

EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New District High School 30Q258 with I.S. 204 Oliver W. Holmes (30Q204) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate¹ 30Q258, a new district Career and Technical Education (“CTE”)² high school, in school building Q204 (“Q204”) located at 36-41 28 Street, Queens, NY 11106, within the geographical confines of Community School District 30 (“District 30”). The proposed new high school, 30Q258, will offer rigorous CTE programming in the Engineering and Robotics career cluster, as described in more detail below, which is designed to prepare students for post-secondary college and careers. If this proposal is approved, 30Q258 will be co-located in building Q204 with I.S. 204 Oliver W. Holmes (30Q204, “I.S. 204”), an existing district middle school serving students in grades six through eight. There are two community based organizations (“CBOs”), Beacon and City Year, also located in Q204.^{3,4}

The proposed co-location of 30Q258 in building Q204 is part of the DOE’s central goal to create new school options that will better serve future students and the community at large and to provide another option in the Q204 building. Building Q204 currently houses I.S. 204 and Academy for Careers in Television and Film (30Q301, “ACTVF”), an existing CTE school that serves students in grades nine through twelve. In a separate Educational Impact Statement (“EIS”) also posted on February 1, 2013, the DOE is proposing to re-site ACTVF to new building Q404 beginning in the 2013-2014 school year. That proposal may be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>. If that proposal is not approved, the DOE would re-assess building options for 30Q258 and, if necessary, issue a separate EIS describing any alternate plan for the opening of 30Q258.

I.S. 204 is a zoned middle school serving students in sixth through eighth grades. I.S. 204 also enrolls students through the Magnet School for Living Green in a Global Society program, which admits students through the limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school’s exhibit at any one of the Middle School Fairs. More information on the middle school admissions process is provided in Section III.A below.

30Q258 will be an early college/CTE school with a focus on careers in the energy industry. Through a six year program, students will complete their high school graduation requirements, enroll in classes at CUNY,

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² CTE programs integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce.

³ More information about the Beacon program is available at: http://www.nyc.gov/html/dycd/html/afterschool/beacon_program.shtml.

⁴ More information about the City Year program is available at: http://www.cityyear.org/CityYear/Home_New_2011/Home_A_2011.aspx

have the opportunity to earn an Associate's degree, and engage in a progressive sequence of work-based learning experiences informed by and aligned to career pathways within National Grid and Con Edison. In years five and six of the program, as necessary, students will be taking classes off-site and completing internships and will not necessarily be in the Q204 building full-time.

If this proposal is approved, 30Q258 will open in September 2013 in building Q204, where it will be co-located with I.S. 204. 30Q258 will be open to students through the Citywide High School Admissions Process and will have a limited unscreened admissions method, with priority for students residing in Queens. In 2013-2014, 30Q258 will enroll approximately 105-115 students in the ninth grade. 30Q258 will gradually phase in by adding one grade per year. The school is expected to reach "full scale" in 2018-2019, when it will serve approximately 630-690 students in grades nine through twelve, including the students who are still enrolled for their fifth and sixth years.

Q204 has been identified as an under-utilized building.⁵ Q204 has the capacity to serve 1,584 students.⁶ During the 2012-2013 school year the building serves a total of 1,144 students,⁷ yielding a building utilization rate of 72%.⁸ If this proposal is approved, there will be sufficient space to accommodate I.S. 204 and 30Q258.

In 2018-2019, once 30Q258 has fully phased in, there will be approximately 1,350-1,440 students served in the building, yielding a building utilization rate of approximately 85%-91%. However, it is important to note that this range of 85%-91% represents the DOE's most conservative estimate of building utilization, and is in fact an over-estimation, as it includes 210-230 students in their fifth and sixth year of 30Q258's six-year Early College program, who will primarily complete their studies at off-site classes and through energy career development opportunities, and will only occasionally be in the Q204 building, but whose use of the building cannot be perfectly estimated at this time.⁹ Two additional classrooms will be allocated to 30Q258 for use by fifth- and sixth-year students on an as-needed basis, but the DOE does not believe that these students will increase the day-to-day building utilization rate from its current utilization as significantly as the 85%-91% range suggests.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The co-location of 30Q268 in building Q204 is intended to provide an additional option to students and families in District 30 and in Queens. Additionally, the DOE strongly believes in the importance of CTE education and supports the opening of a new high school in the Q204 building which will offer Engineering and Robotics CTE programming. The DOE has been eager to bring new CTE opportunities to Q204 to serve District 30 families; the co-location of 30Q258 will help meet this goal.

⁵ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

⁶ 2011-2012 Enrollment Capacity Utilization Report ("Blue Book").

⁷ 2012-2013 Unaudited Register (as of October 26, 2012).

⁸ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. 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.

⁹ This estimate is also conservative in that it presumes that all incoming ninth-graders will exercise their option to complete years five and six of the Early College program.

II. Proposed or Potential Use of Building

Q204 has a target capacity of 1,584 students.¹⁰ (The concept of “target capacity” is explained below.) In 2012-2013, the building serves 1,144 students,¹¹ yielding a utilization rate of 72%.

In 2018-2019, once 30Q258 completes its phase-in and reaches full enrollment, the DOE projects the building will serve approximately 1,350-1,440 students, yielding a projected target utilization rate of 85%-91%.¹² This projected utilization rate is based on the standard projections for the new CTE high school that would serve 630-690 students at full scale and on the current enrollment at other existing organizations in the building.

If this proposal is approved, the grade spans for all existing and proposed school organizations in Q204 over a seven-year period will be:

Grade Spans								
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
30Q204	I.S. 204 Oliver W. Holmes	6-8	6-8	6-8	6-8	6-8	6-8	6-8
30Q301	Academy for Careers in Television and Film	9-12	-	-	-	-	-	-
30Q258	New School	-	9	9-10	9-11	9-12	9-13	9-14

The total current and projected student enrollment for all existing and proposed school organizations in Q204 over a seven-year period, as well as the projected utilization rates for Q204, are described in the table below:

¹⁰ 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”).

¹¹ 2012-2013 Unaudited Register (as of October 26, 2012).

¹² It is important to note that this range of 85%-91% represents the DOE’s most conservative estimate of building utilization, and is in fact an over-estimation, as it includes 210-230 students in their fifth and sixth year of 30Q258’s six-year Early College program, who will primarily complete their studies at off-site classes and through energy career development opportunities, and will only occasionally be in the Q204 building, but whose use of the building cannot be perfectly estimated at this time.

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
30Q204	I.S. 204 Oliver W. Holmes	705	730 - 760	720 - 750	720 - 750	720 - 750	720 - 750	720 - 750
30Q301	Academy for Careers in Television and Film	439	-	-	-	-	-	-
30Q258	New School	-	105 - 115	210 - 230	315 - 345	420 - 460	525 - 575	630 - 690
Total Building Enrollment		1,144	835 - 875	930 - 980	1,035 - 1,095	1,140 - 1,210	1,245 - 1,325	1,350 - 1,440
Utilization		72%	53% - 55%	59% - 62%	65% - 69%	72% - 76%	79% - 84%	85% - 91%

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

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

The DOE anticipates that building Q204 will still have excess space once 30Q258 completes its phase-in. This is discussed in greater detail below in Section III.B. The DOE would issue a separate EIS in accordance with Chancellor’s Regulation A-190 describing any plans for the use of excess space in Q204.

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

A. Students

If this proposal is approved, beginning in September 2013, 30Q258 will be located in the Q204 building and will be open to prospective ninth-grade students through the Citywide High School Admissions Process. Admission to 30Q258 will be open to any New York City student. The school will have a limited unscreened admissions method, with priority given to students residing in Queens. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the High School Fairs. Additional information about the High School Admissions Process is detailed below.

Impact on Students Currently Attending I.S. 204

The proposed co-location of 30Q258 is not expected to impact the current or future student enrollment or instructional programming at I.S. 204.

I.S. 204 currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their Individualized Educational Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, I.S. 204 serves students classified as English Language Learners (“ELLs”). I.S. 204 offers English as a Second Language (“ESL”) services. All students enrolled at I.S. 204 will continue to receive their mandated special education and/or ELL services if this proposal is approved.

Impact on Extra-curricular Programming and Partnerships

The DOE does not anticipate that this proposal will affect the extracurricular programs or partnerships currently offered at I.S. 204.

I.S. 204 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

According to the Middle School Directory, I.S. 204 currently offers the following partnerships:¹³

Higher Education Institutions: St. John’s University/Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up), Queens College (QC)/The GLOBE Program, and Queensborough Community College (QCC)/Oasis Children’s Services.

¹³ Partnerships, athletic, and extra-curricular offerings reflect those listed for I.S. 204 in the 2012-2013 Directory of Middle Schools: <http://schools.nyc.gov/NR/rdonlyres/3F0B6145-486F-4078-BEB4-82BDD85CC804/0/201213D30MSD.pdf>.

Program Partners: AmeriCorps/City Year "Young Heroes" Program, LeAp, The Leadership Program; HANAC, Inc – Astoria Beacon Program, PENCIL, CHAMPS, NJHS, Koepfel Auto Group, MTA, New York City Department of Parks & Recreation, NYSERDA, PAL, NYJTL, MOUSE Squad, Junior Energy, Solar One, New York City Global Partners, Generation Citizen, GenerationOn, Alliance for Climate Education (ACE), Birds Nest Foundation, EarthBox, and Seeds to Trees.

Cultural Institutions: Intrepid Museum, American Museum of Natural History's (AMNH) Moveable Museum, The New York Botanical Garden, New York Hall of Science, Bronx Zoo, Brooklyn Botanic Garden, Queens Botanical Garden, New York Aquarium, and Staten Island Zoo.

Resource Partners: The Home Depot Foundation, LTG, Staples, and Magnet Schools of America.

According to the Middle School Directory, I.S. 204 currently offers the following extracurricular activities, special programs, sports and clubs:

Clubs: Green Team, ThinkQuest, Junior Tennis League, Yearbook Club, Stock Market Game, MOUSE Squad, Recycling Club, Gardening Club, Book Club, Chess Club, and Zumba.

Special Programs: Siemens Challenge, Summer Magnet Camp, NYC Connected Learning (6th graders are eligible for a free computer), Specialized High School Prep Classes, Student of the Month, Back to School Night, Career Day, Computer Graphics, Band, Visual Arts, Chess, Zumba, Journalism, and Coastal Classroom.

Boys Sports: Baseball, Basketball, Football, Soccer, Tennis, and Volleyball.

Girls Sports: Baseball, Basketball, Football, Soccer, Tennis, and Volleyball.

Impact on Future Middle School Students in District 30

This proposal is not expected to impact the admissions process at I.S. 204. If this proposal is approved, I.S. 204 would continue to remain open to prospective students residing in the Q204 zone. I.S. 204 is a zoned middle school serving students in sixth through eighth grades, meaning that the school admits sixth-grade students who reside in its zone, in accordance with the Chancellor's Regulation A-101. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Additionally, I.S. 204 offers the Magnet School for Living Green in a Global Society program, which admits students through the limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the Middle School Fairs. If this proposal is approved, the Magnet School for Living Green in a Global Society would continue to admit students through a limited unscreened admissions method.

As residents of District 30, students at I.S. 204 also receive an application for middle school and rank their preferences for admission, including their zoned school. Some students do not complete the application and instead are list-noticed to their zoned middle school directly from their elementary school upon graduation.

Additionally, I.S. 204 admits students through the over-the-counter (“OTC”) admissions process. If this proposal is approved, I.S. 204 would continue to admit students through the OTC admissions process. 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 New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;¹⁴ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101), or
- Did not participate in the middle school admissions process for some other reason.

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

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, or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student may return if the student so chooses.

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

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services, including students at I.S. 204, will continue to receive appropriate services in accordance with DOE policy.

Impact on CTE Programs

30Q258 will be a new college/CTE school that offers programs in the Engineering career cluster. If this proposal is approved, beginning in September 2013, 30Q258 will be an option for new students interested in CTE programming. This proposal will not affect any existing CTE programming.¹⁵

Implemented at the high school level, a CTE program of study offers students a cohesive articulated

¹⁴ 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.

¹⁵ Building Q204 currently houses ACTVF, an existing CTE school. In a separate EIS, the DOE is proposing to re-site ACTVF to new building Q404 beginning in the 2013-2014 school year. That proposal may be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>.

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

“Approved” CTE programs of study have been reviewed and approved by the DOE and New York State Education Department (“SED”), which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are “in development” are in the process of developing a CTE program of study, but have not yet received SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools may have the capacity to teach toward and prepare students for an industry-certified exam.

State approval of CTE programs requires the following four stages:

1. Notification of intent to apply for program approval and initial self-assessment
2. Formal self-evaluation of the quality of CTE program and submission to the DOE
3. External review and validation of application by the DOE
4. SED consideration for program approval

A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/HighDirectory/default.htm>.

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

If this proposal is approved, 30Q258 will admit students through the Citywide High School Admissions Process and through the over-the-counter (“OTC”) admissions process, described below. The school will admit students through a limited unscreened admissions method, with priority given to students residing in Queens. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the High School Fairs.

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

For high school admissions for the 2013-2014 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of March 2013.

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

¹⁶ “Career Pathways” is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation’s current and emerging workforce.

available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

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

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

High school students with IEPs, with the exception of those students recommended for a D75 placement, are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

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

Although high school applications were due on December 10, 2012, if this proposal is approved by the PEP, students who are interested in applying to 30Q258 will have the opportunity to submit a new admission application with revised school rankings during Round Two in April 2013. This application will replace any previously submitted application and will serve as the student's application for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2013-2014 school year will also be available for these students to consider. Students will have the opportunity to express interest in new schools for 2013-2014 that have a limited unscreened admissions method.

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

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

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

In addition to the High School Admissions Process, some students may receive a placement at 30Q258 through the OTC process, as described above. There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

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

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

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website:

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

Impact on Other Organizations in Building Q204

Building Q204 currently provides space to the City Year and Beacon programs. City Year and Beacon are not expected to lose any space or reduce the services offered as a result of this proposal.

B. Schools

If this proposal is approved, 30Q258 will be co-located with I.S. 204. The DOE does not anticipate that the enrollment of I.S. 204 would be impacted by this proposal.

If this proposal is approved, the Q204 building will house 30Q258 and I.S. 204 as 30Q258 phases in. By 2018-2019, 30Q258 will have completed its phase-in and reached stable enrollment. At that point, the total projected enrollment for the two schools is 1,350-1,440 and the projected target building utilization rate for Q204 at that point, according to the DOE's most conservative estimates, will be 85%-91%. This means that building Q204 has the capacity to accommodate both of these schools.

The estimated enrollments for the organizations that will be located in Q204 through the 2018-2019 school year can be found in Section IV below.

If this co-location proposal is approved, there will be sufficient space to accommodate I.S. 204 and 30Q258 pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf.

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

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

According to the building walkthrough completed by a representative from the Office of Space Planning on September 28, 2012, building Q204 has a total of 59 full-size rooms including 2 science labs and 5 science demonstration rooms, 21 half-size rooms, 4 quarter-size rooms, and the equivalent of 4.0 full-size

equivalent (“FSE”) rooms of designed administrative/office space. In total, building Q204 has 74.5 FSE rooms for instructional and administrative use. The building also has the following rooms: a cafeteria, an auditorium, a library, and a gymnasium.

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

Excluding the shared spaces outlined above, Q204 has a total of 59 full-size rooms, 19 half-size rooms, 4 quarter-size spaces, and 2.0 FSE rooms of designed administrative office/space remaining, which totals 71.5 FSE rooms, that can be allocated to the co-located schools in Q204 per the Footprint during the proposed opening and co-location of 30Q258.

According to the Footprint, I.S. 204’s baseline allocation is 24 full-size rooms, 10 half-size rooms, and the equivalent of 4.5 FSE rooms for administrative use. I.S. 204 has an adjusted footprint of 28 full size rooms, 6 half-size rooms and 4.5 FSE rooms for administrative use due to a shortage of half-size spaces. I.S. 204’s current allocation is 42 full-size rooms, 4 half-size rooms, and the equivalent of 5.5 FSE rooms for administrative use, which totals 49.5 FSE rooms. The current allocation is 14 full-size rooms and 1.0 FSE of designed administrative space above the footprint. I.S. 204’s adjusted baseline instructional footprint over six years is included in the chart below.

Per the Footprint, in 2013-2014, during the first year of this proposal, 30Q258 will be allocated 4 full-size rooms, 1 half-size room, and the equivalent of 2.0 FSE rooms for administrative use, for a grand total of 6.5 FSE rooms. Each subsequent year, up to the 2016-2017 school year, 30Q258 will be allocated 4 additional full-size rooms and the equivalent of 0.5 FSE rooms for administrative use, to accommodate its increased enrollment and grade span as it phases in. In 2017-2018 and 2018-2019, 30Q258 will be given 1 additional full size room each year to accommodate the students in year 5 and 6 who will be taking classes and doing internships predominantly at off-site locations. Once 30Q258 reaches full scale in 2018-2019, it will have an adjusted baseline footprint of 18 full-size rooms, 1 half-size room, and 3.5 FSE rooms for administrative use.

At this point, I.S. 204 will have an adjusted baseline footprint of 28 full-size classrooms, 6 half-size classrooms, and 4.5 FSE rooms for administrative use. In total, all organizations are projected to have a combined adjusted baseline of 46 full-size rooms, 7 half-size rooms, and 8.0 FSE rooms for administrative use.

After each school has received its baseline footprint allocation, in 2018-2019, there will be 13 excess full-size rooms. Any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The table below provides the baseline Footprint allocation of full-size instructional rooms for each school throughout the phase in of 30Q258:

Baseline Footprint Allocation for Full-Size Classrooms								
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
30Q204	I.S. 204	28	28	28	28	28	28	28
30Q258	30Q258	-	4	8	12	16	17	18
30Q301 ¹⁷	ACTVF	16	--	--	--	--	--	--

The Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

Building Safety and Security

If this proposal is approved, 30Q258 would develop a safety and security plan for Q204 prior to the first day of school in September 2013.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School,” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. CTE programs empower students to complete high school and advance to higher education and career-track employment at family-supporting wages in high-demand industries. CTE incorporates academic rigor, real-world relevance, and workplace skills through programs informed by industry stakeholders providing guidance on curriculum and technology and offering work-based learning opportunities that students build upon for success in college and career. Therefore, the DOE strongly believes in the importance of CTE education and supports the opening of a new high school in the Q204 building which will offer CTE programming. The DOE has continued to make efforts to bring new CTE opportunities to serve families in Queens; the co-location of 30Q258 will help meet this goal.

¹⁷ In a separate EIS, the DOE is proposing to re-site ACTVF to new building Q404 beginning in the 2013-2014 school year. That proposal may be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q204.

IV. Enrollment, Admissions and School Performance Information

30Q204

Admissions Data

Current Admissions	Grades 6-8 Zoned Program: Zoned The Magnet School for Living Green in a Global Society: Limited Unscreened
Admissions in 2013-2014 and Beyond if this Co-location Proposal is Approved	Grades 6-8 Zoned Program: Zoned The Magnet School for Living Green in a Global Society: Limited Unscreened

Enrollment Data¹⁸

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	246	253	206	705
2013-2014 (projections)	240-250	240-250	250-260	730-760
2014-2015 (projections)	240-250	240-250	240-250	720-750
2015-2016 (projections)	240-250	240-250	240-250	720-750
2016-2017 (projections)	240-250	240-250	240-250	720-750
2017-2018 (projections)	240-250	240-250	240-250	720-750
2018-2019 (projections)	240-250	240-250	240-250	720-750

Demographic Data¹⁹

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with Individualized Education Programs	17%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced Lunch	87%

¹⁸ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

¹⁹ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Performance Data

I.S. 204 Oliver W. Holmes	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	C	B
Progress Report Progress Grade	A	C	C
Progress Report Performance Grade	C	C	B
Progress Report Environment Grade	B	B	C
Quality Review Score ²⁰	N/A ²¹	P	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	36%	34%	39%
Math % Proficient (Levels 3 and 4)	48%	53%	58%
Other Key Performance Indicators			
Attendance Rate	94%	94%	94%
2012-2013 State Accountability Status²²	In Good Standing		

New School 30Q258

Admissions Data

Current Admissions	N/A
Admissions In 2013-2014 and Beyond If this Co-location Proposal Is Approved	Grades 9-12 High School Admissions Process; Admissions Method: Limited Unscreened, priority to students residing in Queens

²⁰ For more information about Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²¹ Quality Reviews are not completed every year.

²² This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data²³

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Grade 14	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-	-	-
2013-2014 (projections)	105-115	-	-	-	-	-	105-115
2014-2015 (projections)	105-115	105-115	-	-	-	-	210-230
2015-2016 (projections)	105-115	105-115	105-115	-	-	-	315-345
2016-2017 (projections)	105-115	105-115	105-115	105-115	-	-	420-460
2017-2018 (projections)	105-115	105-115	105-115	105-115	105-115	-	525-575
2018-2019 (projections)	105-115	105-115	105-115	105-115	105-115	105-115	630-690

Demographic Data

30Q258 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

30Q258 does not yet have enrollment. Therefore, there is no performance data for the school.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil Other Than Personal Services (“OTPS”) allocation of funds to cover start-up costs.²⁴ Based on current one-time allocations for new schools, 30Q258 will receive a fixed allocation of \$80,000 and approximately \$49,875-\$54,625 in new school OTPS start-up per-pupil allocations during its first year.²⁵

In addition, 30Q258’s basic operating budget will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student.

Please refer to the FSF Guide and FY13 School Allocation Memorandum for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes.

²³ The enrollment projections for a new school are based on the planned number of sections for the entry grade..

²⁴ In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (“VTEA”). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. As of June 2014, only SED approved CTE programs are eligible for the Carl D. Perkins Vocational and Technical Education Act (“VTEA”).

²⁵ [FY13 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools](#)

The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memorandum is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

This proposal is not expected to impact initial costs or allocations at I.S. 204.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to I.S. 204, nor is it expected to significantly alter the duties of current staff at I.S. 204.

New administrative staff and non-pedagogical positions will be created at 30Q258 over the course of the school's phase-in. 30Q258 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2013-2014 school year will be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve students in tenth through twelfth grade will be determined based on annual enrollment projections available as the school grows to serve those grades.

B. Administration

30Q258 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

There is no anticipated impact on the school supervisory or administrator positions at I.S. 204 as a result of this proposal.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:

<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

This proposal is not expected to impact the existing transportation practices at I.S. 204.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided as consistent with Citywide policy as 30Q258 phases in.

VII. Building Information

Building		Q204
Type of Building		MIDDLE
Year Built		1957
Overall BCAS rating		2.55
2011-2012 Target Building Utilization		73%
2011-2012 Target Building Capacity		1,584
FY 2012 Maintenance Costs	Labor	\$52,477
	Materials	\$32,707
	Maintenance and repair contracts	\$42,486
	Service contracts	\$2,153
	Custodial operations costs—Materials	\$20,793
	Custodial operations costs—Custodial Allocation	\$547,124
FY 2012 Energy Costs	Electric	\$148,820
	Gas	\$47,430
	Oil²⁶	n/a
Projects completed during the current or prior school year		Science Labs, Gymnasium Upgrade, FY13 Reso A Technology
Projects proposed in the capital plan		Science Lab Upgrade
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office

²⁶ School is heated by gas, no oil.