

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-out of Law, Government and Community Service High School (29Q494) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Law, Government and Community Service High School (29Q494, “LGCS”), an existing high school located in school building Q490 on the Campus Magnet Educational Campus (“Q490” or “Campus Magnet”), beginning in the 2013-2014 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”). LGCS currently serves students in grades nine through twelve. The DOE is proposing to phase out the school based on its poor performance and the DOE’s assessment that it lacks the capacity to improve quickly to better support student needs. In a separate Educational Impact Statement (“EIS”) also posted on January 14, 2013, the DOE is proposing to co-locate¹ a new high school 29Q243 in building Q490 as part of the replacement strategy for LGCS. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If this phase-out proposal is approved, LGCS will no longer admit new ninth-grade students after the conclusion of the 2012-2013 school year. The school will continue to phase out one grade level at a time until it closes at the conclusion of the 2015-2016 school year, and current students will be supported as they progress towards graduation while remaining enrolled at LGCS. In cases where students do not complete graduation requirements by June 2016, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after LGCS completes phasing out.

LGCS is co-located with the following three district schools: Mathematics, Science Research and Technology Magnet High School (29Q492, “MAST”), an existing high school serving students in grades nine through twelve; Business, Computer Applications & Entrepreneurship High School (29Q496, “BCAE”), an existing high school serving students in grades nine through twelve; and Humanities & Arts Magnet High School (29Q498, “Humanities & Arts”), an existing high school serving students in grades nine through twelve. In addition, building Q490 houses a School Based Health Center (“SBHC”) program.²

In a separate Educational Impact Statement (“EIS”) which will post later in January 2013, the DOE is proposing to phase out BCAE due to its poor performance and the DOE’s assessment that it lacks the capacity to improve quickly to better support student needs. That proposal, once posted, may be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. If that proposal is approved, BCAE would begin phasing out in September 2013 and eventually close at the conclusion of the 2015-2016 school year. At this time, the DOE also anticipates opening a new school in September 2014 in Q490 as part of the replacement strategy for BCAE. The DOE would issue a separate EIS for such a proposal.

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

BCAE offers one Career and Technical Education (“CTE”) program.³ The program admits students in ninth grade through the Citywide High School Admissions process. Additional information about CTE programming and the High School Admissions Process is in Section III.A of this proposal.

If this phase-out proposal is approved, LGCS will continue serving currently enrolled students, but will begin phasing out one grade at a time beginning in September 2013, and complete its phase-out after the 2015-2016 school year. In another EIS, the DOE is proposing to open a new high school, 29Q243, in building Q490 in September 2013. The proposal can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. 29Q243 will continue growing to full-scale as LGCS phases out. The new school will open with ninth grade, adding one grade annually and reaching full-scale in the 2016-2017 school year with a grade span of nine through twelve.

Background on the DOE’s Decision-Making Process

Schools are identified for possible phase-out for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as a Priority School, defined by SED as one of the bottom 5% of schools in the state.⁴ In August 2012, SED identified Priority schools across the State, including 122 in New York City. High Schools are identified as Priority based on the school’s graduation rate.

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 of Underdeveloped 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 on a scale of A through F based on Student Progress, Student Performance, School Environment, and, new to the Progress Report in 2011-2012, College and Career Readiness. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

LGCS received an overall D grade on its Progress Report in 2011-2012, and received D grades the two years prior. The school was rated “Developing” on its most recent Quality Review in 2011-2012, indicating deficiencies in the way that the school is organized to support student learning.

As a result, the DOE initiated a comprehensive review of LGCS, with the goal of determining what intensive supports and interventions would best benefit its students and the LGCS community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

The DOE initiated and completed a similar comprehensive review of LGCS during the fall of 2011, after LGCS earned a D on its 2009-2010 and 2010-2011 Progress Reports. Upon completion of the review in the fall of 2011, the DOE believed that, at the time, phase-out was not the appropriate intervention for the school.

³ Career and Technical Education (“CTE”) programs integrate academic study with workforce skills in specific careers. 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.

⁴ In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City.

However, given the school’s declining performance, the DOE now believes that only the most serious intervention – the gradual phase-out and eventual closure of LGCS – will address the school’s declining performance and longstanding struggles and allow for new school options to develop in building Q490 that will better serve future students and the broader community.

Performance and School Environment at LGCS

As noted above, LGCS has struggled for years, and the school’s performance during the 2011-2012 school year further demonstrates that the school lacks capacity to improve quickly to better support student needs.

- Graduation rates have declined over the last four years. LGCS’s four-year graduation rate (including August graduates) was 54% in 2012—well below the most recent Citywide average of 65.5% (Citywide average is based on the 2011 New York State reported graduation results for NYCDOE students).
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. LGCS earned a D grade on its 2011-2012 annual Progress Report, including an F grade for Student Progress, a D grade for Student Performance, a C grade for School Environment, and a C grade for College and Career Readiness. LGCS has a history of low performance, including D grades on both the 2009-2010 and 2010-2011 Progress Reports.
- Only 41% of students in the Class of 2011 (all students who entered high school four years earlier) enrolled in a two- or four-year college, vocational school, or public service program by December 31, 2011. This is lower than the Citywide average of 49%.
- On the 2012 New York City School Survey, only 63% of student respondents reported feeling safe in the hallways, bathrooms, and locker rooms at LGCS, putting the school in the bottom 2% of high schools Citywide.
- Demand for LGCS is low. LGCS has one educational option program to which students apply as part of the High School Admissions Process. For September 2012 ninth-grade enrollment, LGCS received only 3.1 applications per seat, well below the Citywide average of 8.9 applications per seat.

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

Q494 Law, Government and Community Service High School	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	D	D	D
Progress Report Progress Grade	F	F	F
Progress Report Performance Grade	C	C	D
Progress Report Environment Grade	F	C	C
Progress Report College/Career Readiness Grade	N/A	N/A	C

Quality Review Score ⁵	N/A ⁶	D	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ⁷	62%	58%	75%
4 Year Graduation Rate	64%	58%	54%
6 Year Graduation Rate	73%	73%	76%
% Graduating with a Regents Diploma	52%	45%	49%
Attendance Rate	86%	85%	87%
2012-2013 State Accountability Status			
In Good Standing ⁸			

Overview of Past Strategic Improvement Efforts at LGCS

The DOE acknowledges that LGCS staff members have worked hard to improve the school, but even with support, the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE has offered numerous supports including:

Leadership Support:

- Coaching the principal in the use of classroom observations and feedback to enhance teacher effectiveness.
- Working with the principal to assess areas in need of improvement in the school and supporting the implementation of a strategic action plan to address these concerns.
- Assisting school leadership in the development of instructional plans and goals for the school year, in support of the school's Comprehensive Education Plan.

Instructional Support:

- Providing coaching and professional development for teachers on ways to strengthen instruction and improve academic outcomes for special education students.
- Participating in classroom walkthroughs to provide targeted feedback for teachers on ways to improve classroom instruction and increase student engagement.
- Coaching teachers in the development of lesson plans, curriculum maps and rubrics aligned to citywide instructional expectations.
- Facilitating the school's participation in a program that provides online resources and technology to help teachers differentiate instruction and improve literacy outcomes for students.

Operational Support:

- Training school staff in student data tracking systems to ensure efficient and effective monitoring of student attendance, and providing guidance on strategies to increase student attendance.

⁵ For more information on Quality Reviews, please visit the DOE Web Site at <http://schools.nyc.gov/Accountability/tools/review>

⁶ Not all schools receive a Quality Review every year.

⁷ The 2010-2011 Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.

⁸ 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>.

- Assisting the school administration in the development of a school safety plan to reduce safety incidents and suspension rates, and promoting best practices for dealing with difficult behavior patterns to improve the school's culture and learning environment.
- Advising school staff on budgeting, staffing, teacher recruitment and building management.

Student Support:

- Coaching the school in the use of evidence-based guidance and counseling strategies to build the school's capacity to offer social and emotional support to students.
- Providing professional development for school staff on topics in youth development, including crisis-management, bullying, and violence prevention, in order to foster awareness and improve the school's culture and learning environment.

LGCS has received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the LGCS community about strategies to better support students and improve outcomes at the school. This fall, High School Superintendent Juan Mendez held separate meetings—with parents at the school, with teachers, and with the School Leadership Team—on December 4th and 5th, 2012 to discuss what is and is not working at LGCS and how joint efforts could serve students better.

Approximately 15 teachers attended the teacher meeting. They had some positive feedback about the teachers' higher expectations for students, regular professional development, and the frequent classroom observations by administrators, but they also expressed a number of concerns:

- Teachers expressed concerns about the school culture, stating that incentives could help promote positive behavior and that the tone in the hallways must continue to improve.
- Teachers expressed concerns about academic rigor, citing inadequate supports for higher performing students and the need for law electives to be brought back.
- Teachers expressed concerns about the frequent change in leadership and its adverse effect on school performance.

Approximately 37 people attended the parent meeting. They also had some positive feedback about the school. Some stated that the school environment has improved and the school campus creates a safe space, and others discussed the focused efforts of administrators and teachers to engage students. However, parents also expressed several concerns:

- Parents expressed concerns about instruction, including the focus on the Regents at the expense of covering academic content in detail.
- Parents expressed concerns about discipline and the need for classroom management support so that learning is not disrupted.
- Parents expressed concerns about the insufficient number of program electives and the need for honors, Advanced Placement courses, and arts courses beyond what is required.

Approximately 21 people attended the School Leadership Team meeting. They also had some positive feedback about the school. Some stated that additional support is offered through the after school tutoring

services and Saturday Regents Preparatory Academy, and others discussed how the school works hard to improve school culture, citing increased efforts to involve parents. However, the School Leadership Team shared concerns that the school needs more resources to support student learning.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/queens/feedback?id=289>.

While some members of the LGCS community objected to the possibility of phasing the school out, the DOE believes that drastic action must be taken given the school's longstanding performance struggle and the lack of evidence that the school is poised to quickly improve to better support students. The DOE plans to incorporate community feedback in other ways as we continue to support current LGCS students working toward graduation and as we develop plans to replace LGCS with a new school that better meets student and community needs.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

II. Proposed or Potential Use of Building

Q490 has the capacity to serve 2,009 students.⁹ (The concept of "target capacity" is described below.) In 2012-2013, the building is serving 1,709 total students,¹⁰ yielding a building utilization rate of 85%.¹¹ This means that the building is "underutilized" and has extra space to accommodate students of 29Q243.

If this proposal is approved, LGCS will begin phasing out one grade at a time, beginning in the 2013-2014 school year and would complete its phase-out after the 2015-2016 school year. In a separate proposal, the DOE is also proposing to phase-out BCAE beginning in the 2013-2014 school year. If that proposal is approved, BCAE would begin phasing out one grade at a time beginning in the 2013-2014 school year and would complete its phase-out after the 2015-2016 school year. As part of the replacement strategy for LGCS, the DOE is proposing to co-locate a new district high school, 29Q243, in building Q490, beginning in the 2013-2014 school year. If the co-location and phase-out proposals are all approved, the new district high school would phase in one grade at a time and complete phase-in during the 2016-2017 school year. The proposal to phase-out BCAE is detailed in a separate EIS, which will post later in January 2013. The proposal to co-locate 29Q243 is detailed in a separate EIS, which posted on January 14, 2013. The proposals can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. At this time, the DOE also anticipates opening a new school in September 2014 in Q490 as part of the replacement strategy for BCAE. The DOE would issue a separate EIS detailing such a proposal.

Over a period of five years, the proposed grade spans for each of the existing and proposed schools in the building are as follows:¹²

⁹ 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").

¹⁰ 2012-2013 Unaudited Register (as of October 26, 2012).

¹¹ 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 conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹² As LGCS and BCAE phase out, some students may technically be classified in grades "no longer served" at the school. This would occur in situations where current students were "held over" because they had not accumulated sufficient credits to be

Grade Spans

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
29Q494	Law, Government and Community Service High School	9-12	10-12	11-12	12	-
29Q496	Business, Computer Applications & Entrepreneurship High School	9-12	10-12	11-12	12	-
29Q243	New School	-	9	9-10	9-11	9-12
29Q492	Mathematics, Science Research and Technology Magnet High School	9-12	9-12	9-12	9-12	9-12
29Q498	Humanities & Arts Magnet High School	9-12	9-12	9-12	9-12	9-12

Once LGCS and BCAE have completed their respective phase-outs and 29Q243 has completed its phase-in, there would be approximately 1,345-1,465 students served in building Q490 in 2016-2017, yielding an estimated utilization rate of 67%-73%. Therefore, the building has adequate capacity to accommodate the full expansion of 29Q243 during and after the phase-outs of LGCS and BCAE.

Over a period of five years, the current and projected enrollments for each existing and proposed schools and projected building utilization rate are shown in the table below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
29Q494	Law, Government and Community Service High School	403	255 – 265	125 – 135	60 – 70	-
29Q496	Business, Computer Applications & Entrepreneurship High School	337	215 – 225	105 – 115	50 – 60	-
29Q243	New School	-	105 – 115	210 – 230	315 – 345	420 – 460
29Q492	Mathematics, Science Research and Technology Magnet High School	456	435 – 475	435 – 475	435 – 475	435 – 475
29Q498	Humanities & Arts Magnet High School	513	490 – 530	490 – 530	490 – 530	490 – 530

promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2012-2013 school year would technically still be considered a ninth-grade student in 2013-2014. In those cases, students would still be served in LGCS and would have access to appropriate courses to support their continued progress toward graduation.

Total Building Enrollment	1,709	1,500 - 1,610	1,365 - 1,485	1,350 - 1,480	1,345 - 1,465
Utilization	85%	75% - 80%	68% - 74%	67% - 74%	67% - 73%

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 the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the 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 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, goal 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 would 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 would 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 would decrease.

The DOE anticipates that building Q490 will still have excess space once LGCS and BCAE have completed their phase-outs and 29Q243 has completed its phase-in. This is discussed in greater detail below in Section III.B. At this time, the DOE anticipates opening a new school in September 2014 in Q490 as part of the replacement strategy for BCAE. The DOE would issue a separate EIS detailing such a proposal.

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

A. Students

Enrollment Options for Current LGCS Students

If this proposal is approved, LGCS will be gradually phased out over the next several years and will no longer admit new ninth-grade students after the end of this school year. Current LGCS students will have the opportunity to graduate from this school, assuming that they continue to earn credits on schedule and pass the required Regents exam.

Current Ninth Graders at LGCS

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. In addition to the 12 available programs to which students may apply, they may also apply to up to eight of the Specialized High Schools requiring the Specialized High School Admissions Test, as well as up to six studios at LaGuardia High School. High school admissions applications were due December 10, 2012. Students who are in 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. Current ninth-grade students at LGCS who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 10, 2012. If this proposal is approved in March 2013, there would be another opportunity for current first-time ninth-grade students at LGCS, and students at other schools who have applied to LGCS, to submit a new list of 12 school programs in Round Two of the High School Admissions Process. Those interested in applying to attend a different school as a tenth grader in September 2013 should meet with a guidance counselor.

In April 2013, students will be able to participate in Round Two of the High School Admissions process. Students would submit a Round Two application and would be able to rank school programs that have available seats for tenth grade. Students may receive a match as part of Round Two in May 2013. If a student submitted an application as part of Round One of the High School Admissions process, a match received in Round Two will nullify the Round One match.

Current repeat ninth grade students would complete high school at LGCS, if they earn credits on schedule and pass the required Regents exam. As the school becomes smaller, students who do not earn credits on schedule and/or pass the required Regents exam would receive more individualized attention to ensure they receive 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 High School.¹³

Current Tenth, Eleventh, and Twelfth Graders at LGCS

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate would complete high school at LGCS, if they continue to earn credits on schedule and pass the required Regents exam. As the school becomes smaller, students would receive more individualized attention until they graduate to ensure they are receiving the support they need to succeed. Students should meet with their guidance counselor to discuss all of their options.

Current tenth-, eleventh-, and twelfth-grade students who are not on track to graduate should also meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served at a transfer high school or a Young Adult Borough Center. Transfer schools and Young Adult Borough Centers have strong track records for helping over-age,

¹³ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE’s Web site at www.goingforme.org.

under-credited students get back on track towards graduation.¹⁴ In general, however, it is expected that most current LGCS students would remain enrolled at the school as they work towards graduation.

The DOE would arrange a new placement for students who have not accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate before the closure date of June 2016.

Impact on Academic and Extra-Curricular Offerings at LGCS

With respect to academics, LGCS will continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school declines throughout the course of the phase-out, 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 would rest with school administrators and would be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE will work with LGCS 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.

LGCS currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their Individualized Education 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. All students enrolled in the schools on the Campus Magnet campus will continue to receive their mandated special education services if this proposal is approved.

LGCS currently serves students classified as English Language Learner (“ELL”) students. It offers English as a Second Language (“ESL”) services to these students. All students enrolled in the schools on the Campus Magnet campus will continue to receive appropriate ELL services if this proposal is approved.

The DOE remains focused on helping LGCS students succeed. If this proposal is approved, LGCS would be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

LGCS will continue offering student athletics and other extra-curricular program options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

According to the High School Directory, LGCS currently offers the following sports:¹⁵

¹⁴ A student designated as “over-age, under-credited” is considered to be two or more years behind his or her expected age and credit accumulation at the time of entry into a transfer school.

- PSAL Sports¹⁶ – Boys: Baseball, Basketball & JV Basketball, Bowling, Football & JV Football, Indoor Track, Outdoor Track, Soccer, Tennis, Volleyball
- PSAL Sports – Girls: Basketball, Bowling, Gymnastics, Indoor Track, Outdoor Track, Soccer, Softball, Swimming, Tennis, Volleyball
- PSAL Sports – Co-ed: N/A
- School Sports – N/A

According to the High School Directory, LGCS also offers the following extra-curricular activities and clubs:

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> ■ Student and Senior Council ■ Intrepid Sea, Air and Space Museum LIFTT (Leadership Institute for Today and Tomorrow) Program ■ World Leaders ■ Law Internships in neighborhood law firms ■ National Honor Society ■ College Now ■ School News Magazine ■ Yearbook ■ Mock Trial ■ Model United Nations ■ Lincoln-Douglas Debates ■ Extended Day ■ SAT ■ Regents Prep ■ Regents/RCT Prep Academy ■ Financial Literacy ■ Theater Arts ■ Annual Spring Showcase-Dance & Design 	<ul style="list-style-type: none"> ■ FDNY Explorers ■ Community Services ■ Girls Cheerleading Squad

Again, it is difficult to predict precisely how changes to the above offerings might be implemented, as decisions would rest with school administrators and would be made based on student interests and available resources.

¹⁵ Athletic and extra-curricular offerings reflect those listed for LGCS in the 2012-2013 Directory of High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

¹⁶ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

As discussed previously, the Campus Magnet campus is already home to several school organizations other than LGCS. 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 and the proposal to phase out BCAE are approved, we anticipate that this same opportunity would exist for students across the Campus Magnet campus, including students attending LGCS and BCAE as those schools phase 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 LGCS students will 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. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed phase-out is not expected to impact extracurricular program offerings at the other schools on the Campus Magnet campus.

Impact on Community Partnerships at LGCS

The DOE has worked with the administration at LGCS to establish partnerships with several community-based organizations (“CBOs”). LGCS currently has partnerships with: law firms, the probation department, the police department, NYS courts and judges, CUNY Law School, New York Law School, Brooklyn Law School, Hofstra University, Queensborough Community College, LaGuardia Community College, St. John’s University, Liberty Partnership, and the Corrections Department.¹⁷ Those partnerships would continue to support current students as LGCS phases out, though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with LGCS 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 would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported LGCS students in the past. The other schools currently housed on the Campus Magnet 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 would work with other schools on the Campus Magnet campus to introduce or enhance partnerships with the community organizations that currently support LGCS students.

Impact on Students Attending Other Schools on the Campus Magnet Campus

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools in Q490. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed phase-out of LGCS will not impact the enrollment or admissions at other schools located in the Q490 building.

The impact of the proposed closure of BCAE as well as the impact of the proposed co-location of 29Q243 in the building are described in detail in separate EISs that were posted in January 2013. Please visit the DOE website to access those EISs: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

¹⁷ School-reported partnerships as of December 11th, 2012 from the school’s Web site, located here: <http://schools.nyc.gov/SchoolPortals/29/Q494/AboutUs/Overview/Our+Community.htm>

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

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.

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 in March 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

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

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

High school students with IEPs, with the exception of those students recommended for a D75 placement, are admitted in the same manner as general education students. Schools will 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.

All schools on the Campus Magnet campus admit students as part of the Citywide High School Admissions Process. LGCS admits students through the educational option admissions method. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, middle, and low reading levels. From the applicant pool, half of the students matched are selected from those ranked by the schools' administration and the other half is selected randomly. If a student scores in the top 2% on his or her previous year's English Language Arts reading exam and lists an educational option program as his or her first choice, he or she would be guaranteed a match to that program.

High school admissions applications were due on December 10, 2012. If this proposal is approved by the PEP on March 11, 2013, students who listed LGCS on their high school admissions applications would have the program removed from the student's existing ranking before the Round One match is executed. In this scenario, any school ranked lower than the program offered at LGCS on the application 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 LGCS on the application. However, if the student would have been matched to LGCS, he or she would instead be matched to the next-highest program listed on the applications for which he or she is considered, subject to admissions methods, priorities, and seat availability.

In addition, students will have the opportunity to submit a new admission application during Round Two. School programs with available seats, as well as new high schools designated to open throughout the city for the 2013-2014 school year, will also be available for these students to consider as part of Round Two. If a student already received a match in Round One, submitting a Round Two application will nullify the Round One match if the student receives a Round Two match.

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

In order to best 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 October 26, 2012 Unaudited Register, LGCS has a total of 107 new ninth grade admits. New ninth grade admits are made up of students who enter the school through two methods:

- High School Admissions process
- “Over-the-counter” (“OTC”) placement

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

- New to the New York City school system;
- Left the New York City school system and have returned;¹⁸
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

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

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

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

Screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.¹⁹ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

¹⁸ As detailed in Chancellor's Regulation A-101, students have the “right to return” to their prior school within one calendar year following 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. Chancellor’s Regulation A-101 can be accessed at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

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 students 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”).

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 599 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Queens, the number of schools that admit students during this period has increased from 82 to 96.

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 2012-2013 school year to approximate future needs.

The chart below provides an overview of how many ninth-grade students arrived at LGCS through each admissions method in the 2012-2013 school year.

	Over-The-Counter	High School Admissions Process
9th Grade	34	73

Additionally, LGCS admitted a total of 16 students OTC in grades ten, eleven, and twelve.²⁰

It is critical that the needs of all students—whether they arrive through the admissions process or the over-the-counter process—are met. Of the 73 ninth grade students who were admitted through the High School Admissions process, a small percentage are students with disabilities and a small percentage are ELLs. Of the 34 students who arrived over-the-counter, a small percentage are students with disabilities and a small percentage are ELLs.²¹

The proposal to phase out LGCS is not expected to impact the placement of OTC students at schools in the Q490 building. LGCS may continue to receive OTC students in the grades it serves depending on the needs of the community, preferences of parents, and availability of seats. As detailed in a separate EIS regarding the co-location of the new school proposed for Q490, 29Q243 is expected to accept OTC students, should seats be available.²²

Schools with Programs Similar to LGCS’s Program Offerings²³

Eighth-grade students 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 LGCS. Detailed information about high schools is available at enrollment offices and online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Attached as Appendix A is a list of schools in Queens with programs in the Law and Government interest area, which is the same interest area as the programs currently offered at LGCS. In addition, the percent of

²⁰ In addition to admitting OTC students in 10th grade, LGCS also admitted a small number of tenth-grade students through the High School Admissions process.

²¹ Students with disabilities as percentage of total ninth-grade OTC students at LGCS from the October 26, 2012 Unaudited Register. This count does not include students receiving SETSS or students receiving speech or language services. English Language Learner students as percentage of total ninth-grade OTC students at LGCS from the October 26, 2012 Unaudited Register.

²² The proposal to co-locate 29Q243 in Q490 can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

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

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.

B. Schools

There will be sufficient space to accommodate LGCS, BCAE, Humanities & Arts, MAST, and 29Q243 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while LGCS and BCAE phase out and the new school phases in. There would also be sufficient space to continue to house the SBHC. 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/community/planning/default.htm>.

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 sections per grade, assuming class size remains constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he or she is accompanied by a school’s representative.

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 would 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.

The baseline room allocations for all schools located in the Q490 building are contained in the EISs concerning the proposal to co-locate a new school, 29Q243, which is available at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If this proposal, the proposal to phase-out BCAE, and the proposal to co-locate 29Q243 are approved, it is likely that after LGCS and BCAE complete their phase-outs and 29Q243 completes its phase-in, there will be a significant amount of underutilized space in building Q490. At this time, the DOE anticipates opening a new school in September 2014 in Q490 as part of the replacement strategy for BCAE. The DOE would issue a separate EIS for such a proposal.

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. The performance at LGCS for the past three years indicates there is a need to create better options for future students in the LGCS community. Under this proposal, the Q490 building will remain open, continuing to serve students enrolled in LGCS, BCAE (until that school completes its phase-out), Humanities & Arts, and MAST. In addition, the building would house one new school, 29Q243, in the 2013-2014 school year, as described in the corresponding EIS. As noted above, the DOE also anticipates opening one new school in the 2014-2015 school year in building Q490, which would be described in a separate EIS.

Impact on Borough-Wide Seat Capacity

The proposed phase-out of LGCS is one of several previously and concurrently proposed changes to high school seats in Queens. These proposed changes include: phase-outs of schools, enrollment reductions at schools, co-locations of new schools, grade expansions of existing schools, and new schools sited in new buildings.

The DOE plans for high school capacity on a borough-wide basis and measures high school seat capacity based on ninth-grade seats. The chart below details each of the proposed changes and provides a summary of the overall impact on ninth-grade seat capacity in Queens.

DBN	School Name	Building	PEP Vote	Impact on 9th Grade Seat Capacity	Admissions Method for Seats Added/Removed	Offers CTE Programming
Proposed High School Phase-Outs for 2013-2014						
29Q494	Law, Government and Community Service High School	Q490	Pending March 11, 2013 PEP Vote	-107	Educational Option	
29Q496	Business, Computer Applications & Entrepreneurship High School	Q490	Pending March 11, 2013 PEP Vote	-83	Educational Option	Yes
Planned Enrollment Reductions for 2013-2014						
24Q455	Newtown High School	Q455	Pending March 11, 2013 PEP Vote	-81	Educational Option, Screened, Audition, Zoned	
25Q460	Flushing High School	Q460	Pending March 11, 2013 PEP Vote	-216	Educational Option, Zoned	Yes
Proposed New High Schools for 2013-2014						
24Q236	New School at Q455	Q455	Pending March 11, 2013 PEP Vote	+81	Screened: Language	
25Q240	New School 1 at Q460	Q460	Pending March 11, 2013 PEP Vote	+108	Limited Unscreened	

25Q241	New School 2 at Q460	Q460	Pending March 11, 2013 PEP Vote	+108	Screened: Language	
29Q243	New Career and Technical Education (CTE) School at Q490	Q490	Pending March 11, 2013 PEP Vote	+108	Limited Unscreened	Yes
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				-82		
Planned/Approved Changes in 9 th Grade Seat Capacity for 2013-2014 Implementation						
29Q327	EAGLE ACADEMY FOR YOUNG MEN III	Q633	N/A	+81	Limited Unscreened	
TBD	New School at QTBD	QTBD	N/A	+108	Limited Unscreened	Yes
Total Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation				189		
Total Anticipated Change in 9th Grade Seat Capacity for 2013-2014				+107		

The proposed new schools and grade expansions would add 594 ninth-grade seats available in new high schools and expanded middle schools. The phase-outs of LGCS and BCAE, and the enrollment reductions of Flushing High School (25Q4650, “Flushing”) and Newtown High School (24Q455, “Newtown”), would result in the loss of 487 ninth-grade seats. Therefore, the DOE anticipates there would be a net gain of capacity of 107 new ninth grade seats in Queens.

For the 2012-2013 school year, 18,260 ninth-grade seats were available in Queens.²⁴ A total of 18,513 new ninth-grade students are enrolled in Queens high schools in 2012-2013, leaving a deficit of 253 seats.

Thus, if all of these proposals are approved, there will be 107 new ninth-grade seats (for a total of 18,367 ninth-grade seats in Queens for the 2013-2014 school year), which when added to the deficit of 253 seats from 2012-2013, reduces the projected deficit to 146 seats in the 2013-2014 school year.²⁵

Further, the changes above represent an increase in limited unscreened seats, which are available to all students, regardless of past academic history. This means that a wider set of options would be available to a greater number of students. These changes also represent an increase in the number of seats which would give priority to students residing in Queens.

At this time, the DOE also anticipates opening a new school in September 2014 in Q490 as part of the replacement strategy for BCAE, which would add ninth-grade seats for the 2014-2015 school year. The DOE would issue a separate EIS for such a proposal.

Information regarding the new high schools proposed to open in September 2013 would be provided in the winter for students who may be interested in applying to these schools as part of Round Two of the High Schools Admissions Process. Detailed information about all City high schools and the High School Admissions Process is published annually in the City’s High School Directory, available in print at DOE

²⁴ Current ninth-grade seat capacity is based on 2012 ninth-grade seat targets for all district high schools (excludes District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

²⁵ The projected deficit of 146 seats assumes the same number of new ninth grade admits in 2013-2014 as there were in 2012-2013. The actual number of new ninth grade admits in 2013-2014 is subject to change based on factors including, but not limited to demographics, changes in ninth grade seat targets, and new school seat capacity.

middle schools and Borough Enrollment Offices, or on the DOE’s Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building Q490.

IV. Enrollment, Admissions, and School Performance Information

The impacted schools for this proposal are LGCS, BCAE, Humanities & Arts, and MAST.

LGCS

Admissions Data

Current Admissions	High School Admissions Process; Admissions Methods: Educational Option
Admissions after Phase-out Proposal in 2012-2013	N/A

Enrollment Data²⁶

	Total Enrollment (Grades 9-12)
2012-13 (unaudited)	403
2013-14 (projections)	255-265
2014-15 (projections)	125-135
2015-16 (projections)	60-70
2016-17 (projections)	-

Demographic Data²⁷

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	17%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	59%

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

²⁷ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

Q494 Law, Government and Community Service High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	D	D
Quality Review Score ²⁸	N/A ²⁹	D	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	62%	58%	75%
4 Year Graduation Rate	64%	58%	54%
6 Year Graduation Rate	73%	73%	76%
% Graduating with a Regents Diploma	52%	45%	49%
Attendance Rate	86%	85%	87%
2012-2013 State Accountability Status			
In Good Standing ³⁰			

BCAE

Admissions Data

Current Admissions	High School Admissions Process; Admissions Methods: Educational Option
Admissions after Phase-out Proposal in 2012-2013	N/A ³¹

Enrollment Data

²⁸ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

²⁹ Not all schools receive a Quality Review every year.

³⁰ 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>.

³¹ The DOE is proposing to phase-out BCAE in a separate proposal located here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

	Total Enrollment (Grades 9-12)
2012-13 (unaudited)	337
2013-14 (projections)	215-225
2014-15 (projections)	105-115
2015-16 (projections)	50-60
2016-17 (projections)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	23%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	67%

Performance Data

Q496 Business, Computer Applications & Entrepreneurship	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	C	D
Quality Review Score	UPF ³²	D	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	61%	55%	63%
4 Year Graduation Rate	51%	56%	47%
6 Year Graduation Rate	76%	67%	68%
% Graduating with a Regents Diploma	30%	44%	44%
Attendance Rate	85%	84%	85%
2012-2013 State Accountability Status			
Focus School			

³² Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

MAST

Admissions Data

Current Admissions	High School Admissions Process; Admissions Methods: Educational Option
Admissions after Phase-out Proposal in 2012-2013	High School Admissions Process; Admissions Methods: Educational Option

Enrollment Data

	Total Enrollment (Grades 9-12)
2012-13 (unaudited)	456
2013-14 (projections)	435-475
2014-15 (projections)	435-475
2015-16 (projections)	435-475
2016-17 (projections)	435-475

Demographic Data

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with Individualized Education Programs	12%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	57%

Performance Data

Q492 Mathematics, Science Research and Technology Magnet High School	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	C	C
Quality Review Score	UPF	D	D

Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	76%	84%	88%
4 Year Graduation Rate	75%	75%	77%
6 Year Graduation Rate	80%	67%	82%
% Graduating with a Regents Diploma	55%	63%	75%
Attendance Rate	90%	90%	87%
2012-2013 State Accountability Status			
In Good Standing			

Humanities & Arts

Admissions Data

Current Admissions	High School Admissions Process; Admissions Methods: Educational Option
Admissions after Phase-out Proposal in 2012-2013	High School Admissions Process; Admissions Methods: Educational Option

Enrollment Data

	Total Enrollment (Grades 9-12)
2012-13 (unaudited)	513
2013-14 (projections)	490-530
2014-15 (projections)	490-530
2015-16 (projections)	490-530
2016-17 (projections)	490-530

Demographic Data

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	17%

Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	49%

Performance Data

Q498 Humanities & Arts Magnet High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	B
Quality Review Score	P	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	62%	84%	83%
4 Year Graduation Rate	77%	76%	78%
6 Year Graduation Rate	83%	84%	85%
% Graduating with a Regents Diploma	65%	66%	78%
Attendance Rate	87%	85%	88%
2012-2013 State Accountability Status		In Good Standing	

V. Initial Costs and Savings

If this proposal is approved, once the phase-out of LGCS is fully implemented, the DOE will cease to allocate funds to LGCS, and repurpose all remaining funds previously allocated to the school. Most funding in schools’ budgets is allocated on a per-pupil basis, based on current Fair Student Funding (“FSF”) per capita allocation levels, which 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 LGCS 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 refer to the FSF Guide³³ and FY13 School Allocation Memoranda³⁴ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at LGCS.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of new school 29Q243 with the existing schools on the Campus Magnet campus. For a detailed explanation on the initial costs and savings as a result of the co-location proposal, please see <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

This proposal is not expected to impact initial costs or allocations at BCAE, MAST, or Humanities & Arts in building Q490.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at LGCS will be excessed over the course of the phase-out.³⁵ This process will 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 will be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

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

Students who would otherwise have enrolled in LGCS may now enroll in new school 29Q243 which the DOE has proposed to phase into the Campus Magnet campus, or in other new schools opening borough-wide, and those schools might need to hire additional staff. That replacement school would follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT, and hire no less than 50% of their staff from the most senior qualified staff from LGCS, if sufficient number of staff apply, until the impacted school has completed its phase-out.

New staff positions will 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.

³³ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

³⁴ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

³⁵ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

If approved, this proposal will not impact the personnel needs of BCAE, Humanities & Arts, and MAST.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to LGCS would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

If approved, this proposal will not impact the administration of BCAE, Humanities & Arts, and MAST.

C. Transportation

If this proposal is approved, transportation would continue to be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at LGCS or the other organizations in Q490 as a result of this proposal.

D. Other Support Services

The provision of certain support services is described above. Other support services would continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the Q490 building.

VII. Building Information

Building	Q490	
Type of Building	HS	
Year Built	1937	
Overall BCAS rating	2.61	
2011-2012 Target Building Utilization	85%	
2011-2012 Target Building Capacity	2,009	
FY 2012 Maintenance Costs	Labor	\$136,074
	Materials	\$23,183
	Maintenance and repair contracts	\$176,404
	Service contracts	\$12,188
	Custodial operations costs— Materials	\$21,624
	Custodial operations costs— Custodial Allocation	\$602,112
FY 2012 Energy Costs	Electric	\$182,155
	Gas	\$156,292

	Oil	\$20,730
Projects completed during the current or prior school year		LL 41/16 Compliance, CTF Room Conversion, Fire Alarm, Masonry, FY 13 Reso A Technology
Projects proposed in the capital plan		Campus Restructuring, Safety Systems
Accessibility of the building		Building is functionally fully programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

APPENDIX A: Queens High Schools
Interest Area: Law and Government

DBN	Boro	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
25Q460	Queens	Flushing High School	35-01 Union Street	3,032	2,031	149%	D	10%	18%	Thurgood Marshall Law Academy	Ed. Opt.
26Q415	Queens	Benjamin N. Cardozo High School	57-00 223Rd Street	3,793	2,637	144%	B	8%	6%	Mentor Law and Humanities Institute	Ed. Opt.
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4,149	2,360	176%	A	10%	13%	Jacob K. Javits Law Institute	Ed. Opt.
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3,308	2,235	148%	A	7%	5%	International & Cultural Relations	Limited Unscreened
27Q400	Queens	August Martin High School	156-10 Baisley Boulevard	1,031	1,769	58%	D	21%	5%	Business and Law Scholars Academy	Ed. Opt.
28Q440	Queens	Forest Hills High School	67-01 110 Street	3,854	2,064	187%	A	9%	8%	Law & Humanities Institute	Ed. Opt.
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3,154	2,676	118%	B	7%	14%	Academy of Public Service and Law	Ed. Opt.
28Q690	Queens	High School for Law Enforcement and Public Safety	116-25 Guy R Brewer Boulevard	559	883	63%	B	13%	2%	Law Enforcement and Public Safety	Screened
30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2,798	2,742	102%	C	10%	16%	Forensic Science and Law Institute	Screened

Sources:	
2012-13 Enrollment	2012-2013 Unaudited Register (as of October 26, 2012).
2011-12 Organization Capacity (Org Capacity)	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2012-13 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2011-2012 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 26, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.