



Department of
Education

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Educational Impact Statement
The Proposed Opening and Co-location of New High School 24Q236 with
Newtown High School (24Q455) in Building Q455
Beginning in 2013-2014
Release Date: January 17, 2013

EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New High School 24Q236 with Newtown High School (24Q455) in Building Q455 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate 24Q236, a new International High School, at the Newtown High School Campus in school building Q455 (“Q455”) located at 48-01 90th Street, Queens, NY 11373, within the geographical confines of Community School District 24 (“District 24”). International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model, which will offer rigorous academic programming to prepare English Language Learner (“ELL”) students for post-secondary college and careers. If this proposal is approved, 24Q236 will be co-located in building Q455 with Newtown High School (24Q455, “Newtown”), an existing high school that serves grades nine through twelve. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In consultation with the school’s leader, cluster, network support, and community, the DOE is planning to reduce the enrollment at Newtown over a period of four years beginning in September 2013. Details of the year by year reduction are included in “Section III.B. Impact on Schools.” By 2016-2017, enrollment at Newtown will decrease by approximately 304-344 students so that it will serve 1,910–1,950 students at scale in ninth through twelfth grades. This reduction of Newtown’s enrollment will create additional space for 24Q236 to open in Q455. The DOE does not anticipate reducing Newtown’s enrollment if this proposal to co-locate 24Q236 is not approved.

The proposed co-location of 24Q236 in building Q455 is part of the DOE’s central goals to create new school options that will better serve future students and the community at large and to provide another option in the Q455 building. 24Q236 will be a screened International High School that will serve approximately 300-340 students at scale in ninth through twelfth grades and give priority to Queens’ residents who have lived in the United States for four years or fewer at the time of admission to high school and whose home language is not English. (Detailed information about the High School Admissions Process, over-the-counter admissions, and the proposed school’s admissions criteria can be found in Section III.A of this proposal.)

According to the 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”), building Q455 has a target capacity of 2,396 students.¹ In 2012-2013, the building serves approximately 2,254 students,² yielding a building utilization rate of 94%.³

If this co-location proposal is approved, 24Q236 will gradually phase into Q455 while Newtown

¹ 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”).

² 2012-2013 Unaudited Register (as of October 26, 2012).

³ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

simultaneously scales back its enrollment. The new school will serve students in ninth grade in the 2013-2014 school year and will add one grade level every year until the school reaches its full grade span of ninth through twelfth grades in the 2016-2017 school year, serving approximately 300-340 students. In 2016-2017, once Newtown has completed its enrollment reduction and 24Q236 has reached full scale, it is projected that there will be approximately 2,210–2,290 students served in Q455, yielding an estimated building utilization rate of approximately 92%-96%.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The co-location of 24Q236 in building Q455 is intended to provide an additional option for students and families in District 24 and in Queens.

As mentioned above, the DOE is working closely with the Newtown administration to gradually decrease the school's enrollment by approximately 304-344 students over a period of four years. This will allow the school to concentrate on a smaller cohort of students as well as enable the co-location of a new high school which would focus on the needs of ELL students, which make up a large percentage of Newtown's current student body.

During the 2010-2011 school year, Newtown was designated as a Persistently Low Achieving ("PLA") school by the New York State Education Department ("SED"). In 2011, the DOE assigned several PLA schools to one of four federally approved intervention models. Newtown became a Restart school. This model's interventions aimed to change the school by partnering the school with an outside organization which supports and helps manage the school.

During the 2011-2012 school year, as a result of the school's earlier performance struggles, the DOE initiated a comprehensive review of Newtown, with the goal of determining what intensive supports and interventions would best benefit its students and the school 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. Newtown struggled to meet performance targets for several years. The school received a C grade on its overall Progress Report grades in 2009-2010 and 2010-2011 with a D grade in performance for both school years.

Based on evidence that the school was not equipped to significantly improve student performance, the DOE proposed to close Newtown at the end of the 2011-2012 school year and replace it with a new school which would have opened this past September. A lawsuit prevented the DOE from following through with those plans. In August 2012, Newtown was identified by the SED as a priority school, defined by NYSED as one of the bottom 5% of schools in the state.⁴ At that time, 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.

At this time, the DOE believes that reducing the enrollment of Newtown beginning in September 2013 and providing a new option for high school students in the Q455 building will benefit current and future students at both Newtown and in Queens. The enrollment reduction is intended to provide an opportunity for students currently attending Newtown to improve by narrowing the focus to a smaller number of students, while offering a high-quality option to serve the ELL population.

The DOE believes that the District 24 community and Queens as a whole will benefit from having an additional option in the Q455 building. The DOE will continue incorporating community feedback while

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

this proposal is under consideration by the Panel for Educational Policy (“PEP”) and as plans are developed to co-locate the new school that meets student and community needs.

II. Proposed or Potential Use of Building

Q455 has a target capacity of 2,396 students.⁵ (The concept of “target capacity” is explained below.) In 2012-2013, the building is serving 2,254 total students,⁶ yielding a target utilization rate of 94%.⁷ Newtown is currently serving students in ninth through twelfth grades. If this proposal is approved, 24Q236 will open in September 2013 serving approximately 75-85 students⁸ in ninth grade. At scale, 24Q236 will serve approximately 300-340 students in grades nine through twelve.

If this proposal is approved, the grade spans for all existing and proposed school organizations in Q455 over a five-year period will be:

Grade Spans						
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
24Q455	Newtown High School	9-12	9-12	9-12	9-12	9-12
24Q236	International School	-	9	9-10	9-11	9-12

⁵ 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”).

⁶ According to the 2012-2013 Unaudited Register (as of October 26, 2012).

⁷ 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.

⁸ Enrollment projections are based on a standard phase-in plan of three sections per entry grade in the first year. Actual enrollment in 2013-2014, however, would depend on applicant demand.

The total current and projected student enrollment for all existing and proposed school organizations in Q455 over a five-year period, as well as the projected utilization rates for Q455, are described in the table below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
24Q455	Newtown High School	2,254	2,150 - 2,190	2,070 - 2,110	1,990 - 2,030	1,910 - 1,950
24Q236	New ELL School	-	75 - 85	150 - 170	225 - 255	300 - 340
Total Building Enrollment		2,254	2,225 - 2,275	2,220 - 2,280	2,215 - 2,285	2,210 - 2,290
Utilization		94%	93% - 95%	93% - 95%	92% - 95%	92% - 96%

In 2016-2017, after Newtown completes its enrollment reduction and 24Q236 completes its phase-in and reaches full scale, the DOE projects the building will serve approximately 2,210–2,290 students, yielding a projected target utilization rate of approximately 92%-96%. This projected utilization rate is based on both projections for a new high school that would serve 81 students per grade and the plan to gradually decrease the enrollment at Newtown by 304-344 students over the course of four years.

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

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

Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number of rooms in a building to provide a more complete picture of the availability of space in a building.

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

A. Students

If this proposal is approved, beginning in September 2013, 24Q236 will be located in the Q455 building and will be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process. As a screened international high school, admission to 24Q236 will be open only to New York City residents with priority to Queens' residents who have lived in the United States four years or fewer at the time of admission to high school and whose home language is not English. Additional information about the High School Admissions Process is detailed below.

Newtown currently offers a zoned program and one educational option program: Business Institute Program. Newtown also offers a screened program: Pre-Engineering and Computer Technology Program and an audition program: Major Art. If this proposal is approved, the enrollment reduction would entail reducing the number of available ninth-grade seats at one or more of these existing programs. Additionally, the enrollment reduction may result in the discontinuance of one or more programs and admissions methods that are currently available. Additional information on the impact of the enrollment reduction on admissions and ninth-grade seat availability is detailed below.

Impact on Students Currently Attending Newtown

If this co-location proposal is approved and Newtown's enrollment is reduced, there may be an impact on some of the educational options for students currently attending Newtown.

With respect to academics, all current students can remain at Newtown, as the school 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 enrollment reduction, the school may need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented, as decisions will rest with school administrators and will be based on student demand as well as staff and budget conditions at the school. However, the school will still have 1,910–1,950 students by the end of the enrollment reduction, and this is a sufficient size to continue offering a wide array of academic offerings.

Newtown also previously offered two Career and Technical Education (“CTE”)⁹ programs.¹⁰

Newtown 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 Educational Programs (“IEPs”). Services are tailored to meet the individual needs of the students with

⁹ 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.

¹⁰ The school has plans to apply to re-instate the CTE programs in Architecture and New Media.

disabilities currently enrolled and, as such, may vary from year to year. In addition, Newtown serves students classified as ELL's. Newtown offers English as a Second Language ("ESL") services and Transitional Bilingual Programs. All students enrolled at Newtown will continue to receive their mandated special education and/or ELL services if this proposal is approved.

The list of schools in the City that provide Transitional Bilingual Programs in Chinese and Spanish 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>.

In addition, Newtown is organized into three small learning communities ("SLCs").¹¹ The SLCs are Pre-Engineering & Computer Technology, Major Art, and Business Institute. This proposal is not expected to affect the configuration of Newtown's SLCs, and Newtown will still be able to maintain the SLC structure during its enrollment reduction.

Impact on Extracurricular Programming and Partnerships

The DOE does not anticipate that this proposal will affect the extra-curricular programs or partnerships currently offered at Newtown. Newtown 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 a result of the enrollment reduction.

Newtown will continue to offer programming based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

According to the High School Directory, Newtown currently offers the following sports:¹²

¹¹ In New York City, there are over 15 large secondary schools that have restructured into SLCs. Each SLC in a school typically has between 250-450 students that work closely with a core group of teachers and other adults. Together, they develop a personalized learning environment focused on the adults knowing the needs, interests, and aspirations of each student well, closely monitoring his or her progress, and providing the academic and other support he or she needs to succeed. SLC teachers plan together and the curriculum in each SLC is structured around a theme or unifying principle to add relevance to academic subjects. Students with special needs and English Language Learners are part of the SLCs. There is one Principal for the school, with each SLC led by an Assistant Principal. SLC schools are supported by the Office of School Redesign under the Division of Teaching & Learning.

¹² Athletic offerings reflect those listed for Newtown in the 2012-2013 Directory of High Schools Addendum: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

- PSAL Sports¹³ – Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Golf, Handball, Indoor Track, Outdoor Track, Soccer, Tennis, Volleyball, Wrestling;
- PSAL Sports – Girls: Basketball, Cross Country, Gymnastics, Indoor Track, Outdoor Track, Soccer, Softball, Tennis, Volleyball & JV Volleyball;
- PSAL Sports – Co-ed: N/A;
- School Sports –Basketball, Soccer, Tennis, Wrestling, Volleyball, Bowling, Handball, Girls’ Softball, Track.

According to the High School Directory, Newtown currently offers the following extra-curricular activities and clubs:¹⁴

Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> • Student Organization • Leadership Class • Spark • Peer Helpers • Mediation and Negotiation • Science Fair • Yearbook • Math and Language Magazines • Moot Court • Robotics • Arista • Mu Alpha Theta (Math Honor Society) • The Tower School Newspaper • Literary Magazines • Multicultural Show • School Play • Concerts • Art Shows • Dance 	<ul style="list-style-type: none"> • Key • Spanish • Chinese • Chess • Principal’s Scholars • Bengali • Photography • Poetry • History • Foreign Language • Art Portfolio

Newtown has partnerships with the following community-based organizations (“CBOs”), institutions, and corporations:¹⁵

- CBOs: Queens Community House
- Higher Education Institutions: Queensborough Community College, LaGuardia Community College, St. John’s University, Queens College, New York Institute of Technology (NYIT), The City College of New York (CCNY)
- Corporate: Mitel Corporation, CES Industries

¹³ 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.

¹⁴ Extra-curricular offerings reflect those listed for Newtown in the 2012-2013 Directory of High Schools Addendum: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

¹⁵ School- reported information.

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

Newtown admits students through the Citywide High School Admissions Process, described in further detail below. Though the co-location will not directly impact Newtown's admissions policies, the enrollment reduction may result in the discontinuance of one or more programs and admissions methods that are currently available. Additionally, the enrollment reduction will reduce the number of ninth-grade seats available at Newtown in the 2013-2014 school year and beyond, as described below.

Newtown admits students to the Business Institute Program through an 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.

Newtown also admits students to the Pre-Engineering and Computer Technology Program through a screened method. In screened programs, students are ranked based on their final report card grades from the prior school year, as well as reading and math standardized test scores. Attendance and punctuality are also considered.

There is also a program at Newtown, Major Art, which has an audition-based admissions method. Audition programs require students to demonstrate proficiency in the performing arts/visual arts area.

The list of schools in the City that provide programs with similar interest areas can be found in Appendix B.

The enrollment reduction may impact the number of seats offered in each program. The DOE is working closely with Newtown's leadership to gradually decrease the school's enrollment by approximately 300-340 students over a period of four years.

Finally, Newtown admits students through a zoned admissions method. A zoned admissions method provides a priority to students living within a specified zone. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned schools, please visit the DOE Web site's School Search function at: <http://schools.nyc.gov/schoolsearch>.

If this proposal is approved, 24Q236 will admit students who are New York City residents with priority to residents of Queens whose home language is not English and are ELLs as per DOE guidelines.

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.

Beginning with high school admission for September 2013, 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 school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

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

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

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

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

Students who are currently enrolled in the eighth grade and are interested in applying to 24Q236 would participate in Round Two in the High School Admissions Process this school year for a ninth-grade seat in September 2013.

Although high school applications were due on December 10, 2012, if this proposal is approved by the PEP, students who are interested in applying to 24Q236 will have the opportunity to submit a new admission application with revised school rankings in March. This application will replace the previously submitted application and will be included as the student's application for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2013-2014 school year will also be available for these students to consider.

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

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

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

In addition to the High School Admissions Process, some students may receive a placement at 24Q236 through the over-the-counter ("OTC") process. Newtown has traditionally accepted OTC students and will continue to accept both zoned and non-zoned OTC students.

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; or
- Left the New York City school system and have returned;¹⁶ or
- 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

¹⁶ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

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,¹⁷ international schools, and alternative programs are offered through referral.¹⁸ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

B. Schools

If this proposal is approved, building Q455 will house 24Q236 and Newtown as it reduces enrollment. By 2016-2017, 24Q236 will have completed its phase-in and reached stable enrollment while Newtown will have reduced its target enrollment. At that point, the total projected enrollment for the two schools is 2,210-2,290 and the projected target building utilization rate for Q455 at that point will be 92%-96%.

Currently, building Q455 has adequate space pursuant to the Citywide Instructional Footprint (the “Footprint”) to accommodate Newtown. If this proposal is approved, building Q455 will continue to serve the same number of students as it currently serves, while Newtown undergoes a targeted enrollment reduction and 24Q236 phases in. Please visit the New York City Department of Education Web site to access the Instructional Footprint, which guides space allocation and use in City schools:
http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf.

The estimated enrollments for the organizations that will be located in Q455 through the 2016-2017 school year can be found in Section IV below.

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

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and

¹⁷ 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 Web site at <http://www.goingforme.org>.

¹⁸ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

According to the building walk-through completed by the Queens Director of Space Planning on April 10, 2012, building Q455 has a total of 97 full-size rooms including three science labs and 11 science demonstration rooms, 22 half-size rooms, seven quarter-size rooms, and the equivalent of 16.0 full-size rooms of designed administrative/office space. In total, building Q455 has 125.75 full-size equivalent ("FSE") rooms for instructional and administrative use. The building also has the following rooms: a cafeteria, an auditorium, a library, and three gymnasiums.

The nurse is housed in one full-size room of designed administrative/office space and the custodian's office is housed in one half-size room.

Excluding the shared spaces outlined above, Q455 has a total of 97 full-size classrooms, 21 half-size classrooms/spaces, seven quarter-size spaces, and 15.0 FSE rooms of designed administrative office/space remaining, which totals 124.25 FSE rooms, that can be allocated to the co-located schools in Q455 per the Footprint during the proposed opening and co-location of 24Q236.

Newtown's Footprint will decrease each year as the school reduces its enrollment. According to the Footprint, Newtown's baseline allocation is 84 full-size rooms, three half-size rooms, and the equivalent of eight full-size rooms for administrative use.¹⁹ Newtown's current allocation is 97 full-size rooms, 21 half-size rooms, and the equivalent of 17.75 FSE rooms for administrative use, which totals 125.25 FSE rooms. The current allocation is 13 full-size rooms, 18 half-size rooms and 9.75 FSE of designed administrative space above the footprint. Newtown's instructional footprint over the four years it will take to complete its enrollment reduction is included in the chart below.

The DOE is proposing to open 24Q236 in Q455. In 2016-2017 and beyond, when the new school has reached full scale, it will have a baseline footprint allocation of 12 full-size instructional rooms, one half-size room, and 3.0 FSE rooms of administrative space. The footprint of 24Q236 over the four years it will take to complete its phase-in is included in the chart below.

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

The table below provides the baseline Footprint allocations of full-size instructional rooms for each school throughout Newtown's enrollment reduction and the phase-in of 24Q236:

¹⁹ The Instructional Footprint does not include specific guidelines for schools of Newtown's size. As a result, Newtown's Footprint is based on a proportional expansion of the Footprint based on current enrollment in the school.

Baseline Footprint Allocation for Full-Size Classrooms

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
24Q455	Newtown	84	81	78	75	72
24Q236	International School	-	3	6	9	12
TOTAL		84	84	84	84	84
EXCESS		13	13	13	13	13

As discussed previously, during the course of Newtown’s enrollment reduction and 24Q236’s phase-in, the space vacated by Newtown will be back-filled by 24Q236 as the school phases in.

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

Building Safety and Security

If this proposal is approved, 24Q236 will develop a safety and security plan for Q455 prior to the first day of school in September 2013.

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

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

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed opening of 24Q236 is intended to help meet those goals and more specifically the needs of the ELL high school students.

As noted elsewhere in this document, the enrollment reduction at Newtown is not expected to yield a net loss of seats in building Q455. The DOE is proposing to phase a new school into Q455. The approximately 304-344 seats that Newtown will lose once its enrollment is fully reduced will be recovered through the phase-in of 24Q236, which will offer that many seats once it reaches full grade span in 2016-2017.

Impact on Borough-Wide Seat Capacity

The proposed opening and co-location of 24Q236 and the resulting enrollment reduction at Newtown, 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 will add 594 ninth-grade seats available in new high schools and expanded middle schools. The phase-outs of Law, Government & Community Service High School (29Q494, "LGCS") and Business, Computer Applications & Entrepreneurship High School (29Q496, "BCAE"), and the enrollment reductions of Flushing High School (25Q460, "Flushing"), and this proposal for Newtown would result in the loss of 487 ninth-grade seats. Therefore, the DOE anticipates there will 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.²⁰ 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.²¹

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 will be available to a greater number of students. These changes also represent an increase in the number of seats which will 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 will add ninth-grade seats for the 2014-2015 school year. The DOE will issue a separate EIS for such a proposal.

Information regarding the new high schools proposed to open in September 2013 will 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>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q455.²²

²⁰ 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.

²¹ 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.

²² This proposal does not have a direct impact on CTE seats in Queens, as Newtown does not currently offer CTE programs. Newtown has plans to apply to re-instate the CTE programs in Architecture and New Media, and the DOE does not anticipate that this proposal will impact those plans.

IV. Enrollment, Admissions and School Performance Information

Newtown

Admissions Data

Current Admissions	Grades: 9-12: High School Admissions Process; Admissions method: Educational Option, Screened, Audition, Zoned
Admissions in 2013-2014 and Beyond if this Co-location Proposal is Approved	Grades: 9-12: High School Admissions Process; Admissions method: Educational Option, Screened, Audition, Zoned

Enrollment Data²³

	Total Enrollment (Grades 9-12)
2012-13 (unaudited)	2254
2013-14 (projections)	2,150-2,190
2014-15 (projections)	2,070-2,110
2015-16 (projections)	1,990-2,030
2016-17 (projections)	1,910-1,950

Demographic Data²⁴

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with IEPs	12%
Percentage of ELL Students	29%
Percentage of Students Eligible for Free or Reduced Lunch	68%

²³ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²⁴ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Performance Data²⁵

Q455 Newtown High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	B
Quality Review Score ²⁶	P	UD	N/A ²⁷
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	67%	70%	73%
4 Year Graduation Rate	57%	62%	68%
6 Year Graduation Rate	64%	65%	64%
% Graduating with a Regents Diploma	36%	48%	64%
Attendance Rate	85%	84%	85%
2012-2013 State Accountability Status			
Priority School			

New School 24Q236

Admissions Data

Current Admissions	N/A
Proposed Admissions in 2013-2014 and Beyond	Screened: Language

²⁵ Performance Data available at: <http://schools.nyc.gov/SchoolPortals/24/Q455/AboutUs/Statistics/default.htm>.

²⁶ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²⁷ Not all schools receive a Quality Review every year.

Enrollment Data²⁸

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-13 (unaudited)	-	-	-	-	-
2013-14 (projections)	75-85	-	-	-	75-85
2014-15 (projections)	75-85	75-85	-	-	150-170
2015-16 (projections)	75-85	75-85	75-85	-	225-255
2016-17 (projections)	75-85	75-85	75-85	75-85	300-340

Demographic Data

24Q236 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

24Q236 does not yet have enrollment. Therefore, there is no performance data for the school.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil Other Than Personal Services (“OTPS”) allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 24Q236 will receive a fixed allocation of \$80,000 and approximately \$35,635-\$40,375 in new school OTPS start-up per-pupil allocations during its first year.²⁹

In addition, 24Q236 and Newtown’s basic operating budget will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student.

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

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

²⁸ The enrollment projections for a new school are based on the planned number of sections for the entry grade.

²⁹ [FY13 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools](#)

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

The FY13 School Allocation Memorandum is available at:

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

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

A. Personnel Needs

24Q236 will need to hire teachers during each year of its phase-in as the total number of students enrolled in the school increases over each of the next four years. The precise number of positions needed for the 2013-2014 school year will be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve students in tenth through twelfth grade will be determined based on annual enrollment projections available as the school grows to serve those grades.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

New administrative staff and non-pedagogical positions will be created at 24Q236 over the course of the school's phase-in. 24Q236 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

As student enrollment at Newtown declines, the school's staffing needs may be reduced. All excessing would 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.

B. Administration

24Q236 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

Some positions may be excessed at Newtown as the school reduces its enrollment, as administrative needs will decrease as the school serves a decreasing student population. Again, all excessing will take place in accordance with existing labor contracts.

C. Transportation

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

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

This proposal is not expected to impact the transportation schedules of the other school located in the Q455 building.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided in consistent with Citywide policy as 24Q236 phases in.

VII. Building Information

Building		Q455
Type of Building		HS
Year Built		1921
Overall BCAS rating		2.49
2011-2012 Target Building Utilization		105%
2011-2012 Target Building Capacity		2,396
FY 2012 Maintenance Costs	Labor	\$30,206
	Materials	\$18,473
	Maintenance and repair contracts	\$45,333
	Service contracts	\$12,616
	Custodial operations costs—Materials	\$18,381
	Custodial operations costs—Custodial Allocation	\$407,662
FY 2012 Energy Costs	Electric	\$188,812
	Gas	\$147,650
	Oil	\$20,666
Projects completed during the current or prior school year		Deteriorated Ceiling Slab, IEH PO18-Cafeteria
Projects proposed in the capital plan		Classroom/Corridors/Admin Spaces Floor Finish
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

**Appendix A: Queens High Schools
Transitional Bilingual Programs in Chinese and Spanish**

DBN	School Name	Bilingual Program	Address	School Admissions Method(s)
24Q455	Newtown High School	Chinese	48-01 90 Street	Audition, Educational Option, Screened, Zoned
24Q455	Newtown High School	Spanish	48-01 90 Street	Audition, Educational Option, Screened, Zoned
24Q485	Grover Cleveland High School	Spanish	21-27 Himrod Street	Educational Option, Limited Unscreened, Zoned
24Q550	High School for Arts and Business	Spanish	105-25 Horace Harding Expwy N	Educational Option
25Q425	John Bowne High School	Chinese	63-25 Main Street	Educational Option, Screened, Zoned
25Q425	John Bowne High School	Spanish	63-25 Main Street	Educational Option, Screened, Zoned
25Q460	Flushing High School	Chinese	35-01 Union Street	Educational Option, Zoned
25Q460	Flushing High School	Spanish	35-01 Union Street	Educational Option, Zoned
26Q415	Benjamin N. Cardozo High School	Chinese	57-00 223Rd Street	Audition, Educational Option, Limited Unscreened, Screened, Zoned
26Q430	Francis Lewis High School	Chinese	58-20 Utopia Parkway	Educational Option, Screened, Zoned
27Q475	Richmond Hill High School	Spanish ³⁰	89-30 114 Street	Educational Option, Zoned
27Q480	John Adams High School	Spanish	101-01 Rockaway Boulevard	Educational Option, Zoned
28Q470	Jamaica High School	Spanish	167-01 Gothic Drive	Phase Out
28Q505	Hillcrest High School	Spanish	160-05 Highland Avenue	Audition, Educational Option, Zoned
30Q445	William Cullen Bryant High School	Spanish	48-10 31 Avenue	Screened, Zoned
30Q450	Long Island City High School	Spanish	14-30 Broadway	Screened, Zoned
30Q555	Newcomers High School	Chinese	28-01 41 Avenue	Screened: Language
30Q555	Newcomers High School	Spanish	28-01 41 Avenue	Screened: Language

³⁰ Richmond Hill High School offers Spanish bilingual special education classes.

**Appendix B: Queens High Schools
Interest Area: Business**

DBN ³¹	Boro	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
24Q264	Queens	Academy of Finance and Enterprise	30-20 Thomson Avenue	437	376	116%	A	8%	6%	Academy of Finance and Enterprise	Limited Unscreened
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.
29Q496*	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116Th Avenue	337	509	66%	D	13%	7%	Business and Computers	Ed. Opt.

³¹ DBNs noted with an asterisks will be voted on for phase out at the March 11, 2013 PEP meeting.

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: Queens High Schools
Interest Area: Engineering

DBN	Boro	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1476	1231	120%	B	10%	5%	School of Skilled Building Trades	Screened
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1476	1231	120%	B	10%	5%	Pre-Engineering Electronic Technology	Screened
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1476	1231	120%	B	10%	5%	Exploratory: Introduction to Occupations	Ed. Opt.
24Q610	Queens	Aviation Career & Technical Education High School	45-30 36 Street	2231	1558	143%	A	5%	3%	Aerospace Engineering Technology	Screened
27Q324	Queens	Rockaway Park High School for Environmental Sustainability	100-00 Beach Channel Drive	292	213	137%	-	13%	7%	The Green Carpentry Program	Limited Unscreened
27Q400	Queens	August Martin High School	156-10 Baisley Boulevard	1031	1769	58%	D	21%	5%	Aerospace and Technology Academy	Ed. Opt.
27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	3301	2773	119%	C	10%	16%	Environmental and Science Research Institute	Ed. Opt.

27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104Th Street	934	941	99%	B	5%	1%	Construction Trades & Management	Screened
27Q650	Queens	High School for Construction Trades, Engineering and Architecture	94-06 104Th Street	934	941	99%	B	5%	1%	Academy of Engineering	Screened
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2233	1768	126%	A	9%	1%	CAD/Mechanical Technology	Screened
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2233	1768	126%	A	9%	1%	Electrical Installation Technologies	Ed. Opt.
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2233	1768	126%	A	9%	1%	Automotive Technologies	Screened
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2233	1768	126%	A	9%	1%	Robotics/STEM	Screened

Sources:	
2012-13 Enrollment	2012-2013 Unaudited Register (as of October 26, 2012).
2011-12 Organization Capacity (Org Capacity)	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2012-13 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2011-2012 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 26, 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: Queens High Schools
Interest Area: Visual Art and Design

DBN	Boro	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
24Q550	Queens	High School for Arts and Business	105-25 Horace Harding Expwy N	862	569	151%	A	9%	13%	Arts and Business	Ed. Opt.
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1476	1231	120%	B	10%	5%	Graphic Arts	Audition
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3308	2235	148%	A	7%	5%	Digital Art & Design	Audition
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2233	1768	126%	A	9%	1%	Commercial Art/Graphic Communications/Web Design	Screened
29Q498	Queens	Humanities & Arts Magnet High School	207- 01 116Th Avenue	513	537	96%	B	11%	4%	Institute of Visual Arts	Audition
30Q501	Queens	Frank Sinatra School of the Arts High School	35-12 35Th Avenue	786	746	105%	A	0%	0%	Fine Arts	Audition

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.