Department of Education
Dennis M. Walcott, Chancellor

Amended Public Comment Analysis[1]

Date: November 25, 2013

Topic: The Proposed Opening and Co-location of New High School 29Q313 with Business, Computer Applications & Entrepreneurship High School (29Q496), Mathematics, Science Research and Technology Magnet High School (29Q492), Law, Government and Community Service High School (29Q494), Humanities & Arts Magnet High School (29Q498), and Institute for Health Professions at Cambria Heights (29Q243) in School Building Q490 Beginning in 2014-2015

Date of Panel Vote: November 26, 2013

Summary of Proposal

The New York City Department of Education ("DOE") is proposing to open and co-locate[2] 29Q313 ("29Q313" or "New School"), a new district high school, in school building Q490 ("Q490") on the Campus Magnet Educational Campus ("Campus Magnet"), beginning in the 2014-2015 school year. Campus Magnet is located at 207-01 116th Avenue, Queens, NY 11411, within the geographical confines of Community School District 29 ("District 29"). If this proposal is approved, 29Q313 will be co-located with the following district schools: Business, Computer Applications & Entrepreneurship High School (29Q496, "BCAE"), an existing high school serving students in grades ten through twelve; Mathematics, Science Research and Technology Magnet High School (29Q492, "MAST"), an existing high school serving students in grades nine through twelve; Law, Government and Community Service High School (29Q494, "LGCS"), an existing high school serving students in grades ten through twelve; Humanities & Arts Magnet High School (29Q498, "Humanities and Arts"), an existing high school serving students in grades nine through twelve; and Institute for Health Professions at Cambria Heights (29Q243, "29Q243"), a new high school that opened during the 2013-2014 school year, to serve students in the ninth grade. 29Q243 would gradually phase in by adding one grade per year. 29Q243 is expected to reach full scale in 2016-2017 and would serve students in grades nine through twelve.[3] In addition, building Q490 houses a School Based Health Center program.[4]

On March 11, 2013, the Panel for Educational Policy ("PEP") approved proposals to phase out and eventually close BCAE and LGCS. Additionally, the PEP approved a proposal to open and

[1] An initial public comment analysis for this proposal was posted on June 18, 2013; an amended public comment analysis was posted on November 25, 2013 to reflect additional comments received after 6:00 p.m. on June 18, 2013 and before 6:00 p.m. on November 25, 2013. The DOE has responded to these new comments and has also clarified certain other responses.

[2] 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.

[3] For more information on 29Q243, refer to the Directory of New Schools, which can be found here: http://schools.nyc.gov/NR/rdonlyres/A5A39239-828B-4431-891A-1A288C1AF9D2/0/2013DirectoryofNewSchoolsandPrograms.pdf.

[4] School-based health centers are operated by independent institutions; usually local hospitals, medical centers, or community-based organizations.

Department of Education
Dennis M. Walcott, Chancellor

co-locate 29Q243, a new CTE High School that will serve students in grades nine through twelve as part of the replacement plan for LGCS.

Those proposals can be accessed on the DOE's Web site: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm.

At that time, the DOE also anticipated opening a new school in September 2014 in Q490 as part of the replacement strategy for BCAE and indicated that a separate EIS for such a proposal would be posted at a later date. 29Q313 is intended to replace the seats lost at BCAE as a result of the phase-out.

Both BCAE and LGCS no longer admit new ninth-grade students since the conclusion of the 2012-2013 school year. However, both schools will continue to serve students currently enrolled in the school. The enrollment at both schools will decrease gradually over the next three years, and the schools will complete phasing out in June 2016.

The proposed opening and co-location of 29Q313 in Q490 is part of the DOE's central goal to create new school options that will better serve future students and the community at large. 29Q313 would be open to students through the Citywide High School Admissions Process and would have a limited unscreened selection method, giving priority to students residing in Queens. 29Q313 may also offer a rigorous academic program with a career and technical education ("CTE") component that would be open to students through the Citywide High School Admissions Process and would have a limited unscreened selection method, giving priority to students residing in Queens. The CTE program would prepare students for post-secondary education and work. The DOE will continue to work with the community to determine what program offerings at 29Q313 will best serve the needs of the students at Campus Magnet.

According to the 2011-2012 Enrollment, Capacity, Utilization Report ("Blue Book"), Q490 has a target capacity of 2,009 students and in 2012-2013; in 2012-2013, the building served only 1,603 students,[5] yielding a building utilization rate of 80%.[6]

If this proposal is approved, 29Q313 would open during the 2014-2015 school year, when it would serve approximately 105-115 students in the ninth grade. 29Q313 would gradually phase in by adding one grade per year. The school is expected to reach full scale in 2017-2018 and would serve approximately 420-460 students in grades nine through twelve.

In 2017-2018, once BCAE and LGCS have completed their respective phase-outs and 29Q243 and 29Q313 are at full scale, it is projected that there will be approximately 1,715-1,875 students served in Q490, thereby yielding an estimated utilization rate of approximately 85%-93%.

[5] Based on the 2012-2013 Audited Register (as of October 26, 2012).

[6] 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 Audited Register (as of October 26, 2012), which does not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 26, 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.

Department of Education
Dennis M. Walcott, Chancellor

Summary of Comments Received

A joint public hearing regarding this proposal was held at building Q490 on June 4, 2013. Members of the School Leadership Team ("SLT") from every school organization in the Q490 building were invited to participate. At that hearing, interested parties had an opportunity to provide input on the proposal. While representatives from the Citywide Council for Special Education, Citywide Council on High Schools, and Citywide Council for English Language Learners were invited, not all chose to participate in the hearing. Approximately 10 members of the public attended the hearing and 4 people spoke. Present at the meeting were: Queens High Schools Superintendent Juan Mendez; Atina Modesto, Assistant Principal of BCAE; Donna Delfyett-White, Principal of LGCS; Jose Cruz, Principal of MAST; Johnny Recio, Assistant Principal of MAST; Rosemarie Omard, Principal of Humanities & Arts; SLT representatives from BCAE, Joel Vigne and Lenore Kreiger; SLT Representatives from Humanities and Arts, Melissa Hubbard and Fred Welfare; Maylene Thurton representing Assemblywoman Barbara Clark's office; and Jillian Roland from the DOE's Office of Portfolio Management. Although Community Education Council ("CEC") 29 President Alicia Hyndman confirmed her attendance, due to unforeseen circumstances she was unable to attend.

The following comments and remarks were made at the joint public hearing:

1. Humanities & Arts SLT member Melissa Hubbard read a statement which expressed opposition to the proposed co-location:
    a. She stated that it is difficult for Humanities &Arts to grow above projected enrollment which would allow them to offer more arts programming and make them a more competitive school like the larger schools in Queens. She also stated that similarly MAST would like to expand enrollment to offer more science and technology programs. She further stated that the new school Institute for Health Professions at Cambria Heights will be limited as well.
    b. She stated that Cambria Heights is under-utilized and that if the DOE wants to add a new school to the district that would be a better location.
    c. She expressed concerns about the constant transitions in the building and the fact that students require consistency and stability.
    d. She stated that the new proposed school will only add 272 students to the building and suggested that it makes more sense to increase enrollment at existing schools to address this seat need.
    e. She inquired as to the process of engagement with key stakeholders on opening new schools in the community. She expressed that the community voice is not being heard.
    f. She stated that the Campus Magnet building is in need of facilities upgrades including air-conditioning, updated electrical systems, and technology upgrades. She expressed concern that another school will add to these facilities concerns.
    g. She discussed the scheduling difficulties for six leaders to share common areas such as the cafeteria and the gymnasium.
2. Joel Vinn of the BCAE SLT expressed his opposition to the proposed co-location of 29Q313:
    a. He expressed concerns that the community has not been made aware of this proposal and has not been asked for their input.
    b. He inquired as to the 18D process and if the new school will hire staff from the schools in Campus Magnet that are phasing out.

   c. He stated that instead of opening a new school at Campus Magnet, the existing schools should be allowed to grow and offer more programming such as Advanced Placement courses and extra-curricular activities for the students.

3. Two commenters expressed general opposition to the proposal to co-location of 29Q313.

Summary of Issues Raised in Written and/or Oral Comments Submitted to the DOE

The DOE received multiple oral comments through its dedicated phone line.

4. One commenter expressed support for the proposed co-location at Campus Magnet.
5. Multiple commenters expressed opposition to the proposed co-location and support of the SLT's written statement.

The DOE received multiple written comments through its dedicated email and Web site.

6. Humanities & Arts SLT member Melissa Hubbard submitted the written statement which she read at the hearing expressing opposition to the proposed co-location, and the Campus Magnet Joint SLT Committee re-submitted the statement in October. This statement has approximately 45 signatures.
7. Assemblywoman Barbara Clark submitted a letter expressing opposition to the proposed co-location, and asserted the following:
   a. She expressed concerns about the logistics of housing six schools in Campus Magnet.
   b. She expressed concerns that the limited unscreened admissions method does not attract academically gifted students.
   c. She expressed concern that the new school's description is vague and as a result the school is not likely to meet its enrollment targets through the high school admissions process, and instead will fill with students over the counter.
   d. She expressed concerns about the timeline for the proposal, stating that there is not sufficient time for community input.
8. A commenter expressed concerns that limited budgets of schools as they phase in or phase out impact the schools' ability to contribute to shared building resources such as computer ink, computers, and librarians, and that this puts a strain on the shared resources in the building.
9. A commenter expressed opposition to co-locations at Q490, expressing support for quality over quantity.
10. The Queens High School Presidents' Council submitted a letter requesting that the PEP vote against co-locations in Queens:
    a. The letter asserted that co-locations are being rushed and do not adequately engage communities.
    b. The letter expressed support for construction of new schools with additional seats.
    c. The letter expressed concern that the cost of additional administrative staff for a new school takes funding and classrooms away from students.
    d. The letter expresses concern that small schools have a limited number of academic and extra-curricular offerings.
    e. The letter encourages the DOE to assess the impact of co-locations on students.
11. Assemblywoman Barbara Clark submitted a second letter expressing opposition to the proposed co-location, and asserted the following:
    a. She expressed concerns about the logistics of housing six schools in Campus Magnet.

Department of Education
Dennis M. Walcott, Chancellor

b. She expressed support for all schools on the campus and the partnerships they have developed with community partners.
c. She expressed concern about the number of students enrolled over-the-counter ("OTC") at the schools in the building, and that the proposed new school would have a high OTC population.
d. She expressed concern that the new school's description is vague and as a result the school is not likely to meet its enrollment targets through the high school admissions process, and instead will fill with students over the counter.
e. She expressed concerns that the limited unscreened admissions method does not attract academically gifted students.

12. Students of Humanities and Arts submitted a petition with 148 signatures against adding a sixth school in Campus Magnet.

The DOE received a comment which does not directly relate to the proposal. This comment is summarized below.

13. A commenter stated that the DOE should do studies on how to best utilize a building and suggested adding pre-kindergarten programs.

Analysis of Issues Raised, Significant Alternatives Proposed and Changes Made to the Proposal

- Comments 1(a), 1(d), 2(c), and 9 concern the idea that instead of co-locating another new school at Campus Magnet, the existing schools should be given the opportunity to expand enrollment in order to offer more programming.

  The High School Admissions Process is centered on two principles: equity and choice. The student-driven process enables students to rank schools and programs in an order that accurately reflects their preferences. Students can rank up to 12 programs from more than 600 programs citywide. The Department of Education conducts workshops and fairs to help parents and students learn about the High School Admissions Process and make informed choices.

  Increasing the enrollment at the Campus Magnet schools would be a challenge considering the low demand for the schools on the campus. For the 2012-2013 school year, BCAE had only 1.6 applicants per seat and LGCS had 3.1 applicants per seat, compared to the city average of 8.6 applicants per seat for high schools. For the 2013-2014 school year, Humanities & Arts had an average of 3.8 applicants per seat across their programs, and MAST had 2.3 applicants per seat as compared to the city average of 8.1 applicants per seat for high schools. None of the schools have seen demand higher than 5.4 applicants per seat for any of the programs in the past 3 years.

  Further, in June 2010, MDRC, an independent research group, issued a report on NYC's new small schools strategy. MDRC concluded: It is possible, in a relatively short span of time, to replace a large number of underperforming public high schools in a poor urban community and, in the process, achieve significant gains in students' academic achievement and attainment. And those gains are seen among a large and diverse group of students — including students who entered the ninth grade far below grade level and male students of color, for whom such gains have been stubbornly elusive. (MDRC, Transforming the High School Experience, June 2010.)

Findings released in January 2012 from MDRC showed that these schools are having a sustained effect on graduation rates with positive impacts for virtually every subgroup. In addition, the small high schools show positive impacts on five-year graduation rates and on a measure of college readiness.

Finally, should any of the schools in Campus Magnet see an increase in demand, there is space in the building for increased enrollment. In 2017-2018, when all schools are at scale, there will be approximately 1,715-1,875 students served in building Q490, yielding a building utilization rate of 85%-93%.

- Comment 1(b) expressed that Cambria Heights is under-utilized and would be a more appropriate location for the new school.

  According to the 2012-2013 Enrollment, Capacity and Utilization Report (the "Blue Book") which is available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013_Classic.pdf. Cambria Heights Academy 29Q326 ("Cambria Heights") has a target building capacity of 345 students and had a target building utilization rate of 72%. However, Cambria Heights opened in 2010 with ninth grade and has expanded by one grade level per year. In the 2013-2014 school year, Cambria Heights is serving 337 students in grades nine through twelve, yielding a building utilization rate of approximately 98%. Therefore, the building does not have sufficient space to co-locate another school organization.

  Additionally, according to the 2012-2013 Blue Book, Q490 has the capacity to serve 2,104 students. In 2013-2014, the building is serving 1,523 total students, yielding a target utilization rate of just 72%. This is one indicator that the building is underutilized and has extra space to accommodate additional students. In 2017-2018, after BCAE and LGCS have completed their respective phase-outs, 29Q243 has completed its phase-in, and 29Q313 reaches full scale, the DOE projects the building would serve approximately 1,715-1,875 students. The projected building utilization rate for Q490 would be 85%-93%. This projected utilization rate is based on the standard projections for a new high school that would serve approximately 105-115 students per grade and on the current enrollment at other existing organizations in the building.

  Furthermore, 29Q313 is part of the replacement strategy for BCAE. In the Educational Impact Statement ("EIS") approved by the PEP on March 11, 2013, it was noted that the DOE anticipated opening a new school in September 2014 in Q490 as part of the replacement strategy for BCAE and that the DOE would issue a separate EIS for such a proposal.

- Comments 1(c) and 10(e) concern the impact of co-location on the students; comment 10(d) concerns the programmatic offerings of small high schools.

  The DOE recognizes that phasing out and closing a school and replacing it is a difficult experience for students, staff, and community members.

  It is important to note that decisions around the future of a school in no way reflect on the students who attend the school. The DOE, rather than students, are responsible for the quality of a

school. Whenever we make the decision to move forward with a proposal to phase out a school, we do so because students deserve better options. The central goal of the Children First reforms is simple: to create a system of great schools. Every child in New York City deserves the best possible education. This starts with a great school – led by a dedicated leader with a vision for student success. The DOE believes that the phasing-out and replacing of schools in Campus Magnet is in the best interest of the students and that although this transition may be difficult, it will not have an adverse effect on the students

To ensure that as many students as possible have access to the best possible education, under this Administration, New York City has replaced 140 of our lowest-performing schools with better options and opened 654 new schools: 478 districts schools, 3 District 75 schools, and 173 public charter schools. As a result, the DOE has created more high-quality choices for families.

As a result, the DOE has created more high-quality choices for families. Graduation rates at new schools are higher than the schools they replaced. Here are a few examples:

- *Manhattan:* The new schools located on the Seward Park Campus in lower Manhattan had a graduation rate of 76.0% in 2012, compared to Seward Park High School's graduation rate in 2002 of 36.4% (Seward Park HS completed its phase-out in 2006).
- *Manhattan:* The new schools located on the Park West Campus in Manhattan had a graduation rate of 73.6% in 2012, compared to Park West High School's graduation rate in 2002 of 31.0% (Park West HS completed its phase-out in 2006).
- *Brooklyn:* In 2012, the schools on the Van Arsdale campus in Brooklyn had a graduation rate of 87.2%—more than 40 points higher than the former Harry Van Arsdale High School's graduation rate of only 44.9% in 2002 (Van Arsdale HS completed its phase-out in 2007).
- *Brooklyn:* The Erasmus Hall High School graduated only 32.0% of students in 2002. The new schools on the Erasmus campus are getting tremendous results, graduating 74.6% of students in 2012. (Erasmus Hall HS complete its phase-out in 2006.)
- *Queens:* The new schools located on the Springfield Gardens Campus in Queens had a graduation rate of 70.0% in 2012, compared to Springfield Gardens High School's graduation rate in 2002 of 41.3% (Springfield Gardens HS completed its phase-out in 2007).
- *Bronx:* The new schools located on the Evander Childs Campus in the Bronx had a graduation rate of 70.1% in 2012, compared to Evander Childs High School's graduation rate in 2002 of 30.7% (Evander Childs HS completed its phase-out in 2008).

Ten years ago when the Mayor charged New York City with developing a system of great schools the DOE knew it was a big goal to deliver on and would require bold action.

The DOE counts on each of its schools to provide a high-quality education to its students—and the DOE holds all schools to the same high standard. If a school is not getting the job done for its students, the DOE is compelled to take serious action to ensure its students do not fall even further behind.

New York City was ahead of the curve in complying with President Obama's call to close or turnaround the lowest 5% of schools nationwide and provide better options to families. The DOE simply cannot stand by and allow schools to keep failing students when the DOE knows it can—

and must—do better. New York City's new schools strategy has helped the DOE to deliver on the core promise it makes to NYC families to provide *all* students with an excellent education.

New schools are overwhelmingly getting the job done for students, and when they are not, and a school is struggling, the DOE follows the same process to phase out and replace that school.

- Comments 1(e),2(a), 7(d), and 10(a) concern community engagement around the establishment of a new school and inquire how the community is involved in the process.

  The DOE appreciates all feedback from the community regarding a proposal. The DOE has both revised and withdrawn phase-out proposals in the past based on community feedback received. When an EIS is issued, it is made available to the staff, faculty and parents at all the impacted schools, on the DOE's Web site, and in each school's respective main office. In addition, the DOE dedicates a proposal-specific Web site and phone line with voicemail to collect feedback on this proposal.

  In the case of this proposal, the DOE solicited feedback from parents through the Joint Public Hearing held on June 4, 2013, as well as through voicemail and email since the proposal was posted on May 2, 2013. As a result of community feedback, the DOE moved the vote for this proposal from the June PEP vote to the November 26 PEP vote in an effort to allow more time for community feedback. Parent feedback is incorporated throughout this document, which is presented to the PEP to help inform their decision about this proposal. While some parents disagree with the proposal, the DOE believes it is the right decision for students.

  Further, the DOE encourages all families and community members to participate in these processes. Throughout the course of the next year, the DOE and the Queens High School Superintendent are committed to working cooperatively with the Citywide Council for High Schools as well as the District 29 CEC to gather more feedback concerning the establishment of 29Q313. Specifically, representatives from the Office of New Schools attended the District 29 CEC's November Calendar Meeting on November 21st to present information about the new school leader selection process, and to share with the community the 29Q313 school leader and model.

- Comments 7(b,c) and 11(c, d,e) concern the new school 29Q313's admissions.

  29Q313 would have a limited unscreened selection method, giving priority to students residing in Queens. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

  High school applications are due on December 2, 2013. However, if this proposal is approved by the PEP, students who are interested in applying to 29Q313 will have the opportunity to submit an admission application with new school rankings in March for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2014-2015 school year will also be available for students to consider.

As mentioned in the EIS, some students may receive placement at 29Q313 through the over-the-counter process.

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

- Comment 1(f) concerns the facilities upgrades needed at Campus Magnet and the impact of a new school in a building that already has facility needs.

  Multiple projects are identified for the Campus Magnet Educational Campus in the 2010-2014 Capital Plan including a classroom connectivity project among other facilities upgrades.

  Additionally, the DOE will continue to evaluate the building and will consider facilities upgrades based on school needs and available funding to ensure that all students in the building are served according to their needs.

- Comments 1(g), 7(a), and 11(a) concern the scheduling difficulties for the school leaders as it pertains to the common areas in the building.

  There are currently hundreds of schools in buildings across the City that are co-located. In all cases, allocation of classroom, resource, and administrative space is guided by the Citywide Instructional Footprint (the "Footprint") which is applied to all schools in the building to ensure equitable allocation of classroom, resource and administrative space. The DOE acknowledges and commends the co-located schools in Q490 for their positive relationship, and the DOE anticipates that the proposed co-location will be an asset to the central goal to create new school options that will better serve future students in the Campus Magnet Educational Campus and the community at large.

  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 and the gymnasium. 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.

- Comment 2(b) inquires as to whether the 18D process will apply in the case of the new school since it is part of the replacement plan for the phase-out of BCAE.

  The proposed new school, 29Q313, will hire new teachers based on Article 18-D of the United Federation of Teachers contract. Where a new school's hiring has an impact on a school that is closing or phasing out, the new school shall be required to hire no less than 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.

- Comment 8 expresses concerns about shared resources among schools in building Q490; and comment 10(c) concerns the impact of co-location on space and funding for existing schools in the building.

There are currently hundreds of schools in buildings across the City that are co-located. In all cases, allocation of classroom, resource, and administrative space is guided by the Citywide Instructional Footprint (the "Footprint") which is applied to all schools in the building to ensure equitable allocation of classroom, resource and administrative space.

Fair Student Funding (FSF) dollars – approximately $5.0 billion in the 2012-2013 school year based on projected registers – are used by all district schools to cover basic instructional needs and are allocated to each school based on the number and need-level of students enrolled at that school. All money allocated through FSF can be used at the principals' discretion, such as hiring staff, purchasing supplies and materials, or implementing instructional programs. As the total number of students enrolled changes, the overall budget will increase or decrease accordingly, allowing the school to meet the instructional needs of its student population. In addition to the FSF student-need based dollars a school receives, all schools receive a fixed lump sum of $225,000 in FSF foundation and $50,000 in Children First Network Support to cover administrative costs.

New schools receive Fair Student Funding in the same manner as other schools. Funding follows the students and is based on pupil academic needs (i.e., special education, ELL, poverty, and/or proficiency status).

New district schools are provided with additional funds to cover start-up costs such as supplies and textbooks that may be required. This Other than Personal Services (OTPS) for new schools funding allocation is based on a fixed per-school amount, and a per-pupil allocation. A new school in year one of implementation at a newly constructed site will receive $22,000 and a new school in a newly leased or existing site will receive $51,000 in OTPS per school. Thereafter, the school will receive $100 per-student in OTPS based on projected registers for the newly added grade. In the case where there is no new grade phasing-in, the school will not receive an allocation in that year.

Principals have discretion over their budget and make choices about how to prioritize their resources to best align with their educational goals. Schools may choose to hire fewer administrative staff (e.g. forgoing or only having a single assistant principal) freeing up dollars to be directed toward other priorities.

The Building Council is responsible for resolving all issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. If conflicts emerge among the Building Council and progress is impaired, the Building Council will follow the dispute resolution procedures outlined in the Campus Policy Memo available at the following link: http://schools.nyc.gov/community/campusgov/KeyDocuments/CampusMemo.http://schools.nyc.gov/community/campusgov/KeyDocuments/CampusMemo.htm.

The proposed opening and co-location of 29Q313 in Q490 is part of the DOE's central goal to create new school options that will better serve future students and the community at large.

- Comment 10(b) concerns the construction of new schools.

Co-locations allow the DOE to use its limited facilities efficiently while simultaneously creating additional educational options for New York City families. This is necessary because the DOE

has scarce resources and a demand for more options. As mentioned above, Q490 has the capacity to serve 2,104 students. In 2013-2014, the building is serving 1,523 total students, yielding a target utilization rate of just 72%. This is one indicator that the building is underutilized and has extra space to accommodate additional students. In 2017-2018, after BCAE and LGCS have completed their respective phase-outs, 29Q243 has completed its phase-in, and 29Q313 reaches full scale, the DOE projects the building would serve approximately 1,715-1,875 students. The projected building utilization rate for Q490 would be 85%-93%. Thus, as further demonstrated in Section III.B. of the EIS, there is sufficient space to accommodate 29Q313 along with other schools in building Q490 pursuant to the Citywide Instructional Footprint.

Furthermore, 29Q313 is part of the replacement strategy for BCAE. In the Educational Impact Statement ("EIS") approved by the PEP on March 11, 2013, it was noted that the DOE anticipated opening a new school in September 2014 in Q490 as part of the replacement strategy for BCAE and that the DOE would issue a separate EIS for such a proposal.

Finally, the FY2015-2019 Capital Plan was released in November, 2013 and identified a need for 5,604 high school seats in Queens. The School Construction Authority ("SCA") in conjunction with the DOE will be happy to evaluate potential sites for high schools in Queens.

- Comment 4 expresses support for the proposal and does not require a response.

- Comments 3, 5, 6, and 12 were addressed in the responses for comments 1(a-g).

- Comment 11(b) expresses support for the schools in the Campus Magnet campus and the partnerships they develop.

  The DOE acknowledges this comment and recognizes the collaborative role that communities and principals partake in developing schools. In addition, schools throughout the city are not just educational institutions, but rich and tight-knit communities. The DOE expects that all schools will be fully engaged with the community and will continue to play a vital role as an anchor for the community.

- Comment 13 does not directly relate to the proposal and does not require a response.

Changes Made to the Proposal

No changes have been made to this proposal. As a result of community feedback, the DOE moved the vote for this proposal from the June PEP vote to the November 26 PEP vote in an effort to allow more time for community feedback and ensure that the community was fully aware of the PEP vote date.