

EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Business, Computer Applications & Entrepreneurship High School (29Q496) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Business, Computer Applications & Entrepreneurship High School (29Q496, “BCAE”), 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”). BCAE 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.

If this phase-out proposal is approved, BCAE 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 BCAE. 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 BCAE completes phasing out.

BCAE 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; Law, Government and Community Service High School (29Q494, “LGCS”), 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.¹

BCAE has a Career and Technical Education (“CTE”) program.² 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.

In a separate Educational Impact Statement (“EIS”) posted on January 14, 2013, the DOE is proposing to phase out LGCS 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 can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. If that proposal is approved, LGCS would begin phasing out in September 2013 and eventually close at the conclusion of the 2015-2016 school year. In a separate Educational Impact Statement (“EIS”) also posted on January 14, 2013, the DOE is proposing to co-locate a new school, 29Q243, in building Q490 beginning in the 2013-2014 school year as part of the replacement strategy for LGCS. If that proposal is approved, 29Q243 would enroll students beginning in the 2013-2014 school year and would be at full-scale during the

¹ School-based health centers are operated by independent institutions; usually local hospitals, medical centers, or community-based organizations.

² 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.

2016-2017 school year. 29Q243 will offer a rigorous academic program with a CTE component that will prepare students for post-secondary education and work. 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, BCAE 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. If this proposal to phase-out BCAE, the proposal to phase out LGCS, and the proposal to co-locate 29Q243 are approved, it is likely that after BCAE and LGCS complete their phase outs and 29Q243 completes its phase-in, there may be underutilized space in building Q490. 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.

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.³ 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).

BCAE received an overall D grade on its Progress Report in 2011-2012, and received a C and a D, respectively, for 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 BCAE, with the goal of determining what intensive supports and interventions would best benefit its students and the BCAE 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 BCAE during the fall of 2009, after BCAE earned a D on its 2008-2009 Progress Report. Upon completion of the review in the fall of 2009, the DOE believed that, at the time, phase-out was an appropriate intervention for the school. Based on evidence that the school was not equipped to significantly improve student performance, in January 2010, the Panel for Educational Policy voted to implement the closure and replacement of BCAE. A lawsuit prevented the DOE from following through with those plans. However, BCAE’s performance during the 2011-2012 school year only confirms the DOE’s earlier assessment that the school lacks the capacity to improve quickly to better support student needs.

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

³ 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 BCAE—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. BCAE's performance during the 2011-2012 school year only confirms the DOE's earlier assessment that the school lacks the capacity to improve quickly to better support student needs.

Performance and School Environment at BCAE

As noted above, BCAE 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 remained below 58% for the last four years. BCAE's four-year graduation rate (including August graduates) was 47% 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.)
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2011-2012, only 63% of first-year students at BCAE earned at least 10 credits with at least 6 of those credits earned across 3 of the 4 core subject areas. This rate of credit accumulation puts BCAE in the lowest 11% of schools Citywide.
- BCAE was designated a Focus School, indicating that it is among the lowest-performing schools statewide in terms of overall proficiency and progress in ELA and Math and graduation rate and especially in terms of the performance of students in one or more accountability groups (i.e. racial/ethnic groups, English language learners, low-income students, and students with disabilities).
- 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. BCAE earned a D grade on its 2011-2012 annual Progress Report, including an F grade for Student Progress and a D grade for Student Performance. The school did receive B grades for School Environment and College and Career Readiness. However, BCAE has a history of low performance, including an overall D grade on the 2009-2010 Progress Report and an overall C grade on the 2010-2011 Progress Report.
- On the 2012 New York City School Survey, only 74% of parent respondents reported that their child was safe at BCAE, putting the school in the lowest 4% of high schools Citywide.
- Demand for BCAE is low. BCAE has one educational option program to which students apply as part of the High School Admissions Process. BCAE received only 1.6 applications per seat, well below the Citywide average of 8.9.

The chart on the following page summarizes key performance data for BCAE over the past three years:

Q496 Business, Computer Applications & Entrepreneurship	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	C	D
Progress Report Progress Grade	C	D	F
Progress Report Performance Grade	D	C	D
Progress Report Environment Grade	D	A	B
Progress Report College/Career Readiness Grade	N/A	N/A	B
Quality Review Score ⁴	UPF ⁵	D	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ⁶	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 Status⁷			
Focus School			

Overview of Past Strategic Improvement Efforts at BCAE

The DOE acknowledges that BCAE 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.

⁴ For more information on Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

⁵ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

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

⁷ 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>.

Instructional Support:

- Providing coaching and professional development for teachers on strategies 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 on 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.
- Assisting the school in the development of a school safety plan and discipline code, and coaching school staff in best practices for reducing the number of safety incidents and suspensions.
- 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.

BCAE 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 BCAE 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 November 29, 2012 to discuss what is and is not working at BCAE and how joint efforts could serve students better.

Approximately 26 teachers attended the teacher meeting. They had some positive feedback about increased support and staff collaboration, but they also expressed a number of concerns, including:

- The need for the implementation of certain programs and systems to support students such as an effective attendance program, online curriculum support, and a character education curriculum that teaches students positive character qualities.
- More community involvement and the establishment of community based partnerships are needed to enhance the school programs.
- The lack of effective college guidance support.

Approximately 35 people attended the parent meeting. They also had some positive feedback about the school. Some stated that they are pleased with the vision of the new administration. However, parents also expressed several concerns:

- The implementation of leadership and character development programs are needed in order to improve student commitment to the school.
- The school's technology theme needs to be further emphasized. More technology should be employed in the classrooms.
- More academic rigor and higher quality homework is needed, as well as more feedback to parents regarding student performance in the classroom.

Approximately 16 people attended the School Leadership Team meeting. Some of their concerns included:

- The fact that there have been three principals in three years, and that some people raised concerns that these changes in leadership were detrimental to consistency, mission and vision. The fact that a Saturday Regents Preparatory program is not available for students.
- The need for additional financial resources and student incentives such as academic clubs in order to enhance the school's culture.

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 BCAE 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 as we continue to support current BCAE students working toward graduation and as we develop plans to replace BCAE 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.⁸ (The concept of "target capacity" is described below.) In 2012-2013, the building is serving 1,709 total students,⁹ yielding a target utilization rate of 85%.¹⁰

If this proposal is approved, BCAE 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. As set forth in a separate proposal, LGCS would also 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, should that proposal be approved. As part of the replacement strategy for LGCS, the DOE is also proposing to co-locate a new high school, 29Q243, in building Q490, beginning in the 2013-2014 school year. If the co-location and phase out proposals are approved, new school 29Q243 would phase-in one grade at a time and complete phase-in during the 2016-2017 school year. The proposal to phase out LGCS is detailed in a separate EIS, posted on

⁸ 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").

⁹ 2012-2013 Unaudited Register (as of October 26, 2012).

¹⁰ 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.

January 14, 2013. The proposal to co-locate 29Q243 is detailed in a separate EIS, also posted on January 14, 2013. The proposals can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Over a period of five years, the proposed grade spans for each of the existing and proposed schools in the building are as follows:¹¹

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 BCAE and LGCS 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 BCAE and LGCS.

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

¹¹ As BCAE and LGCS 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 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 BCAE and would have access to appropriate courses to support their continued progress toward graduation.

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
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 BCAE and LGCS 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 BCAE Students

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

All students currently attending Title 1 schools that are designated as “Priority” or “Focus” schools under SED’s state accountability system are eligible to apply for a transfer to another school through the DOE’s Public School Choice (“PSC”) Process. More information about this process can be found at the DOE’s website at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

This year, pending approval from SED, the DOE will prioritize students in eligible current and proposed phase-outs, including BCAE, to get first priority within the PSC process. This would mean that students at BCAE would be considered for a public school transfer first before other eligible applicants in non-phase out schools. By doing this, the DOE is seeking to maximize the availability of a transfer for students from phase-outs who are interested in completing their educational program elsewhere.¹²

Current Ninth Graders at BCAE

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 8 of the Specialized High Schools requiring the SHSAT, as well as up to 6 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 BCAE 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 ninth-grade students at BCAE, and students at other schools who have applied to BCAE, 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 BCAE, 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

¹² Based on data from the past two years, less than 1% of eligible students Citywide historically transfer out of their school through the PSC process. This revised PSC prioritization structure could increase the percentage of students transferring out of eligible phase-out schools. However, the DOE cannot predict with certainty whether or to what extent the impact of this policy change will impact projected enrollment at BCAE. As a result, the enrollment projections in this EIS assume historical transfer rates.

counselor to review progress toward graduation and consider applying to a Transfer High School.¹³

Current Tenth, Eleventh, and Twelfth Graders at BCAE

Current tenth-, eleventh-, and twelfth-grade students who are on track to graduate would complete high school at BCAE, 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; under-credited students get back on track towards graduation.¹⁴ In general, however, it is expected that most current BCAE 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 BCAE

With respect to academics, BCAE 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 BCAE 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.

BCAE 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 in Q490 will continue to receive their mandated special education services if this proposal is approved.

BCAE 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 in Q490 will continue to receive appropriate ELL services if this proposal is approved.

The DOE remains focused on helping BCAE students succeed. If this proposal is approved, BCAE 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:

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.

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.

- 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.

BCAE 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, BCAE currently offers the following sports:¹⁵

- 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, Tennis, Volleyball
- PSAL Sports – Co-ed: N/A
- School Sports – Intramural Swimming, Basketball

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

Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> ■ Computer ■ School Newspaper ■ Internships ■ Tutoring ■ Youth Service ■ Drivers Education ■ Arista ■ NYU Business Simulation ■ Student Government ■ Future Business Leaders of America ■ School Leadership Team ■ Literary Magazine 	<ul style="list-style-type: none"> ■ Recycling ■ Yearbook and Publication

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 Q490 building is already home to several school organizations other than BCAE. 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 LCGS are approved, we anticipate that this same opportunity would exist for students across the Q490 building, including students attending BCAE and LGCS 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 BCAE 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 at Q490.

Impact on CTE Programs

BCAE currently offers CTE programs in the following career cluster: Information Technology. Implemented at the high school level, a CTE program of study offers students a cohesive, articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce.¹⁷ CTE programs of study are grouped into 16 career clusters identified at the federal level, each including multiple career pathways that students can pursue. Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma, which includes an industry-recognized certification upon graduation.

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

State approval of CTE programs requires the following four stages:

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

BCAE currently offers one CTE program to students in grades nine through twelve. BCAE’s program is in development and is not yet approved by the State:

Career Cluster	CTE Pathway	State Approval Status	Program Status
Information Technology	Entrepreneurship/Virtual Enterprise	Non-Approved	Existing Program

¹⁷ “Career Pathways” is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation’s current and emerging workforce.

As described in the EIS proposing to co-locate a new school, 29Q243, in building Q490 beginning in the 2013-2014 school year as part of the replacement strategy for LGCS, 29Q243 will offer new CTE programming with a Career Pathway in Health Sciences, and the Office of Postsecondary Readiness (“OPSR”) will support the leadership of 29Q243 to gain state approval for this program. Under the National Academy Foundation, which has a four year career-based curriculum, 29Q243 may also explore creating a new career cluster theme of medical services. A medical services themed CTE program may help 29Q243 to diversify the campus Magnet Campus. However, students will only graduate from 29Q243 with a CTE endorsement if the programs are approved by the time they graduate.

Some BCAE students are currently enrolled in the Entrepreneurship and Virtual Enterprise program, which is not state-approved. If this proposal is approved, students enrolled in this program that is phasing out will be supported as they progress toward graduation at BCAE, but they will not graduate with a CTE endorsement.

As discussed above, in general, students who are enrolled in CTE programs that are "in development" (meaning they are not yet approved by the State) at BCAE, or at other schools Citywide, do not graduate with CTE-endorsed diplomas.

The list of schools in the City that also provide CTE programs in BCAE’s pathways can be found in Appendix A. A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE’s web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

Impact on Community Partnerships at BCAE

The DOE has worked with the administration at BCAE to establish partnerships with several community-based organizations (“CBOs”). BCAE currently has partnerships with: Steering Committee, Cambria Heights Civic Association, Jamaica Hospital Medical Center, Queensborough Community College, State Farm Insurance Chase Bank.¹⁸ Those partnerships would continue to support current students as BCAE 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 BCAE 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 BCAE 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 BCAE 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 closure of BCAE will not impact the enrollment or admissions at other schools located in the Q490 building.

The impact of the proposed closure of LGCS, 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 on January 14, 2013. Please visit the DOE website to access those EISs: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

¹⁸ <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=4562>

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

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

<http://schools.nyc.gov/ChoicesEnrollment/High/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 IEP's 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. BCAE 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 school's 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 BCAE 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 BCAE 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 BCAE on the application. However, if the student would have been matched to BCAE, 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. Schools 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, BCAE has a total of 83 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;¹⁹
- 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.²⁰ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year 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

¹⁹ 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>.

²⁰ 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”).

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 BCAE through each admissions method in the 2012-2013 school year.

Over-The-Counter	High School Admissions Process
47	36

Additionally, BCAE admitted a total of 17 students OTC in grades ten, eleven and twelve. The exact number of students in each grade—tenth, eleventh, and twelfth—is being withheld consistent with federal student privacy laws.²¹

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 36 ninth grade students who were admitted through the High School Admissions process, a small number are students with disabilities and a small number are ELLs. Of the 47 students who arrived over-the-counter, a small number are students with disabilities and a small number are ELLs.²² The exact numbers are being withheld consistent with federal student privacy laws.

The proposal to phase out BCAE is not expected to impact the placement of OTC students at schools in the Q490 building. BCAE 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.²³

Schools with Programs Similar to BCAE’s Program Offerings²⁴

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 BCAE. 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 same interest area as those currently offered at BCAS. In addition, the percent of students with disabilities and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

B. Schools

There will be sufficient space to accommodate BCAE, LGCS, Humanities & Arts, and MAST pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while BCAE and LGCS phase

²¹ In addition to admitting OTC students in tenth-grade, BCAE also admitted a small number of tenth grade students through the High School Admissions process.

²² Students with disabilities as percentage of total ninth-grade OTC students at BCAE 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 BCAE from the October 26, 2012 Unaudited Register.

²³ The proposal to co-locate 29Q243 in Q490 can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

²⁴ Similar programs are defined as those in the same “interest area” to which students can apply through the High School Admissions Process.

out and the new school 29Q243 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 EIS concerning the proposal to co-locate new school 29Q243 in Q490, which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. If this proposal and the proposal to phase out LGCS and the proposal to co-locate 29Q243 are approved, it is likely that after BCAE and LGCS complete their phase-outs and 29Q243 completes its phase-in, there may be 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 BCAE for the past three years indicates there is a need to create better options for future students in the BCAE community. Under this proposal, the Q490 building will remain open, continuing to serve students enrolled in BCAE (until it completes phase-out), LGCS (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 BCAE 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, and grade expansions of existing schools.

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	N/A	-81	Educational Option, Screened, Audition, Zoned	
25Q460	Flushing High School	Q460	N/A	-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
TBD	New School at QTBD	QTBD	TBD	+108	Limited Unscreened	Yes
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				+26		
Planned/Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation						
29Q327	Eagle Academy For Young Men III	Q633	N/A	+81	Limited Unscreened	
Total Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation				+81		
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 (25Q460, “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 107 new ninth grade seats in Queens.

For the 2012-2013 school year, 18,260 ninth-grade seats were available in Queens.²⁵ 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.²⁶

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

Impact on CTE Borough-Wide Seat Capacity

This proposal has a direct impact on CTE seats in Queens, as does the proposed reduction in enrollment at Flushing.

There are two new schools proposed for opening in 2013-2014 in Queens which would be CTE schools. The New CTE High School at Q490 (29Q243) would offer programming in the following career cluster: Health Sciences. The New High School at QTBD would offer CTE programming. These pathways were selected in response to overall demand from students applying to CTE programs, demand from industry partners interested in hiring graduates with CTE endorsed diplomas, as well as labor trends and analysis of workforce needs.

The proposed new schools would add 216 ninth-grade seats in new high schools that are CTE schools. The phase out of BCAE and the enrollment reduction at Flushing would result in the loss of 299 ninth-grade seats in schools that offer CTE programs.²⁷ Therefore, there would be a net loss of 83 new ninth grade seats in Queens schools where CTE programming is offered. However, it should be noted that only a percentage of seats at BCAE and Flushing are CTE seats, and that the CTE seats at Flushing may not be lost through the enrollment reduction, so the loss of ninth grade CTE seats ranges from less than 83 to a maximum of 299 seats. Moreover, all of the seats at the new CTE schools are CTE seats, so the new schools are projected to add 216 CTE seats. Thus, the projected impact on CTE seats from the proposed changes to high schools in Queens ranges from a net loss of 83 seats to a gain of at least 133 seats. The DOE anticipates that the proposed changes to high schools in Queens would most likely result in a net gain of CTE seats.

²⁵ 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.

²⁶ 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.

²⁷ However, it should be noted that not all students in the schools such as Flushing and BCAE offering CTE programming are expected to be enrolled in such programs.

The DOE strongly believes in the importance of CTE education. The DOE will evaluate the potential to add new schools that provide high quality CTE education in available space across Queens.

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 BCAE, LGCS, Humanities & Arts, and MAST.

BCAE

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Educational Option
Admissions after Phase-out Proposal in 2012-2013	N/A

Enrollment Data²⁸

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	337
2013-2014 (projections)	215-225
2014-2015 (projections)	105-115
2015-2016 (projections)	50-60
2016-2017 (projections)	-

Demographic Data²⁹

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%

²⁸All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²⁹All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

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 ³⁰	UPF ³¹	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 Status³²		Focus School ³³	

MAST

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Educational Option
Admissions after Phase-out Proposal in 2012-2013	Grades 9-12: High School Admissions Process; Admissions Methods: Educational Option

³⁰ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

³¹ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

³² 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>.

³³ In New York City, Focus Schools are the schools within each borough that met one or more of the following criteria in 2010-2011: 1) bottom 5% on the NYSED Performance Index and/or graduation rate for the performance of at least one accountability group and not making progress; or 2) had the highest number of non-proficient results in ELA or math or non-graduate results or the highest percentages of such results within a district; or 3) were low-performing in the district or borough according to the NYSED Performance Index and/or graduation rate and the 2010-11 NYC Progress Report.

Enrollment Data³⁴

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	456
2013-2014 (projections)	435-475
2014-2015 (projections)	435-475
2015-2016 (projections)	435-475
2016-2017 (projections)	435-475

Demographic Data³⁵

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%

³⁴ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

³⁵ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Performance Data

Q492 Mathematics, Science Research and Technology Magnet	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score ³⁶	UPF ³⁷	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 ³⁸			

Humanities & Arts

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Methods: Educational Option
Admissions after Phase-out Proposal in 2012-2013	Grades 9-12: High School Admissions Process; Admissions Methods: Educational Option

³⁶ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

³⁷ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

³⁸ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data³⁹

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	513
2013-2014 (projections)	490-530
2014-2015 (projections)	490-530
2015-2016 (projections)	490-530
2016-2017 (projections)	490-530

Demographic Data⁴⁰

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%

³⁹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

⁴⁰ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

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 ⁴¹	P	N/A ⁴²	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 ⁴³			

LGCS⁴⁴

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Educational Option
Admissions after Phase-out Proposal in 2012-2013	N/A

⁴¹ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁴² Not all schools get Quality Reviews annually.

⁴³ 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>.

⁴⁴ The DOE is proposing to phase-out LGCS in a separate proposal located here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Enrollment Data⁴⁵

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	403
2013-2014 (projections)	255-265
2014-2015 (projections)	125-135
2015-2016 (projections)	60-70
2016-2017 (projections)	-

Demographic Data⁴⁶

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%

⁴⁵ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

⁴⁶ 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 ⁴⁷	N/A ⁴⁸	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 ¹	73%	73%	76%
% Graduating with a Regents Diploma	52%	45%	49%
Attendance Rate	86%	85%	87%
2012-2013 State Accountability Status			
In Good Standing ⁴⁹			

V. Initial Costs and Savings

If this proposal is approved, once the phase-out of BCAE is fully implemented, the DOE will cease to allocate funds to BCAE, 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 BCAE will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act ("VTEA"). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2014, only SED approved programs will be eligible for this funding. As VTEA funds are funded on a per pupil

⁴⁷ For more information about Quality Reviews, please visit the DOE web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁴⁸ Not all schools get Quality Reviews annually.

⁴⁹ 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>.

basis, as BCAE phases out, the school would lose some of its additional funding to support the CTE program development as the enrollment declines.

Please refer to the FSF Guide and FY13 School Allocation Memoranda 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 BCAE. The FSF Guide is available at:

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

The FY13 School Allocation Memoranda is available at:

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

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 BCAE will be excessed over the course of the phase-out.⁵⁰ 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 BCAE 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. 29Q243 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 the impacted school or schools, if sufficient number of staff applies, until the impacted school or schools complete 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.

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

⁵⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to BCAE 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 LGCS, 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, Humanities & Arts, and MAST 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.

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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: Business

DBN	Boro	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	School Program Name	Admissions Method
24Q264	Queens	Academy of Finance and Enterprise	30-20 Thomson Avenue	437	376	116%	A	8%	6%	Academy of Finance and Enterprise	Limited Unscreened
24Q455	Queens	Newtown High School	48-01 90 Street	2254	2396	94%	B	11%	29%	Business Institute	Ed. Opt.
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1476	1231	120%	B	10%	5%	Careers in Business	Screened
25Q460	Queens	Flushing High School	35-01 Union Street	3032	2031	149%	D	10%	18%	Academy of Business Entrepreneurship	Ed. Opt.
26Q435	Queens	Martin Van Buren High School	230-17 Hillside Avenue	2277	2318	98%	C	8%	10%	School of Business and Computer Studies	Limited Unscreened
27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	3301	2773	119%	C	10%	16%	Business Institute	Ed. Opt.
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3154	2676	118%	B	7%	14%	Biz/Tech	Ed. Opt.

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, 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.
% 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.

**APPENDIX B: New York City High Schools
CTE PROGRAMS: Information Technology**

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
01M515	Manhattan	Lower East Side Preparatory High School	145 Stanton Street	529	549	96%	A	0%	64%	Web Design	Transfer School	Non-Approved
02M316	Manhattan	Urban Assembly School of Business for Young Women, the	26 Broadway	426	498	86%	B	14%	4%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
02M393	Manhattan	BUSINESS OF SPORTS SCHOOL	439 West 49Th Street	389	321	121%	-	14%	7%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
02M422	Manhattan	Quest to Learn	351 West 18 Street	341	204	167%		9%	1%	Games systems design, bioinformatic systems, visual systems	Limited Unscreened	Non-Approved
02M460	Manhattan	Washington Irving High School	40 Irving Place	641	1537	42%	-	16%	20%	Academy of Information Technology/AO IT/web design	Phase Out	Phase Out
02M489	Manhattan	High School of Economics and Finance	100 Trinity Place	761	733	104%	B	9%	9%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 West 49Th Street	248	163	152%	-	8%	5%	A+ Computer Repair	Limited Unscreened	Non-Approved
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 West 49Th Street	248	163	152%	-	8%	5%	Health Information Technology	Limited Unscreened	Non-Approved
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 West 46 Street	724	545	133%	B	10%	9%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
02M542	Manhattan	Manhattan Bridges High School	525 West 50Th Street	564	659	86%	A	1%	64%	Academy of Information Technology/AO IT	Screened: Language & Academics	Non-Approved
02M546	Manhattan	Academy for Software Engineering	40 Irving Place	128	N/A ⁵¹	N/A		12%	5%	Software Engineering	Limited Unscreened	Non-Approved
02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue Of The Americas	431	779	55%	B	11%	4%	Business/Information Technology	Screened	Expired
02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue Of The Americas	431	779	55%	B	11%	4%	A+ Computer Repair	Screened	Approved
02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue Of The Americas	431	779	55%	B	11%	4%	Cisco	Screened	Approved
02M620	Manhattan	Norman Thomas High School	111 East 33 Street	730	1156	63%	-	16%	21%	Web Design	Phase Out ⁵²	Phase Out
02M620	Manhattan	Norman Thomas High School	111 East 33 Street	730	1156	63%	-	16%	21%	Entrepreneurship/Virtual Enterprise	Phase Out	Phase Out
03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 Amsterdam Avenue	440	416	106%	B	15%	11%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
03M494	Manhattan	High School of Arts and Technology	122 Amsterdam Avenue	612	683	90%	C	11%	11%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved

⁵¹ The org capacity and org utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.

⁵² The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1354	1437	94%	D	6%	3%	Entrepreneurship and Virtual Enterprises	Ed. Opt.	Non-Approved
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	428	1368	31%	-	21%	16%	A+ Computer Repair	Phase Out	Phase Out
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	428	1368	31%	-	21%	16%	CISCO Networking Academy	Phase Out	Phase Out
08X405	Bronx	Herbert H. Lehman High School ⁵³	3000 East Tremont Avenue	3042	2990	102%	D	19%	9%	Web Design	Ed. Opt.	Non-Approved
08X405	Bronx	Herbert H. Lehman High School.	3000 East Tremont Avenue	3042	2990	102%	D	19%	9%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
08X405*	Bronx	Herbert H. Lehman High School.	3000 East Tremont Avenue	3042	2990	102%	D	19%	9%	Information Technology	Ed. Opt.	Non-Approved
08X650	Bronx	Jane Addams High School for Academic Careers	900 Tinton Avenue	488	1241	39%	-	15%	9%	Entrepreneurship/Virtual Enterprise	Phase Out	Phase Out
09X365	Bronx	Academy for Language and Technology	1700 Macombs Road	320	431	74%	A	0%	79%	Academy of Information Technology/IT	Screened: Language	Non-Approved

⁵³ In a separate Educational Impact Statement (“EIS”) posted on January 17, 2013, the DOE is proposing to phase out 08X405 Herbert H. Lehman High School 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 can be found here:

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

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
09X365	Bronx	Academy for Language and Technology	1700 Macombs Road	320	431	74%	A	0%	79%	Media Communication	Screened: Language	Approved
09X412	Bronx	Bronx High School of Business	240 East 172 Street	380	507	75%	C	21%	25%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
10X213	Bronx	Bronx Engineering and Technology Academy	99 Terrace View Avenue	419	525	80%	B	19%	15%	Information Technology	Limited Unscreened	Non-Approved
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 Tibbett Avenue	1,091	973	112%	C	9%	13%	Cisco	Screened	Non-Approved
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 Tibbett Avenue	1,091	973	112%	C	9%	13%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
10X433	Bronx	High School for Teaching and the Professions	2780 Reservoir Avenue	501	543	92%	B	12%	16%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
10X440	Bronx	DeWitt Clinton High School	100 West Mosholu Parkway South	3,756	3,428	110%	F	13%	19%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
10X524	Bronx	Crotona International High School	2474 Crotona Avenue	148	133	111%	-	0%	68%	Computer Software and Media Applications, Other	Screened: Language	Non-Approved
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	749	1,262	59%	-	18%	22%	Entrepreneurship/Virtual Enterprise	Phase Out	Phase Out

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	749	1,262	59%	-	18%	22%	Academy of Information Technology/AO IT	Phase Out	Phase Out
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	749	1,262	59%	-	18%	22%	Computer Installation and Repair Technology	Phase Out	Non-Approved
11X270	Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	921 East 228Th Street	538	613	88%	B	17%	6%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
11X275	Bronx	High School of Computers and Technology	800 East Gun Hill Road	563	426	132%	A	15%	11%	computer technology/computer systems technology	Limited Unscreened	Approved
11X415	Bronx	Christopher Columbus High School	925 Astor Avenue	471	945	50%	-	21%	17%	A+ Computer Repair/CISCO	Phase Out	Non-Approved
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 Johnson Street	824	1,299	63%	C	13%	2%	CISCO Networking Academy	Screened	Non-Approved
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 Johnson Street	824	1,299	63%	C	13%	2%	Web Design	Screened	Non-Approved

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 Johnson Street	824	1,299	63%	C	13%	2%	A+ Computer Repair	Screened	Expired
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 Grand Street	1,008	896	113%	B	9%	11%	Cisco	Ed. Opt.	Approved
14K610	Brooklyn	Automotive High School	50 Bedford Avenue	633	918	69%	C	20%	6%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
15K429	Brooklyn	Brooklyn School for Global Studies	284 Baltic Street	316	835	38%	B	27%	6%	CISCO	Screened	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	1,248	3,389	37%	F	14%	3%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	1,248	3,389	37%	F	14%	3%	Information Technology Academy	Screened	Non-Approved
17K122	Brooklyn	Pathways in Technology Early College High School (P-Tech)	150 Albany Avenue	226	185	122%	-	16%	1%	Computer science	Limited Unscreened	Non-Approved
17K544	Brooklyn	International Arts Business School	600 Kingston Avenue	207	501	41%	-	14%	8%	Entrepreneurship/Virtual Enterprise	Phase Out	Non-Approved
17K600	Brooklyn	Clara Barton High School	901 Classon Avenue	1,618	1,614	100%	C	11%	10%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
17K625	Brooklyn	Paul Robeson High School	150 Albany Avenue	171	529	32%	-	23%	5%	Academy of Information Technology/AO IT	Phase Out	Phase Out
17K625	Brooklyn	Paul Robeson High School	150 Albany Avenue	171	529	32%	-	23%	5%	New Media	Phase Out	Phase Out
17K625	Brooklyn	Paul Robeson High School	150 Albany Avenue	171	529	32%	-	23%	5%	Entrepreneurship/Virtual Enterprise	Phase Out	Phase Out
18K563	Brooklyn	It Takes a Village Academy	5800 Tilden Avenue	420	721	58%	A	12%	19%	CISCO Networking Academy	Limited Unscreened	Non-Approved
18K566	Brooklyn	Brooklyn Generation School	6565 Flatlands Avenue	307	456	67%	C	22%	6%	CISCO	Limited Unscreened	Non-Approved
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 Tilden Avenue	305	711	43%	B	20%	4%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
19K618	Brooklyn	Academy of Innovative Technology	999 Jamaica Avenue	418	552	76%	B	14%	10%	Information Technology	Limited Unscreened	Non-Approved
19K618	Brooklyn	Academy of Innovative Technology	999 Jamaica Avenue	418	552	76%	B	14%	10%	Academy of Information Technology/Computer Repair	Limited Unscreened	Approved
19K618	Brooklyn	Academy of Innovative Technology	999 Jamaica Avenue	418	552	76%	B	14%	10%	Academy of Information Technology/Web Design	Limited Unscreened	Approval Pending
20K445	Brooklyn	New Utrecht High School	1601 80 Street	3,299	2,225	148%	B	12%	23%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
20K490	Brooklyn	Fort Hamilton High School	8301 Shore Road	4,474	2,752	163%	B	11%	21%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
21K348	Brooklyn	High School of Sports Management	2630 Benson Avenue	349	532	66%	C	17%	4%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
21K410	Brooklyn	Abraham Lincoln High School	2800 Ocean Parkway	2,459	2,015	122%	C	13%	13%	Business Information Technology/Entrepreneurship	Ed. Opt.	Non-Approved
21K525	Brooklyn	Edward R. Murrow High School	1600 Avenue L	4,081	3,313	123%	B	12%	9%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
21K540	Brooklyn	John Dewey High School	50 Avenue X	1,914	2,434	79%	B	8%	21%	Computer Science Institute	Ed. Opt.	Non-Approved
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 Brighton 4Th Road	796	1,450	55%	B	20%	4%	A+ Computer Repair	Ed. Opt.	Non-Approved
22K425	Brooklyn	James Madison High School	3787 Bedford Avenue	3,223	2,288	141%	B	10%	11%	Information Technology	Screened	Non-Approved
24Q264	Queens	Academy of Finance and Enterprise	30-20 Thomson Avenue	437	376	116%	A	8%	6%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
24Q455	Queens	Newtown High School	48-01 90 Street	2,254	2,396	94%	B	11%	29%	New Media	Ed. Opt.	Expired
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1,962	2,208	89%	B	9%	20%	Academy of Information Technology/AO IT	Ed. Opt.	Non-Approved

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
24Q550	Queens	High School for Arts and Business	105-25 Horace Harding Expwy N	862	569	151%	A	9%	13%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Expired
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1,476	1,231	120%	B	10%	5%	A+ Computer Repair	Screened	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1,476	1,231	120%	B	10%	5%	New Media	Screened	Approved
25Q460	Queens	Flushing High School	35-01 Union Street	3,032	2,031	149%	D	10%	18%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4,149	2,360	176%	A	10%	13%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3,308	2,235	148%	A	7%	5%	Computer Programming	Audition	Non-Approved
27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	3,301	2,773	119%	C	10%	16%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
28Q440	Queens	Forest Hills High School	67-01 110 Street	3,854	2,064	187%	A	9%	8%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3,154	2,676	118%	B	7%	14%	Cisco Academy	Ed. Opt.	Non-Approved

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2,233	1,768	126%	A	9%	1%	A+ Computer Repair	Screened	Expired
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2,233	1,768	126%	A	9%	1%	Cisco	Screened	Expired
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2,233	1,768	126%	A	9%	1%	Web Design	Screened	Approved
30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2,798	2,742	102%	C	10%	16%	Entrepreneurship/Virtual Enterprise	Screened	Approved
30Q502	Queens	Information Technology High School	21-16 44Th Road	933	748	125%	C	12%	10%	Apple Academy	Ed. Opt.	Non-Approved
30Q502	Queens	Information Technology High School	21-16 44Th Road	933	748	125%	C	12%	10%	Cisco Academy	Ed. Opt.	Non-Approved
30Q502	Queens	Information Technology High School	21-16 44Th Road	933	748	125%	C	12%	10%	Web Design Academy	Ed. Opt.	Non-Approved
30Q555	Queens	Newcomers High School	28-01 41 Avenue	945	895	106%	A	0%	76%	Entrepreneurship/Virtual Enterprise	Screened: Language	Non-Approved
31R440	Staten Island	New Dorp High School	465 New Dorp Lane	2,692	3,345	80%	B	8%	5%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Approved

DBN	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status
31R445	Staten Island	Port Richmond High School	85 St Josephs Avenue	1,976	2,145	92%	B	12%	5%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2,498	1,697	147%	B	11%	6%	New Media	Unscreened	Approved
31R455	Staten Island	Tottenville High School	100 Luten Avenue	3,876	3,531	110%	B	11%	1%	Cisco Networking Academy	Ed. Opt.	Non-Approved
31R460	Staten Island	Susan E. Wagner High School	1200 Manor Road	3,419	2,685	127%	A	14%	3%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 St Marks Place	654	1,046	63%	B	16%	4%	CISCO Networking Academy	Screened	Expired
79M645	Manhattan	School for Cooperative Technical Education	321 East 96 Street	575	502	115%		12%	12%	A+ Computer Repair	Unscreened	Non-Approved
79M645	Manhattan	School for Cooperative Technical Education	321 East 96 Street	575	502	115%		12%	12%	Cisco Networking Academy	Phase Out	Non-Approved

Note about CTE Programs and Pathways: A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Career Pathways is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.