AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New High Schools 25Q240 and 25Q241 with Flushing High School (25Q460) in Building Q460 Beginning in 2013-2014

I. Summary of Proposal

On January 17, 2013, the New York City Department of Education ("DOE") issued an Educational Impact Statement ("EIS") describing a proposal to open and co-locate two new district high schools, 25Q240 and 25Q241, in school building Q460 ("Q460") located at 35-01 Union Street, Flushing, NY 11354 within the geographical confines of Community School District 25 ("District 25"). The proposed new high schools, 25Q240 and 25Q241, will offer rigorous academic programming that will prepare students for post-secondary education and careers. If this proposal is approved, 25Q240 and 25Q241 will be co-located in building Q460 with Flushing High School (25Q460, "Flushing"), an existing high school serving students in ninth through twelfth grade. In addition, building Q460 houses a Young Adult Borough Center ("YABC") program and a Learning to Work ("LTW") program. 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.

This amended EIS clarifies that the planned enrollment reduction will impact Flushing's admissions priorities and not Flushing's admissions methods, and provides updated information regarding the change in Flushing's admissions priorities. This amended EIS also specifies changes to available ninth-grade seats at Flushing. The updated information is provided below in Section III.A and Section IV.

In consultation with the school's leader, cluster, network support, and community, the DOE is planning to reduce the enrollment at Flushing over a period of four years beginning in September 2013. Details of the year-by-year reduction are included in Section III.B below. By 2016-2017, enrollment at Flushing will decrease by approximately 842-882 students so that it will serve 2,150-2,190 students at scale in ninth through twelfth grades. This reduction of Flushing's enrollment will create space for 25Q240 and 25Q241 to open in building Q460 and grow to scale. The DOE does not anticipate reducing Flushing's enrollment if this proposal to co-locate 25Q240 and 25Q241 is not approved.

The proposed opening and co-location of 25Q240 and 25Q241 in building Q460 is part of the DOE's central goal to create new school options that will better serve future students and the community at large. 25Q240 will be open to students through the Citywide High School Admissions Process and will have a limited unscreened selection method giving priority to students residing in Queens. 25Q241 will offer Chinese bilingual programming in accordance with community need based on parent choice. The school will be open to New York City residents, with a priority to Queens students or residents. Fifty percent of the incoming ninth-grade students will be English Proficient students and fifty percent will be Chinese (Mandarin) speakers who are English Language Learners ("ELLs") as per DOE guidelines. (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 Q460 has a target capacity of 2,031 students.[1] (The concept of "target capacity" is explained in Section II below). In

[1] 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").

2012-2013, the building serves approximately 3,032 students,[2] yielding a building utilization rate of 149%.[3]

If this co-location proposal is approved, 25Q240 and 25Q241 will gradually phase into Q460 while Flushing simultaneously scales back its enrollment. The new schools will serve students in ninth grade beginning in the 2013-2014 school year and will add one grade level every year until the schools reach their full grade span of ninth through twelfth grades in the 2016-2017 school year, each school serving approximately 420-460 students. In 2016-2017, once Flushing has completed its enrollment reduction and 25Q240 and 25Q241 have reached full scale, it is projected that there will be approximately 2,990-3,110 students served in Q460, yielding an estimated building utilization rate of approximately 147%-153%. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described in Section III.B.

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 25Q240 and 25Q241 in building Q460 is intended to provide additional options to students and families in District 25 and in Queens. As mentioned above, the DOE is working closely with the Flushing leadership to gradually decrease the school's enrollment by approximately 842-882 students over a period of four years.

Flushing has struggled to meet performance targets for several years. In 2011, the DOE applied to the SED to place the school into the Transformation model, one of the four federally-approved intervention models.[4] Based on later evidence that the school was not equipped to significantly improve student performance, in April 2012, the Panel for Educational Policy voted to implement the closure and replacement of Flushing. A lawsuit prevented the DOE from following through with those plans.

The school received overall D grades on its Progress Reports in 2010-2011 and 2011-2012, after receiving a C in 2009-2010. Additionally, in 2011-2012, the school received F grades in both Student Progress and Student Performance, a D grade in School Environment, and a C grade in College and Career Readiness. Flushing was also identified by the New York State Education Department ("SED") as a Priority school, defined by SED as one of the bottom 5% of schools in the state.[5] In August 2012, SED identified Priority schools across the State, including 122 in New York City. High schools are identified as Priority based on the school's graduation rate.

As a result of Flushing's poor performance, the DOE initiated a comprehensive review of Flushing in the fall of 2012, with the goal of determining what intensive supports and interventions would best benefit its students and the Flushing community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

The DOE also solicited community feedback via phone and email, including creation of a dedicated Web

[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.

[4] The Transformation model aims to augment instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff.

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

page for this purpose at: http://schools.nyc.gov/community/planning/changes/queens/feedback?id=290.

At this time, the DOE believes that reducing the enrollment of Flushing beginning in September 2013 and providing two new options for high school students in the Q460 building will benefit current and future students at Flushing and in Queens. The enrollment reduction is intended to provide an opportunity for Flushing to improve by narrowing its focus to fewer academic programs and a smaller number of students, and allow for new school options to develop in building Q460.

The DOE believes that the District 25 community and Queens as a whole will benefit from having additional options in the Q460 building. The DOE will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

II. Proposed or Potential Use of Building

Q460 has a target capacity of 2,031 students.[6] (The concept of "target capacity" is explained below). In 2012-2013, the building is serving 3,032 total students,[7] yielding a building utilization rate of 149%.[8] Flushing is currently serving students in ninth through twelfth grades. If this proposal is approved, 25Q240 and 25Q241 will open in September 2013, each school serving approximately 105-115 students in ninth grade, for a total of 210-230 students.[9] At scale, 25Q240 and 25Q241 will each serve approximately 420-460 students in grades nine through twelve.

If this proposal is approved, the grade spans for all existing and proposed school organizations in Q460 over a five-year period are described in the table below:

		Grade Spans				
DBN	**School Name**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
25Q460	Flushing High School	9-12	9-12	9-12	9-12	9-12
25Q240	New School 1	-	9	9-10	9-11	9-12
25Q241	New School 2	-	9	9-10	9-11	9-12

The total current and projected student enrollment for all existing and proposed school organizations in Q460 over a five-year period, as well as the projected utilization rates for Q460, are described in the table below:

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

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
25Q460	Flushing High School	3,032	2,795 - 2,835	2,580 - 2,620	2,365 - 2,405	2,150 - 2,190
25Q240	New School 1	-	105 - 115	210 - 230	315 - 345	420 - 460
25Q241	New School 2	-	105 - 115	210 - 230	315 - 345	420 - 460
Total Building Enrollment		3,032	3,005 - 3,065	3,000 - 3,080	2,995 - 3,095	2,990 - 3,110
Utilization		149%	148% - 151%	148% - 152%	147% - 152%	147% - 153%

In 2016-2017, after Flushing completes its enrollment reduction and 25Q240 and 25Q241 complete their phase-ins and reach full scale, the DOE projects the building will serve approximately 2,990-3,110 students, yielding a projected target utilization rate of approximately 147%-153%. This projected utilization rate is based on the standard projections for two new high schools that would each serve approximately 108 students per grade and on the current enrollment at other existing organizations in the building.

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 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, 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.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described below. For example, Flushing utilizes a split-schedule, in which students attend school at different times of the day, so not all students are in the building at the same time. The proposal to co-locate 25Q240 and 25Q241 in building Q460 will not substantially increase the number of students in the building at any given year above current practice, as Flushing's enrollment will decrease as the new schools phase into the building. The building may continue to program on split-schedules or in different ways than the standard assumptions to accommodate a continued utilization rate in excess of 100%. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Citywide Instructional Footprint (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, 25Q240 and 25Q241 will be co-located in the Q460 building and will be open to prospective ninth-grade students who meet the schools' selection criteria through the Citywide High School Admissions Process.

Admission to 25Q240 will be open to any New York City student. The school will 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, attending an open house event, or visiting the school's exhibit at any one of the High School Fairs.

25Q241 will offer Chinese bilingual programming in accordance with community need based on parent choice. Admission to 25Q241 will be open to New York City residents, with a priority to Queens students or residents. Fifty percent of the incoming ninth-grade students will be English Proficient students and fifty percent will be Chinese (Mandarin) speakers who are ELLs as per DOE guidelines. Additional information about the High School Admissions Process is detailed below.

Flushing admits students through the Citywide High School Admissions Process. Flushing currently offers a zoned program and three educational option programs: the Academy of Business Entrepreneurship, Thurgood Marshall Law Academy, and the Academy of Health Sciences. If this proposal is approved, the enrollment reduction would entail reducing the number of available ninth-grade seats in the Academy of Business Entrepreneurship program, and creating a seat target for the zoned program. Additionally, the enrollment reduction will result in a change in admissions priorities to all existing programs at Flushing. Additional information on the impact of the enrollment reduction on admissions and ninth-grade seat availability is detailed below.

Impact on Students Currently Attending Flushing

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

With respect to academics, all current students can remain at Flushing, 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 2,150-2,190 students by the end of the enrollment reduction, and this is a sufficient size to continue offering a wide array of academic offerings.

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

The list of schools in Queens 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.

Flushing was selected to participate in the iLearnNYC grant for the 2012-2013 school year. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing ideas, technology, and tools that work best for their school community. As an iZone school, Flushing participates in iLearnNYC, a program that allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

All current iLearnNYC schools must reapply to be a part of the iZone during the 2013-2014 school year and are given priority in the selection process. Information about the application process can be found here: http://schools.nyc.gov/community/innovation/izone/default.htm. This proposal is not expected to affect Flushing's reapplication to the iLearnNYC program.

In addition, Flushing's ninth grade is organized in two small learning communities ("SLCs").[10] This proposal is not expected to affect the configuration of Flushing's SLCs, and Flushing will still be able to maintain the SLC structure throughout its enrollment reduction.

[10] 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 ELLs 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.

Flushing currently offers a zoned program and three educational option programs: the Academy of Business Entrepreneurship, Thurgood Marshall Law Academy, and the Academy of Health Sciences. This proposal is not expected to impact seats in these programs for current students.

Impact on CTE Programs

Flushing currently offers career and technical education ("CTE") programs in the following career clusters: Information Technology; and Law and Public Safety. If this proposal is approved, it is expected that these programs will continue to serve currently enrolled students.

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. CTE programs of study are grouped into 16 career clusters identified at the federal level, each including multiple career pathways that students can pursue.[11] Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

"Approved" CTE programs of study have been reviewed and approved by the DOE and the SED, which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are "in development" have not yet received SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools may have the capacity to teach toward and prepare students for an industry-certified exam.

State approval of CTE programs requires the following four stages:

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

Flushing offers three CTE programs through the Academy of Business Entrepreneurship and Thurgood Marshall Law Academy. All three CTE programs at Flushing are not yet approved by the State:

Career Cluster	CTE Pathway	State Approval Status	Program Status
Information Technology	Entrepreneurship/Virtual Enterprise	Non-Approved	Existing Program
Law and Public Safety	Law Academy/Legal Studies	Non-Approved	Existing Program
	Law Enforcement Academy	Non-Approved	Existing Program

As total enrollment at the school declines throughout the course of the enrollment reduction, the school may need to adjust its CTE programming. It is difficult to predict how 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. Flushing's enrollment reduction may result in a reduction in the number of ninth-grade students accepted into its CTE programs. However, the school will still have 2,150-2,190 students by the end of the enrollment reduction, which should allow the school to continue offering the

[11] "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.

same array of CTE programming. It is expected that students currently enrolled in CTE programs at Flushing will continue to be served in those programs.

The list of schools in the City that also provide CTE programs in Flushing's pathways can be found in the Appendix B. 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.

As explained in more detail in Section III.C below, the DOE has also proposed to site two new CTE high schools in Queens. These two new CTE high schools are expected to increase CTE opportunities across Queens.

Impact on Extra-Curricular Programming and Partnerships

The DOE does not anticipate that this proposal will affect the extra-curricular programs or partnerships currently offered at Flushing. Flushing will continue offering student athletics and other extra-curricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as a result of the enrollment reduction.

Flushing will continue to offer extra-curricular 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, Flushing currently offers the following sports:[12]

- PSAL Sports[13] – Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Football, Handball, Indoor Track, JV Football, Outdoor Track, Soccer, Tennis, Volleyball, Wrestling;
- PSAL Sports – Girls: Basketball, Cross Country, Handball, Indoor Track, Outdoor Track, Soccer, Softball & JV Softball, Tennis, Volleyball & JV Volleyball, Wrestling;
- PSAL Sports – Co-ed: Bowling, Tennis, Wrestling; and
- School Sports – Weight Training, Basketball, Table Tennis, Yoga, Softball, Volleyball, Crew, Wrestling.

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

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

[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 Flushing in the 2012-2013 Directory of High Schools Addendum: http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm.

Extra-Curricular Activities	Clubs
• Attendance Intervention Program • Unidos (Peer Mentoring) • Sports and Arts High School Today Program • Youth Development Program • Advancement via Individual Determination (AVID) • Student Government • Peer Mediation • Wellness • Arista • TRI-M (Music Honor Society) • Math Team • Law Team • Virtual Enterprises • Debate Team • Journalism • Yearbook • Arts • Beginning Vocal • Honors Chorus • Professional Chorus • Concert Band • Guitar • Piano • Art Studio • Painting and Drawing • Cartooning • Set Design • Play Production	• *Forum* School Newspaper • Yearbook • Korean • Chinese • Asian • Multicultural • Prom Committee • Leadership • ASPIRA • Leo's • Art • Griffin

According to Flushing's Web site, Flushing has partnerships with several community-based organizations ("CBOs") including the National Choral Council, Arthur Ashe Foundation, City College, LaGuardia Community College, Queens College, St. John's University, SUNY - Old Westbury, and Temple University.[15]

Impact on YABC Program

The YABC program is expected to remain in building Q460 and will continue to provide services as long as there is a need and demand for the program. There is no anticipated impact on the YABC program as a result of this co-location proposal.

YABCs 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. To view a list of Young Adult Borough Centers Citywide, please visit the DOE's Web site at http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC.

[15] From the Flushing Web site: http://schools.nyc.gov/SchoolPortals/25/Q460/AboutUs/Overview/Our+Community.htm.

Impact on LTW Program

There is also a part-time LTW program located in the Q460 building.[16] LTW is an in-depth job readiness and career exploration program designed to enhance the academic component of select YABCs and Transfer Schools. LTW is a part-time evening program where CBO personnel work collaboratively with all students to set and achieve individual academic, workplace, and personal goals. These programs run Monday through Thursday out of school hours. There is no anticipated impact on the LTW program as a result of this proposal.

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

Flushing admits students through the Citywide High School Admissions Process, described in further detail below. Though the co-location will not directly impact Flushing's admissions, the enrollment reduction will reduce the number of ninth-grade seats available at Flushing in the 2013-2014 school year and beyond, and will impact Flushing's admissions priorities, as described below. Flushing's admissions methods will not be impacted by this proposal.

Flushing admits students to three programs, the Academy of Business Entrepreneurship, Thurgood Marshall Law Academy, and the Academy of Health Sciences, each 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.

Flushing also 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.

As mentioned above, the DOE is working closely with the Flushing leadership to gradually decrease the school's enrollment by approximately 842-882 students over a period of four years. The enrollment reduction will reduce the number of seats offered in the Academy of Business Entrepreneurship program, and create a seat target for the zoned program. At this time, the DOE anticipates that the zone for Flushing will remain intact. However Flushing would not provide a guaranteed seat to zoned students who apply to the zoned program. To offset this change, beginning in September 2013, Flushing's zoned and educational option programs would give priority to students living within the Flushing zone. This would allow the DOE to monitor the enrollment in building Q460 and promote smaller learning environments while continuing to provide a priority to students living in the zone. The DOE anticipates that Flushing will be able to accommodate all of the zoned students who apply to Flushing.

If this proposal is approved, 25Q240 will admit students through the High School Admissions Process and through the over-the-counter ("OTC") admissions process. The school will 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. Admission to 25Q241 will be open to New York City residents. Fifty percent of the incoming ninth-grade students will be English Proficient students and fifty percent will be Chinese (Mandarin) speakers who are ELLs as per DOE guidelines. Priority will be given to Queens students or residents.

[16] For more information on Learning to Work programs, please visit: http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/LearningtoWork/default.htm.

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/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 25Q240 or 25Q241 will have the opportunity to participate in Round Two in the High School Admissions Process this school year for a ninth-grade seat in September 2013. These students will have an opportunity to express interest in 25Q240 or 25Q241.

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 25Q240 or 25Q241 will have the opportunity to submit a new admission application with revised school rankings in March for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 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 25Q240 and 25Q241 through the OTC process. Flushing 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;[17] 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.

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,[18] international schools, and alternative programs are offered through referral.[19] In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Schools with Programs Similar to Flushing's Program Offerings[20]

Eighth-grade students will continue to have access to Flushing's programs as well as a broad range of high school options through the Citywide High School Admissions Process. These include many other Queens high schools, some of which offer academic programs and pathways similar to those currently available at Flushing. Detailed information about high schools is available at enrollment offices and online at: http://schools.nyc.gov/ChoicesEnrollment/High/Publications.

Attached as Appendix C is a list of schools in Queens with programs in the same interest area as those currently offered at Flushing. In addition, the percent of students with disabilities and ELLs that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options.

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[17] 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.

[18] 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.

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

[20] Similar programs are defined as those in the same "interest area" to which students can apply through the High School Admissions Process.

B. Schools

If this proposal is approved, building Q460 will house 25Q240, 25Q241, and Flushing as it reduces enrollment. By 2016-2017, 25Q240 and 25Q241 will have completed their phase-ins and reached stable enrollment while Flushing will have reduced its enrollment. At that point, the total projected enrollment for the three schools is 2,990-3,110 and the projected target building utilization rate for Q460 at that point will be 147%-153%.

The estimated enrollments for the organizations that will be located in Q460 through the 2016-2017 school year can be found in Section IV below.

Currently, building Q460 is overcrowded and does not have enough space pursuant to the Citywide Instructional Footprint (the "Footprint"). As mentioned in Section II above, Flushing currently manages its overcrowding by serving students on split-schedules. This means that the school operates a longer school-day than usual. For example, many high schools operate on a schedule that contains eight periods in the day. Flushing, however, operates on a schedule that contains ten periods in the day, or 25% more time. Students are in school for only eight periods, i.e. from first to eighth periods, from second to ninth periods, or from third to tenth periods. Split-scheduling enables the same number of classrooms to meet the instructional space needs of a larger number of students. Queens high schools have successfully served students in buildings with a utilization in excess of 100% by efficiently scheduling classes through additional periods and split-schedules. If this proposal is approved, building Q460 may continue to program on split-schedules or in different ways than the standard assumptions to continue to accommodate approximately the same number of students as it currently serves.

If this co-location proposal is approved, although the building will continue to operate above 100% capacity and 25Q240, 25Q241, and Flushing will be under Footprint (i.e. Flushing's actual allocation will be less than the school's baseline Footprint allocation), the schools will be able to use all building resources to meet the needs of students throughout the period while Flushing's enrollment is reduced and 25Q240 and 25Q241 phase in. There will be space to house the YABC program, as that program operates during the evening and uses only one half-size room during the day. The LTW program does not have any space beyond what is allocated to the YABC. 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 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 will need to share large common and

specialty rooms in the building, such as the cafeteria, the two gymnasiums, the library, the auditorium, the three science labs, and the nine science demo rooms. 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 December 21, 2012, building Q460 has a total of 79 full-size rooms, 36 half-size rooms, 3 quarter-size rooms, and the equivalent of 16.0 full-size rooms of designed administrative/office space. In total, building Q460 has 113.75 full-size equivalent ("FSE") rooms for instructional and administrative use. The building also has the following rooms, which would be shared amongst the co-located schools: a cafeteria, an auditorium, a library, two gymnasiums, three science labs, and nine science demo rooms.

The nurse is housed in 1.0 full-size room of designed administrative/office space, the custodian's office is housed in 1 half-size room, School Safety is housed in 1 quarter-size room, and another half-size room is allocated to the YABC program during the day.

Excluding the shared spaces outlined above, Q460 has a total of 79 full-size classrooms, 34 half-size classrooms/spaces, 2 quarter-size spaces, and 15.0 FSE rooms of designed administrative office/space remaining, which totals 111.5 FSE rooms, that can be allocated to the co-located schools in Q460 per the Footprint during the proposed opening and co-location of 25Q240 and 25Q241.

Flushing's Footprint will decrease each year as the school reduces its enrollment. According to the Footprint, Flushing's current allocation should be 107 full-size rooms, 15 half-size rooms, and the equivalent of 8 full-size rooms for administrative use.[21,22] Adjusting for the lack of full-size rooms in the building, Flushing's adjusted baseline Footprint is 79 full-size rooms, 15 half-size rooms, and 8.0 FSE of administrative space. Flushing's current allocation is 79 full-size rooms, 34 half-size rooms, and the equivalent of 15.5 full-size rooms for administrative use, which totals 111.5 FSE rooms. The current allocation is 19 half-size rooms and 7.5 FSE of designed administrative space above the adjusted footprint. Flushing programs on a split-schedule to accommodate for the adjusted footprint. Flushing's instructional footprint over the four years it will take to complete its enrollment reduction is included in the chart below.[23]

The DOE is proposing to open 25Q240 in Q460. 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 3.0 FSE rooms of administrative space. The footprint of 25Q240 over the four years it will take to complete its phase-in is included in the chart below.

The DOE is also proposing to open 25Q241 in Q460. 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 3.0 FSE rooms of administrative space. The footprint of 25Q241 over the four years it will take to complete its phase-in is included in the chart below.

As mentioned above, while the building will be overcrowded, 25Q240, 25Q241, Flushing, and the YABC program will be able to use all building resources to meet the needs of students as 25Q240 and 25Q241 phase in. The combined adjusted footprint of the three schools would be 79 full-size rooms, 34 half-size rooms, and 15.5 full size equivalent rooms for administrative use. The schools in the building may opt to

[21] Footprint calculations are based on the November 5, 2012 register, where approximately 95% of students were served in general education GE or CTE sections, and 5% of students were served in SC sections.

[22] The Instructional Footprint does not include specific guidelines for schools of Flushing's size. As a result, the Office of Space Planning based Flushing's footprint on a proportional expansion of the footprint based on current enrollment in the school.

[23] All projections of Flushing's future footprint assume that 95% of students will be served in GE or ICT sections and 5% will be served in SC sections.

continue split-scheduling or operate in different ways than the standard assumptions to relieve overcrowding in the building and continue to serve approximately the same number of students as it currently serves. After each school has received its adjusted footprint allocation, there will be no excess full-size rooms remaining in the building, as detailed year by year in the chart below. If in future years there were to be any excess space above the space allocated by the Footprint, it 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 Flushing's enrollment reduction and the phase-in of 25Q240 and of 25Q241:

		Baseline Footprint Allocation for Full-Size Classrooms				
DBN	**School Name**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
25Q460	Flushing	107	99	91	83	75
25Q240	New School 1	-	4	8	12	16
25Q241	New School 2	-	4	8	12	16
	TOTAL	**79**	**79**	**79**	**79**	**79**
	ROOMS IN EXCESS OF (OR UNDER) FOOTPRINT	**(28)**	**(28)**	**(28)**	**(28)**	**(28)**

As discussed previously, during the course of Flushing's enrollment reduction and 25Q240 and 25Q241's phase-ins, the space vacated by Flushing will be back-filled by 25Q240 and 25Q241 as the two schools phase in.

The Office of Space Planning will also work with Flushing to ensure a smooth transition, if necessary, of any rooms currently being used by Flushing. If in future years there were to be any excess space, the Office of Space Planning will also 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, 25Q240 and 25Q241 will develop a safety and security plan for Q460 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

Flushing 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 Q460 building will remain open, but will offer new educational options that are intended to better support the learning needs of all students in the City, and in Queens.

As noted elsewhere in this document, the enrollment reduction at Flushing is not expected to yield a net loss of seats in Building Q460. The DOE is proposing to phase in two new schools into the facility. The approximately 842-882 seats that Flushing will lose once its enrollment is fully reduced will be recovered through the phase-in of 25Q240 and 25Q241, which will each offer between 420-460 seats once they reach full grade span in 2016-2017.

Impact on Borough-Wide Seat Capacity

The proposed opening and co-location of 25Q240 and 25Q241, which includes the enrollment reduction at Flushing, 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 Law, Government & Community Service High School (29Q494, "LGCS") and Business, Computer Applications & Entrepreneurship High School (29Q496, "BCAE"), and the enrollment reductions of 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.[24] A total of 18,513 new ninth-grade students are enrolled in Queens high schools in 2012-2013, leaving a deficit of 253 seats.

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

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

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

Information regarding the new high schools proposed to open in September 2013 would be available in the winter for students who may be interested in applying to these schools as part of Round Two of the High

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

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

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.

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

The proposed new schools would add 216 ninth-grade seats in new high schools that are CTE schools. The phase out of BCAE and the enrollment reduction at Flushing would result in the loss of 299 ninth-grade seats in schools that offer CTE programs.[26] 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 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 Q460.

IV. Enrollment, Admissions and School Performance Information

Flushing

Admissions Data

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

[26] 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.

Enrollment Data[27]

	Total Enrollment
2012-13 (unaudited)	3,032
2013-14 (projections)	2,795-2,835
2014-15 (projections)	2,580-2,620
2015-16 (projections)	2,365-2,405
2016-17 (projections)	2,150-2,190

Demographic Data[28]

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with Individualized Education Programs	14%
Percentage of English Language Learner Students	18%
Percentage of Students Eligible for Free or Reduced Lunch	58%

Performance Data

Q460 Flushing High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Quality Review Score[29]	P	D	N/A[30]
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1[31]	62%	66%	71%
4 Year Graduation Rate	60%	60%	59%
6 Year Graduation Rate	63%	63%	69%
% Graduating with a Regents Diploma	49%	53%	57%
Attendance Rate	87%	84%	85%
2012-2013 State Accountability Status	Priority School[32]		

[27] All figures are from the 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] For more information about Quality Reviews, please visit the DOE Web site at http://schools.nyc.gov/Accountability/tools/review.
[30] Not all schools receive a Quality Review every year.
[31] The 2010-2011 the Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.
[32] This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at http://www.p12.nysed.gov/accountability/ESEADesignations.html.

New School 25Q240

Admissions Data

Current Admissions	N/A
Proposed Admissions in 2013-2014 and Beyond	High School Admissions Process; Admissions Method: Limited Unscreened Method, priority to students residing in Queens

Enrollment Data[33]

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-13 (unaudited)	-	-	-	-	-
2013-14 (projections)	105-115	-	-	-	105-115
2014-15 (projections)	105-115	105-115	-	-	210-230
2015-16 (projections)	105-115	105-115	105-115	-	315-345
2016-17 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data

25Q240 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

25Q240 does not yet have enrollment. Therefore, there is no performance data for the school.

New School 25Q241

Admissions Data

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

Current Admissions	N/A
Proposed Admissions in 2013-2014 and Beyond	High School Admissions Process; Admissions Method: Screened: Language, priority to students residing in Queens

Enrollment Data[34]

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-13 (unaudited)	-	-	-	-	-
2013-14 (projections)	105-115	-	-	-	105-115
2014-15 (projections)	105-115	105-115	-	-	210-230
2015-16 (projections)	105-115	105-115	105-115	-	315-345
2016-17 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data

25Q241 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

25Q241 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, 25Q240 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, and 25Q241 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, 25Q240, 25Q241, and Flushing'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

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

[35] FY13 School Allocation Memorandum 21: Other Than Personal Services "OTPS" for New 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 Flushing would decline each year, meaning that the school's budget would decrease each year, and the school would 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 would 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: 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.

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

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

A. Personnel Needs

25Q240 and 25Q241 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 25Q240 and 25Q241 over the course of the schools' phase-ins. 25Q240 and 25Q241 are expected to hire additional administrative and non-pedagogical staff as each new grade is added.

As student enrollment at Flushing 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

25Q240and 25Q241 are expected to hire school supervisors and/or administrator personnel as needed throughout the course of the schools' phase-ins.

Some school supervisor and/or administrator positions at Flushing may be excessed as student enrollment declines. Again, all excessing would 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/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf.

This proposal is not expected to impact the transportation schedules of the other schools located in the Q460 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 25Q240 and 25Q241 phase in.

VII. Building Information

Building		Q460
Type of Building		HS
Year Built		1915
Overall BCAS rating		2.53
2011-2012 Target Building Utilization		153%
2011-2012 Target Building Capacity		2,031
FY 2012 Maintenance Costs	**Labor**	$71,203
	Materials	$14,182
	Maintenance and repair contracts	$187,781
	Service contracts	$6,480
	Custodial operations costs—Materials	$18,214
	Custodial operations costs—Custodial Allocation	$544,051
FY 2012 Energy Costs	**Electric**	$258,788
	Gas	$2,048
	Oil	$325,781
Projects completed during the current or prior school year		Lighting Fixtures

Projects proposed in the capital plan	Classroom Connectivity, New/Retrofit Telephone/Intercom System
Accessibility of the building	Building is not functionally fully programmatically accessible
Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Rooms, 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 Expy 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
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[36]	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

[36] Richmond Hill High School offers Spanish bilingual special education classes.

Appendix B: Citywide High Schools
CTE Career Cluster: Information Technology

DBN[37]	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity[38]	2012-2013 Org Util[39]	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status[40]
01M515	Manhattan	Lower East Side Preparatory High School	145 Stanton Street	529	549	96%	A	0%	64%	Web Design	Transfer School	Non-Approved
02M316	Manhattan	Urban Assembly School of Business for Young Women, the	26 Broadway	426	498	86%	B	14%	4%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
02M393	Manhattan	BUSINESS OF SPORTS SCHOOL	439 West 49Th Street	389	321	121%	-	14%	7%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
02M422	Manhattan	Quest to Learn	351 West 18 Street	341	204	167%		9%	1%	Games systems design, bioinformatic systems, visual systems	Limited Unscreened	Non-Approved
02M489	Manhattan	High School of Economics and Finance	100 Trinity Place	761	733	104%	B	9%	9%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
02M507	Manhattan	Urban Assembly Gateway School for Technology	439 West 49Th Street	248	163	152%	-	8%	5%	A+ Computer Repair	Limited Unscreened	Non-Approved

[37] DBNs noted with an asterisks will be voted on for phase out at the March 11, 2013 PEP meeting.
[38] The org capacity and org utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.
[39] The org capacity and org utilization of new schools that opened in the 2012-2013 school year are denoted as N/A.
[40] The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

02M507	Manhattan	Urban Assembly Gateway School for Technology	439 West 49Th Street	248	163	152%	-	8%	5%	Health Information Technology	Limited Unscreened	Non-Approved
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 West 46 Street	724	545	133%	B	10%	9%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
02M542	Manhattan	Manhattan Bridges High School	525 West 50Th Street	564	659	86%	A	1%	64%	Academy of Information Technology/AOIT	Screened: Language & Academics	Non-Approved
02M546	Manhattan	Academy for Software Engineering	40 Irving Place	128	N/A	N/A		12%	5%	Software Engineering	Limited Unscreened	Non-Approved
02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue Of The Americas	431	779	55%	B	11%	4%	A+ Computer Repair	Screened	Approved
02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue Of The Americas	431	779	55%	B	11%	4%	Cisco	Screened	Approved
02M460	Manhattan	Washington Irving High School	40 Irving Place	641	1537	42%	-	16%	20%	Academy of Information Technology/AOIT/web design	Phase Out	Phase Out
03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 Amsterdam Avenue	440	416	106%	B	15%	11%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
03M494	Manhattan	High School of Arts and Technology	122 Amsterdam Avenue	612	683	90%	C	11%	11%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved

06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1354	1437	94%	D	6%	3%	Entrepreneurship and Virtual Enterprises	Ed. Opt.	Non-Approved
02M620	Manhattan	Norman Thomas High School	111 East 33 Street	730	1156	63%	-	16%	21%	Web Design	Phase Out	Phase Out
02M620	Manhattan	Norman Thomas High School	111 East 33 Street	730	1156	63%	-	16%	21%	Entrepreneurship/Virtual Enterprise	Phase Out	Phase Out
08X405*	Bronx	Herbert H. Lehman High School.	3000 East Tremont Avenue	3042	2990	102%	D	19%	9%	Web Design	Ed. Opt.	Non-Approved
08X405*	Bronx	Herbert H. Lehman High School.	3000 East Tremont Avenue	3042	2990	102%	D	19%	9%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
08X405*	Bronx	Herbert H. Lehman High School.	3000 East Tremont Avenue	3042	2990	102%	D	19%	9%	Information Technology	Ed. Opt.	Non-Approved
09X365	Bronx	Academy for Language and Technology	1700 Macombs Road	320	431	74%	A	0%	79%	Academy of Information Technology/IT	Screened: Language	Non-Approved
09X365	Bronx	Academy for Language and Technology	1700 Macombs Road	320	431	74%	A	0%	79%	Media Communication	Screened: Language	Approved
09X412	Bronx	Bronx High School of Business	240 East 172 Street	380	507	75%	C	21%	25%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
10X213	Bronx	Bronx Engineering and Technology Academy	99 Terrace View Avenue	419	525	80%	B	19%	15%	Information Technology	Limited Unscreened	Non-Approved
10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 Tibbett Avenue	1091	973	112%	C	9%	13%	Cisco	Screened	Non-Approved

10X368	Bronx	In-Tech Academy (M.S. / High School 368)	2975 Tibbett Avenue	1091	973	112%	C	9%	13%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
10X433	Bronx	High School for Teaching and the Professions	2780 Reservoir Avenue	501	543	92%	B	12%	16%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
10X440	Bronx	DeWitt Clinton High School	100 West Mosholu Parkway South	3756	3428	110%	F	13%	19%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	428	1368	31%	-	21%	16%	A+ Computer Repair	Phase Out	Phase Out
10X524	Bronx	Crotona International High School	2474 Crotona Avenue	148	133	111%	-	0%	68%	Computer Software and Media Applications, Other	Screened: Language	Non-Approved
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	428	1368	31%	-	21%	16%	CISCO Networking Academy	Phase Out	Phase Out
08X650	Bronx	Jane Addams High School for Academic Careers	900 Tinton Avenue	488	1241	39%	-	15%	9%	Entrepreneurship/Virtual Enterprise	Phase Out	Phase Out
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	749	1262	59%	-	18%	22%	Entrepreneurship/Virtual Enterprise	Phase Out	Phase Out
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	749	1262	59%	-	18%	22%	Computer Installation and RepairTechnology	Phase Out	Non-Approved

11X270	Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	921 East 228Th Street	538	613	88%	B	17%	6%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
11X275	Bronx	High School of Computers and Technology	800 East Gun Hill Road	563	426	132%	A	15%	11%	computer technology/computer systems technology	Limited Unscreened	Approved
11X415	Bronx	Christopher Columbus High School	925 Astor Avenue	471	945	50%	-	21%	17%	A+ Computer Repair/CISCO	Phase Out	Non-Approved
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 Johnson Street	824	1299	63%	C	13%	2%	CISCO Networking Academy	Screened	Non-Approved
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 Johnson Street	824	1299	63%	C	13%	2%	Web Design	Screened	Non-Approved
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	105 Johnson Street	824	1299	63%	C	13%	2%	A+ Computer Repair	Screened	Approval Pending
14K478	Brooklyn	The High School for Enterprise, Business and Technology	850 Grand Street	1008	896	113%	B	9%	11%	Cisco	Ed. Opt.	Approved
14K610	Brooklyn	Automotive High School	50 Bedford Avenue	633	918	69%	C	20%	6%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved

15K429	Brooklyn	Brooklyn School for Global Studies	284 Baltic Street	316	835	38%	B	27%	6%	CISCO	Screened	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	1248	3389	37%	F	14%	3%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	1248	3389	37%	F	14%	3%	Information Technology Academy	Screened	Non-Approved
17K122	Brooklyn	Pathways in Technology Early College High School (P-Tech)	150 Albany Avenue	226	185	122%	-	16%	1%	Computer science	Limited Unscreened	Non-Approved
17K544	Brooklyn	International Arts Business School	600 Kingston Avenue	207	501	41%	-	14%	8%	Entrepreneurship/Virtual Enterprise	Phase Out	Non-Approved
17K600	Brooklyn	Clara Barton High School	901 Classon Avenue	1618	1614	100%	C	11%	10%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	749	1262	59%	-	18%	22%	Academy of Information Technology/AOIT	Phase Out	Phase Out
18K563	Brooklyn	It Takes a Village Academy	5800 Tilden Avenue	420	721	58%	A	12%	19%	CISCO Networking Academy	Limited Unscreened	Non-Approved
18K566	Brooklyn	Brooklyn Generation School	6565 Flatlands Avenue	307	456	67%	C	22%	6%	CISCO	Limited Unscreened	Non-Approved
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 Tilden Avenue	305	711	43%	B	20%	4%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
17K625	Brooklyn	Paul Robeson High School	150 Albany Avenue	171	529	32%	-	23%	5%	Academy of Information Technology/AOIT	Phase Out	Phase Out

19K618	Brooklyn	Academy of Innovative Technology	999 Jamaica Avenue	418	552	76%	B	14%	10%	Information Technology	Limited Unscreened	Non-Approved
19K618	Brooklyn	Academy of Innovative Technology	999 Jamaica Avenue	418	552	76%	B	14%	10%	Academy of Information Technology/Computer Repair	Limited Unscreened	Approved
19K618	Brooklyn	Academy of Innovative Technology	999 Jamaica Avenue	418	552	76%	B	14%	10%	Academy of Information Technology/Web Design	Limited Unscreened	Approval Pending
20K445	Brooklyn	New Utrecht High School	1601 80 Street	3299	2225	148%	B	12%	23%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
20K490	Brooklyn	Fort Hamilton High School	8301 Shore Road	4474	2752	163%	B	11%	21%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
21K348	Brooklyn	High School of Sports Management	2630 Benson Avenue	349	532	66%	C	17%	4%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
21K410	Brooklyn	Abraham Lincoln High School	2800 Ocean Parkway	2459	2015	122%	C	13%	13%	Business Information Technology/Enrepreneurship	Ed. Opt.	Non-Approved
21K525	Brooklyn	Edward R. Murrow High School	1600 Avenue L	4081	3313	123%	B	12%	9%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
21K540	Brooklyn	John Dewey High School	50 Avenue X	1914	2434	79%	B	8%	21%	Computer Science Institute	Ed. Opt.	Non-Approved
21K620	Brooklyn	William E. Grady Career and Technical Education High School	25 Brighton 4Th Road	796	1450	55%	B	20%	4%	A+ Computer Repair	Ed. Opt.	Non-Approved

22K425	Brooklyn	James Madison High School	3787 Bedford Avenue	3223	2288	141%	B	10%	11%	Information Technology	Screened	Non-Approved
17K625	Brooklyn	Paul Robeson High School	150 Albany Avenue	171	529	32%	-	23%	5%	New Media	Phase Out	Phase Out
24Q264	Queens	Academy of Finance and Enterprise	30-20 Thomson Avenue	437	376	116%	A	8%	6%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
17K625	Brooklyn	Paul Robeson High School	150 Albany Avenue	171	529	32%	-	23%	5%	Entrepreneurship/Virtual Enterprise	Phase Out	Phase Out
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1962	2208	89%	B	9%	20%	Academy of Information Technology/AOIT	Ed. Opt.	Non-Approved
24Q550	Queens	High School for Arts and Business	105-25 Horace Harding Expy N	862	569	151%	A	9%	13%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Approval Pending
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1476	1231	120%	B	10%	5%	A+ Computer Repair	Screened	Approved
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1476	1231	120%	B	10%	5%	New Media	Screened	Approved
25Q460	Queens	Flushing High School	35-01 Union Street	3032	2031	149%	D	10%	18%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4149	2360	176%	A	10%	13%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3308	2235	148%	A	7%	5%	Computer Programming	Audition	Non-Approved

27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	3301	2773	119%	C	10%	16%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
28Q440	Queens	Forest Hills High School	67-01 110 Street	3854	2064	187%	A	9%	8%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2233	1768	126%	A	9%	1%	Cisco	Screened	Approval Pending
28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2233	1768	126%	A	9%	1%	Web Design	Screened	Approved
29Q496*	Queens	Business, Computer Applications & Entrepreneurship High School	207- 01 116Th Avenue	337	509	66%	D	13%	7%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Non-Approved
30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2798	2742	102%	C	10%	16%	Entrepreneurship/Virtual Enterprise	Screened	Approved
30Q502	Queens	Information Technology High School	21-16 44Th Road	933	748	125%	C	12%	10%	Apple Academy	Ed. Opt.	Non-Approved
30Q502	Queens	Information Technology High School	21-16 44Th Road	933	748	125%	C	12%	10%	Cisco Academy	Ed. Opt.	Non-Approved
30Q502	Queens	Information Technology High School	21-16 44Th Road	933	748	125%	C	12%	10%	Web Design Academy	Ed. Opt.	Non-Approved
30Q555	Queens	Newcomers High School	28-01 41 Avenue	945	895	106%	A	0%	76%	Entrepreneurship/Virtual Enterprise	Screened: Language	Non-Approved

31R440	Staten Island	New Dorp High School	465 New Dorp Lane	2692	3345	80%	B	8%	5%	Entrepreneurship/Virtual Enterprise	Ed. Opt.	Approved
31R445	Staten Island	Port Richmond High School	85 St Josephs Avenue	1976	2145	92%	B	12%	5%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2498	1697	147%	B	11%	6%	New Media	Unscreened	Approved
31R455	Staten Island	Tottenville High School	100 Luten Avenue	3876	3531	110%	B	11%	1%	Cisco Networking Academy	Ed. Opt.	Non-Approved
31R460	Staten Island	Susan E. Wagner High School	1200 Manor Road	3419	2685	127%	A	14%	3%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
31R600	Staten Island	Ralph R. McKee Career and Technical Education High School	290 St Marks Place	654	1046	63%	B	16%	4%	CISCO Networking Academy	Screened	Approval Pending
79M645	Manhattan	School for Cooperative Technical Education	321 East 96 Street	575	502	115%		12%	12%	A+ Computer Repair	Unscreened	Non-Approved
79M645	Manhattan	School for Cooperative Technical Education	321 East 96 Street	575	502	115%		12%	12%	Cisco Networking Academy	Phase Out	Non-Approved

Appendix B: Citywide High Schools
CTE Career Cluster: Law and Public Safety

DBN[41]	Borough	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Overall Grade	% SE	% ELL	Program Name	School Admissions Method	CTE State Approval Status[42]
02M460	Manhattan	Washington Irving High School	40 Irving Place	641	1537	42%	-	16%	20%	Computer Forensics	Phase Out	Phase Out
02M460	Manhattan	Washington Irving High School	40 Irving Place	641	1537	42%	-	16%	20%	Law Academy/Legal Studies	Phase Out	Phase Out
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 Pearl Street	1806	2134	85%	D	12%	11%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
02M520	Manhattan	Murry Bergtraum High School for Business Careers	411 Pearl Street	1806	2134	85%	D	12%	11%	Law Enforcement Academy	Ed. Opt.	Non-Approved
06M467	Manhattan	High School for Law and Public Service	549 Audubon Avenue	691	519	133%	B	11%	29%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
08X405*	Bronx	Herbert H. Lehman High School.	3000 East Tremont Avenue	3042	2990	102%	D	19%	9%	Forensics Science & Technology	Ed. Opt.	Non-Approved
08X405*	Bronx	Herbert H. Lehman High School.	3000 East Tremont Avenue	3042	2990	102%	D	19%	9%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and Public Policy, The	1440 Story Avenue	367	418	88%	C	18%	13%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved

[41] DBNs noted with an asterisks will be voted on for phase out at the March 11, 2013 PEP meeting.
[42] The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

08X650	Bronx	Jane Addams High School for Academic Careers	900 Tinton Avenue	488	1241	39%	-	15%	9%	Law Academy/Legal Studies	Phase Out	Phase Out
09X525	Bronx	Bronx Leadership Academy High School	1710 Webster Avenue	710	552	129%	B	15%	10%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
10X284	Bronx	Bronx School of Law and Finance	99 Terrace View Avenue	420	556	76%	B	17%	6%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
10X439	Bronx	Bronx High School for Law and Community Service	500 East Fordham Road	419	420	100%	C	16%	16%	Law Enforcement Academy	Ed. Opt.	Non-Approved
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	749	1262	59%	-	18%	22%	Law Academy/Legal Studies	Phase Out	Phase Out
11X455	Bronx	Harry S Truman High School	750 Baychester Avenue	1867	2894	65%	A	13%	8%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
11X455	Bronx	Harry S Truman High School	750 Baychester Avenue	1867	2894	65%	A	13%	8%	Law Enforcement Academy	Ed. Opt.	Non-Approved
12X690	Bronx	Monroe Academy for Business/Law	1300 Boynton Avenue	150	408	37%	-	11%	15%	Law Academy	Phase Out	Non-Approved
13K430	Brooklyn	Brooklyn Technical High School	29 Ft Greene Place	5459	4291	127%	B	0%	0%	Criminal Justice	Test	Non-Approved
14K477	Brooklyn	School for Legal Studies	850 Grand Street	718	1055	68%	C	10%	8%	Computer Forensics	Ed. Opt.	Non-Approved
14K477	Brooklyn	School for Legal Studies	850 Grand Street	718	1055	68%	C	10%	8%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved

14K477	Brooklyn	School for Legal Studies	850 Grand Street	718	1055	68%	C	10%	8%	Law Enforcement	Ed. Opt.	Non-Approved
15K519	Brooklyn	Cobble Hill School of American Studies	347 Baltic Street	627	841	75%	B	15%	7%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	1248	3389	37%	F	14%	3%	Law Academy/Legal Studies	Screened	Non-Approved
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 Broadway	462	663	70%	A	11%	4%	Law Academy/Legal Studies	Screened	Non-Approved
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 Flatbush Avenue	411	455	90%	A	18%	8%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
18K642	Brooklyn	Urban Action Academy	1600 Rockaway Parkway	306	522	59%	C	16%	10%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
20K445	Brooklyn	New Utrecht High School	1601 80 Street	3299	2225	148%	B	12%	23%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
20K490	Brooklyn	Fort Hamilton High School	8301 Shore Road	4474	2752	163%	B	11%	21%	Law Academy/Legal Studies	Screened	Non-Approved
22K405	Brooklyn	Midwood High School	2839 Bedford Avenue	3907	2428	161%	B	5%	4%	Law Academy/Legal Studies	Unscreened	Non-Approved
22K425	Brooklyn	James Madison High School	3787 Bedford Avenue	3223	2288	141%	B	10%	11%	Law Academy/Legal Studies	Screened	Non-Approved
22K495*	Brooklyn	Sheepshead Bay High School	3000 Avenue X	1731	2430	71%	D	13%	22%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved

25Q525	Queens	Townsend Harris High School	149-11 Melbourne Avenue	1116	906	123%	A	0%	0%	Law Academy/Legal Studies	Screened	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4149	2360	176%	A	10%	13%	Criminal Justice	Ed. Opt.	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4149	2360	176%	A	10%	13%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
27Q400	Queens	August Martin High School	156-10 Baisley Boulevard	1031	1769	58%	D	21%	5%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
27Q475	Queens	Richmond Hill High School	89-30 114 Street	2396	2211	108%	C	11%	16%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	3301	2773	119%	C	10%	16%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
28Q440	Queens	Forest Hills High School	67-01 110 Street	3854	2064	187%	A	9%	8%	Law Academy/Legal Studies	Screened	Non-Approved
28Q470	Queens	Jamaica High School	167-01 Gothic Drive	273	757	36%	-	11%	29%	Law Academy/Legal Studies	Phase Out	Non-Approved
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3154	2676	118%	B	7%	14%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2798	2742	102%	C	10%	16%	Law Academy/Legal Studies	Screened	Non-Approved
31R440	Staten Island	New Dorp High School	465 New Dorp Lane	2692	3345	80%	B	8%	5%	Computer Forensics	Ed. Opt.	Non-Approved

31R440	Staten Island	New Dorp High School	465 New Dorp Lane	2692	3345	80%	B	8%	5%	Law Academy/Legal Studies	Ed. Opt.	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2498	1697	147%	B	11%	6%	Law Enforcement	Unscreened	Non-Approved
31R455	Staten Island	Tottenville High School	100 Luten Avenue	3876	3531	110%	B	11%	1%	Law Academy	Ed. Opt.	Non-Approved
31R460	Staten Island	Susan E. Wagner High School	1200 Manor Road	3419	2685	127%	A	14%	3%	Law Academy/Legal Studies	Screened	Non-Approved

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

Appendix C: Queens High Schools
Interest Area: Law and Government

DBN[43]	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
26Q415	Queens	Benjamin N. Cardozo High School	57-00 223Rd Street	3793	2637	144%	B	8%	6%	Mentor Law and Humanities Institute	Ed. Opt.
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4149	2360	176%	A	10%	13%	Jacob K. Javits Law Institute	Ed. Opt.
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3308	2235	148%	A	7%	5%	International & Cultural Relations	Limited Unscreened
27Q400	Queens	August Martin High School	156-10 Baisley Boulevard	1031	1769	58%	D	21%	5%	Business and Law Scholars Academy	Ed. Opt.
28Q440	Queens	Forest Hills High School	67-01 110 Street	3854	2064	187%	A	9%	8%	Law & Humanities Institute	Ed. Opt.
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3154	2676	118%	B	7%	14%	Academy of Public Service and Law	Ed. Opt.
28Q690	Queens	High School for Law Enforcement and Public Safety	116-25 Guy R Brewer Boulevard	559	883	63%	B	13%	2%	Law Enforcement and Public Safety	Screened
29Q494*	Queens	Law, Government and Community Service High School	207- 01 116Th Avenue	403	446	90%	D	11%	3%	Law, Government and Community Service	Ed. Opt.

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

30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2798	2742	102%	C	10%	16%	Forensic Science and Law Institute	Screened

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

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
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1962	2208	89%	B	9%	20%	Academy of Allied Health and Athletic Sciences	Ed. Opt.
26Q435	Queens	Martin Van Buren High School	230-17 Hillside Avenue	2277	2318	98%	C	8%	10%	Health Career Professions	Screened
26Q495	Queens	Bayside High School	32-24 Corporal Kennedy Street	3308	2235	148%	A	7%	5%	Sports Medicine & Management	Ed. Opt.
27Q309	Queens	Academy of Medical Technology: A College Board School	8-21 Bay 25 Street	602	520	116%	B	13%	8%	Academy of Medical Technology: A College Board School	Limited Unscreened
27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	3301	2773	119%	C	10%	16%	Health Careers	Ed. Opt.
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3154	2676	118%	B	7%	14%	Health Careers Institute	Ed. Opt.
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3154	2676	118%	B	7%	14%	Pre-Med Program	Screened

28Q620	Queens	Thomas A. Edison Career and Technical Education High School	165-65 84 Avenue	2233	1768	126%	A	9%	1%	Med-Pharmaceutical/Bio-Technology	Screened
28Q680	Queens	Queens Gateway to Health Sciences Secondary School	160-20 Goethals Avenue	820	638	129%	B	4%	0%	Queens Gateway to Health Sciences	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 C: Queens High Schools
Interest Area: Business

DBN[44]	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
24Q455	Queens	Newtown High School	48-01 90 Street	2254	2396	94%	B	11%	29%	Business Institute	Ed. Opt.
24Q600	Queens	Queens Vocational and Technical High School	37-02 47 Avenue	1476	1231	120%	B	10%	5%	Careers in Business	Screened
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.

[44] 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.