

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Beach Channel High School (27Q410)

I. Summary of Proposal

Beach Channel High School (27Q410, “Beach Channel”) is an existing high school located at 100-00 Beach Channel Drive, Rockaway Park, NY 11694, located within the geographical confines of Community School District 27. It currently serves students in grades nine through twelve. The New York City Department of Education (DOE) is proposing to phase out and eventually close Beach Channel based on its poor performance and the DOE’s assessment that the school lacks the ability to turn around quickly to better support student needs.

If this proposal is approved, Beach Channel would be phased out gradually over the next several years. Beach Channel would no longer admit new ninth-grade students at the end of the 2010-2011 school year. Current students would be supported as they progress towards graduation while remaining enrolled in Beach Channel. In cases where students do not complete graduation requirements by the June 2014 closure date, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after Beach Channel completes phasing out.

Beach Channel is located in building Q410 and is currently co-located with Channel View School for Research (27Q262, “Channel View”), Rockaway Park High School for Environmental Sustainability, (27Q324, “RPHSES”), and a District 75 Special Education Teacher Support Services (“SETSS”) school (75Q256, “P256Q”)¹. Channel View is a school that opened in 2004 that serves students in grades 6-12. RPHSES is a new high school that opened in September 2010 with its first cohort of ninth-grade students. The school is still phasing in to the building, adding a new grade of students annually. When RPHSES completes its expansion in the 2013-2014 school year, the school will serve students in grades nine through twelve. P256Q serves emotionally disturbed, autistic, or multiply handicapped students in grades 9-12. Building Q410 also offers free childcare and support services for student parents through the Living for the Young Family Through Education program (“LYFE”).

In 2009-2010, Q410 had a target capacity to serve 3,254 students. The four schools within the building last year enrolled a total of 1,947 students—1,275 students at Beach Channel, 564 students at Channel View, 91 students at P256Q, and 17 students at P233². Thus, the building utilization rate was 60% of total capacity³. This year there are 1,858 students projected to be enrolled in the building—1,094 at Beach Channel, 548 at Channel View, 108⁴ at P256Q, and 108 at RPHSES, yielding an estimated utilization rate of 57% of target

¹ The 75Q256 school organization is sited in multiple locations throughout Queens.. Only students attending 75Q256 at Q410 will be impacted by this proposal.

² In 2010-2011, P256 and P233 became one program. P256, now serves all students that were enrolled in the two programs in 2009-2010.

³ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the projected number of students who are actually projected to attend the school and do not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁴ P256Q is not part of the District 1-32 register projection process. This figure is assumed to be the same as the 2009-2010 Audited Register.

capacity.⁵ This means that the building is “under-utilized” and has extra space to accommodate additional students.⁶ If this proposal is approved, the other schools located in the Q410 building would continue serving their current students, with RPHSES adding one grade per year as it continues to expand to full scale by 2013-2014.

In a separate Educational Impact Statement (EIS), posted on December 13, 2010, the DOE is also proposing that 27Q351, a new high school with a “limited unscreened” admissions policy, begin phasing into the Q410 campus.⁷ If approved, 27Q351 would enroll a ninth-grade class in the 2011-2012 school year. This new school would continue growing to full scale as Beach Channel phases out, and would complete its expansion during the 2014-2015 school year, at which point it would serve students in grades 9-12. This EIS can be accessed on the DOE’s Website at:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

Background on the DOE Decision-Making Process

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

In addition, all schools identified by SED as PLA are considered for more intensive support or intervention including the possibility of phase-out. In December 2010, SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 ELA and math test scores and graduation rates for high schools.

Beach Channel received an overall F grade on its 2009-2010 Progress Report, with an F grade on Student Performance, an F grade on Student Progress, and a D grade on School Environment. Beach Channel’s Progress Report grade ranks in the bottom 2% of all high schools receiving a 2009-2010 Progress Report. In January 2010, the State identified Beach Channel as a PLA school.

Based on those conditions, the DOE initiated a comprehensive review of Beach Channel, with the goal of determining which supports and interventions would best benefit its students and the Beach Channel

⁵ Enrollment reflects 2010-11 enrollment projections, and utilization compares this enrollment with the 2009-10 capacity. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

⁶ The official target capacity and utilization rates for the 2010-11 school year are not yet available. Unless otherwise noted, all references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”). The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

⁷ Limited Unscreended programs give priority to students who demonstrate interest in the school by attending a school’s Information Session or Open House events or visiting the school’s exhibit at any one of the High School Fairs.

community. During that review, the DOE looked at the school's recent and historical performance as well as school enrollment and demand data, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and closure of Beach Channel—will address the school's longstanding performance struggles and allow for new school options to develop in the Q410 building that will better serve future students and the broader community.

Performance and School Environment at Beach Channel High School

Beach Channel High School has struggled for years. Last winter, the Panel for Educational Policy (PEP) voted to gradually phase out Beach Channel based on evidence that the school was not equipped to significantly improve student performance. A lawsuit prevented the DOE from following through with those plans. Beach Channel's performance during the 2009-2010 school year reinforced the DOE's earlier assessment that the school lacks capacity to turn around quickly to better support student needs.

- Beach Channel High School's graduation rates have hovered in the 50% range for several years. In 2009-2010, the school's four-year graduation rate (including August graduates) was 52%, well below the Citywide 63% average.⁸ This graduation rate does represent an increase from the 47% graduation rate in 2008-2009. However, the improvement is not significant enough to demonstrate that the school is capable of quickly turning around. Beach Channel ranks in the bottom 12% of high schools Citywide and in the bottom 6% of high schools in Queens in terms of graduation rate.
- If Regents diplomas alone counted toward graduation—as will be the case in just one year—the four-year graduation rate at Beach Channel would drop to just 31%, well below the Citywide Regents' graduation rate of 46%.⁹
- In 2009-2010, only 60% of first-year students at Beach Channel earned at least 10 credits. Furthermore, Beach Channel students are falling further behind as they advance in grade level, as only 52% of second-year students and 48% of third-year students earned at least 10 credits in 2009-2010. Credit accumulation is a key predictor of future student success because students who fall behind often have trouble getting back on track to graduation.
- Beach Channel earned an overall F grade on its 2009-2010 Progress Report, with an F grade on Student Performance, an F grade on Student Progress, and a D grade on School Environment. This represents a continuing pattern of decline for Beach Channel, which earned an overall D grade on its 2008-2009 Progress Report and an overall C grade in 2007-2008.
- The school's attendance rate continues to be extremely low. Last year, the attendance rate was 76%, 10 percentage points below the Citywide average of 86% for high schools. In fact, this attendance rate is the lowest for any Queens high school and is among the lowest for any high school in New York City, placing Beach Channel in the bottom 5% of schools Citywide. In 2008-2009, the attendance rate was 79%, placing the school in the bottom 11% Citywide.
- Beach Channel was rated "Proficient" on its most recent Quality Review in 2008-2009. Quality Reviews evaluate schools on the ways they are organized to support student learning. A score of "Well

⁸ The graduation rate cited for Beach Channel represents the City's calculation of the four-year graduation rate on the 2009-10 Progress Reports. Like the State rate, it includes August graduates, and typically there is only modest deviation between NYC's calculation and the State rate. State graduation rates for the Beach Channel Class of 2010 are still being audited and will not likely be available until Spring 2011, at which time the Citywide graduation rate for 2010 will also be released by the New York State Education Department. The most recent available four-year graduation rate (including August graduates) for New York City was 63% for the Class of 2009 and the Citywide Regents graduation rate for the same year was 46%.

⁹ Currently, New York State awards three types of high school diplomas for General Education students (Local, Regents and Advanced Regents), as well as IEP diplomas for Special Education and CTE diplomas for Career and Technical Education students. However, for all General Education students who entered ninth grade in 2008 or later, local diplomas will no longer be an option. Students will be required to pass all required Regents exams with a score of 65 in order to obtain a Regents or Advanced Regents Diploma.

Developed” might give us confidence that the school has the capacity to rapidly make significant improvements, while a Proficient school may only be capable of making incremental gains at a slower pace. Although Proficient schools possess strengths and weaknesses, Beach Channel’s last Quality Review cited a number of serious concerns, including the need to increase academic rigor and tailor instruction to more effectively meet the needs of all students. The school has also struggled to find ways to more fully engage parents in their children’s learning. These concerns suggest that Beach Channel is not likely to turn around quickly to better support its students.

- Safety is a concern at Beach Channel. On the 2009-2010 NYC Learning Environment Survey, for instance, 29% of students reported feeling unsafe in the hallways, bathrooms and locker rooms at Beach Channel. Parents also reported concerns about the safety of their children, with 36% indicating that they did not feel their child was safe at school. In addition, 30% of Beach Channel teachers reported that order and discipline are not maintained.
- Demand for seats at Beach Channel is low and has been declining in recent years. Total enrollment has fallen 40% since 2006-2007. In addition to enrolling students who live inside the school’s zone, Beach Channel features five small learning communities that are open to all New York City high school students. Significant enrollment declines were experienced in its Small Learning Community programs, as the number of applications received for 2009 ninth-grade seats were half the number of applications received for the same number of places a year earlier. Even Beach Channel’s most popular program, the Small Learning Community for Sports Management & Medicine, only received 4.2 applications per seat for September 2010, down from 5.8 applicants per seat for September 2009.¹⁰ The other programs all received fewer than 2 applications per seat for September 2010 enrollment. The Citywide application per seat average is 8.1¹¹.
- Only 9% of incoming ninth-grade students who reside within the Beach Channel zone were enrolled in Beach Channel as of October 31, 2009. This means that the vast majority of zoned ninth-grade students who were guaranteed a seat at Beach Channel chose to enroll elsewhere.

¹⁰ Audited enrollment data are not yet available for the current school year. Enrollment data are from the 2009-2010 school year, audited as of October 31, 2009. Demand data reflect high school admissions applications submitted in early December 2009 for students beginning high school in September 2010. This data captures the demand for Beach Channel prior to the DOE’s proposed phase-out of Beach Channel. As a result, these enrollment and demand figures do not reflect the impact of that proposed phase-out announcement.

¹¹ Citywide application per seat average is calculated by program.

The chart below summarizes key performance data for Beach Channel over the past three years:

Beach Channel High School	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	F
Performance Grade	B	D	F
Progress Grade	C	F	F
Environment Grade	F	F	D
Quality Review Score	P	P	
Graduation Data¹²			
Four-Year Graduation Rate	46%	47%	52%
Four-Year Regents Diploma Rate	36%	35%	31%
Six-Year Graduation Rate	62%	58%	56%
Other Key Indicators¹³			
Percent of First-Year Students Earning 10+ Credit	52%	51%	60%
Attendance Rate	80%	79%	76%
2010-2011 State Accountability Status			
Restructuring (advanced) - Comprehensive			

Overview of Past Strategic Improvement Efforts at Beach Channel High School

Beach Channel staff members have worked hard to improve the school, but the school has not turned around. Over the past few years, the DOE has offered numerous supports to Beach Channel including:

Leadership Support:

- Helping the principal develop Beach Channel’s Comprehensive Education Plan and set school goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at Beach Channel.

Instructional Support:

- Training for the principal and assistant principal on writing effective observations, using data to make instructional decisions, ARIS, and new state standards.
- Offering teachers workshops about curriculum planning, understanding by design curriculum, standards-based lesson plans, theory of action, curriculum coherence, and instructional rounds.
- Training and on-site support to help teacher teams use data to improve instruction for English Language Learners, special education students, and students performing below grade level.
- Helping the school develop more coherent assessment and grading policies.

Operational Support:

- Working with the school to implement \$182,000 in grant funding, \$142,000 of which was used to create Small Learning Communities and \$40,000 of which supported after-school clubs and activities.

¹² Source: Progress Report Data

¹³ Source: Progress Report Data

- Providing one-on-one support to school staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Working with the school to help students monitor their progress toward graduation, plan for careers, and get ready for college.
- Training for guidance counselors on how to use scholarship reports and graduation tracking systems.
- Working with the school to introduce an extended-day program that focuses on credit recovery.
- Helping the school improve student attendance and reduce suspensions by using technology to communicate with students who have poor attendance, having attendance teachers make phone calls to parents and visit homes, and working with social workers and guidance counselors to address gang-related issues at the school.

The DOE also offers the following supports to schools around 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 NYPD).
- Providing technical assistance when incidents occur via the Borough Safety Directors.
- Providing professional development and support to CFN Safety Liaisons.
- Providing professional development and kits for Building Response Teams.
- Monitoring and certifying School Safety Plans annually.

Given these failed attempts to support the school—whether a part of centralized effort to support all schools or individualized plans for Beach Channel—it is apparent that Beach Channel has failed to develop the proper infrastructure and supports to meet the needs of its students and families. It is incumbent upon the Department to attain better outcomes for students.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Beach Channel community about strategies to better support students and improve outcomes at the school. The Beach Channel community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed phase-out of Beach Channel. Additionally, on November 15, 2010, Queens High School Superintendent Juan Mendez held meetings with the School Leadership Team (“SLT”) and the Parent-Teacher Association (PTA) to discuss what is working at Beach Channel, what is not, and how we can better work together to serve students. Superintendent Mendez also discussed possible scenarios for Beach Channel due to its continued poor performance and its status as a PLA school. Parents expressed several concerns about the school. They said:

- They are dissatisfied with the school’s program options. Instead, they’d like their children to be able to access marine biology and automotive programs.
- The school suffers from a lack of meaningful involvement by community-based organizations and other outside partners.
- The school is not doing enough to support low-performing students.

The DOE also solicited community feedback via phone and e-mail, including creation of a dedicated webpage for this purpose at: <http://schools.nyc.gov/community/planning/changes/queens/BeachChannel>.

While some members of the Beach Channel community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school’s longstanding performance struggles, the lack of evidence that the school is poised to quickly turn around to better support students, and the very low demand for seats at the school. We plan to incorporate community feedback in other ways as we continue to support current Beach Channel students working toward graduation and as we develop plans to replace Beach Channel with other schools that better meet student and community needs.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the PEP.

II. Proposed or Potential Use of Building

The building in which Beach Channel is located, Q410, has the capacity to serve 3,254 students. Q410 enrolled a total of 1,947 students last year, yielding a building utilization rate of 60% of target capacity. Beach Channel enrolled 1,275 students in grades 9-12. Channel View enrolled 564 students in grades 6-12, P256Q served 91 students, and P233 served 17 students. This year the building has a projected student enrollment of 1,858 students, yielding an estimated building utilization rate of 57% of target capacity. Channel View is fully phased-in and has a projected enrollment of 548 students this year. RPHSES opened in September 2010 and will gradually phase in, adding one new grade per year until it reaches its complete grade span. RPHSES has a projected student enrollment of 108 ninth-graders. The other school in the building, P256Q, has a projected enrollment of 108 students this year. As part of the replacement strategy for Beach Channel High School, the DOE is also proposing to co-locate 27Q351, a new district high school, in the building beginning in 2011-2012. That proposal is outlined in a separate EIS, also posted on December 13, 2010. This EIS can be accessed on the DOE’s Website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

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

School Name	DBN	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Beach Channel High School¹⁴	27Q410	9-12	10,11,12	11-12	12	N/A
Channel View	27Q262	6-12	6-12	6-12	6-12	6-12
P256Q	75Q256	9-12	9-12	9-12	9-12	9-12
RPHSES	27Q324	9	9,10	9, 10,11	9-12	9-12
27Q351	27Q351	N/A	9	9,10	9,10,11	9-12

RPHSES and the new high school proposed for co-location at the Q410 building are expected to grow and phase in over time. RPHSES, which opened this school year with a cohort of 108 students in grade 9, will serve approximately 400-450 students in grades 9-12 when it is fully phased in, in the 2013-2014 school year. P256Q is expected to continue to serve approximately 100 students. The new high school, 27Q351, proposed to open next year, will serve approximately 400-450 students in grades 9-12 at full scale. Channel View is expected to serve 550-600 in 2014-2015. In 2014-2015, once RPHSES and 27Q351 have completed their expansions, and Beach Channel High School has completed its phase-out, there will be approximately 1450-1600 students in the building, which would yield a building utilization of 51% of target capacity.

¹⁴ As Beach Channel phases out, some students may be technically classified in grades “no longer served” at the school. This would occur in situations where current students have not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-11 school year would still be technically considered a ninth-grade student in 2011-12. In those cases, students would still be served in Beach Channel and would have access to appropriate courses to support their continued progress toward graduation.

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

A. Students

Enrollment Options for Current Beach Channel High School Students

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

Current Ninth Graders in Beach Channel High School

In New York City, the High School Admissions Process is a Citywide choice process. The High School Admissions Process permits the applicant to list up to 12 high school programs in order of preference on his/her application. High School admissions applications were due December 3, 2010. Current ninth-grade students at Beach Channel High School may have already taken part in this process. If this proposal is approved in February 2011, there is another opportunity for current ninth-grade students to participate in the High School Admissions Process. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade.

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

Current repeat ninth-grade students would complete high school at Beach Channel High School if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a transfer school. In addition, the DOE will arrange a new placement for students who haven't accumulated enough credits and those who have not passed the minimum number of Regents exams by June 2014.

Current Tenth, Eleventh, and Twelfth graders at Beach Channel High School

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

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

Beach Channel High School currently offers Collaborative Team Teaching, Self Contained Classes, and Special Education Teacher Support Services (SETSS). It also offers English as a Second Language (ESL). English Language Learners (ELL) at Beach Channel High School will continue to receive mandated

services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans (IEPs).

The DOE will arrange a new placement for students who haven't accumulated enough credits and those who have not passed the minimum number of Regents exams by June 2014.

Impact on Academic and Extracurricular Offerings at Beach Channel High School

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Beach Channel High School. That said, the availability of certain offerings at the school will be affected as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, Beach Channel High School will continue to offer all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school shrinks, the school will likely 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 made based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE will work with Beach Channel High School to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City.

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

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

Through the High School Admissions Process, Beach Channel High School offers five Small Learning Community (SLC) programs to students. They are: SLC for Business; SLC for Science & Oceanography; SLC for Law, Justice, & Civil Rights; SLC for Art, Music, Dance, & Media Technology; and SLC for Sports Management & Medicine. Students currently enrolled in those programs will continue to have access to the academic classes they need to complete their program requirements. Beach Channel High School is currently in its fifth and final year of a federal grant to support the development of SLC programs.

Beach Channel High School will continue to offer student athletics and other extracurricular programs, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. According to the 2010-2011 Directory of High Schools, Beach Channel High School currently offers the following PSAL (Public School Athletic League) and school sports:

PSAL Sports – Boys: Baseball & JV Baseball, Basketball & JV Basketball, Football & JV Football, Soccer, Tennis, and Volleyball;

PSAL Sports – Girls: Basketball, Lacrosse, Outdoor Track, Soccer, Softball, Tennis, and Volleyball;

PSAL Sports – Co-ed: Crew;

School Sports: Weightlifting and Swimming;

Beach Channel High School also offers the following extracurricular activities¹⁵: Student Council; Arista; Archon; Excalibur Honor Society; Art; Band; Video Production; and Salsa and Merengue Dancing, among others.

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

Similarly, all school organizations in the building will offer extracurricular programs based on student interests, available resources, and staff support for those programs. Current Beach Channel High School students would continue to have the opportunity to participate in a variety of extracurricular programs as the school phases out though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Schools co-located in the building may collaborate to offer joint extracurricular programs across the campus as appropriate.

Finally, as a school identified as PLA, Beach Channel High School is eligible for School Improvement money to support the Turnaround model. In these cases, funds will be available to support programs that will actively advance students towards graduation (e.g., online credit recovery programs, additional youth development and guidance support to struggling students).

Impact on Community Partnerships at Beach Channel High School

Beach Channel High School currently has partnerships with several community organizations, including: the Academy of Finance, the Federal Reserve Bank, the Queens District Attorney's Office, JetBlue Airlines, York College, Queensborough Community College, Kingsborough Community College, Hofstra University, State University of New York (SUNY) Maritime College, and the Rockaway Development and Revitalization Corporation (RDRC), among others.¹⁶ Those partnerships will continue to support current students as Beach Channel High School phases out, though it is possible that the nature and scope of those partnerships will change based on shifting needs and resource availability as the school moves toward closure. The DOE will work with Beach Channel High School staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period.

In addition, the DOE will work with other school organizations co-located in the building to foster opportunities for them to work with the community organizations that have supported Beach Channel students in the past. As is typical for new schools created under this administration, the other schools currently housed on the Beach Channel campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. As appropriate, the DOE will work with other schools on the Q410 campus to introduce or enhance partnerships with the community organizations that currently support Beach Channel High School students.

¹⁵ Information from 2010-2011 High School Directory

¹⁶ Information from 2010-2011 High School Directory

Impact on Students who Participate in the LYFE Program

The Living for the Young Family Through Education (LYFE) program supports pregnant and parenting students enrolled in a NYC Department of Education school by providing childcare and referral services. Social workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of the High Schools in the shared building. The LYFE program serves students in those schools, but also students in other schools in the surrounding community as well.

Prior to the 2009-2010 school year, the principals of the High Schools that shared the space with LYFE managed and rated the staff, although the program still fell under the District 79 purview. Starting in the 2009-2010 school year, the central LYFE program in District 79 has managed the individual sites both fiscally and programmatically. All LYFE staff are supervised by the program's director and assistant principals. The LYFE program leaders are the rating officers for the field staff.

The LYFE program would continue to operate in the Q410 building as Beach Channel High School phases out. Once the phase out of Beach Channel High School is complete, the LYFE program is expected to remain in the Q410 building and would continue to provide these services as long as there continues to be a need and demand for the program.

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

In New York City, the High School Admissions Process is a Citywide choice process. Students who are in the eighth grade must participate and students who are first-time ninth graders have the option of participating to apply for a tenth-grade seat in a different school next year. The High School Admissions Process permits the applicant to list up to 12 high school programs in order of preference on his/her application. High school admissions applications were due by December 3, 2010.

There are three rounds to the High School Admissions Process:

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

Main Round: All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth-grade students who want to apply to any of the new schools have the opportunity to complete a new high school application which supersedes the application that was submitted in December 2010.

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

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

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

Admissions Impact for Future High School Students

To anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographic of students it will need to serve as a result of a phase-out decision. As of the November 1, 2010 Active Register, Beach Channel High School has a total of 84 new ninth grade admits. New ninth-grade admits are made up of students who enter the school through two methods:¹⁷

- High School Admissions Process; or
- Over-the-counter placement.

Over-the-counter (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 three categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101).¹⁸

When a student arrives for an over-the-counter 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 available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option or unscreened.

Screened programs (those that have academic criteria) which have a two-year track record of not filling through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and

¹⁷ Audited enrollment data are not yet available for the current school year. The enrollment figure cited here for the current school year is from the November 1, 2010 Unaudited Register.

¹⁸ 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.

alternative programs are offered through referrals.¹⁹ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 schools four years ago. Moreover, in Queens, the number of schools that admitted OTC students has increased from 65 in 2007 to 79 in 2010.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2010-2011 school year to approximate future needs.

The chart below provides an overview of how many students arrived through either the High School Admissions Process or over-the-counter at Beach Channel High School during the 2010-2011 school year:

	High School Admissions Process	Over-the-Counter
Ninth Grade	29	55

Additionally, Beach Channel High School admitted 80 OTC students in grades 10-12 as well²⁰:

	Over-the-Counter
Tenth Grade	49
Eleventh Grade	16
Twelfth Grade	15

It is critical that the needs of all students—whether they arrive through the admissions process or over-the-counter—are met. Of the 29 ninth grade students who were admitted through the High School Admissions process, 14% are students with disabilities and 10% are ELL. And of the 135 students who enrolled through the over-the-counter process, 17% are students with disabilities and 8% are ELL.²¹

Beach Channel High School currently offers Collaborative Team Teaching, Self-Contained Classes, and Special Education Teacher Support Services (SETSS). It also offers English as a Second Language (ESL). English Language Learners (ELL) at Beach Channel High School will continue to receive mandated services even as the school phases out. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (IEPs). High school students with IEPs are placed in the school they would attend if they were not disabled. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

¹⁹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

²⁰ Some of the tenth grade new admits may have been through the High School Admissions Process for tenth grade students.

²¹ Students with disabilities as percentage of total students from the 2010 Unaudited Register on November 1, 2010. This count does not include SETSS or students receiving speech or language services. English Language Learner students as percentage of total students from the 2010 Unaudited Register on November 1, 2010.

As indicated previously, the LYFE program in building Q410 would continue to operate in the building as Beach Channel High School phases out. Once the phase out of Beach Channel High School is complete, the LYFE program is expected to remain in the building and will continue to provide services to pregnant and parenting students as long as there continues to be a need and demand for the program. The chart below offers a list of other schools/campuses in Queens that also house LYFE programs:

Bldg ID	Building Name	Address	Zip Code	Hours of LYFE Program Operation	Organizations in the Building	DBN	Selection Method ²²
Q410	Beach Channel High School	100-00 Beach Channel Drive	11694	7:45-2:52	Channel View School for Research	27Q262	Limited Unscreened
					Rockaway HS for Environmental Sustainability	27Q324	Limited Unscreened
					Beach Channel HS	27Q410	Unzoned, Zoned
Q465	Far Rockaway High School Campus	8-21 Bay 25th Street	11691	7:40-2:30	Frederick Douglass Academy VI HS	27Q260	Limited Unscreened
					Knowledge and Power Preparatory Academy VI	27Q282	N/A
					Queens HS for Information, Research and Technology	27Q302	Limited Unscreened
					Academy of Medical Technology	27Q309	Limited Unscreened
Q505	Hillcrest High School	160-05 Highland Avenue	11432	7:50-3:05	Hillcrest HS	28Q505	Educational Option, Audition, Screened, Zoned
Q452	Long Island City High School	14-30 Broadway	11106	7:30-2:50	Long Island City HS	30Q450	Screened, Zoned
Q420	Springfield Gardens High School	143-10 Springfield Boulevard	11413	7:30-4:00	Excelsior Preparatory HS	29Q265	Limited Unscreened
					George Washington Carver HS for the Sciences	29Q272	Limited Unscreened
					Preparatory Academy for Writers	29Q283	Limited Unscreened
					Queens Preparatory Academy	29Q248	Limited Unscreened

²² Schools without a selection method currently do not accept ninth graders for one of several reasons: schools may be phasing out, schools may serve students through eighth grade only and do not serve high school students, and some schools contain only GED or adult education programs.

Admissions Impact for Future High School Students – Students Zoned to Beach Channel High School

For students who are zoned to Beach Channel High School, this proposal would mean that a student no longer has a zone entitlement as part of the High School Admissions Process. As noted previously in this proposal, few zoned students currently seek to attend Beach Channel High School. In 2009-2010—the most recent year for which audited data is available—only 9% of ninth grade students residing in the Beach Channel High School zone enrolled at the school, meaning that 91% of students guaranteed a seat at the school chose to apply and attend elsewhere. Students residing in the Beach Channel zone do not receive priority admission to the new schools currently phasing in to the Beach Channel campus. If approved, the new proposed high school will also be un-zoned. That said, this proposal has the potential to positively impact students residing in the Beach Channel zone by offering higher-quality options on the campus to families who currently send their children elsewhere in the City—in some cases at a significant distance from their homes. Already, students residing in the Beach Channel zone represent 48% of students enrolled in the new school currently phasing in to the building. As those schools continue to grow and as an additional new high school is introduced to the campus next year, we anticipate that those schools will attract local students back to the building in greater numbers.

For students who live on the peninsula and are interested in attending school on the peninsula, there are three high schools on the Far Rockaway High School campus. These schools are: Frederick Douglass Academy VI High School School, Queens High School for Information Research and Technology and Academy of Medical Technology: A College Board School. The Academy of Medical Technology is a school that currently serves students in grades 6-11 and will serves students in grades 6-12 in 2011-2012. The other two schools serve grades 9-12 at scale. Channel View, RPHSES and the proposed new school 27Q351 would also be options for students seeking to attend high school on the peninsula.

Schools with Programs Similar to Beach Channel High School's program offerings²³

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

Attached, as Appendix A, there is a list of schools in Queens with programs in the same “Interest Areas” as the five programs (Business, Science and Math, Law and Government, Performing Arts/Visual Art and Design, Health Professions) currently offered at Beach Channel High School. In addition, the percent of students with disabilities and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options. As previously mentioned, the DOE is also proposing to open a New School in the building in September 2011. That proposal is outlined in a separate Educational Impact Statement also posted on December 13, 2010.

Building Q410 is fully programmatic accessible.

²³ Similar programs are defined as those in the same “interest area” to which students can apply through the High School Admissions Process.

B. Schools

Beach Channel High School has a 2010-2011 enrollment projection of 1,094 students. If this proposal is approved, Beach Channel High School will phase out gradually, but the ninth-grade seats lost as a result of that phase-out will be replaced as new schools phase in to the Beach Channel campus.

The overall plan for the Q410 building includes the phase-out of Beach Channel High School, the fully phased-in enrollment levels of Channel View and P256Q, the continued phase-in of RPHSES, and the phase-in of a new high school proposed to open in September 2011. There would be no direct impact on enrollment at Channel View, P256Q, RPHSES or the proposed new school as a direct result of this proposal. In a separate EIS posted on December 13, 2010, the DOE is proposing to co-locate 27Q351, a new district high school, in the building beginning in 2011-2012. In its first year, 27Q351 would serve approximately 100-125 students in grade 9. The new school would phase in gradually, adding one grade annually until it reaches full scale in 2014-2015. At that point, the new school would serve approximately 400-450 students in grades 9-12.

The table below outlines the estimated enrollment ranges for the schools in Q410 as Beach Channel High School phases out and the other schools phase in.²⁴

School Name	DBN	Projected Enrollment				
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Beach Channel High School	27Q410	1,094	650-750	350-450	125-225	N/A
Channel View	27Q262	548	550-600	550-600	550-600	550-600
P256Q	75Q256	108	108	108	108	108
RPHSES	27Q324	108	200-225	300-325	400-450	400-450
27Q351	27Q351	N/A	100-125	200-225	300-325	400-450
Total		1,858	1,608-1,808	1,508-1,708	1,483-1,708	1,458-1,608

In this scenario, building Q410 would enroll approximately 1,450-1,600 students in grades 6-12, including 1,250-1,400 students in grades 9-12, yielding a building utilization rate of 51% of target capacity in 2014-2015.²⁵ At that point, Beach Channel High School would have completed its phase out and the other existing schools currently housed in the building, in addition to the proposed new high school expected to open next year, would be operating at full scale. This means that the building has adequate capacity to accommodate the full expansion of RPHSES as well as the full expansion of the new school separately proposed to phase in to the facility beginning in 2011-2012.

If this proposal is approved, there would be sufficient space to serve students enrolled at Beach Channel High School, Channel View, P256Q, RPHSES, and 27Q351, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Beach Channel High School phases out and while RPHSES and 27Q351 gradually phase in. Once each school is at its intended scale, there would also be sufficient space to serve students at Channel View, P256Q, RPHSES, and 27Q351. (Please visit the New York City Department of Education Website to access the Instructional Footprint, which guides space

²⁴ The enrollment estimates are based on a standard phase-in plan. This does not reflect the outcome of the annual Enrollment Projection process for schools.

²⁵ Enrollment reflects 2014-15 enrollment projection, and utilization compares this enrollment with the 2009-10 capacity. The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf)

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

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms. Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.²⁶

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

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

Based on a recent building walkthrough conducted by the Office of Space Planning, there are 121 full-size spaces and 37 half-size spaces in Q410. In addition, there are 9 science labs and 10 science demonstration rooms. Consistent with the Footprint, at scale, Channel View will be allocated a baseline of 24 full-size instructional spaces, P256Q will be allocated a baseline of 14 full-size instructional spaces, RPHSES will be allocated a baseline of 16 full-size instructional spaces, and 27Q351 will be allocated a baseline of 16 full-size spaces. This represents a total of 70 full-size instructional spaces when all schools are operating at full scale in the building. Thus, there would be sufficient instructional space in Q410 for all schools to operate at full scale in the building. Schools would also be allocated resource rooms, half size space and administrative space in accordance with the Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

Beach Channel High School is currently using 88 full-size spaces, including 8 science labs, 10 science

²⁶ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classroom, etc.

demonstration rooms. In addition, Beach Channel is using 26 half-size rooms and an administrative office. Per the baseline allocation set forth by the Footprint, Beach Channel High School should be allocated an equivalent of only 40 full-size instructional spaces. If this proposal is approved, in the first year of implementation, Beach Channel High School would be allocated a baseline of 24-30 full-size spaces based on its projected enrollment of 650-750 students pursuant to the Footprint. Channel View will be allocated a baseline of 24 full-size spaces based on its projected enrollment of 550-625 students. RPHSES will be allocated a baseline of 8 full-size spaces based on its projected enrollment of 200-225. P256Q will maintain its current allocation of rooms. If the proposal to co-locate 27Q351 in the building is approved, that school will be allocated a baseline of 4 full-size spaces based on its 2011-2012 projected enrollment of 100-125 students. The total count represents 74-80 rooms, and thus there is adequate space in Q410 for all schools in 2011-2012. The additional space in the building will be divided between Channel View, P256Q, RPHSES, and 27Q351 while Beach Channel High School phases out.

Given the very large number of classrooms in the building in excess of the baseline Footprint allocations, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the remaining space. To illustrate the amount of space in the building for 2011-2012—even if Beach Channel High School, Channel View and P256Q enrollment is the same as this year, and RPHSES enrolls 200-225 students, and the new school enrolls 100-125 students next year—there would still be over 1,000 available seats in the building. As Beach Channel High School is currently programming much of the additional space in the building, the Office of Space Planning will not bring the number of rooms allocated to the school immediately to the baseline. If approved, the Office of Space Planning would work to ensure a smooth transition of the number of rooms currently being used by Beach Channel High School. As the enrollment at Beach Channel declines, the baseline allocation of rooms will be reduced accordingly per the Instructional Footprint. Channel View and P256Q will maintain their classroom allocation. As very small schools, both RPHSES and 27Q351, if approved, will be allocated at least their baseline number of rooms while Beach Channel High School phases out. Given the underutilization of the building, the co-location of additional new schools may be proposed in the future which would be addressed in separate Educational Impact Statements.

The table below outlines the baseline of full-size spaces that each school should be allocated based on their enrollment through the course of the phase-out of Beach Channel High School and phase-in of other schools:

School Name	Total Baseline Footprint Allocation of Full-Size Spaces				
	2010-11 (Current)	2011-12 (Projected)	2012-13 (Projected)	2013-14 (Projected)	2014-15 (Projected)
Beach Channel High School	40	24-30	12-16	4-6	N/A
Channel View	24	24	24	24	24
P256Q	14	14	14	14	14
RPHSES	4	8	12	16	16
27Q351	N/A	4	8	12	16

C. Community

Beach Channel High School has struggled to provide a high-quality education to its students. The DOE has offered considerable support to Beach Channel High School, including extensive training for school leadership and teachers, and helping establish an extended-day program that focuses on getting students

back on track toward graduation. Despite these efforts, Beach Channel High School's performance continues to be low.

As a result, there is a great need to provide better options for families in the community. Under this proposal, the Beach Channel building will remain open but will offer new educational options that better support the learning needs of future students.

The DOE is currently phasing in one new school at the Beach Channel campus, and is separately proposing to co-locate an additional new school in the facility. In 2009-2010, Building Q410 had a utilization rate of 61%. In 2014-2015, when the proposed Beach Channel High School phase-out is completed and the four other schools have all achieved full scale, the DOE projects the building will have a 51% utilization rate.

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

In addition to Beach Channel, this year, the DOE is proposing to phase out a second school in Queens: Jamaica High School. Despite the overcrowding experienced in the borough as a whole, if both of the proposals to phase-out Beach Channel High School and Jamaica High School are approved by the PEP, the DOE believes it has effective plans to replace lost seats. Based on the November 1, 2010 enrollment register, Beach Channel High School and Jamaica High School are serving a total of 218 new ninth grade students. This figure represents the current and future demand for combined seats at these two schools.

The DOE is proposing to co-locate a new school in the Q470 and Q410 buildings, respectively. The anticipated total enrollment between these two schools is approximately 220 new ninth grade unscreened high school seats as Jamaica High School and Beach Channel High School phase out²⁷. In addition, on January 8th, 2011, the DOE proposed to add an additional new school at Q686 with an anticipated enrollment of approximately 200 new ninth grade unscreened high school seats. This would offset the 218 ninth grade seats anticipated to be lost by these two proposed phase-outs. As noted above, although the utilization of the building is projected to decline, these new schools will meet anticipated demand for seats in Q470, Q410, and Q686. To the extent the DOE observes an increase in demand for seats in future years, it will consider utilizing the remaining space in this building to open yet another school.

It should also be noted that given both Beach Channel High School and Jamaica High School were proposed to be phased out last year, in January 2010, the DOE proposed new schools for both buildings which were already approved by the PEP and are currently phasing-in with a cohort of ninth grade students. For Jamaica (Q470), the DOE proposed to phase in two schools: Hillside Academy and Community Leadership. In the Beach Channel building (Q410), as previously noted, the DOE proposed the phase in of RPHSES. Currently, these three schools collectively serve 264 ninth graders.²⁸ By opening new schools in these two buildings last year and this year, the DOE will have created the capacity for approximately 484 new ninth grade seats in the Beach Channel and Jamaica buildings.

Additionally, the DOE also opened two other new schools in Queens this year: Queens Metropolitan High School and Cambria Heights Academy. In addition to providing new options for Queens students, these

²⁷ The proposed new school at Jamaica is proposed to enroll students through the Educational Option selection method. This enrollment policy is described in more detail in the Educational Impact Statement regarding the proposed co-location of school 28Q350 in Building Q470. This proposal can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

²⁸ Last winter, the PEP voted to gradually phase-out both Beach Channel and Jamaica. A lawsuit prevented the DOE from following through with those plans.

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

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

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

DBN	Bldg ID 2010-11	School Name	Building Name	September 2010 Selection Methods
27Q324	Q410	Rockaway Park High School for Environmental Sustainability	Beach Channel HS - Q	Limited Unscreened
28Q325	Q470	Hillside Arts & Letters Academy	Jamaica HS – Queens	Limited Unscreened
28Q328	Q470	High School for Community Leadership	Jamaica HS – Queens	Limited Unscreened
28Q686	Q686	Queens Metropolitan High School	Metropolitan Ave High School Campus	Zoned
29Q326	Q799	Cambria Heights Academy	St. Gerard Majella	Limited Unscreened

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

Attached, as Appendix A, there is a list of schools in Queens with programs in the same “Interest Areas” as the five programs (Business, Science and Math, Law and Government, Performing Arts/Visual Art and Design, Health Professions) currently offered at Beach Channel High School. In addition, the percent of students with disabilities and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options. As previously mentioned, the DOE is also proposing to open a new school in the building in September 2011. That proposal is outlined in a separate Educational Impact Statement also posted on December 13, 2010.

For students who live on the peninsula and are interested in attending school on the peninsula, there are three high schools on the Far Rockaway High School campus. These schools are: Frederick Douglass Academy VI High School School, Queens High School for Information Research and Technology and Academy of Medical Technology: A College Board School. The Academy of Medical Technology is a school that currently serves students in grades 6-11 and will serve students in grades 6-12 in 2011-2012. The other two schools serve grades 9-12 at scale. Channel View, RPHSES and the proposed new school 27Q351 would also be options for students seeking to attend high school on the peninsula.

In addition to information provided on Queens high schools provided above, detailed information about all

City high schools is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at Building Q410.

IV. Enrollment, Admissions and School Performance Information

The schools affected by this proposal are Beach Channel High School, Channel View, P256Q, RPHSES, and 27Q351, a proposed new high school.

Beach Channel High School (27Q410)

Admissions Data

Current Admissions	9-12: High School Admissions Process Selection Method: Unscreened, Zoned
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	1,094
Grades Served after Phase-out Proposal in 2011-2012	10, 11, 12
Projected 2011-2012 Enrollment	650-750
Grades Served after Phase-out Proposal in 2012-2013	11, 12
Projected 2012-2013 Enrollment	350-450
Grades Served after Phase-out Proposal in 2013-2014	12
Projected 2013-2014 Enrollment	125-225
Grades Served after Phase-out Proposal in 2014-2015	N/A
Projected 2014-2015 Enrollment	N/A

Demographic Data

Percentage Students Receiving CTT or SC services ²⁹	13%
Percentage Students with Individual Education Plan ³⁰	20%
Percentage English Language Learner Students ³¹	9%
Percentage of Students Eligible for Free or Reduced Lunch ³²	75%

School Performance Data

Beach Channel High School	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	F
Quality Review Score	P	P	
Graduation Data³³			
Four-Year Graduation Rate	46%	47%	52%
Four-Year Regents Diploma Rate	36%	35%	31%
Six-Year Graduation Rate	62%	58%	56%
Other Key Indicators³⁴			
Percent of First-Year Students Earning 10+ Credit	52%	51%	60%
Attendance Rate	80%	79%	76%
2010-2011 State Accountability Status			
Restructuring (advanced) - Comprehensive			

Channel View School for Research (27Q262)

Admissions Data

Current Admissions	6-8: D27 School Based Application 9-12: High School Admissions
Admissions after Phase-out Proposal in 2011-2012	6-8: D27 School Based Application 9-12: High School Admissions

²⁹ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

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

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

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

³³ Source: Progress Report Data

³⁴ Source: Progress Report Data

Enrollment Data

Current Grades Served	6-12
Projected 2010-2011 Enrollment	548
Grades Served after Phase-Out Proposal in 2011-2012	6-12
Projected 2011-2012 Enrollment	550-600
Grades Served after Phase-out Proposal in 2012-2013	6-12
Projected 2012-2013 Enrollment	550-600
Grades Served after Phase-out Proposal in 2013-2014	6-12
Projected 2013-2014 Enrollment	550-600
Grades Served after Phase-Out Proposal in 2014-2015	6-12
Projected 2014-2015 Enrollment	550-600
Projected Enrollment at Scale	550-600

Demographic Data

Percentage Students Receiving CTT or SC services³⁵	4%
Percentage Students with Individual Education Plan³⁶	9%
Percentage English Language Learner Students³⁷	1%
Percentage of Students Eligible for Free or Reduced Lunch³⁸	79%

³⁵ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

³⁶ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

³⁷ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data (Grades 6-8)

Channel View School for Research	2007-2008	2008-2009	2009-2010 ³⁹
School Performance and Progress			
Overall Progress Report Grade	C	A	B
Quality Review Score	WD	P	
Performance Data⁴⁰			
English Language Arts % Proficient (Levels 3 and 4)	73%	89%	53%
Math % Proficient (Levels 3 and 4)	86%	92%	68%
Other Key Performance Indicators⁴¹			
Attendance Rate	95%	95%	95%
2010-2011 State Accountability Status			
In Good Standing			

School Performance Data (Grades 9-12)

Channel View School for Research	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score	WD	P	
Graduation Data⁴²			
Four-Year Graduation Rate	88%	93%	97%
Four-Year Regents Diploma Rate	74%	81%	83%
Six-Year Graduation Rate			90%
Other Key Indicators⁴³			
Percent of First-Year Students Earning 10+ Credits	91%	87%	97%
Attendance Rate	91%	92%	91%
2010-2011 State Accountability Status			
In Good Standing			

³⁹ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ scale scores on the tests remained largely unchanged relative to the prior year.

⁴⁰ Source: Progress Report Data

⁴¹ Source: Progress Report Data

⁴² Source: Progress Report Data

⁴³ Source: Progress Report Data

P256Q (75Q256)

Admissions Data

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

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	108
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	108
Grades Served after Phase-out Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	108
Grades Served after Phase-out Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	108
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	108
Projected Enrollment at Scale	108

Demographic Data⁴⁴

Percentage Students Receiving CTT or SC services⁴⁵	100%
Percentage Students with Individual Education Plan⁴⁶	80%
Percentage English Language Learner Students⁴⁷	3%
Percentage of Students Eligible for Free or Reduced Lunch⁴⁸	N/A

⁴⁴ Please note that the demographic data reported here is for all students at 75Q256 and does not represent only those students attending at Q410.

⁴⁵ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁴⁶ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁴⁷ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁴⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

Rockaway High School for Environmental Sustainability (27Q324)

Admissions Data

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

Enrollment Data

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

Demographic Data

Percentage Students Receiving CTT or SC services⁴⁹	N/A
Percentage Students with Individual Education Plan⁵⁰	N/A
Percentage English Language Learner Students⁵¹	N/A
Percentage of Students Eligible for Free or Reduced Lunch⁵²	N/A

⁴⁹ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁵⁰ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁵¹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁵² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

As Rockaway High School for Environmental Sustainability has just begun its first year of operation this school year (2010-2011), no accountability data is yet available.

Performance Data

Since 27Q351 is a proposed high school scheduled to open in 2011-2012, no accountability data is yet available

V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Beach Channel High School roster as the phase out is implemented, the school is expected to receive approximately \$4,181.11 less in base per pupil funding annually. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

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

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031.00 per pupil for each English Language learner they enrolled. In high schools, these supplemental funds are awarded to support English language learners, students with disabilities, and students who are performing below grade level upon enrollment. If students fall into more than one of those categories, the school receives supplemental funds in accordance with all of those students' needs. It is difficult to project the impact of this proposal on the total supplemental funding that Beach Channel High School will receive because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools Citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools Citywide, Beach Channel High School may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Beach Channel High School is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

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

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

Any costs related to the opening of 27Q351, a new district high school, are described in a separate EIS, also posted on December 13, 2010.

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

A. Personnel Needs

All teachers, administrative, and non-pedagogical staff at Beach Channel High School would be excessed over the course of the phase-out.⁵³ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

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

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

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

B. Cost of Instruction

⁵³ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Beach Channel High School roster as the phase out is implemented, the school is expected to receive approximately \$4,181.11 less in base per pupil funding annually. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

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

Please see "initial costs and savings" for additional information.

C. Administration

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

D. Transportation

There will be no change to existing transportation practices at Beach Channel High School as a result of this proposal. Transportation will be provided according to Chancellor's regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

E. Other Support Services

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

VI. Building Information

Type of Building	High School
Year Built	1973
Overall BCAS rating	3.06
2009-2010 Target Utilization	Q410: 61%
2009-2010 Target Capacity	Q410: 3,254
FY 2009 Maintenance Costs	Labor: \$56,846.11 Materials: \$18,241.94 Maintenance and Repair Contracts: \$97,004.77 Custodial Operations Costs—Materials: \$34,016.53 Custodial Operations Costs—Custodial Allocation: \$883,966.35
FY 2009 Energy Costs	Electric: \$205,571.00 Gas: \$225,937.00 Oil: \$N/A
Projects completed during the current or prior school year	SWB- Hazardous Masonry/Parapets/roofs/ Ext. doors. Ansul system
Projects proposed in the capital plan	No projects identified.
Accessibility of the building	Fully programmatic accessible.
Building attributes	Art rooms (CR's), Auditorium, Cafeteria, Computer rooms (CR's) Gymnasiums, Library, & Science labs (CR's).

APPENDIX A
Interest Area: Business

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

Interest Area: Science & Math

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

Interest Area: Science & Math

Queens	Forest Hills High School	28Q440	67-01 110 STREET QUEENS NY	3934	2019	191%	6%	10%	A	136	3641	Carl Sagan Science/Math Honors Academy	Science & Math	Screened
Queens	Jamaica High School	28Q470	167-01 GOTHIC DRIVE JAMAICA NY	1236	1877	79%	7%	18%	D	100	190	Gateway Medical/Science Honors Institute	Science & Math	Screened
Queens	Queens High School for the Sciences at York College	28Q687	94-50 159 STREET QUEENS NY	408	379	109%	0%	0%	A	N/A	N/A	Queens High School for the Sciences at York College	Science & Math	Test
Queens	Queens Preparatory Academy	29Q248	143-10 SPRINGFIELD BOULEVARD QUEENS NY	397	445	83%	10%	4%	A	108	363	Queens Preparatory Academy	Science & Math	Limited Unscreened
Queens	George Washington Carver High School for the Sciences	29Q272	143-10 SPRINGFIELD BOULEVARD QUEENS NY	459	727	60%	7%	2%	A	54	382	Carver Research Institute	Science & Math	Limited Unscreened
Queens	Mathematics, Science Research and Technology Magnet High School	29Q492	207- 01 116TH AVENUE QUEENS NY	437	505	93%	5%	4%	C	150	513	Science Research	Science & Math	Educational Option
Queens	William Cullen Bryant High School	30Q445	48-10 31 AVENUE QUEENS NY	3056	2845	109%	8%	20%	C	100	717	Math/Science Enrichment	Science & Math	Screened

Interest Area: Law & Government

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

Interest Area: Performing Arts/Visual Art & Design

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Utl	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
Manhattan	Lower Manhattan Arts Academy	02M308	350 GRAND STREET MANHATTAN NY	325	289	108%	16%	5%	A	90	1542	Lower Manhattan Arts Academy	Performing Arts/Visual Art & Design	Limited Unscreened
Brooklyn	Urban Assembly School of Music and Art, The	13K350	49 FLATBUSH AVENUE EXTENSION BROOKLYN NY	398	400	103%	9%	3%	B	108	638	The Urban Assembly School of Music and Art	Performing Arts/Visual Art & Design	Limited Unscreened
Brooklyn	Brooklyn Community High School of Communication, Arts and Media	13K412	300 WILLOUGHBY AVENUE BROOKLYN NY	473	598	71%	14%	3%	C	136	691	Brooklyn Community High School of Communications, Arts and Media	Performing Arts/Visual Art & Design	Limited Unscreened
Brooklyn	Sheepshead Bay High School	22K495	3000 AVENUE X BROOKLYN NY	2186	2462	92%	10%	18%	C	75	291	Performing and Visual Arts Institute	Performing Arts/Visual Art & Design	Educational Option
Queens	Beach Channel High School	27Q410	100-00 BEACH CHANNEL DRIVE QUEENS NY	1089	2592	51%	13%	9%	F	100	115	Small Learning Community (SLC) Art, Music, Dance, & Media Technology	Performing Arts/Visual Art & Design	Unscreened
Staten Island	New Dorp High School	31R440	465 NEW DORP LANE STATEN ISLAND NY	2492	3374	68%	8%	5%	A	68	353	Academy of Fine and Dramatic Arts	Performing Arts/Visual Art & Design	Educational Option

Interest Area: Health Professions

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Organization Capacity	09-10 Org Util	% Special Ed	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admission
Queens	Academy of Medical Technology: A College Board School	27Q309	8-21 BAY 25 STREET QUEENS NY	385	320	79%	13%	8%		81	473	Academy of Medical Technology: A College Board School	Health Professions	Limited Unscreened
Queens	Beach Channel High School	27Q410	100-00 BEACH CHANNEL DRIVE QUEENS NY	1089	2592	51%	13%	9%	F	30	82	Small Learning Community (SLC) for Sports Management & Medicine	Health Professions	Unscreened
Queens	Richmond Hill High School	27Q475	89-30 114 STREET QUEENS NY	2953	2211	144%	7%	16%	C	90	397	Sports Medicine	Health Professions	Educational Option
Queens	John Adams High School	27Q480	101-01 ROCKAWAY BOULEVARD QUEENS NY	3351	2932	111%	9%	14%	B	102	640	Health Careers	Health Professions	Educational Option
Queens	Hillcrest High School	28Q505	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	100	742	Health Careers Institute	Health Professions	Educational Option
Queens	Hillcrest High School	28Q505	160-05 HIGHLAND AVENUE QUEENS NY	3327	2839	110%	5%	14%	C	102	697	Pre-Med Program	Health Professions	Screened
Queens	Thomas A. Edison Career and Technical Education High School	28Q620	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	90	1075	Med-Pharmaceutical Chemistry	Health Professions	Screened
Queens	Queens Gateway to Health Sciences Secondary School	28Q680	160-20 GOETHALS AVENUE QUEENS NY	634	487	131%	0%	0%	B	108	1557	Queens Gateway to Health Sciences	Health Professions	Screened