EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New High School (26Q315) with Martin Van Buren High School (26Q435) in Building Q435 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to open and co-locate 26Q315, a new district Career and Technical Education ("CTE") early college and career high school, in school building Q435 ("Q435") located at 230-17 Hillside Avenue, Queens, NY 11427 within the geographical confines of Community School District 26 ("District 26"). CTE programs integrate academic study with workforce skills in specific career clusters.[1] Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce. The early college program is designed to give students the opportunity to earn an Associate's degree free of charge, and to put them on a postsecondary pathway potentially leading to career-track employment within the Computer Science and Business Technology industry. The proposed new high school, 26Q315, will offer CTE programming in the Computer Science and Business Technology career cluster, as described in more detail below, as well as early college programming. If this proposal is approved, 26Q315 will be co-located in building Q435 with Martin Van Buren High School (26Q435, "Van Buren"), an existing high school serving students in ninth through twelfth grade. Additionally, there is a community based organization ("CBO"), A.C.E. Program,[2] and a District 75 ("D75") Hearing Education Services ("HES") program[3] located in Q435. 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.

If this proposal to open and co-locate 26Q315 in Q435 is approved, students will have access to a new educational option in Queens. Through a six-year program, students will have the opportunity to earn a CTE-endorsed Regents diploma, Associate's degree, and industry-recognized credentials.[4] Students will also engage in a progressive sequence of work-based learning experiences informed by industry partners.

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[1] A career cluster indicates a grouping of occupations and industries based on the knowledge and skills they require and the field of employment graduates are qualified to exit into.

[2] Central Queens Y partners with Van Buren to provide a school-based program to help improve students' academic performance: **A**chieving and **C**reating **E**xcellence. Key components of this partnership include student counseling, parent engagement and individual educational planning. This program is sponsored through the NYC Department of Youth and Community Development**.** More information can be found here: http://www.cqy.org/school-based-br-youth-programming.

[3] D75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. D75 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 Web site for additional information about D75 programs at: http://schools.nyc.gov/Offices/District75/default.htm.

[4] CTE programs of study that have gained official approval from the New York State Education Department ("SED") for meeting fixed standards of high quality are entitled to affix a CTE endorsement to diplomas of graduating students who have completed the program. Programs that are "in development" have not yet earned SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate.

More information about CTE endorsed diplomas can be found in Section III of this Educational Impact Statement ("EIS"). Students at CTE/early college programs seamlessly earn credits so that they can graduate within a six-year period having earned both a CTE-endorsed Regents diploma and a related Associate's degree.

CTE/early college programs provide students with a career-focused educational experience that prepares them for career-track employment within their field of study. Each CTE/early college high school program is developed and administered in close collaboration with the college that awards the Associate's degree and a high-profile employer that will offer a range of related work experiences throughout the program, and first-in-line hiring consideration for qualified students who complete the early college program.

26Q315 will be an early college/CTE school with a focus on careers in the Computer Science and Business Technology industry, partnered with SAP AG and the Queensborough Community College ("QCC").[5] QCC is one of twenty-three colleges within The City University of New York ("CUNY") school system, sharing CUNY's mission to preserve academic excellence and extend higher educational opportunity to a diversified urban population. QCC is dedicated to providing general, liberal arts, career education and continuing education programs, relevant to the needs, interests and aspirations of students of all ages. 26Q315 will partner with SAP AG, a multinational software corporation that makes enterprise software to manage business operations and customer relations. SAP AG, with regional offices around the world, is the leader in the market of enterprise applications in terms of software and software-related service.[6]

26Q315 students will have the opportunity to complete an Associate's degree at QCC at no cost to themselves or their families. Additionally, the partnerships supporting 26Q315 facilitate access to career opportunities with some of New York City's most prominent and successful companies, in sectors of sustained employment demand. In addition to the lead industry partner, 26Q315 will build a network of strategic partnerships to offer opportunities related to its industry focus to all students.

Over the course of the program, students will complete internships and take off-site classes at QCC. During their fifth and sixth years in the program, most students will likely not be in the M052 building the majority of the time.

The proposed co-location of 26Q315 in building Q435 is part of the DOE's central goal to create new school options that will better serve future students and the community at large and to provide another option in the Q435 building and in Queens. Van Buren is currently the only school in Q435.

26Q315 will be open to students through the Citywide High School Admissions Process and will have a limited unscreened selection method giving priority to students residing in Queens. (Detailed information about the High School Admissions Process, over-the-counter admissions, and the proposed school's admissions criteria can be found in Section III.A of this proposal.)

Currently, the DOE is planning to reduce the enrollment at Van Buren over a period of four years beginning in September 2014. Details of the year-by-year reduction are included in Section III.B below. By 2017-2018, enrollment at Van Buren will decrease by approximately 420-460 students so that it will serve 1,585-1,625 students at scale in ninth through twelfth grades. The enrollment reduction is intended to provide an opportunity for Van Buren to concentrate on a smaller cohort of students, and allow for new school options to develop in building Q435.The DOE does not anticipate reducing Van Buren's enrollment if this proposal to co-locate 26Q315 is not approved.

According to the 2011-2012 Enrollment Capacity Utilization Report ("Blue Book"), building Q435 has a target capacity of 2,318 students.[7] (The concept of "target capacity" is explained in Section II below). In 2012-2013, the building serves approximately 2,136 students,[8] yielding a building utilization rate of 92%.[9]

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[5] The CUNY Web site can be found at: http://www.cuny.edu/index.html
[6] The SAP AG Web site can be found at: http://www.sap.com/index.epx
[7] 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").
[8] All figures are from the 2013-2014 Budget Register Projections.

If this co-location proposal is approved, 26Q315 will gradually phase into Q435 while Van Buren simultaneously scales back its enrollment. The new school will serve students in ninth grade beginning in the 2014-2015 school year and will add one grade level every year until the school reaches its full grade span of ninth through fourteenth grades in the 2019-2020 school year, serving approximately 630-690 students. [10] In 2019-2020, once 26Q315 has reached full scale, it is projected that there will be approximately 2,215-2,315 students served in Q435, yielding an estimated building utilization rate of approximately 96%-100% using the DOE's standard calculations. However, this standard rate is likely overstated because it includes 150-170 students in grades thirteen and fourteen.

As noted above, these students will primarily complete their studies at off-site locations and will only occasionally be in the Q435 building. Because building use by students in grades thirteen and fourteen cannot be fully estimated at this time, the utilization rates in this EIS conservatively assume that those students will be served in Q435, like all other students enrolled at 26Q315. This utilization estimate also overestimates enrollment and utilization in that it presumes that all incoming ninth-grade students will exercise their option to enroll in grades thirteen and fourteen. Therefore, the DOE expects that utilization in the fifth and sixth years of this proposal will be on the lower end of all projected ranges.

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. CTE programs position students to complete high school and advance to higher education and career-track employment. The DOE believes in the importance of CTE education and supports the opening of a new high school in the Q435 building which will offer CTE programming in computer science and business. The DOE is proposing to bring new CTE opportunities to Q435 to serve the City's families and connect students with an early college educational option that will give students the opportunity to earn an Associate's degree free of charge; the co-location of 26Q315 will help meet this goal.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The opening and co-location of 26Q315 in building Q435 is intended to provide additional options to students and families in District 26 and in Queens at large. As mentioned above, the DOE is planning to gradually decrease Van Buren's enrollment by approximately 420-460 students over a period of four years.

The enrollment reduction of Van Buren is driven by Van Buren's performance and applicant demand for the school. Van Buren received an overall C grade on its Progress Report in 2009-2010, an overall D grade in 2010-2011and an overall C grade in 2011-2012. Additionally, in 2011-2012, the school received a D grade in Student Performance, a C grade in Student Progress, an F grade in School Environment, and a C grade in College and Career Readiness. Moreover, demand for Van Buren is low. For the 2012-2013 school year, there were 1.8 applicants per seat available in the Business and Computer Studies Program, and 2.6 applicants per seat available in the Natural/Behavioral Sciences Program, as compared to the Citywide average of 8.6 applicants per seat in high schools. Additionally, only 11% of applicants to the Business and Computer Studies Program ranked it as their first choice and only 5% of applicants to the Natural/Behavioral Sciences Program ranked it as their first choice. Enrollment at Van Buren has decreased by 32% since 2007-2008, with a 39% decrease in ninth grade enrollment from 1,116 ninth grade students in 2007-2008 to 684 ninth grade students in 2012-2013, indicating declining demand for the school.

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[9] All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 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.

[10] CTE/Early College schools serve students in grades nine through twelve. However, for the purposes of this EIS, the DOE uses the terms "grade thirteen" and "grade fourteen" to denote students who remain on register at the school after completing requirements for high school graduation, while working towards an associate's degree.

At this time, the DOE believes that further reducing the enrollment of Van Buren beginning in September 2014 and providing a new option for high school students in the Q435 building will benefit current and future students at Van Buren and in Queens. The enrollment reduction is intended to provide an opportunity for Van Buren to concentrate on a smaller cohort of students, and allow for new school options to develop in building Q435.

The DOE believes in the importance of CTE education and supports the opening of a new high school in the Q435 building which will offer CTE programming. The co-location of 26Q315 will help the DOE meet its goal to bring new CTE opportunities to Q435 to serve District 26 and Queens families at large.

II. Proposed or Potential Use of Building

Q435 has a target capacity of 2,318 students.[11] (The concept of "target capacity" is explained below). In 2013-2014, the building is serving 2,136 total students, yielding a building utilization rate of 92%.[12] Van Buren is currently serving students in ninth through twelfth grades. If this proposal is approved, 26Q315 will open in September 2014 and serve approximately 105-115 students in ninth grade.[13] At scale in 2019-2020, 26Q315 will serve approximately 630-690 students in grades nine through twelve and early college students. As previously stated, this utilization rate is likely overstated because it includes 150-170 students in grades thirteen and fourteen.

If this proposal is approved, the grade spans for all existing and proposed school organizations in Q435 over a seven-year period are described in the table below:

		Grade Spans[14]						
DBN	**School Name**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
26Q435	Van Buren	9-12	9-12	9-12	9-12	9-12	9-12	9-12
26Q315	New CTE/Early College School	-	9	9-10	9-11	9-12	9-13	9-14

[11] 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").

[12] All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and from 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.

[13] Enrollment projections are based on a phase-in plan of 105-115 students per entry grade in the first year. Actual enrollment in 2013-2014, however, would depend on applicant demand.

[14] CTE/Early College schools serve students in grades nine through twelve. However, for the purposes of this EIS, the DOE uses the terms "grade thirteen" and "grade fourteen" to denote students who remain on register at the school after completing requirements for high school graduation, while working towards an Associate's degree.

The total current and projected student enrollment for all existing and proposed school organizations in Q435 over a seven-year period, as well as the projected utilization rates for Q435, are described in the table below:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
26Q435	Martin Van Buren High School[15]	2,136	1,985 - 2,025	1,850 - 1,890	1,720 - 1,760	1,585 - 1,625	1,585 - 1,625	1,585 - 1,625
26Q315[16]	New CTE/Early College School	-	105 - 115	210 - 230	315 - 345	420 - 460	525 - 575	630 - 690
Total Building Enrollment		2,136	2,090 - 2,140	2,060 - 2,120	2,035 - 2,105	2,005 - 2,085	2,110 - 2,200	2,215 - 2,315
Utilization		92%	90% - 92%	89% - 91%	88% - 91%	86% - 90%	91% - 95%	96% - 100%

In 2019-2020, after 26Q315 completes its phase-in and reaches full scale and Van Buren has completed its enrollment reduction, the DOE projects the building will serve approximately 2,215-2,315 students, yielding a projected target utilization rate of approximately 96%-100%. This projected utilization rate is based on the standard projections for a new early college high school that would each serve approximately 108 students per grade and on the current and planned enrollment at the other existing organization in the building.

As described in more detail in the Enrollment, Capacity, Utilization Report ("Blue Book"), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE's projected utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 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 will

[15] Enrollment projections for Van Buren account for natural cohort attrition at Van Buren, based on historical enrollment trends, as well as the planned reduction for the school by approximately 425-435 students over four years.

[16] 26Q315 will enroll students for a six-year program; however, students in their fifth and sixth year will spend the majority of their time outside of the building. As a result the building utilization figures for 2018-2019 and 2019-2020 are overstated. The DOE expects the actual building utilization to range from 90%-100% over these years.

result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

In addition, as discussed above, the students at 26Q315 enrolled in grades thirteen and fourteen will spend the majority of their time outside of the building. The DOE cannot accurately predict the number of students who will continue into the early college program and the DOE recognizes the likelihood that not all 26Q315 students will choose to remain for the final two years of the six-year program. However, because the exact rate at which students will enroll in the early college program will depend on student interest, the DOE is adopting a conservative assumption that all of the students enrolled in 26Q315 will qualify and choose to participate in the school's early college program. Therefore, the building utilization figures for 2018-2019 and 2019-2020 are likely overstated.

If this proposal is approved, 26Q315 and Van Buren will receive their baseline allocations pursuant to the Citywide Instructional Footprint. More details about space are available in Section III.B of this EIS. 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 DOE does not currently have other plans for the use of Q435. Any future significant changes to school utilization would be proposed in a separate EIS and subject to separate approval by the Panel for Educational Policy ("PEP") in accordance with Chancellor's Regulation A-190.

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

A. Students

If this proposal is approved, beginning in September 2014, 26Q315 will be co-located in the Q435 building and will be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process. Additional information about the High School Admissions Process is detailed below.

Impact on Students Currently Attending Van Buren

If this co-location proposal is approved and Van Buren's enrollment is reduced, there may be an impact on some of the educational options available to students currently attending Van Buren.

With respect to academics, all current students can remain at Van Buren, as the school will 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 declines throughout the course of the enrollment reduction, the school may need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented, as decisions will rest with school administrators and will be based on student demand as well and available resources at the school. However, the school will still have 1,585-1,625 students by the end of the enrollment reduction, and this is a sufficient size to continue offering a wide array of academic offerings.

Van Buren currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained special education ("SC") classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). Students with disabilities will receive services in accordance with their Individualized 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, Van Buren serves students classified as ELLs. Van Buren offers English as a Second Language ("ESL") services. All students enrolled at Van Buren will continue to receive their mandated special education and/or ELL services if this proposal is approved.

In addition, Van Buren is organized into several small learning communities ("SLCs").[17] This proposal is not expected to affect the configuration of Van Buren's SLCs, and Van Buren will still be able to maintain the SLC structure throughout its enrollment reduction.

Impact on Extra-Curricular Programming and Partnerships

The DOE does not anticipate that this proposal will affect the extra-curricular programs or partnerships currently offered at Van Buren. Van Buren will continue offering student athletics and other extra-curricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as a result of the enrollment reduction.

Van Buren will continue to offer extra-curricular programming based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

According to the High School Directory, Van Buren currently offers the following sports:[18]

- **PSAL Sports**[19] – Boys: Baseball, Basketball & JV Basketball, Cricket, Cross Country, Indoor Track, Outdoor Track, Soccer, and Volleyball.
- **PSAL Sports** – Girls: Basketball, Indoor Track, Outdoor Track, Soccer, Softball, Tennis, Volleyball, and JV Volleyball.

According to the High School Directory, Van Buren currently offers the following extra-curricular activities and clubs:[20]

- **Extra-Curricular Activities:** Arista Chapter, Art, Computer-Aided Design (CAD), Murals, Drama, Musical Theater, Cheerleaders, French, *Futura* Yearbook, Games, Humane Society, Jazz Band, Orchestra and Musical Performances, Piano, Guitar, Drum Line, Key Club, Leaders Organization, Lincoln-Douglas Debate Team, Mentoring Program, Mock Trial and Moot Court Law Competition Teams, Multicultural Club, Poetry, Robotics Academic Team, Scholadecuria, Scholars, Step Team, Student Organization, Tri-M Music Society Chapter, Website Team, World Wrestling Entertainment (WWE), and Youth in Action.

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[17] In New York City, there are over 15 large secondary schools that have restructured into SLCs. Each SLC in a school typically has between 250-450 students that work closely with a core group of teachers and other adults. Together, they develop a personalized learning environment focused on the adults knowing the needs, interests, and aspirations of each student well, closely monitoring his or her progress, and providing the academic and other support he or she needs to succeed. SLC teachers plan together and the curriculum in each SLC is structured around a theme or unifying principle to add relevance to academic subjects. Students with special needs and ELLs are part of the SLCs. There is one Principal for the school, with each SLC led by an Assistant Principal. SLC schools are supported by the Office of School Redesign under the Division of Teaching & Learning.

[18] Athletic offerings reflect those listed for Van Buren in the 2013-2014 Directory of High Schools: http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm.

[19] PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

[20] Extra-curricular offerings reflect those listed for Van Buren in the 2013-2014 Directory of High Schools: http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm.

Van Buren has partnerships with several CBOs including the North Shore/Long Island Jewish Hospital; New York University, John Jay School of Criminal Justice; CUNY Queensborough Community College; Central Queens Y; and the College of New Rochelle.[21]

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

Van Buren admits students through the Citywide High School Admissions Process, described in further detail below. Though the co-location will not directly impact Van Buren's admissions policies, the enrollment reduction will reduce the number of ninth-grade seats available at Van Buren in the 2014-2015 school year and beyond, and will impact Van Buren's admissions priorities, as described below. Additionally, the enrollment reduction may result in the discontinuance of one or more programs and admissions methods that are currently available. For a list of other Queens schools with similar programming to the current offerings at Van Buren please refer to Appendices A through D.

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 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/default.htm.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

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

If this proposal is approved, 26Q315 will admit students through the High School Admissions Process. The school will admit students through a limited unscreened admissions method, with a priority for students residing in Queens. 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.

[21] For additional information: http://www.mvbhigh.com.

Van Buren admits students to three programs, the Engineering-Robotics Program, the Computer Technology Program, and the Pre-Med Program through a screened admissions method. In screened programs, students are ranked based on their final report card grades from the prior school year, as well as reading and math standardized test scores. Attendance and punctuality are also considered.

Van Buren also admits students to one program, the Law and Forensics Program, through an educational option admissions method. Educational Option ("Ed. Opt.") programs are meant to serve a wide range of academic performers. Based on English Language Arts (ELA) standardized test scores from the prior school year, students will be matched to Ed. Opt. programs based on the following distribution: 16% from the high reading level; 68% from the middle reading level; and 16% from the low reading level. Half of the students matched to Ed. Opt. programs will be selected based on their rankings from the school; the other half will be selected randomly. If a student scores in the top 2% of all students in the City on his or her previous year's ELA reading exam, and lists an Ed. Opt. program as his or her first choice on the application, he or she is guaranteed a match to that program.

Van Buren also admits students through a zoned admissions method. A zoned admissions method provides a priority to students living within a specified zone. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned schools, please visit the DOE Web site's School Search function at: http://schools.nyc.gov/schoolsearch.

As mentioned above, the DOE is planning to gradually decrease the school's enrollment by approximately 420-460 students over a period of four years. The enrollment reduction will reduce the number of seats offered in the ninth grade.[22] At this time, the DOE anticipates that the zone for Van Buren will remain intact. However, Van Buren would not provide a guaranteed seat to zoned students who apply to the zoned program. To offset this change, beginning in September 2014, one or more of Van Buren's programs may give priority to students living within the Van Buren zone. This would allow the DOE to monitor the enrollment in building Q435 and promote smaller learning environments while continuing to provide a priority to students living in the zone. The DOE anticipates that Van Buren will be able to accommodate all of the zoned students who apply to Van Buren.

High school applications are due on December 2, 2013. However, if this proposal is approved by the PEP, students who are interested in applying to 26Q315 will have the opportunity to submit an admission application with new school rankings in March for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2014-2015 school year will also be available for students to consider.

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.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Office or on the DOE website: http://schools.nyc.gov/ChoicesEnrollment/High/Publications.

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 26Q315 through the over-the-counter ("OTC") process. Van Buren has traditionally accepted OTC students and will continue to accept both zoned and non-zoned OTC students.

[22] The enrollment reduction may impact the number of seats offered one or more of the existing programs. The DOE is planning to gradually decrease the school's enrollment by approximately 105-115 students beginning in 2014-2015 as demand data becomes available.

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.

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 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,[24] international schools, and alternative programs are offered through referral.[25] 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 Early College Programs

The proposal will add a new early college option for future students. Qualified students at 26Q315 will have the opportunity to complete an Associate's degree at no cost to themselves or their families. In addition to the partnership with SAP AG, 26Q315 is expected to build a network of strategic partnerships to offer opportunities related to its industry focus to all students.

Each program at 26Q315 is developed and administered in close collaboration with QCC and SAP. Under standard practice for schools with this model, it is understood that SAP will facilitate connection to employment opportunities with its member agencies.

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[23] As detailed in 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.

[24] Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/default.htm.

[25] International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

All courses offered for college credit at 26Q315 must be developed and approved by QCC faculty, approved through QCC governance, and listed in the course catalogue of QCC. All instructors of college level courses must meet relevant academic requirements and are subject to the approval of the relevant department chairperson in consultation with 26Q315's principal. In some instances, high school teachers may meet the requirements for college level instruction.

Schools with Programs Similar to Van Buren's Program Offerings[26]

Eighth-grade students will continue to have access to Van Buren's programs as well as 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 Van Buren. Detailed information about high schools is available at enrollment offices and online at: http://schools.nyc.gov/ChoicesEnrollment/High/Publications.

Attached in appendices A-D is a list of schools in Queens with programs in the same interest area as those currently offered at Van Buren. In addition, the percent of students with disabilities and ELLs 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.

Impact on CTE Programs

26Q315 will be a CTE/early college school that offers programming in advertising with a focus on Computer Science and Business Technology.

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. CTE programs of study are grouped into 16 career clusters identified at the federal level, each including multiple career pathways that students can pursue.[27] Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

The DOE supports all CTE programs through the program approval process, which includes an initial self-assessment and formal self-evaluation followed by external review and submission to SED, which ultimately confers the approval.

A full list of City High Schools with more detailed information is available in 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/Directory/default.htm.

[26] Similar programs are defined as those in the same "interest area" to which students can apply through the High School Admissions Process.

[27] "Career Pathways" is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation's current and emerging workforce.

Impact on Other Organizations in Building Q435

A.C.E. and HES currently use space in building Q435. This proposal is not expected to impact the continued siting of, or services offered by, these organizations in Q435. More information about the services A.C.E. provides for Van Buren students can be found at: http://www.cqy.org/school-based-br-youth-programming. More information about the services HES provides for Van Buren students can be found at: http://schools.nyc.gov/Offices/District75/default.htm.

B. Schools

If this proposal is approved, building Q435 will house 26Q315 and Van Buren as it reduces enrollment. By 2019-2020, 26Q315 will have completed its phase-in and reached stable enrollment while Van Buren will have reduced its enrollment. At that point, the total projected enrollment for the two schools is 2,215-2,315 and the projected target building utilization rate for Q435 at that point will be 96%-100%. However, the building utilization figures for 2018-2019 and 2019-2020 are overstated since students in grades thirteen and fourteen at 26Q315 will spend the majority of their time outside of the building.

If this co-location proposal is approved, there will be sufficient space to accommodate Van Buren and 26Q315 pursuant to the Citywide Instructional Footprint (the "Footprint"). 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/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_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 cafeteria, the two gymnasiums, the library, and the auditorium. 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 walkthrough completed by the Queens Director of Space Planning on July 31, 2013, building Q435 has a total of 98 full-size rooms, 17 half-size rooms, 2 quarter-size rooms, and the equivalent of 14.5 full-size ("FSE") rooms of designed administrative/office space. The building also has the following rooms, which would be shared amongst the co-located schools: a cafeteria, an auditorium, a library, and a gymnasium.

The nurse is housed in 1.0 full-size room of designed administrative/office space, the custodian's office is housed in 1 half-size room, the school-based support team ("SBST") is housed in 1 full-sized designed administrative/office space and 1 half-size room, Division of School Facilities is housed in 1 full-size designed auto shop room, 3 full-size rooms and 1.5 rooms of designed administrative space are allocated to

the HES program, there are 3 full-size music rooms, 1 full-size art room, 1 full-size fitness room and 1 half-size room is allocated to the A.C.E. program during the day.

Excluding the shared spaces outlined above, Q435 has a total of 89 full-size rooms, 14 half-size rooms, 2 quarter-size rooms, and 11.0 FSE rooms of designed administrative office/space remaining that can be allocated to the co-located schools in Q435 per the Footprint during the proposed opening and co-location of 26Q315.

Van Buren's Footprint will decrease each year as the school reduces its enrollment. According to the Footprint, Van Buren's current baseline allocation should be 79 full-size rooms, 13 half-size rooms, and the equivalent of 11.0 FSE rooms for administrative use. Due to a shortage of half-size rooms and administrative space, Van Buren has an adjusted baseline allocation of 81 full-size rooms, 11 half-size rooms, and the equivalent of 13.0 FSE rooms for administrative use.

In 2013-2014, Van Buren's current allocation is 86 full-size rooms, 6 half-size rooms, and the equivalent of 18.5 FSE rooms for administrative use. The current allocation is 5 full-size rooms and 5.5 FSE of designed administrative space above the adjusted footprint.

In 2014-2015, Van Buren's baseline footprint allocation is 75 full-size rooms, 12 half-size rooms, and 12.0 FSE of administrative space. In 2017-2018 and beyond, when Van Buren reaches a stable, reduced enrollment, the school's baseline allocation will be 60 full-size rooms, 11 half-size rooms, and 10.5 FSE of administrative space. Van Buren's instructional footprint over the four years it will take to complete its enrollment reduction is included in the chart below.

The DOE is proposing to open 26Q315 in Q435. In 2014-2015, 26Q315 will have a baseline footprint allocation of 4 full-size rooms, 1 half-size room, and 2.0 FSE of administrative space. In 2018-2019 and 2019-2020, 26Q315 will be given 1 additional full-size room each year to accommodate the students in their fifth and sixth years, respectively, who will be taking classes and working at internships predominantly at off-site locations. In 2019-2020 and beyond, when the new school has reached full scale, it will have a baseline footprint allocation of 18 full-size instructional rooms, 1 half-size room, and 4.5 FSE rooms of administrative space. The footprint of 26Q315 over the six years it will take to complete its phase-in is included in the chart below.

The baseline or adjusted baseline allocation of full-size instructional rooms over the six years of 26Q315's phase in are detailed in the chart below:

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
26Q435	Van Buren	86	75	70	65	60	60	60
26Q315	26Q315	N/A	4	8	12	16	17	18
TOTAL		86	79	78	77	76	77	78
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		3	10	11	12	13	12	11

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 Q435 for Van Buren and 26Q315.

If this proposal is approved, the Office of Space Planning would 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 would work with the schools in building Q435 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations. During the course of 26Q315's phase-in, the number of excess rooms would decrease as 26Q315's baseline footprint allocation increases to reflect its larger population.

Building Safety and Security

If this proposal is approved, 26Q315 and Van Buren will develop a safety and security plan for Q435 prior to the first day of school in September 2014.

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

At this time, the DOE believes that reducing the enrollment of Van Buren beginning in September 2014 and providing a new option for high school students in the Q435 building will benefit current and future students at Van Buren and in Queens. The enrollment reduction is intended to provide an opportunity for Van Buren to concentrate on a smaller cohort of students, and allow for a new school option to develop in building Q435.

As noted elsewhere in this document, the enrollment reduction at Van Buren is not expected to yield a net loss of seats in building Q435. The DOE is proposing to phase in a new school into the facility. The approximately 420-460 seats that Van Buren will lose once its enrollment is reduced will be recovered through the phase-in of 26Q315, which will offer between 630-690 seats once it reaches its full grade span in 2019-2020.

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. CTE programs position students to complete high school and advance to higher education and career-track employment. Therefore, the DOE believes in the importance of CTE education and supports the opening of a new high school in the Q435 building which will offer CTE programming. The DOE has continued to make efforts to bring new CTE opportunities to serve families in Queens; the co-location of 26Q315 will help meet this goal. The DOE also supports increasing the number of early college options for high school students City-wide. The opportunity available to students at 26Q315 to earn an associate's degree, free of charge, is intended to create an option for Queens students in their high school years who wish to put themselves on a postsecondary pathway potentially leading to

career-track employment within the information technology industry and other post-secondary education and training.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building Q435. This proposal is not expected to impact the current site accessibility of Q435.

IV. Enrollment, Admissions and School Performance Information

Van Buren

Admissions Data

Current Admissions	**Grades 9-12:** High School Admissions Process; **Admissions method:** Educational Option, Zoned, Screened
Admissions in 2014-2015 and Beyond if this Co-location Proposal is Approved	**Grades 9-12:** High School Admissions Process; **Admissions method:** Educational Option, Unscreened with Zoned Priority, Screened

Enrollment Data[28]

	Total Enrollment
2013-2014 (projections)	2136
2014-2015 (projections)	1985-2025
2015-2016 (projections)	1850-1890
2016-2017 (projections)	1720-1760
2017-2018 (projections)	1585-1625
2018-2019 (projections)	1585-1625
2019-2020 (projections)	1585-1625

Demographic Data[29]

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with Individualized Education Programs	12%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced Lunch	62%

Performance Data

[28] All figures are from the 2013-2014 Budget Register Projections.
[29] All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Q435 Van Buren High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	D	C
Quality Review Score[30]	P	N/A[31]	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1[32]	70%	72%	72%
4 Year Graduation Rate	71%	64%	56%
6 Year Graduation Rate	79%	75%	78%
% Graduating with a Regents Diploma	53%	47%	53%
Attendance Rate	85%	83%	81%
2012-2013 State Accountability Status	Priority School[33]		

New School 26Q315

Admissions Data

Current Admissions	N/A
Admissions in 2014-2015 and Beyond if this Co-location Proposal is Approved	**Grades 9-12:** Citywide High School Admissions Process **Admissions Method:** Limited Unscreened, priority to students residing in Queens

Enrollment Data[34]

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Grade 14	Total Enrollment
2013-2014 (projections)	-	-	-	-	-	-	-
2014-2015 (projections)	105-115	-	-	-	-	-	105-115

[30] For more information about Quality Reviews, please visit the DOE Web site at: http://schools.nyc.gov/Accountability/tools/review.
[31] Not all schools receive a Quality Review every year.
[32] The 2010-2011 the Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.
[33] 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.
[34] Enrollment projections are based on a standard phase-in plan of four sections per entry grade in the first year. Actual enrollment in 2014-2015, however, would depend on applicant demand.

2015-2016 (projections)	105-115	105-115	-	-	-	-	210-230
2016-2017 (projections)	105-115	105-115	105-115	-	-	-	315-345
2017-2018 (projections)	105-115	105-115	105-115	105-115	-	-	420-460
2018-2019 (projections)	105-115	105-115	105-115	105-115	105-115	-	525-575
2019-2020 (projections)	105-115	105-115	105-115	105-115	105-115	105-115	630-690

Demographic Data

26Q315 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

26Q315 does not yet have enrollment. Therefore, there is no performance data for the school.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up other than personal services ("OTPS") costs. Based on current one-time allocations for new schools, 26Q315 will receive a fixed allocation of $80,000 and approximately $49,875-$54,625 in new school OTPS start-up per-pupil allocations during its first year.

In addition, 26Q315's basic operating budget will be 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.

As a result of the enrollment reduction, the total number of students enrolled at Van Buren would decline each year, meaning that the school's budget would decrease each year, and the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. If the overall school enrollment grows again, the overall budget would 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 increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide[35] and FY14 School Allocation Memoranda[36] 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 Van Buren and 26Q315. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act ("VTEA"). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2014, programs that serve all grades nine through twelve must have earned SED approval to remain eligible for

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

[36] The FY14 School Allocation Memoranda are available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

VTEA funding. As SED approval is necessary for VTEA funding eligibility, 26Q435 will have to receive SED approval for its CTE programs in order to apply for and receive VTEA funding following its fourth year of operation.

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

A. Personnel Needs

New administrative staff and non-pedagogical positions will be created at 26Q315 over the course of the school's phase-in. 26Q315 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.

All instructors of college level courses must meet CUNY's academic requirements, and are subject to the approval of the relevant department chairperson in consultation with the school principal. In some instances, high school teachers may meet the requirements for college level instruction.

As student enrollment at Van Buren declines, the school's staffing needs may be reduced. All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area. Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed; the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

B. Administration

26Q315 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

Some school supervisor and/or administrator positions at Van Buren may be excessed as student enrollment declines. Again, all excessing would take place in accordance with existing labor contracts.

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 the other schools located in the Q435 building.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided in consistent with Citywide policy as 26Q315 phases in.

VII. Building Information

Building		Q435
Type of Building		HS
Year Built		1955
Overall BCAS rating		2.58
2011-2012 Target Building Utilization		103%
2011-2012 Target Building Capacity		2318
FY 2012 Maintenance Costs	**Labor**	$72,278
	Materials	$31,196
	Maintenance and repair contracts	$90,842
	Service contracts	$4,980
	Custodial operations costs—Materials	$25,866
	Custodial operations costs—Custodial Allocation	$603,899
FY 2012 Energy Costs	**Electric**	$193,721
	Gas	$6,328
	Steam	$0
	Oil	$214,500
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		New/Retrofit Telephone Intercom Systems
Accessibility of the building		Building is Functionally Fully Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

Appendix A. Queens High Schools with Programs in the Science and Math Interest Area

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity	2013-2014 Projected Organization Utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	Admissions Method
25Q285	Queens	World Journalism Preparatory: A College Board School	34-65 192 Street	601	626	96%	A	12%	1%	Franklin Center Science And Technology	Limited Unscreened
29Q272	Queens	George Washington Carver High School For The Sciences	143-10 Springfield Boulevard	478	676	71%	C	9%	2%	Carver Research Institute	Limited Unscreened
29Q248	Queens	Queens Preparatory Academy	143-10 Springfield Boulevard	439	473	93%	B	13%	5%	Queens Preparatory Academy	Limited Unscreened
27Q400	Queens	August Martin High School	156-10 Baisley Boulevard	859	1,769	49%	D	21%	5%	Medical/Technology Academy	Educational Option
29Q492	Queens	Mathematics, Science Research And Technology Magnet High School	207- 01 116th Avenue	419	517	81%	C	7%	6%	Science Research	Educational Option

26Q415	Queens	Benjamin N. Cardozo High School	57-00 223rd Street	3,687	2,637	140%	B	7%	6%	DaVinci Science/Math Research Institute	Screened
28Q350	Queens	Jamaica Gateway To The Sciences	167-01 Gothic Drive	385	240	160%	A	6%	8%	Jamaica Gateway To The Sciences	Educational Option
28Q440	Queens	Forest Hills High School	67-01 110 Street	3,711	2,064	180%	A	8%	9%	Carl Sagan Science/Math Honors Academy	Screened
27Q302	Queens	Queens High School For Information, Research, And Technology	8-21 Bay 25 Street	296	477	62%	C	13%	13%	Queens High School For Information, Research And Technology	Limited Unscreened
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4,067	2,360	172%	A	10%	14%	Math And Science Research	Screened
30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2,660	2,742	97%	C	10%	18%	Math And Science Institute	Screened
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1,690	2,208	77%	B	9%	22%	Academy Of Information Technology (AOIT)	Educational Option
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1,690	2,208	77%	B	9%	22%	Math/Science Institute	Educational Option

25Q425	Queens	John Bowne High School	63-25 Main Street	3,376	2,759	122%	C	6%	25 %	Science Research Program	Screened

Sources:	
2013-2014 Projected Enrollment	All figures are from the 2013-2014 Budget Register Projections.
2011-2012 Organization Capacity	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2013-2014 Projected Organization Utilization	All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of June 28, 2013 or 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.

Appendix B. Queens High Schools with Zoned Programs

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity	2013-2014 Projected Organization Utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	Admissions Method
28Q686	Queens	Queens Metropolitan High School	91-30 Metropolitan Avenue	1,089	894	122%	N/A	11%	4%	Queens Metropolitan High School	Zoned
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3,178	2,235	142%	A	7%	6%	Zoned Program	Zoned
26Q415	Queens	Benjamin N. Cardozo High School	57-00 223rd Street	3,687	2,637	140%	B	7%	6%	Zoned Program	Zoned
28Q440	Queens	Forest Hills High School	67-01 110 Street	3,711	2,064	180%	A	8%	9%	Zoned Program	Zoned

26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4,067	2,360	172%	A	10%	14%	Zoned Program	Zoned
30Q450	Queens	Long Island City High School	14-30 Broadway	2,484	2,111	118%	C	11%	14%	Zoned Program	Zoned
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	2,990	2,676	112%	B	6%	15%	Zoned Program	Zoned
27Q475	Queens	Richmond Hill High School	89-30 114 Street	2,184	2,211	99%	C	11%	17%	Zoned Program	Zoned
27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	2,920	2,773	105%	C	10%	17%	Zoned Program	Zoned
30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2,660	2,742	97%	C	10%	18%	Zoned Program	Zoned
25Q460	Queens	Flushing High School	35-01 Union Street	2,686	2,031	132%	D	10%	19%	Zoned Program	Zoned
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1,690	2,208	77%	B	9%	22%	Zoned Program	Zoned
25Q425	Queens	John Bowne High School	63-25 Main Street	3,376	2,759	122%	C	6%	25%	Zoned Program	Zoned
24Q455	Queens	Newtown High School	48-01 90 Street	1,910	2,396	80%	B	10%	32%	Zoned Program	Zoned

Sources:	
2013-2014 Projected Enrollment	All figures are from the 2013-2014 Budget Register Projections.
2011-2012 Organization Capacity	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2013-2014 Projected Organization Utilization	All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of June 28, 2013 or 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.

Appendix C. Queens High Schools with Programs in the Health Professions Interest Area[37]

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity	2013-2014 Projected Organization Utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	Admissions Method
28Q680	Queens	Queens Gateway To Health Sciences Secondary School	160-20 Goethals Avenue	807	638	126%	B	4%	0.1%	Queens Gateway To Health Sciences	Screened
28Q620	Queens	Thomas A. Edison Career And Technical Education High School	165-65 84 Avenue	2,127	1,768	120%	A	9%	1%	Med-Pharmaceutical/Bio-Technology	Screened
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3,178	2,235	142%	A	7%	6%	Sports Medicine & Management	Educational Option
27Q309	Queens	Academy Of Medical Technology: A College Board School	8-21 Bay 25 Street	621	520	119%	B	13%	9%	Academy Of Medical Technology: A College Board School	Limited Unscreened
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	2,990	2,676	112%	B	6%	15%	Health Careers Institute	Educational Option
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	2,990	2,676	112%	B	6%	15%	Pre-Med Program	Screened

[37] The organization capacity and projected organization utilization of new schools that opened in the 2012-2013 and 2013-2014 school years are denoted as N/A.

27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	2,920	2,773	105%	C	10%	17%	Health Careers	Educational Option
25Q460	Queens	Flushing High School	35-01 Union Street	2,686	2,031	132%	D	10%	19%	Academy Of Health Sciences	Educational Option
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1,690	2,208	77%	B	9%	22%	Academy Of Allied Health And Athletic Sciences	Educational Option
24Q236	Queens	International High School For Health Sciences	48-01 90 Street	81	N/A	N/A	N/A	N/A	N/A	International High School For Health Sciences	Screened: Language
29Q243	Queens	Institute For Health Professions At Cambria Heights	207- 01 116th Avenue	108	N/A	N/A	N/A	N/A	N/A	Institute For Health Professions At Cambria Heights	Limited Unscreened

Sources:	
2013-2014 Projected Enrollment	All figures are from the 2013-2014 Budget Register Projections.
2011-2012 Organization Capacity	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2013-2014 Projected Organization Utilization	All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of June 28, 2013 or 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.

Appendix D: Queens High Schools with Programs in the Business Interest Area:

DBN	Borough	School Name	Address	2013-2014 Projected Enrollment	2011-2012 Organization Capacity	2013-2014 Projected Organization Utilization	2011-2012 Overall Grade	% SE	% ELL	Program Name	Admissions Method
24Q264	Queens	Academy Of Finance And Enterprise	30-20 Thomson Avenue	426	376	113%	A	9%	7%	Academy Of Finance And Enterprise	Limited Unscreened
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	2,990	2,676	112%	B	6%	15%	Biz/Tech	Educational Option
27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	2,920	2,773	105%	C	10%	17%	Business Institute	Educational Option
25Q460	Queens	Flushing High School	35-01 Union Street	2,686	2,031	132%	D	10%	19%	Academy Of Business Entrepreneurship	Educational Option
24Q455	Queens	Newtown High School	48-01 90 Street	1,910	2,396	80%	B	10%	32%	Business Institute	Educational Option

Sources:	
2013-2014 Projected Enrollment	All figures are from the 2013-2014 Budget Register Projections.
2011-2012 Organization Capacity	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2013-2014 Projected Organization Utilization	All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of June 28, 2013 or 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.

Admissions	Process by which students are admitted to the school.