

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-Location of New Public Elementary Charter School, Success Academy Charter School – New York 5 (84QTBD), with Existing Schools August Martin High School (27Q400) and Voyages Prep – South Queens Transfer High School (27Q261) in Building Q400 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate¹ Success Academy Charter School – New York 5 (84QTBD, “SA – New York 5”), a new public elementary charter school that will serve students in kindergarten through fourth grade, in building Q400 (“Q400”), located at 156-10 Baisley Boulevard, Queens, NY 11434 in Community School District 27 (“District 27”) beginning in the 2014-2015 school year. If this proposal is approved, SA – New York 5 will be co-located in Q400 with August Martin High School (27Q400, “August Martin”), an existing district high school that currently serves students in ninth through twelfth grade; Voyages Prep – South Queens Transfer School (27Q261, “Voyages South”), a new transfer high school opening in the 2013-2014 school year; and an Alternate Learning Center (88Q995, “ALC”), which provides an educational setting for students in grades nine through twelve who are on a Superintendent’s Suspension for up to one year.² In addition, building Q400 houses the following Community Based Organizations (“CBOs”): Urban Arts,³ School Reform Initiative,⁴ Facing History and Ourselves,⁵ Organizing Youth, Impacting Neighborhoods (“OYIN”),⁶ TGB Elite,⁷ Public Color,⁸ Child Center,⁹ King of Kings,¹⁰ Young Men’s Leadership,¹¹ Life Camp,¹² Relationship Abuse Prevention Program (“RAPP”),¹³ and Counseling for Mediation Services (“CMS”).¹⁴

On March 20, 2013, the Panel for Educational Policy (“PEP”) approved the proposal to open and co-locate Voyages South in the Q400 building beginning in the 2013-2014 school year. Voyages South currently serves 150 students throughout the year who are 16 years of age and older, and who have attended another New York City high school for at least one year. In 2014 – 2015, Voyages South will enroll approximately 180 – 220 students. In 2015 – 2016, Voyages South will complete its phase-in, reaching “full scale,” and serve approximately 230 – 270 students. 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

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

² Information about ALCs can be found on the DOE Web site: <http://schools.nyc.gov/Offices/ALC/default.htm>.

³ Information about Urban Arts can be found on their Web site: <http://www.urbanarts.org/>

⁴ Information about School Reform Initiative can be found on their Web site: <http://www.schoolreforminitiative.org/>

⁵ Information about Facing History and Ourselves can be found on their Web site: <http://www.facing.org/>

⁶ Information about OYIN can be found on their Web site: <http://www.oyin.org/>

⁷ Information about TGB Elite can be found on their Web site: <http://tgbelite.wordpress.com/>

⁸ Information about Public Color can be found on their Web site: <http://www.publiccolor.org/>

⁹ Information about Child Center can be found on their Web site: <http://www.childcenterny.org/>

¹⁰ Information about King of Kings can be found on their Web site: <http://kingofkingsfoundation.org/testimonials/>.

¹¹ Young Men’s Leadership is an advisory program for adolescent males.

¹² Information about Life Camp can be found on their Web site: <http://peaceisalifestyle.com/>.

¹³ Information about RAPP can be found on their Web site: <http://www.egscf.org/services/steps/hra-relationship-abuse-prevention-program-rapp/>.

¹⁴ CMS provides peer mediation, individual and group counseling, and mental health services.

college. Students graduate with a high school diploma from the transfer school they attend.

SA – New York 5 has submitted a preliminary application for charter authorization from the State University of New York Trustees (“SUNY”) to serve students in kindergarten through fifth grades. This co-location proposal deals only with the kindergarten through fourth grades of SA – New York 5. Any future proposal to co-locate any other grade levels of SA – New York 5 would be addressed in a separate Educational Impact Statement (“EIS”) subject to another vote by the PEP. The proposal to open and co-locate SA – New York 5 in Q400 described in this EIS is contingent upon SUNY’s approval of SA – New York 5’s application for charter authorization. Only SUNY has the authority to approve or deny SA – New York 5’s application for charter authorization. If SUNY does not approve SA – New York 5’s charter application, this proposal will be withdrawn. Should SUNY deny SA – New York 5’s application, the DOE may propose an alternate use of space in Q400 that involves a significant change in school utilization, which would be the subject of a future EIS in accordance with Chancellor’s Regulation A-190. For the purposes of this proposal, it is assumed that SUNY will approve SA – New York 5’s application.

SA – New York 5 will be operated by Success Academy Charter Schools (“SACS”), a charter management organization (“CMO”) that currently operates 18 public charter schools in New York City, including six new public elementary schools starting in 2013-2014. The four SACS elementary schools that received a Progress Report for the 2011-2012 school year all received an overall grade of A.

If this proposal is approved, SA – New York 5 will open in the 2014 – 2015 school year and will serve 150 – 210 students in kindergarten and first grade, and the school will add one grade each year until it reaches full grade scale in 2017-2018. At that time, SA – New York 5 will serve approximately 420 – 570 students in kindergarten through fourth grade. In 2018 – 2019, when enrollment has stabilized, SA – New York 5 will serve approximately 450 – 600 students in kindergarten through fourth grade. The school will admit students via the charter lottery application process, with preference given to District 27 residents and siblings of current or accepted students.¹⁵

According to the 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”), building Q400 has a target capacity of 1,881 students. In 2013 – 2014, the building serves approximately 1,054 students,¹⁶ yielding a building utilization rate of 56%.¹⁷ This means that the building is “underutilized” and has space to accommodate additional students. In 2018-2019, once Voyages South and SA – New York 5 have reached full scale in the building, it is projected that there will be approximately 1,580 – 1,830 students served in Q400, thereby yielding an estimated building utilization rate of approximately 84% – 97%.

The DOE supports SA – New York 5’s placement in Q400 in order to continue providing new educational options for students and families.

II. Proposed or Potential Use of Building

According to the 2011-2012 Blue Book, Q400 has the capacity to serve 1,881 students.¹⁸ (The concept of “target capacity” is explained below.) In 2013-2014, the building is serving 1,054 students, yielding a

¹⁵ For more information about the charter lottery application process, please consult the DOE’s directory of NYC Charter Schools, which can be accessed on the DOE’s website:

<http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>

¹⁶ All figures are from the 2013-2014 Budget Register Projections.

¹⁷ 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 charter headcount projections as of June 2013 or the 2013-2014 Budget Register Projections. Enrollment projections for new charter schools opening in 2014-2015 are based on enrollment in the charter application. 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.

¹⁸ The 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”) can be found here:

http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf.

building utilization rate of 56%. This means that the building is “underutilized” and has space to accommodate additional students.¹⁹

If this proposal is approved, in 2018-2019, when SA - New York 5 and Voyages South are fully phased in the building, SA – New York 5 is projected to serve 450 – 600 kindergarten through fourth grade students,²⁰ August Martin is projected to serve a total of 840 – 880 ninth through twelfth-grade students, the ALC is projected to serve a total of 60 – 80 ninth through twelfth-grade students, and Voyages South is projected to serve approximately 230 – 270 students in grades nine through twelve. Combined, there will be approximately 1,580 – 1,830 students served in Q400, which yields a projected utilization rate of 84%-97%. Thus, there is sufficient space in Q400 to accommodate both Voyages South and SA – New York 5.

Over six years, the current and projected grade spans for the schools in building Q400 are as follows:

Grade Spans							
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
84QTBD	SA - New York 5	-	K-1	K-2	K-3	K-4	K-4
27Q400	August Martin High School	9-12	9-12	9-12	9-12	9-12	9-12
27Q261 ²¹	Voyages Prep - South Queens	9-12	9-12	9-12	9-12	9-12	9-12
88Q995 ²²	Alternate Learning Center @ Q995	9-12	9-12	9-12	9-12	9-12	9-12

¹⁹ The most recent Underutilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

²⁰ Enrollment projections reflect authorized charter enrollment pursuant to the charter application.

²¹ While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

²² While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated at 60- 80 students, even though enrollment may be lower at given times throughout each school year.

The projected enrollments of the schools in Q400 over a six-year period, as well as the projected building utilization rates, are as follows:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
84QTBD	Success Academy Charter School – New York 5	-	150 - 210	180 - 250	370 - 450	420 - 570	450 - 600
27Q400	August Martin High School	859	840 - 880	840 - 880	840 - 880	840 - 880	840 - 880
27Q261	Voyages Prep - South Queens	150	180 - 220	230 - 270	230 - 270	230 - 270	230 - 270
88Q995	Alternate Learning Center @ Q995	45	60 - 80	60 - 80	60 - 80	60 - 80	60 - 80
Total Building Enrollment		1,054	1,230 - 1,390	1,310 - 1,480	1,500 - 1,680	1,550 - 1,800	1,580 - 1,830
Utilization		56%	65% - 74%	70% - 79%	80% - 89%	82% - 96%	84% - 97%

As described in more detail in the 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 United Federation of Teachers 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. The DOE’s projected utilization rates for the 2013-2014 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 2013-2014 and subsequent years provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

Section III.B. and the attached Building Utilization Plan (“BUP”) set forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number of rooms in a building to provide a more complete picture of the availability of space in a building. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdoonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

A. Students

Impact on Students Currently Attending Schools in the Q400 Building

The proposed co-location of SA – New York 5 in Q400 is not expected to impact the admissions, enrollment, or educational options of students currently attending August Martin.

August Martin currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) 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, August Martin serves students classified as English Language Learners (“ELLs”). August Martin offers English as a Second Language (“ESL”) services. All students enrolled at August Martin will continue to receive their mandated special education and/or ELL services if this proposal is approved.

This proposal is not expected to impact current or future enrollment or instructional programming at any of the programs currently offered by August Martin, including the Aerospace and Technology Academy, the Communication Arts Academy, the Business and Law Scholars Academy, the Medical/Technical Academy, and the Culinary Arts Academy. Please refer to the section below titled “Enrollment Impact for Future High School Students—High School Admissions Process” for more information about these programs and admissions methods.

If this proposal is approved, August Martin would continue to be open to prospective students through the Citywide High School Admissions Process.

The proposed co-location of SA – New York 5 in Q400 is not expected to impact the admissions, enrollment, or educational options of students currently attending Voyages South.

Voyages South currently serves general education students and students requiring special education services. Students with disabilities will receive services in accordance with their 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. Voyages South does not currently offer ESL services, a transitional bilingual program, or a dual-language program. All students enrolled at Voyages South will receive their mandated special education and/or ELL services if this proposal is approved.

Impact on the Learning to Work (“LTW”) Program

Voyages South also offers a LTW program. LTW is an in-depth job readiness and career exploration program designed to enhance the academic component of select Young Adult Borough Centers (“YABCs”) and Transfer Schools. The goal of LTW is to assist students in overcoming obstacles that impede their

progress toward a high school diploma and lead them toward rewarding employment and educational experiences after graduation. LTW offers academic and student support, career and educational exploration, work preparation, skills development, and internships. The LTW initiative is an integral component of the academic program at each participating site.

There is no anticipated impact on the LTW program as a result of this proposal.

Impact on Extra-curricular Programming and Partnerships

The DOE anticipates that this proposal will not affect the academic programs, extra-curricular programs, or partnerships currently offered at August Martin and Voyages South. August Martin and Voyages South will continue offering student athletics and other extra-curricular programs options.

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

According to the High School Directory, August Martin currently offers the following extra-curricular activities and clubs, and sports:²³

Extra-Curricular Activities	Clubs	Sports
<ul style="list-style-type: none"> • Peer Mediation and Conflict Resolution • Executive Internships • Arista-National Honor Society • Legal Research Society • Moot Court • Mock Trial • Lincoln Douglas Debate Team • Thespian Society 	<ul style="list-style-type: none"> • Key • Chess • Law • Math • Young Women’s Leadership • Young Men’s Leadership • Art 	<ul style="list-style-type: none"> • PSAL Sports²⁴ – Boys: Baseball, Basketball & JV Basketball, Bowling, Football & JV Football, Handball, Indoor Track, Outdoor Track, Soccer, and Volleyball; • PSAL Sports – Girls: Basketball, Outdoor Track, Softball, and Volleyball; • PSAL Sports – Co-ed: NA; • School Sports – Baseball, Basketball, Tennis, Track, Football and Soccer

²³ Extra-curricular offerings reflect those listed for August Martin in the 2013-2014 Directory of High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

²⁴ 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.

According to the August Martin Web site, August Martin has partnerships with several CBOs including:

Partnerships²⁵
<ul style="list-style-type: none"> • CAMBA • Community Mediation Services • Council for Unity • Women’s Health Service • The African Poetry Theater • Carver Federal Savings Bank • FECS Employment Guidance Service • Franchise Kings • G-Unity Foundation, Kevin & Nancy Davis • Junior Science Academy • National Conference of Negro Women • Queens District Attorney • Subway • Wal-Mart • York College

According to the High School Directory, Voyages South currently offers the following special programs and initiatives, extra-curricular activities, and sports:

Special Programs and Initiatives	Extra-Curricular Activities	Sports
<ul style="list-style-type: none"> • Learning to Work • Individual & Small Group Advisory • Accelerated Two-Year Academic Program with NYS Regents Diploma • Peer Mediation • Blended Learning 	<ul style="list-style-type: none"> • Music Production • Physical Training Club • Dance 	<ul style="list-style-type: none"> • PSAL Alternative League Sports: Basketball, Soccer

Voyages South has a partnership with one CBO²⁶:

Partnerships
<ul style="list-style-type: none"> • Queens Community House

Impact on Career and Technical Education (“CTE”) Programs

August Martin currently offers CTE programs in the following career clusters: Arts, A/V Technology & Communication; Hospitality and Tourism; Law and Public Safety; and Transportation, Distribution and Logistics.

²⁵ From the August Martin Web site: <http://schools.nyc.gov/SchoolPortals/27/Q400/AboutUs/Overview/Our+Community.htm>.

²⁶ School reported as of August 20, 2013.

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.²⁷ 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 New York State Education Department ("SED"), which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are "in development" have not yet received SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools 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:

- a. Notification of intent to apply for program approval and initial self-assessment
- b. Formal self-evaluation of the quality of CTE program and submission to the DOE
- c. External review and validation of application by the DOE
- d. SED consideration for program approval

August Martin offers four CTE programs: Communications Arts Academy/Media Production, Culinary Arts, Law Academy/Legal Studies, and Aviation Technology.

The proposed co-location of SA - New York 5 is not expected to impact CTE programming at August Martin.

Impact on Students Attending the ALC

The proposed co-location of SA - New York 5 is not expected to impact current or future student enrollment or instructional programming at the ALC in the Q400 building. The ALC provides an educational setting for students in grades nine through twelve who are on a Superintendent's suspension for up to one year.

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

August Martin admits students through the Citywide High School Admissions Process through five admissions programs, described in further detail below. August Martin's admissions policies will not be impacted by this proposal.

August Martin admits students to the Aerospace and Technology Academy, the Communication Arts Academy, the Business and Law Scholars Academy, and the Medical/Technical Academy 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.

²⁷ "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.

August Martin also admits students to the Culinary Arts Academy through a limited unscreened method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High School Admissions Test ("SHSAT"), as well as up to 6 studios at LaGuardia High School.

For high school admissions for the 2014-2015 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March.

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

For more information about the High School Admissions Process, please visit: <http://schools.nyc.gov/ChoicesEnrollment/High>.

Voyages South will continue to admit students through the transfer school admissions process. Transfer schools do not participate in the High School Admissions Process. Voyages South accepts students throughout the year who are 16 years of age or older and who have attended another New York City public high school for at least one year. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following Web site for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office to learn more about their options. To search for City transfer schools, please refer to the Directory of High School Diploma & GED Programs available on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement,²⁸ are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

²⁸ District 75 provides Citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

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.

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/Publications>, offers a full list of high schools Citywide.

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

In addition to the High School Admissions Process, August Martin has traditionally accepted over-the-counter ("OTC") students and will continue to accept OTC students.

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

- New to the New York City school system; or
- Left the New York City school system and have returned;²⁹ 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 meeting their enrollment targets through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and Alternate programs are offered through referral.³⁰ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 597 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Queens, the number of schools that admit students during this period increased from 82 to 95.

²⁹ 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.

³⁰ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Enrollment Impact for Future Elementary School Students in District 27

If this proposal is approved, SA – New York 5 will provide District 27 students with an additional elementary school option. In the Spring of 2014, all incoming kindergarten and first-grade students residing in District 27 will have the opportunity to participate in the charter application lottery to enter kindergarten and first grade at SA – New York 5 in September 2014. SA – New York 5 provides a lottery preference to siblings of current or accepted students and to applicants who reside within District 27. Applications will be available on SA – New York 5’s website. Neither the deadline to submit an application for SA – New York 5’s lottery nor the date of the lottery has been set yet. In subsequent years, the lottery will fill available seats in kindergarten as well as any available seats in kindergarten through third grades.

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or at:

<http://schools.nyc.gov/community/planning/charters/Directory.htm>.

Impact on Other Organizations in Building Q400

Building Q400 currently provides space for the following CBOs: Urban Arts, School Reform Initiative, Facing History and Ourselves, OYIN, TGB Elite, Public Color, Child Center, King of Kings, Young Men’s Leadership, Life Camp, RAPP, and CMS. These CBOs are not expected to lose any space or reduce the services offered as a result of this proposal.

B. Schools

Q400 has adequate capacity to accommodate SA – New York 5 during and after the course of its proposed phase-in. Once Voyages South and SA – New York 5 have reached full scale enrollment in the building in 2018-2019, SA – New York 5 and the existing organizations in Q400 are projected to collectively enroll a total of 1,580 – 1,830 students, yielding a projected utilization for Q400 of approximately 84% – 97%.

As described in more detail in the attached BUP, if this proposal is approved, there will be sufficient space to accommodate the co-located schools and the ALC in Q400 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdfh.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

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 full-size equivalent (“FSE”) 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 described in more detail in the attached BUP that accompanies this EIS, there will be sufficient instructional space in Q400 for August Martin, Voyages South, SA – New York 5, and the ALC. As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on factors such as student enrollment and the physical location of space within the building.

If this proposal is approved, Q400 will serve elementary school students and high school students. Currently, there are several other DOE campuses where elementary schools are co-located with high schools, including the Julia Richman Educational Complex, which houses Ella Baker School (a K-8 school), four high schools, and part of a District 75 special education program; the Adlai Stevenson Campus, which houses seven high schools, a secondary school, an ALC, and the full-day pre-kindergarten sections of elementary school P.S. 138; and the Brandeis Campus, which serves multiple high schools and Success Academy Charter School – Upper West (an elementary school). The DOE, in consultation with the Building Council, will, where possible, allocate contiguous and dedicated space to the elementary students to ensure the safety of all students. The shared use of cafeterias, gymnasiums, libraries, and auditoriums by elementary and high school students is standard across these campuses and at K-12 schools Citywide.

If this proposal is approved, the DOE expects the school leadership of August Martin, Voyages South, and SA – New York 5 to, as the Q400 campus’ Building Council, collectively determine how to increase student safety at Q400. Building Councils have historically designated separate, dedicated entrances and exits, contiguous instructional spaces in the building and separate, dedicated staircases.

C. Community

The DOE supports parent choice and strives to ensure that families have access to high-quality schools that meet the needs of all children. The state Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain ELLs, students with disabilities, and students eligible for free or reduced lunch at rates comparable to those of the Community School District as determined by SED. The DOE believes that the proposed co-location of SA – New York 5 will increase parent choice by creating access to additional elementary school option for students in District 27.

Further, there are currently no charter elementary school options in District 27 on the mainland portion of the district. This proposal will create a new type of option for mainland families interested in public schools. The DOE does not expect this proposal to have a material impact on any individual District 27 elementary school. The opening of SA – New York 5 may have a mild impact on the enrollment at other District 27 elementary schools by enrolling students who would have otherwise attend another District 27 elementary school. However, at present, there is no way to reliably predict which elementary schools would be impacted, or by how many seats.

SACS is a CMO that currently operates 18 public charter schools in New York City, including six new public elementary schools serving students for the first time in 2013-2014. The four SACS elementary

schools that received a Progress Report for the 2011-2012 school year all received an overall grade of A.

Furthermore, on the 2012-2013 New York State exams, SACS demonstrated strong results in English Language Arts (“ELA”), math, and science. Compared to all New York City schools, the seven Success Academy schools with testing grades performed in the top 2% on the state math examination and in the top 7% on the state ELA examination. Additionally, 100% of Success Academy students who took the state science test passed the exam.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q400. This proposal is not expected to impact the current site accessibility of Q400 which is currently not functionally or programmatically accessible.

IV. Enrollment, Admissions and School Performance Information

August Martin

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions method: Educational Option, Limited Unscreened
Admissions in 2014-2015 and Beyond if this Co-location Proposal is Approved	Grades 9-12: High School Admissions Process; Admissions method: Educational Option, Limited Unscreened

Enrollment Data³¹

	Total Enrollment
2013-2014 (projections)	859
2014-2015 (projections)	840-880
2015-2016 (projections)	840-880
2016-2017 (projections)	840-880
2017-2018 (projections)	840-880
2018-2019 (projections)	840-880

³¹ All figures are from the 2013-2014 Budget Register Projections.

Demographic Data

Percentage of Students Receiving ICT or SC Services	21%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	63%

Performance Data

Q400 August Martin High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Quality Review Score	UPF	D	
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	67%	59%	57%
4 Year Graduation Rate	63%	67%	41%
6 Year Graduation Rate ¹	62%	59%	66%
% Graduating with a Regents Diploma	28%	49%	37%
Attendance Rate	81%	80%	79%
2012-2013 State Accountability Status			
12-13 Priority School			

Voyages South

Admissions Data

Current Admissions	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.
Admissions in 2014-2015 and Beyond if this Co-location Proposal is Approved	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.

Enrollment Data³²

	Total Enrollment
2013-2014 (projections)	150
2014-2015 (projections)	180-220
2015-2016 (projections)	230-270
2016-2017 (projections)	230-270
2017-2018 (projections)	230-270
2018-2019 (projections)	230-270

Demographic Data

Voyages South opened in September 2013, and therefore, there is no demographic data for the school.

School Performance Data

Voyages South opened in September 2013, and therefore, there is no performance data for the school.

ALC

Admissions Data

ALCs enroll students who are serving a Superintendent’s Suspension of up to 90 days. As such, there is no admissions process for the ALC.

³² Enrollment projections for the new transfer school are based on a phase-in plan that assumes an enrollment range of 230-270 students at full scale. Actual enrollment in 2013-2014 and beyond, however, will depend on applicant demand.

Enrollment Data

	Total Enrollment
2013-2014 (projections)	45
2014-2015 (projections)	60-80
2015-2016 (projections)	60-80
2016-2017 (projections)	60-80
2017-2018 (projections)	60-80
2018-2019 (projections)	60-80

Demographic Data

As the enrolled population at the ALC is not constant, there are no school demographic data available for the ALC.

School Performance Data

As the enrolled population at the ALC is not constant, there are no school performance data available for the ALC.

SA – New York 5 (84QTBD)

Admissions Data

Current Admissions	N/A
Admissions if this Proposal is Approved	Grades K-4: Charter lottery Application (students admitted K-3), priority to District 27 residents

Enrollment Data³³

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2013-2014 (projections)	-	-	-	-	-	-
2014-2015 (projections)	90-120	60-90	-	-	-	150-210
2015-2016 (projections)	30-40	90-120	60-90	-	-	180-250
2016-2017 (projections)	110-120	110-120	90-120	60-90	-	370-450
2017-2018 (projections)	90-120	90-120	90-120	90-120	60-90	420-570
2018-2019 (projections)	90-120	90-120	90-120	90-120	90-120	450-600

Demographic Data

There is no demographic data available for the school because SA – New York 5 has not yet opened.

School Performance Data

There is no performance data available for the school because SA – New York 5 has not yet opened.

V. Initial Impact on Budget and Cost of Instruction

The proposal is not expected to impact initial costs or allocations at August Martin and Voyages South.

Please refer to the Fair Student Funding (“FSF”) Guide³⁴ and FY14 School Allocation Memoranda³⁵ for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The General Education Charter School per-pupil rate is determined by the SED and is based on a formula used for all traditional public school districts. The formula divides the district’s Approved Operating Expenditures by Total Allowable Pupil Units. Special Education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. The

³³ Projections for SA – New York 5 are based on enrollment in the charter application.

³⁴ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

³⁵ The FY14 School Allocation Memoranda is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

DOE has been informed by SACS that it may seek permission for certain capital improvements or facilities upgrades. These capital improvements or facilities upgrades would be subject to the New York State Charter School Act of 1998 (as amended May 2010).

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to August Martin and Voyages South, nor is it expected to significantly alter the duties of current staff at August Martin and Voyages South.

New administrative staff and non-pedagogical positions may be created at SA – New York 5 over the course of the school’s phase-in. SA – New York 5 may hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would be determined once annual enrollment projections are released in the Spring of 2014. Similarly, the number of new positions created to serve students in the new grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades.

B. Administration

No change in school supervisory or administrator positions at August Martin and Voyages South are expected as a result of this proposal.

SA – New York 5 may hire school supervisors and/or administrator personnel as needed throughout the course of the school’s phase-in.

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 Q400 building.

D. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy.

VII. Building Information

Building		Q400
Type of Building		HS
Year Built		1941
Overall BCAS rating		2.68
2011-2012 Target Building Utilization		55%
2011-2012 Target Building Capacity		1881
FY 2012 Maintenance Costs	Labor	\$89,986
	Materials	\$40,888
	Maintenance and repair contracts	\$111,590
	Service contracts	\$10,987
	Custodial operations costs—Materials	\$20,793
	Custodial operations costs—Custodial Allocation	\$547,124
FY 2012 Energy Costs	Electric	\$176,874
	Gas	\$1,686
	Steam	\$0
	Oil	\$284,653
Projects completed during the current or prior school year		LL 41/16 Compliance, Reinforcing Support Elements, Roofs/Parapets/Ext Masonry, Cafeteria Setup, IEH PO-18 Staircases 5/6 & 9/10, IEH PO-18 Fire Door 2nd Fl Staircase
Projects proposed in the capital plan		Reinforcing Support Elements, IP Surveillance Camera Installation
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab