



Department of
Education

Dennis M. Walcott, Chancellor

Amended Educational Impact Statement
The Proposed Opening and Co-location of New High School, 29Q243,
with Business, Computer Applications & Entrepreneurship High School (29Q496),
Mathematics, Science Research and Technology
Magnet High School (29Q492), Law, Government and Community Service High School (29Q494),
Humanities & Arts Magnet High School (29Q498), in School Building Q490, Beginning in 2013-2014
Release Date: February 6, 2013

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New High School 29Q243 with Business, Computer Applications & Entrepreneurship High School (29Q496), Mathematics, Science Research and Technology Magnet High School (29Q492), Law, Government and Community Service High School (29Q494), and Humanities & Arts Magnet High School (29Q498) in School Building Q490 Beginning in 2013-2014

I. Summary of Proposal

On January 14, 2013, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to open and co-locate¹ 29Q243 (“29Q243”), a new district high school, in school building Q490 (“Q490”) on the Campus Magnet Educational Campus (“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”). The proposed new high school 29Q243 will offer a rigorous academic program with a career and technical education (“CTE”)² component that will prepare students for post-secondary education and work. If this proposal is approved, 29Q243 will be co-located with the following district schools: Business, Computer Applications & Entrepreneurship High School (29Q496, “BCAE”) an existing high school serving students in grades nine through twelve; Mathematics, Science Research and Technology Magnet High School (29Q492 “MAST”), an existing high school serving students in grades nine through twelve; Law, Government and Community Service High School (29Q494, “LGCS”), an existing high school serving students in grades nine through twelve; and Humanities & Arts Magnet High School (29Q498 “Humanities and Arts”), an existing high school serving students in grades nine through twelve. In addition, building Q490 houses a School Based Health Center (“SBHC”) program.³

This amended EIS provides updated information regarding the impact on borough-wide seat capacity in Section III.C, including an accurately updated chart detailing the proposed changes to high school seats in Queens, an updated description of the types of previously and concurrently proposed changes to high school seats in Queens, and a clarification of the

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

² CTE programs integrate 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.

³ School-based health centers are operated by independent institutions; usually local hospitals, medical centers, or community-based organizations.

impact on CTE seat capacity. This amended EIS also provides additional information regarding funding for CTE programs in Section V.

In a separate Educational Impact Statement (“EIS”) posted on January 14, 2013 and amended on February 6, 2013, the DOE proposed to phase out and eventually close LGCS after an extensive review of data and community feedback indicating that the school lacks the capacity to improve quickly to better support student needs despite numerous efforts to improve instruction and school organization. This EIS can be accessed on the DOE’s Web site at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. The opening and co-location of 29Q243 is part of the replacement plan for LGCS.

In another EIS that was posted on January 17, 2013, the DOE is proposing to phase out and eventually close BCAE after an extensive review of data and community feedback indicating that the school lacks the capacity to improve quickly to better support student needs despite numerous efforts to improve instruction and school organization. This EIS can be accessed on the DOE’s Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. At this time, the DOE also anticipates opening a new school in September 2014 in Q490 as part of the replacement strategy for BCAE. The DOE would issue a separate EIS for such a proposal.

If the Panel for Education Policy (“PEP”) approves the proposal to phase out LGCS, the school will no longer admit new ninth-grade students after the end of this school year. However, LGCS will continue to serve students currently enrolled in the school. LGCS’s enrollment will decrease gradually over the next three years, and the school will complete phasing out in June 2016.

In the event that the phase-out of LGCS is not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposal to co-locate 29Q243 in Q490. Such a revised proposal would be described in a revised EIS.

The proposed opening and co-location of 29Q243 in Q490 is part of the DOE’s central goal to create new school options that will better serve future students and the community at large. As mentioned above, 29Q243 would offer a rigorous academic program with a CTE component that would be open to students through the Citywide High School Admissions Process and would have a limited unscreened selection method, giving priority to students residing in Queens. (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”), Q490 had a target capacity of 2,009 students and in 2012-2013, the building is serving only 1,709 students,⁴ yielding a building utilization rate of 85%.⁵

If this proposal is approved, the new school would open during the 2013-2014 school year,

⁴ 2012-2013 Unaudited Register (as of October 26, 2012).

⁵ 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.

when it would serve approximately 105-115 students in the ninth grade. 29Q243 would gradually phase in by adding one grade per year. The school is expected to reach full scale in 2016-2017 and would serve approximately 420-460 students in grades nine through twelve.

In 2016-2017, once BCAE and LGCS have completed their phase-outs and 29Q243 is at full scale, it is projected that there will be approximately 1,345-1,465 students served in Q490, thereby yielding an estimated utilization rate of approximately 67%-73%.

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. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in the EIS posted on January 14, 2013 and amended on February 6, 2013, the DOE has concluded that phasing out LGCS is appropriate due to the school's history of poor performance.

As part of the replacement strategy for LGCS, the DOE is proposing to open a new school in the Q490 building. The DOE is committed to providing high quality CTE programming to students in Queens. 29Q243 would offer a rigorous academic program with a CTE component designed to equip students with the skills necessary to achieve post-secondary success, described in greater detail below. The DOE believes that co-locating a new high school in Q490 would create a better educational option in the community.

II. Proposed or Potential Use of Building

Q490 has a target capacity of 2,009 students.⁶ (The concept of "target capacity" is explained below). In 2012-2013, the building is serving 1,709 students,⁷ yielding a building utilization rate of 85%.⁸

If this proposal is approved, 29Q243 would open in September 2013 serving approximately 105-115 students. At scale, 29Q243 would serve approximately 420-460 students in grades nine through twelve.

In 2016-2017, after BCAE and LGCS have completed their respective phase-outs and 29Q243 reaches full scale, the DOE projects the building would serve approximately 1,345-1,465 students. The projected building utilization rate for Q490 would be 67%-73%. This projected utilization rate is based on the standard projections for a new high school that would serve approximately 108 students per grade and on the current enrollment at other existing organizations in the building.

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

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

⁸ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

If the LGCS and BCAE phase-out proposals and this proposal are approved, the grade spans for all existing and proposed school organizations in Q490 over a five-year period would be:

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

The total current and projected student enrollment for all existing and proposed school organizations in Q490 over a five-year period is 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
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%
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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 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, 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 Students, Schools, and the Community

A. Students

If this proposal is approved, beginning in September 2013, 29Q243 would be located in the Q490 building and would be open to prospective ninth-grade students who meet the school’s selection criteria through the Citywide High School Admissions Process. Admissions to 29Q243 would be open to any New York City student. The school is proposed to have a

limited unscreened admissions method, with a priority for students residing in Queens. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. Additional information about the High School Admissions Process is detailed below.

Impact on Students Currently Attending Schools in the Q490 Building

As described in the EIS concerning the proposed phase-out of LGCS, all current LGCS students would have the opportunity to graduate from LGCS assuming that they continue to earn credits on schedule and pass the required Regents exams. If students wish, current LGCS students enrolled in ninth grade for the first time during the 2012-2013 school year may opt to participate in the High School Admissions Process so that they can enroll in a different high school for tenth grade beginning in 2013 (pending satisfactory completion of promotion criteria and grade ten seat availability).

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

Students who are currently repeating the ninth grade will complete high school at LGCS if, moving forward, they earn credits on schedule and pass the Regents exams. As the school becomes smaller, these students will receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students will also be encouraged to meet with their guidance counselor to review their progress toward graduation and consider applying to a Transfer High School or enrolling in a Young Adult Borough Enrollment Center (“YABC”).⁹

The proposed co-location of 29Q243 is not expected to impact the admissions, enrollment, or

⁹ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

educational options of students currently attending LGCS, BCAE, MAST or Humanities and Arts.

The high schools located in Q490 currently serve 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 at Campus Magnet will continue to receive their mandated special education services if this proposal is approved. In addition, students classified as English Language Learners (“ELLs”) are enrolled and receiving English as a Second Language (“ESL”) services. All students enrolled in the schools on the Campus Magnet Campus will continue to receive mandated ELL services if this proposal is approved.

More detailed descriptions of the potential impacts that the phase-outs of LGCS and BCAE would have on Queens and Citywide high school students are outlined in the separate EISs proposing the phase-outs of LGCS and BCAE. Please visit the DOE’s Web site to access the EIS proposing the phase-out of LGCS, and the EIS proposing the phase-out of BCAE after it has posted: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Impact on CTE Programs

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.

CTE programs of study are grouped into 16 career clusters identified at the federal level, each including multiple career pathways that students can pursue. Implemented at the high school level, a CTE program of study offers students a cohesive, articulated sequence of rigorous academic courses with a career and technical education component 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.

The new high school, 29Q243, is proposed to be a CTE school, with a Career Pathway in Health Sciences. This pathway was 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 Office of Postsecondary Readiness (“OPSR”) will support the leadership of 29Q243 to gain New York State Education Department (“SED”) 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.

BCAE offers one CTE program (Entrepreneurship and Virtual Enterprise) currently under state review. For additional information about the impact that the phase-out of BCAE will have on CTE programs and available CTE seats, please see the EIS available after it has

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

Impact on Academic Programs, Extracurricular Activities and Community Partnerships

The DOE does not anticipate that this proposal will affect the academic programs, extracurricular activities, and community partnerships currently offered at any of the existing schools at Campus Magnet. These schools would continue to offer programming based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student, as all schools modify extracurricular offerings annually based on student demand and available resources.

As noted in the related EIS, LGCS will continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Moreover, as noted in the EIS to phase out BCAE, BCAE will also continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as that school phases out.

According to the High School Directory, LGCS currently offers the following sports:¹⁰

- PSAL Sports¹¹ – Boys: Baseball, Basketball & JV Basketball, Bowling, Football & JV Football, Indoor Track, Outdoor Track, Soccer, Tennis, Volleyball
- PSAL Sports – Girls: Basketball, Bowling, Gymnastics, Indoor Track, Outdoor Track, Soccer, Softball, Swimming, Tennis, Volleyball
- PSAL Sports – Co-ed: N/A
- School Sports – N/A

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

¹⁰ 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/default.htm>.

¹¹ 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.

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

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

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

- PSAL Sports – 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 currently offers the following extracurricular 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

According to the High School Directory, MAST currently offers the following sports:¹³

¹³ Athletic and extra-curricular offerings reflect those listed for MAST in the 2012-2013 Directory of High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

- PSAL Sports – Boys: Baseball, Basketball and JV Basketball, Bowling, Football and JV Football, Indoor Track, Outdoor Track, Soccer, Swimming, Tennis, Volleyball
- PSAL Sports – Girls: Basketball, Bowling, Gymnastics, Indoor Track, Outdoor Track, Soccer, Softball, Swimming, Tennis, Volleyball
- PSAL Sports – Co-ed: N/A
- School Sports –Cheerleading, “Hoop It Up” Battle Week Intramurals

According to the High School Directory, MAST currently offers the following extracurricular activities and clubs:

Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> ■ PM School ■ Peer Mentoring ■ Extended Day ■ Debate ■ Newspaper ■ Yearbook ■ Regents Preparatory Academy ■ MOUSE squad ■ Multi-Media ■ Bridge to Medicine ■ Public Speaking ■ Odyssey Aware (online instructional course) ■ Band ■ Step Team ■ Chorus 	<ul style="list-style-type: none"> ■ USDA Research ■ Freshman ARISTA

According to the High School Directory, Humanities and Arts currently offers the following sports:¹⁴

¹⁴ Athletic and extra-curricular offerings reflect those listed for Humanities and Arts in the 2012-2013 Directory of High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

- PSAL Sports – Boys: Baseball, Basketball and JV Basketball, Bowling, Football and 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 – N/A

According to the High School Directory, Humanities and Arts currently offers the following extracurricular activities and clubs:

Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> ■ Tutoring ■ Portfolio Preparation ■ Project Prize ■ Student Government ■ Formal Peer ■ Mediation and Conflict Resolution ■ Arista ■ Newspaper ■ Gospel Choir ■ Dance Ensemble 	<ul style="list-style-type: none"> ■ Photography ■ French ■ “Words from Within” poetry ■ Web Design ■ Glee ■ Band

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 is approved, the DOE anticipates that this same opportunity would exist for students at Q490, including students attending 29Q243, MAST, and Humanities and Arts, as well as students attending LGCS and BCAE as the two 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 continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. The proposed opening and co-location of 29Q243 is not expected to impact extracurricular program offerings at the existing schools on the Campus Magnet campus.

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

All schools on the Campus Magnet campus, with the exceptions of LGCS and BCAE if the proposals to phase-out these schools are approved, will admit students through the Citywide

High School Admissions Process, described in further detail below. None of the co-located schools' admissions policies would be impacted by this proposal.

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

If this proposal is approved, 29Q243 would admit students through the High School Admissions Process and through the over-the-counter admissions process. The school would admit students through a limited unscreened admissions method, with a priority for students residing in Queens. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

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

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

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

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

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

Students who are currently enrolled in the eighth grade and are interested in applying to 29Q243 would participate in Round Two in the High School Admissions Process this school year for a ninth-grade seat in September 2013. These students would have an opportunity to express interest in 29Q243.

Although high school applications were due on December 10, if this proposal is approved by the PEP, students who are interested in applying to 29Q243 would have the opportunity to submit a new admission application with revised school rankings in March. This application would replace the previously submitted application and would be included as the student's application for the 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 29Q243 through the over-the-counter ("OTC") process. LGCS and 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. MAST and Humanities and Arts have traditionally accepted OTC students and will continue to accept 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;¹⁵ 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 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.

¹⁵ 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.

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.¹⁶ 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 Citywide 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 increased from 82 to 96.

B. Schools

The opening of 29Q243 is intended to offer additional seats at the high school level in both District 29 and in Queens in general. The Q490 building would continue to house MAST and Humanities and Arts. Q490 will also continue to house LGCS and BCAE as they complete their phase-outs. The Q490 building has enough capacity to accommodate 29Q243 as it phases in, LGCS and BCAE as they phase out, as well as the other existing schools in the building that are already at full scale. Collectively, the schools serving students at Campus Magnet in 2016-2017 are projected to enroll approximately 1,345-1,465 students, when BCAE and LGCS have completed their phase-outs. By June 2017, 29Q243 would have completed its phase-in, and the building utilization rate for Q490 at that point would be approximately 67%-73%.

If this co-location proposal is approved, there will be sufficient space to accommodate 29Q243, BCAE, LGCS, MAST, and Humanities and Arts pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while BCAE and LGCS phase out and 29Q243 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/community/planning/default.htm>. Additionally, there is space to continue to accommodate the SBHC.

¹⁶International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

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

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

As in other situations where schools are co-located, the schools 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.

According to the building walkthrough completed by the Queens Director of Space Planning on November 30, 2012, building Q490 has a total of 89 full-size rooms, including 5 science labs and 7 science demonstration rooms, 27 half-size rooms, 1 quarter-size rooms, and the equivalent of 16.5 full-size equivalent ("FSE") rooms of designed administrative/office space. In total, building Q490 has 119.25 FSE rooms for instructional and administrative use. The building also has the following rooms, which are currently shared amongst the co-located schools: a cafeteria, an auditorium, a library, and two gymnasiums.

The School-Based Support Team ("SBST") is housed in 2 half-size rooms and 0.5 full-size equivalent of designed administrative/office space, the nurse is housed in 1 full-size room of designed administrative space, 1 half-size room and 1 quarter-size room are allocated to the School Based Health Center ("SBHC") program during the day, the dean's office is in 1 full-size room of designed administrative space, the weight room is housed in 1 full size room, and in addition, 1 full-size room, 2 half-size rooms and 0.5 full-size equivalent of designed administrative space are used for other purposes.

The science rooms will be shared and allocated between the existing schools and the new school starting in the 2013-2014 school year. Since 29Q243 would provide CTE instruction, the DOE will work with the school to align the available facilities with the needs of the CTE courses.

Excluding the shared spaces outlined above, Q490 has a total of 87 full-size classrooms, 22 half-size classrooms/spaces, and 13.5 FSE rooms of designed administrative office/space remaining, which totals 111.5 FSE rooms that can be allocated to the co-located schools in Q490 per the Footprint during the proposed opening and co-location of 29Q243.

If the proposal to phase out LGCS is approved, LGCS's Footprint will decrease each year as the school phases out one grade at a time. According to the Footprint, LGCS's baseline allocation is 15 full-size rooms, 1 half-size room, and the equivalent of 3 full-size rooms for

administrative use. LGCS's current allocation is 20 full-size rooms, 7 half-size rooms, and the equivalent of 2.5 full-size rooms for administrative use, which totals 26 FSE rooms. LGCS's instructional footprint over the three years it will take to complete its phase-out is included in the chart below.

If the proposal to phase out BCAE is approved, BCAE's Footprint will decrease each year as the school phases out one grade at a time. According to the Footprint, BCAE's baseline allocation is 13 full-size rooms, 1 half-size room, and the equivalent of 3 full-size rooms for administrative use. BCAE's current allocation is 21 full-size rooms, 4 half-size rooms, and the equivalent of 3 full-size rooms for administrative use, which totals 26 FSE rooms. BCAE's instructional footprint over the three years it will take to complete its phase-out is included in the chart below.

According to the Footprint, MAST should be allocated 17 full-size rooms, 1 half-size room for instructional use, and the equivalent of 3.5 full-size rooms for administrative use. MAST's current allocation is 20 full-size classrooms, 5 half-size classrooms, and the equivalent of 3.5 full-size rooms for administrative use which totals 26 FSE rooms. MAST is currently at full scale and its space allocation is not expected to change over the course of 29Q243's phase-in.

According to the Footprint, Humanities and Arts should be allocated 19 full-size classrooms, 2 half-size classrooms, and the equivalent of 3.5 full-size rooms for administrative use. Humanities and Arts' current allocation is 26 full-size rooms and 6 half-size rooms for instructional use, and the equivalent of 4.5 full-size rooms for administrative use, which totals 33.5 FSE rooms. Humanities and Arts is currently at full scale and its space allocation is not expected to change over the course of 29Q243's phase-in.

The DOE is proposing to open 29Q243 at Campus Magnet to replace the high school seats lost due to the phase-out of LGCS. In 2016-2017 and beyond, when the new school has reached full scale, it will have a baseline footprint allocation of 16 full-size instructional rooms, 1 half-size room, and 3 FSE rooms of administrative space. The footprint of 29Q243 over the four years it will take to complete its phase-in is included in the chart below.

There is sufficient space in building Q490 to accommodate all schools as BCAE and LGCS phase out and 29Q243 phases in. After each school has received its baseline footprint allocation, there will be excess full-size rooms remaining in the building, as detailed year by year in the chart below. Each school will continue to receive at least its baseline footprint allocation, and any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The table below provides the baseline Footprint allocations of full-size instructional rooms for each school throughout the phase-outs of LGCS and BCAE and the phase-in of 29Q243:

Baseline Footprint Allocation for Full-Size Classrooms

DBN	School Name	2012-13	2013-14	2014-15	2015-16	2016-17
29Q496	BCAE	13	9	5	3	N/A
29Q494	LGCS	15	10	5	3	N/A
29Q243	29Q243	N/A	4	8	12	16
29Q492	MAST	17	17	17	17	17
29Q488	Humanities and Arts	19	19	19	19	19

TOTAL**64****59****54****54****52****EXCESS****23****28****33****33****35**

As discussed previously, during the course of the phase-outs of LGCS and BCAE and 29Q243's phase-in, the number of excess rooms will decrease as 29Q243's baseline Footprint allocation increases to reflect its larger population and full grade span. The space vacated by LGCS will be back-filled by 29Q243 as it 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.

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

Building Safety and Security

29Q243 would develop a safety and security plan for Q490 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

LGCS has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, the Q490 building will remain open, but will offer a new educational option that is intended to better support the learning needs of all students in the City, and especially in Queens.

As noted elsewhere in this document, and taken collectively with ongoing utilization changes in building Q490, the proposal to phase-out LGCS is not expected to yield a net loss of seats in Building Q490. The approximately 403 seats that LGCS will lose once it is fully phased-out will be recovered through the phase-in of 29Q243, which will offer between 420-460 seats once it reaches its full scale in 2016-2017.

Impact on Borough-Wide Seat Capacity

The proposed opening and co-location of 29Q243 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 (25Q4650, "Flushing") and Newtown High School (24Q455, "Newtown") would result in the loss of 487 ninth-grade seats. Therefore, the DOE anticipates there would be a net gain of 107 new ninth grade seats in Queens.

For the 2012-2013 school year, 18,260 ninth-grade seats were available in Queens.¹⁷ 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.¹⁸

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 proposal to phase-out BCAE and 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. 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.¹⁹ Therefore, there would be a net loss of up to 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

¹⁷ 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.

¹⁸ 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.

¹⁹ 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.

reduction. Moreover, all of the seats at the new CTE schools are CTE seats. Thus, the DOE anticipates that the proposed changes to high schools in Queens would most likely result in a net gain of CTE seats.

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

LGCS High School (29Q494)

Admissions Data

Current Admissions	High School Admissions Process; Admissions Method: Educational Option
Admissions in 2013-2014 if the Phase-out Proposal Is Approved²⁰	N/A

Enrollment Data²¹

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

²⁰ In a separate Educational Impact Statement (“EIS”) that was posted on January 14, 2013 and amended on February 6, 2013, the DOE proposed to phase out and eventually close LGCS after an extensive review of data and community feedback indicating that the school is unable to improve quickly despite numerous efforts to improve instruction and school organization. This EIS can be accessed on the DOE’s Web site at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

²¹ 2012-2013 Unaudited Register (as of October 26, 2012).

Demographic Data²²

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%

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 ²³	N/A ²⁴	D	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	62%	58%	75%
4 Year Graduation Rate	64%	58%	54%
6 Year Graduation Rate	73%	73%	76%
% Graduating with a Regents Diploma	52%	45%	49%
Attendance Rate	86%	85%	87%
2012-2013 State Accountability Status			
In Good Standing ²⁵			

New School (29Q243)

Admissions Data

Current Admissions	N/A
Proposed Admissions in 2013-2014	High School Admissions Process; Admissions Method: Limited Unscreened

²²All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

²³For more information about Quality Reviews, please visit the DOE Web site at

<http://schools.nyc.gov/Accountability/tools/review>.

²⁴Not all schools receive a Quality Review every year.

²⁵This 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 Data

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-
2013-2014 (projections)	105-115	-	-	-	105-115
2014-2015 (projections)	105-115	105-115	-	-	210-230
2015-2016 (projections)	105-115	105-115	105-115	-	315-345
2016-2017 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data

29Q243 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

29Q243 does not yet have enrollment. Therefore, there is no performance data for the school.

BCAE High School (29Q496)

Admissions Data

Current Admissions	High School Admissions Process; Admissions Method: Educational Option
Admissions in 2013-2014 if the Phase-out Proposal Is Approved²⁶	N/A

²⁶ The DOE is proposing to phase-out BCAE in a separate proposal that will be located here after it has posted: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Enrollment Data²⁷

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

Demographic Data²⁸

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%

School Performance Data

Q496 Business, Computer Applications & Entrepreneurship	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	D	C	D
Quality Review Score	UPF ²⁹	D	D
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	61%	55%	63%
4 Year Graduation Rate	51%	56%	47%
6 Year Graduation Rate	76%	67%	68%
% Graduating with a Regents Diploma	30%	44%	44%
Attendance Rate	85%	84%	85%
2012-2013 State Accountability Status			
Focus School			

²⁷ 2012-2013 Unaudited Register (as of October 26, 2012).

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

²⁹ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

*MAST (29Q492)***Admissions Data**

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

Enrollment Data³⁰

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

Demographic Data³¹

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%

³⁰ 2012-2013 Unaudited Register (as of October 26, 2012).

³¹ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

Q492 Mathematics, Science Research and Technology Magnet	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	C	C
Quality Review Score	UPF	D	D
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	76%	84%	88%
4 Year Graduation Rate	75%	75%	77%
6 Year Graduation Rate	80%	67%	82%
% Graduating with a Regents Diploma	55%	63%	75%
Attendance Rate	90%	90%	87%
2012-2013 State Accountability Status	In Good Standing		

Humanities and Arts (29Q498)

Admissions Data

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

Enrollment Data³²

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

Demographic Data³³

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%

School Performance Data

Q498 Humanities & Arts Magnet High School	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	B	B
Quality Review Score	P	N/A	N/A
<i>Key Components of Performance and Progress</i>			
% 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		

³² 2012-2013 Unaudited Register (as of October 26, 2012)

³³ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

V. Initial Costs and Savings

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.³⁴ Based on current one-time allocations for new schools, 29Q243 will receive a fixed allocation of \$80,000 and approximately \$49,875-\$54,625 in new school OTPS start-up per-pupil allocations during its first year.³⁵

In addition, 29Q243’s basic operating budget will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student.

Please refer to the FSF Guide and FY13 School Allocation 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 29Q243 as the school phases in. The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PD/Fsam21.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.

The budget and cost impact of the proposals to phase-out LGCS and BCAE are outlined in separate EISs that can be found here:

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

This proposal is not expected to impact initial costs or allocations on the other organizations located in the Q490 building.

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

A. Personnel Needs

Further descriptions of the potential impact that the phase-outs of LGCS and BCAE would have on LGCS’s and BCAE’s pedagogical, administrative, and non-pedagogical personnel are outlined in separate EISs that are (or will be after the BCAE proposal is posted) available at:

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

³⁴ In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (“VTEA”). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. As of June 2014, only SED approved CTE programs are eligible for the Carl D. Perkins Vocational and Technical Education Act (“VTEA”).

³⁵ [FY13 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools](#)

29Q243 will need to hire additional teachers during each year of the school's 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 ninth through twelfth grade will be determined based on annual enrollment projections available as the school grows to serve those grades.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. Where a new school's hiring has an impact on a school that is closing or phasing out, the new school shall be required to hire no less than 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

New administrative staff and non-pedagogical positions will be created at 29Q243 over the course of the school's phase-in. 29Q243 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

There is no anticipated impact on the personnel needs of the other existing organizations in the building.

B. Administration

29Q243 will hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

There is no anticipated impact on the administration of the other organizations in the building as a result of this proposal.

C. Transportation

There will be no change to existing transportation practices to the organizations in the Q490 building. Transportation will be provided at these schools and at 29Q243 according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

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. This proposal is not expected to impact the support services of the other organizations located in the Q490 building.

VII. Building Information

Building		Q490
Type of Building		HS
Year Built		1937
Overall BCAS rating		2.61
2011-2012 Target Building Utilization		85%
2011-2012 Target Building Capacity		2,009
FY 2012 Maintenance Costs	Labor	\$136,074
	Materials	\$23,183
	Maintenance and repair contracts	\$176,404
	Service contracts	\$12,188
	Custodial operations costs— Materials	\$21,624
	Custodial operations costs— Custodial Allocation	\$602,112
FY 2012 Energy Costs	Electric	\$182,155
	Gas	\$156,292
	Oil	\$20,730
Projects completed during the current or prior school year		LL 41/16 Compliance, CTF Room Conversion, Fire Alarm, Masonry, FY 13 Reso A Technology
Projects proposed in the capital plan		Campus Restructuring, Safety Systems
Accessibility of the building		Building is functionally fully programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab