizations), Make the Road New York, College Prep.

Extra-curricular Activities: Student Congress, Leadership Project, Peer Tutoring, Latino Youth for Higher Education Program (LYHEP), Advanced English, Math Regents Prep, Science Regents Prep, History Regents Prep, Baile Folklorico, Campaña Verde, Talent Show, Family Festivals, Music, Dance, Drama Class, Art Design and Exhibition, Sports, Comics, Crochet, Guitar, Voice, Photography, Newspaper, Social Action Projects and Campaigns, Saturday Explorers.

School Sports: Soccer, Baseball, Badminton, Floor Hockey, Football, Yoga, Fitness.

Pan American currently offers the following partnerships: Latino Youth for Higher Education Program (LYHEP), League of United Latin American Citizens (LULAC).¹⁸

¹⁵ 2013-2014 Directory of NYC Public High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

¹⁶ School-reported partnerships as of October 25, 2012.

¹⁷ 2013-2014 Directory of NYC Public High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

¹⁸ School-reported partnerships as of October 24, 2012.

Voyages currently serves general education students and students requiring special education services in SETSS classes. Students with disabilities will receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, Voyages serves students classified as ELLs. Voyages offers ESL services. All students enrolled at Voyages will continue to receive their mandated special education and/or ELL services if this proposal is approved.

Voyages currently offers the following special programs and initiatives, extra-curricular activities, and partnerships in Q744:¹⁹

Special Programs & Initiatives: Learning to Work, Individual & Small Group Advisory, College Exploration & Preparation, Accelerated Academic Program, Paid & Unpaid Internships, Peer Mediation, Student Council, Counseling.

Extra-curricular Activities: Dance, Drama, and Music Production.

PSAL Alternative League Sports: Basketball, Co-ed Softball.

Partnerships: Queens Community House, LaGuardia Community College, PENCIL, United Way.

M.S. 311 will serve general education students and students requiring special education services, including students enrolled in ICT classes and SC special education classes, as well as students receiving SETSS. Students with disabilities will receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, M.S. 311 serves students classified as ELLs. M.S. 311 offers ESL services. All students enrolled at M.S. 311 will continue to receive their mandated special education and/or ELL services if this proposal is approved.

M.S. 311 intends to offer the following special programs and initiatives and extra-curricular activities in Q744:²⁰ Dance, Music, Sustainability/Gardening, Community Service Classes, College & Career Readiness Classes, Fitness Club, Dance, and Yoga.²¹ M.S. 311 currently does not have any partnerships.

New building Q311 will be less than half a mile from Q744. The proposed re-siting of M.S. 311 to Q311 in September 2016 is not expected to impact the educational options, special programs and initiatives, and extra-curricular activities of sixth through eighth graders who would already be attending M.S. 311.

The DOE does not anticipate that this proposal would impact the current partnerships at Civic Leadership, Pan American, or Voyages. Similarly, each school would continue to offer special programs and initiatives, and extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students would continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school, which are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

¹⁹ Additional Ways to Graduate: High School Diploma & GED Programs 2012-2013 and school-reported partnerships as of October 12, 2012.

²⁰ School-reported data as of July 31, 2013.

²¹ M.S. 311 has applied for three seasons of CHAMPS, a middle school sports and fitness league, and is awaiting acceptance. Fitness Club, Dance, and Yoga are tentative CHAMPS programs as of July 31, 2013.

Impact on Students Attending Queens Transition Center (P752 @Q744)

The proposed expansion and extension of the co-location of M.S. 311 is not expected to impact current or future student enrollment or instructional programming at P752@Q744. P752@Q744 currently serves students placed through the District 75 placement process.

P752@Q744 does not currently offer inclusion classes, extra-curricular activities, or partnerships.

Students with disabilities and ELL students would continue to receive all mandated services.

Impact on the Learning to Work (“LTW”) Program

There is also a part-time LTW program located in the Q744 building.²² LTW is an in-depth job readiness and career exploration program designed to enhance the academic component of select Young Adult Borough Centers (“YABCs”) and Transfer Schools. The goal of LTW is to assist students in overcoming obstacles that impede their progress toward a high school diploma and lead them toward rewarding employment and educational experiences after graduation. LTW offers academic and student support, career and educational exploration, work preparation, skills development, and internships. The LTW initiative is an integral component of the academic program at each participating site.

There is no anticipated impact on the LTW program as a result of this proposal.

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

The proposal to expand and extend the co-location of M.S. 311 in Q744 is not expected to impact the admissions process at Civic Leadership, Pan American, or Voyages.

Civic Leadership will continue to admit students through the High School Admissions Process. Civic Leadership admits students through a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

Pan American admits students as part of the High School Admissions Process and maintains a screened admissions method. As a screened international high school, Pan American is open only to New York City residents who have lived in the United States four years or fewer at the time of admission to high school and whose home language is not English and are ELLs as per DOE guidelines.

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High School Admissions Test (“SHSAT”), as well as up to 6 studios at LaGuardia High School.

For high school admissions for the 2014-2015 school year, there are two rounds in the High School Admissions Process:

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

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to

²² For more information on Learning to Work programs, please visit:
<http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/LearningtoWork/default.htm>.

the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results in May.

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

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

Voyages will continue to admit students through the transfer school admissions process. Transfer schools do not participate in the High School Admissions Process. Voyages accepts students throughout the year who are 16 years of age or older and who have attended another New York City public high school for at least one year. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following Web site for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office to learn more about their options. To search for City transfer schools, please refer to the Directory of High School Diploma & GED Programs available on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>.

High school students with IEPs, with the exception of those students recommended for a D75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

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

In addition to the High School Admissions Process, some students may receive a placement at Civic Leadership through the over-the-counter ("OTC") process. Civic Leadership has traditionally accepted OTC students and will continue to accept OTC students.

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

- New to the New York City school system; or
- Left the New York City school system and have returned;²³ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

²³ 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.

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

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

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

Screened programs (those that have academic criteria) which have a two year track record of not meeting their enrollment targets 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. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 597 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Queens, the number of schools that admit students during this period increased from 82 to 95.

Impact on Future D75 Students

This proposal is not expected to impact the admissions process at P752@Q744.

New incoming ninth grade students at P752@Q744 will enter through the D75 placement process, consistent with current practice. D75 high school students seeking placement are admitted through referrals from the D75 Placement Office and are offered a placement based on the programs outlined in their IEPs, geographic location of their residence, and seat availability. For more information regarding this application process please refer to the following Web site:
<http://schools.nyc.gov/Offices/District75/default.htm>.

Impact on Future Middle School Students in District 24

M.S. 311 is currently a zoned middle school serving students residing in the Q311 zone. The DOE expects to submit a re-zoning proposal to the District 24 Community Education Council (“CEC”) that may impact the M.S. 311 zone beginning in the 2014-2015 school year. The proposal to re-zone must be approved by the District 24 CEC before it can take effect. Should the proposal be approved, M.S. 311 would be open to students in District 24 with a priority for students residing in the current M.S. 311 zone or in the current I.S. 61 zone. Additionally, the DOE expects to submit a re-zoning proposal to the CEC for the 2016-2017 school year for a long-term M.S. 311 zone that would account for the new capacity of M.S. 311 and the school's ability to serve additional students when it moves to Q311.

M.S. 311 currently gives priority to incoming sixth graders who reside in its zone, in accordance with the Chancellor's Regulation A-101.²⁴ Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. If this proposal is approved, when M.S.

²⁴ The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

311 is re-sited to new construction in 2016-2017, it will be able to enroll a larger cohort of sixth-grade students for the 2016-2017 school year and beyond, and thus offer more seats to middle school students in the Corona/Elmhurst neighborhood.

Pursuant to a 1980 court order, a minimum of 150 sixth grade seats at Louis Armstrong Middle School (30Q227, "Louis Armstrong"), located at 32-02 Junction Blvd. in Queens, are reserved each year for students residing in the I.S. 61 middle school zone. Louis Armstrong enrolls students in grades 5-8 through a school-based application, and is open to fourth and fifth grade students in Queens who apply to the school. For more information about the admissions policy at Louis Armstrong, please visit the school's website at: <http://www.armstrong227q.com>.

If this proposal is approved, Louis Armstrong will continue to reserve a minimum of 150 sixth grade seats for students residing in the I.S. 61 middle school zone. Students who have been in the I.S. 61 zone and are not within the boundaries for the M.S. 311 zone will continue to be eligible for the reserved seats at Louis Armstrong, as well as the unreserved seats at Louis Armstrong. However, students who are in the zone for M.S. 311 (including the students in the temporary incubation zone for MS 311, while it is in effect, and students in the new long-term zone for M.S. 311, when it takes effect), will not be eligible for those reserved seats. Students in the M.S. 311 zone will still be eligible to apply for seats in Louis Armstrong that are not reserved for the I.S. 61 zone under the court order. This proposal is not expected to impact the racial demographics of students from the I.S. 61 zone attending Louis Armstrong.

Through the middle school application process, students will be offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

In District 24, some students do not complete the application and instead articulate directly to their zoned middle school from their elementary school upon graduation. A student's zoned school is determined by his or her home address. A zoned school gives priority to incoming sixth graders who reside in its zone, in accordance with the Chancellor's Regulation A-101.

With the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:

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

The Citywide deadline for fifth graders to submit middle school applications for the 2014-2015 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2014-

2015 school year will be available for students to consider. After the Panel for Educational Policy (“PEP”) votes on the proposals to open new schools, eligible students will have the opportunity to submit a “new schools” application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a D75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Enrollment Impact for Over-the-Counter (“OTC”) Students

M.S. 311 also admits students through the OTC admissions process. This proposal is not expected to impact the placement of OTC students in building Q744 or Q311.

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

- New to the New York City school system; or
- Left the New York City school system and have returned;²⁵ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

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

B. Schools

If this proposal is approved, M.S. 311 would be co-located with Civic Leadership, Pan American, Voyages, and P752@Q744 in Q744 through the 2015-2016 school year. The DOE does not anticipate that the enrollment of the existing schools in Q744 would be impacted by this proposal.

If this proposal is approved, the five schools are collectively projected to enroll 1,251-1,395 students in 2015-2016. At that point, M.S. 311 would be in its final year of incubation and the projected utilization for Q744 would be approximately 84%-94%. This means that Q744 has adequate capacity to accommodate all five schools for the continued co-location and duration of the incubation.

²⁵ 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.

The estimated enrollment for all five organizations in Q744 over a four-year period is shown in Sections II and IV.

If this proposal is approved, there will be sufficient space to accommodate Civic Leadership, Pan American, Voyages, P752@Q744, and the continued co-location of M.S. 311 pursuant to the Citywide Instructional Footprint (the “Footprint”), throughout the period in which M.S. 311 phases in. The LTW program does not have any space beyond what is allocated to Voyages. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

According to the building walk-through conducted by the Queens Director of Space Planning on July 30, 2012, Q744 has 65 full-size instructional rooms, 18 half-size instructional rooms, 12 quarter-size spaces, and 12.0 full-size equivalent (“FSE”) of designed administrative space. The building also has the following rooms, which are currently shared amongst the co-located schools: three multi-purpose rooms, two cafeterias, and one library.

The School-Based Support Team is housed in 1.0 FSE of designed administrative/office space, the nurse’s office is housed in 1.0 FSE of designed administrative space, the custodian is housed in 1 half-size room, and the school safety office is housed in 1 half-size room.

Excluding the shared spaces outlined above, Q744 has a total of 65 full-size rooms, 16 half-size rooms, 12 quarter-size rooms, and 10.0 FSE rooms of designed administrative office/space remaining that can be allocated to the co-located schools in Q744 during the proposed expansion and extension of the co-location of M.S. 311 with Civic Leadership, Pan American, Voyages, and P752@Q744.

Per the Footprint, Civic Leadership would be allocated a baseline of 17 full-size rooms, 2 half-size rooms, and 3.5 FSE of administrative spaces. Civic Leadership’s planned allocation is 19 full-size rooms, 5 half-size spaces, 3 quarter-size spaces, and 2.5 FSE of designed administrative space due to building configuration and as per the plan determined by the Building Council and the Office of Space Planning.

Per the Footprint, Pan American would be allocated a baseline of 13 full-size rooms, 1 half-size room, and 3.0 FSE of administrative spaces. Pan American’s planned allocation is 14 full-size rooms, 3 half-size rooms, 3 quarter-size rooms, and 3.0 FSE of designed administrative space due to building configuration and as per the plan determined by the Building Council and the Office of Space Planning.

Per the Footprint, Voyages would be allocated a baseline of 10 full-size rooms, 1 half-size room, and 2.0 FSE of administrative spaces. Voyages’ planned allocation is 12 full-size rooms, 3 half-size rooms, 3 quarter-size rooms, and 2.5 FSE of designed administrative space due to building configuration and as per the plan determined by the Building Council and the Office of Space Planning.

Per the Footprint, P752@Q744 would be allocated an adjusted baseline of 7 full-size classrooms, 1 half-size instructional room, and 1.5 FSE of administrative spaces. The footprint for P752@Q744 was adjusted due to the shortage of half-size rooms available in its location in the building. P752@Q744’s planned allocation is 10 full-size rooms, 1 half-size room, 3 quarter-size rooms, and 1.5 FSE of designed administrative space.

In 2013-2014, M.S. 311 is serving approximately 81 students in three sections in sixth grade. Per the Footprint, M.S. 311 would be given a baseline space allocation of 4 full-size rooms, 2 half-size rooms, and 1.5 FSE of administrative spaces. In the 2014-2015 school year, when M.S. 311 expands to include three sections of seventh grade, M.S. 311 would serve between 150 and 170 students in sixth and seventh grades. M.S. 311 would then have a baseline allocation of 7 full-size rooms, 2 half-size rooms, and 2.0 FSE of administrative spaces. In the 2015-2016 school year, M.S. 311 will expand to serve three sections of students in eighth grade and would serve between 225 and 255 students in sixth through eighth grades. M.S. 311 would then have a baseline allocation of 10 full-size rooms, 2 half-size rooms, and 2.5 FSE of administrative spaces. M.S. 311’s baseline allocation was adjusted due to building configuration and as per the plan determined by the Building Council and the Office of Space Planning. M.S. 311’s planned allocation is 10 full-size rooms, 2 half-size rooms, and 1.5 FSE of administrative space, which consists of 2 half-size rooms and 0.5 FSE of designed administrative space.

The baseline or adjusted baseline allocation of full-size instructional rooms for each school throughout the three years of M.S. 311’s temporary co-location are detailed in the chart below:

DBN	School Name	2013-2014 (current)	2014-2015	2015-2016
24Q311	Corona Arts and Sciences Academy	4	7	10
24Q293	Civic Leadership Academy	17	17	17
24Q296	Pan American International High School	13	13	13
24Q744	VOYAGES Preparatory	10	10	10
75Q752	Queens Transition Center - P752@Q744	7	7	7
TOTAL		51	54	57
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		14	11	8

Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms may be allocated for administrative purposes. The Building Council will determine the equitable distribution of excess rooms among existing schools in the building as described below. There will be sufficient instructional space in Q744 for Civic Leadership, Pan American, Voyages, P752@Q744, and M.S. 311, as M.S. 311 phases in.

The Office of Space Planning will continue to work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning 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. In addition, the Office of Space Planning will continue to work with the schools in building Q744 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations. During the course of M.S. 311's phase-in, the number of excess rooms would decrease as M.S. 311's baseline Footprint allocation increases to reflect its larger population.

In 2016-2017, when M.S. 311 would be re-sited to new building Q311, the Building Council will determine the distribution of excess space among the schools in building Q744.

Beginning in 2016-2017, M.S. 311 would be re-sited and co-located with 75QTBD in the new building Q311. According to the Program of Requirements ("POR"), the middle school portion of the new building Q311 has 32 full-size rooms and 2 half-size rooms. The POR allocates designed D75 space for 75QTBD. There are 5.0 FSE of administrative spaces in the building that includes an administrative suite. Moreover, Q311 has shared spaces, including a gymnasium, dance room, gymnasium, library, guidance suite, medical suite, and a cafeteria.

The footprint for each school would be based on the enrollment and number of sections at each school. At scale, M.S. 311 would serve approximately 780-810 students in sixth through eighth grades. The adjusted Footprint allocation, adjusted due to a limited number of half-size instructional rooms, includes 32 full-size classrooms, 2 half-size classrooms, and 5.0 FSE of administrative spaces. Therefore, given the number of middle school rooms outlined in the POR, there will be sufficient capacity in Q311 for M.S. 311 to be sited there long-term.

The Building Council for Q311 would determine the distribution of excess space among the schools in the building.

If this proposal is approved, a relocation planning committee consisting of the Office of Space Planning, Division of School Facilities, and representatives and staff at M.S. 311 would work together to keep the M.S. 311 community informed and help plan the relocation to the new facility.

Building Safety and Security

M.S. 311 will develop a safety and security plan for Q744 prior to the first day of school in September 2013. M.S. 311 would also develop a safety and security plan for Q311 prior to the first day of school in September 2016.

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

- Providing "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 the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children's First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

By temporarily co-locating M.S. 311 in Q744, the DOE seeks to alleviate overcrowding in Corona/Elmhurst and add needed capacity for zoned students to this area. This proposal to expand and extend the co-location of M.S. 311 in Q744 would allow M.S. 311 to remain in Q744 for the 2015-2016 school year while building Q311 remains under construction, and would allow M.S. 311 to be re-sited to Q311 for the 2016-2017 school year when the construction of building Q311 is expected to be completed.

If this proposal is approved, the DOE projects that building Q744 would have a utilization rate of 79%-88% in 2014-2015, and 84%-94% in 2015-2016, still below the capacity of the building. This means that, under this proposal, the available space in the Q744 building would be used to provide 225-255 sixth through eighth grade seats in 2015-2016 in the Corona/Elmhurst neighborhood while building Q311 is under construction. New building Q311 is expected to open in September 2016, adding an anticipated 785 middle school seats, including D75 seats, to the Corona/Elmhurst neighborhood in District 24.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q744. This proposal is not expected to impact the accessibility of Q744 (functionally fully programmatically accessible).

There are currently no other proposed uses for building Q744.

If this proposal is approved, all students who would be enrolled in M.S. 311 while in Q744 could continue to attend M.S. 311 at its new location, and the DOE would work with the community to determine the best use for the underutilized space in building Q744. M.S. 311 would continue to admit students in accordance with the Chancellor’s Regulation A-101 regarding middle school admissions. The full details of A-101 can be found at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

If this proposal is approved, community members and organizations would be able to obtain school building use permits at Q311 when it opens.

IV. Enrollment, Admissions, and School Performance Information

M.S. 311

Admissions Data

Current Admissions	Zoned
Admissions after Expansion and Extension of Co-location	Zoned²⁶

²⁶ As noted above, the DOE expects to submit a re-zoning proposal to the District 24 CEC that may impact the M.S. 311 zone beginning in the 2014-2015 school year. The proposal to re-zone must be approved by the District 24 CEC before it can take effect. Should the proposal to re-zone be approved, M.S. 311 would be open to students in District 24 with a priority for students residing in the current M.S. 311 zone or in the current I.S. 61 zone. Additionally, the DOE expects to submit a re-zoning proposal to the CEC for the 2016-2017 school year for a long-term M.S. 311 zone that would account for the new capacity of M.S. 311 and the school’s ability to serve additional students when it moves to Q311.

Projected Enrollment Data at Q744²⁷

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	81	-	-	81
2014-2015 (projections)	75-85	75-85	-	150-170
2015-2016 (projections)	75-85	75-85	75-85	225-255
2016-2017 (projections) ²⁸	-	-	-	-

Projected Enrollment Data at Q311²⁹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017 (projections)	260-270	75-85	75-85	410-440
2017-2018 (projections)	260-270	260-270	75-85	595-625
2018-2019 (projections)	260-270	260-270	260-270	780-810

Demographic Data

M.S. 311 is opening in September 2013, and therefore, there is no demographic data for the school.³⁰

Performance Data

M.S. 311 is opening in September 2013, and therefore, there is no performance data for the school.

24Q293, Civic Leadership

Admissions Data

Current Admissions	Limited Unscreened
Admissions after Expansion and Extension of Co-location	Limited Unscreened

²⁷ All figures are from the 2013-2014 Budget Register Projections.

²⁸ 24Q311 will be re-sited to its permanent building, Q311, beginning in the 2016-2017 school year.

²⁹ All M.S. 311 projections referenced for the 2016-2017 school year and beyond reflect the forward promotion of cohorts by grade using the planned section count of eight general education or ICT sections and two self-contained sections per entry grade in 2016-2017. Actual enrollment for 2016-2017, however, depends on applicant demand.

³⁰ Demographic data for new schools opening in 2013-2014 will not be available until unaudited register data is released in early November.

Enrollment Data³¹

	Total Enrollment
2013-2014 (projections)	441
2014-2015 (projections)	420-460
2015-2016 (projections)	420-460
2016-2017 (projections)	420-460

Demographic Data³²

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	20%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	72%

School Performance Data

Q293 Civic Leadership Academy	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A ³³	N/A	A
Quality Review Score ³⁴	P	N/A ³⁵	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	87%	90%	89%
4 Year Graduation Rate	N/A	N/A	79%
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	79%
Attendance Rate	90%	88%	88%
2012-2013 State Accountability Status	In Good Standing ³⁶		

³¹ All figures are from the 2013-2014 Budget Register Projections.

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

³³ High Schools receive a progress report grade once graduation rates are available. Civic Leadership Academy opened in September 2008. It received a grade for the 2011-2012 school year, when it graduated its first class.

³⁴ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

³⁵ Not all schools receive a Quality Review every year.

³⁶ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

24Q296, Pan American

Admissions Data

Current Admissions	Screened: Language
Admissions after Expansion and Extension of Co-location	Screened: Language

Enrollment Data³⁷

	Total Enrollment
2013-2014 (projections)	338
2014-2015 (projections)	320-360
2015-2016 (projections)	320-360
2016-2017 (projections)	320-360

Demographic Data³⁸

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	2%
Percentage of English Language Learner Students	92%
Percentage of Students Eligible for Free or Reduced Lunch	80%

³⁷ All figures are from the 2013-2014 Budget Register Projections.

³⁸ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

Q296 Pan American International High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A ³⁹	D	D
Quality Review Score ⁴⁰	P	N/A ⁴¹	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	83%	78%	82%
4 Year Graduation Rate	N/A	48%	48%
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	30%	45%
Attendance Rate	92%	92%	90%
2012-2013 State Accountability Status	Focus School ⁴²		

24Q744, Voyages

Admissions Data

Current Admissions	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.
Admissions after Expansion and Extension of Co-location	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.

³⁹ High Schools receive a progress report grade once graduation rates are available. Pan American opened in September 2007. It received a grade for the 2010-2011 school year, when it graduated its first class.

⁴⁰ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁴¹ Not all schools receive a Quality Review every year.

⁴² This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data⁴³

	Total Enrollment
2013-2014 (projections)	250
2014-2015 (projections)	240-260
2015-2016 (projections)	240-260
2016-2017 (projections)	240-260

Demographic Data⁴⁴

Percentage of Students Receiving ICT or SC Services	4%
Percentage of Students with Individualized Education Programs	4%
Percentage of English Language Learner Students	2%
Percentage of Students Eligible for Free or Reduced Lunch	69%

School Performance Data

Q744 VOYAGES Preparatory	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	B	A
Quality Review Score ⁴⁵	WD	N/A ⁴⁶	N/A
Key Components of Performance and Progress			
Average Credits Earned by Students Starting School Year with 0 to 11 Credits	4.2	6.3	8.8
4 Year Graduation Rate	NA	NA	NA
6 Year Graduation Rate ⁴⁷	53%	50%	57%
Regents Completion Rate	18%	27%	25%
Change in Attendance Rate	5%	0%	9%
2012-2013 State Accountability Status	In Good Standing ⁴⁸		

⁴³ All figures are from the 2013-2014 Budget Register Projections.

⁴⁴ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

⁴⁵ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁴⁶ Not all schools receive a Quality Review every year.

⁴⁷ Metric changed to Transfer School Graduation Rate in 2011-2012 due to cohort adjustments.

⁴⁸ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

P752 @Q744, Queens Transition Center, East Elmhurst Campus

Admissions Data

Current Admissions	Placement based on individual student needs/recommended special education services
Admissions after Expansion and Extension of Co-location	Placement based on individual student needs/recommended special education services

Enrollment Data⁴⁹

	Total Enrollment
2013-2014 (projections)	53
2014-2015 (projections)	46-60
2015-2016 (projections)	46-60
2016-2017 (projections)	46-60

Demographic Data⁵⁰

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Programs	94%
Percentage of English Language Learner Students	20%
Percentage of Students Eligible for Free or Reduced Lunch	50%

School Performance Data

Performance data is not available for 75Q752 Queens Transition Center.

⁴⁹ All P752@Q744 projections referenced for the 2013-2014 school year and beyond assume that total enrollment, based on school-reported data as of July 19, 2013, will be sustained.

⁵⁰ These percentages are not site-specific and represent program 75Q752 as a whole.

75QTBD, New D75 School

Admissions Data

Current Admissions	N/A
Admissions after Re-siting	TBD/ Placement based on individual student needs/recommended special education services

Projected Enrollment Data⁵¹

	Total Enrollment
2016-2017 (projections)	50-60
2017-2018 (projections)	50-60
2018-2019 (projections)	50-60

Demographic Data

75QTBD does not yet enroll students, and therefore, there is no demographic data for the school.

Performance Data

75QTBD does not yet enroll students, and therefore, there is no school performance data for the school.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations at Civic Leadership, Pan American, Voyages, or P752@Q744 in Q744.

Based on the current cost of re-siting schools, the estimated cost to relocate M.S. 311 to Q311 is \$46,872. This cost will include moving all existing materials and furniture from the current site.⁵² The DOE notes that the re-siting costs may change for the 2016-2017 school year, when M.S. 311 is proposed to be re-sited to Q311.

The proposal should not otherwise affect the cost of instruction at M.S. 311, although the operating budget will increase with the increase in enrollment. Most funding in schools’ budgets is allocated on a per pupil basis, based on current by the Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

⁵¹ All 75QTBD projections referenced for the 2015-2016 school year and beyond assume the school will operate based on the seat target estimated POR from the SCA.

⁵² Based on average per pupil re-siting costs provided by the Office of Space Planning.

Please refer to the FSF Guide⁵³ and FY14 School Allocation Memoranda⁵⁴ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at M.S. 311. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

The proposed extended temporary co-location, expansion, and re-siting is not expected to change the number of personnel positions assigned to Civic Leadership, Pan American, Voyages, or P752@Q744, nor is it expected to significantly alter the duties of current staff at Civic Leadership, Pan American, Voyages, or P752@Q744.

New administrative staff and non-pedagogical positions will be created at M.S. 311 over the course of the school's phase-in. M.S. 311 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would be determined once annual enrollment projections are released in the Spring of 2014. Similarly, the number of new positions created to serve students in the new grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades. New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

B. Administration

No change in school supervisory or administrator positions at Civic Leadership, Pan American, Voyages, or P752@Q744 is expected as a result of this proposal.

M.S. 311 is expected to hire school supervisors and/or administrator personnel as needed as the school phases in to serve grades six through eight.

C. Transportation

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

This proposal is not expected to impact the transportation schedules of Civic Leadership, Pan American, Voyages, or P752@Q744.

D. Other Support Services

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

⁵³ The FSF Guide is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

⁵⁴ The FY14 School Allocation Memoranda is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

VII. Building Information

Building		Q744 ⁵⁵
Type of Building		MIDDLE
Year Built		2008
Overall BCAS rating		1.12
2011-2012 Target Building Utilization		76%
2011-2012 Target Building Capacity		1,482
Maintenance Costs⁵⁶	Labor - FY 2012	\$4,369
	Materials - FY 2012	--
	Maintenance and repair contracts - FY 2012	\$31,545
	Service contracts - FY 2012	\$4,500
	Custodial operations costs— Materials - FY 2013	--
	Custodial operations costs— Custodial Allocation - FY 2013	\$585,810
FY 2012 Energy Costs	Electric	\$559,642
	Gas	\$40,337
	Steam	--
	Oil	\$0
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		Building is Functionally Fully Programmatically Accessible
Building attributes		Art Rooms, Cafeteria, Computer Rooms, Library, Multipurpose Room, Nurse's Office, Science Lab

⁵⁵ Leased site (FY13 data).

⁵⁶ Custodial services are managed by private facility management company hence fringe benefits, supplies, and service contracts included in Custodial Operations amount which are in FY13 amounts.