AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New Transfer High School 27Q261 with August Martin High School (27Q400) Beginning in 2013-2014

I. Summary of Proposal

On January 31, 2013, the New York City Department of Education ("DOE") issued an Educational Impact Statement ("EIS") describing a proposal to open and co-locate 27Q261, a new transfer high school, in school building Q400 ("Q400") located at 156-10 Baisley Boulevard, Queens, NY 11434, within the geographical confines of Community School District 27 ("District 27"). A transfer school is a small, academically rigorous high school designed to re-engage over-age, under-credited students.[1] If this proposal is approved, 27Q261 will be co-located in building Q400 with August Martin High School (27Q400, "August Martin"), an existing high school that serves grades nine through twelve, and an Alternative 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"): King of Kings,[3] Young Men's Leadership,[4] Life Camp,[5] Relationship Abuse Prevention Program ("RAPP"),[6] and Counseling for Mediation Services ("CMS").[7] 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 27Q261 would open as a transfer school accepting students who are 16 years of age and older and not 15 years of age and older as previously indicated.

The proposed co-location of 27Q261 in building Q400 is part of the DOE's central goal to create new school options that will better serve future students and the community at large and to provide another option in the Q400 building. As mentioned above, 27Q261 would open as a transfer school, which will have a rolling admissions policy, accepting 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. Please refer to Section III.A for additional information about the schools' admissions process.

27Q261 is also expected to offer a Learning to Work ("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.

---

[1] Students designated as over-age, under-credited are considered to be two or more years behind their expected age and credit accumulation.
[2] Information about ALCs can be found on the DOE Web site: http://schools.nyc.gov/Offices/ALC/default.htm.
[3] Information about King of Kings can be found on their Web site: http://kingofkingsfoundation.org/testimonials/.
[4] Young Men's Leadership is an advisory program for adolescent males.
[5] Information about Life Camp can be found on their Web site: http://peaceisalifestyle.com/.
[6] Information about RAPP can be found on their Web site: http://www.egscf.org/services/steps/hra-relationship-abuse-prevention-program-rapp/.
[7] CMS provides peer mediation, individual and group counseling, and mental health services.

According to the 2011-2012 Enrollment Capacity Utilization Report ("Blue Book"), building Q400 has a target capacity of 1,881 students. In 2012-2013, the building serves approximately 1,077 students,[8] yielding a building utilization rate of 57%.[9]

If this proposal is approved, the new school would open during the 2013-2014 school year, when it would serve approximately 130-170 students. The school is expected to reach full scale in 2015-2016 and would serve approximately 230-270 students in grades nine through twelve. In 2015-2016, after 27Q261 completes its phase-in and reaches full scale, the DOE projects that building Q400 will serve approximately 1,300-1,400 students, yielding a projected target utilization rate of approximately 69%-74%.

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 27Q261 in building Q400 is intended to provide an additional option to students and families in District 27 and in Queens.

II. Proposed or Potential Use of Building

Q400 has a target capacity of 1,881 students.[10] (The concept of "target capacity" is explained below.) In 2012-2013, the building is serving 1,077 total students,[11] yielding a target utilization rate of 57%. This means that the building is "underutilized" and has space to accommodate additional students.[12]

August Martin and the ALC both currently serve students in ninth through twelfth grades. If this proposal is approved, 27Q261 will open in September 2013 serving approximately 130-170 students in grades nine through twelve.[13] At scale, 27Q261 will serve approximately 230-270 students in grades nine through twelve.

If this proposal is approved, the grade spans for all existing and proposed school organizations in Q400 over a four-year period will be:

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016
24Q400	August Martin High School	9-12	9-12	9-12	9-12
27Q261[14]	New Transfer School	-	9-12	9-12	9-12

[8] 2012-2013 Unaudited Register (as of October 26, 2012).
[9] 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.
[10] 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").
[11] 2012-2013 Unaudited Register (as of October 26, 2012).
[12] The most recent Under-Utilized 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.
[13] Enrollment projections are based on a standard phase-in plan that assumes an enrollment range of 230-270 students at full scale. Actual enrollment in 2013-2014, however, would depend on applicant demand.
[14] 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.

88Q995[15]	ALC	9-12	9-12	9-12	9-12

The total current and projected student enrollment for all existing and proposed school organizations in Q400 over a four-year period, as well as the projected utilization rates for building Q400, are described in the table below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
27Q400	August Martin High School	1,031	1,010 - 1,050	1,010 - 1,050	1,010 - 1,050
27Q261	New Transfer School	-	130 - 170	180 - 220	230 - 270
88Q995[16]	ALC	46	60 - 80	60 - 80	60 - 80
Total Building Enrollment		1,077	1,200 - 1,300	1,250 - 1,350	1,300 - 1,400
Utilization		57%	64% - 69%	66% - 72%	69% - 74%

In 2015-2016, after 27Q261 completes its phase-in and reaches full scale, the DOE projects the building will serve approximately 1,300-1,400 students, yielding a projected target utilization rate of approximately 69%-74%. This projected utilization rate is based on the standard projections for the new transfer high school that would serve 230-270 students at full scale and on the current and projected enrollment at other existing organization 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 goal for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that

[15] The ALC serves students in grades 9-12 who have been suspended for up to 90 days.
[16] While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, the ALC enrollment is anticipated to be 60-80 students, even though enrollment may be lower at given times throughout each school year.

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

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

The DOE anticipates that building Q400 will still have excess space once 27Q261 has completed its phase-in. This is discussed in greater detail below in Section III.B. The DOE would issue a separate EIS in accordance with Chancellor's Regulation A-190 describing any plans for the use of excess space in Q400.

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

A. Students

If this proposal is approved, beginning in September 2013, 27Q261 will be located in the Q400 building and will be open to prospective students through a rolling admissions policy, accepting 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 and their parents/guardians will contact the school directly to schedule an intake appointment. Students will be requested to provide a copy of their academic transcripts at the intake interview.

Detailed information about transfer schools in general is available at 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.

Impact on Students Currently Attending Schools in the Q400 Building

The proposed co-location of 27Q261 is not expected to impact the 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.

If this proposal is approved, August Martin would continue to be open to prospective students who meet the school's selection criteria through the Citywide High School Admissions Process. Additional information about the High School Admissions Process is detailed below. This proposal is not expected to impact current or future student enrollment at August Martin.

Impact on Extra-curricular Programming and Partnerships

The DOE does not anticipate that this proposal will affect the academic programs, extra-curricular programs, or partnerships currently offered at August Martin. August Martin 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 sports:[17]

- PSAL Sports[18] – 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: N/A;
- School Sports –Baseball, Basketball, Tennis, Track, Football and Soccer.

According to the High School Directory, August Martin currently offers the following extra-curricular activities and clubs:[19]

Extra-Curricular Activities	Clubs
• Peer Mediation and Conflict Resolution • Executive Internships • Arista-National Honor Society • Legal Research Society • Moot Court • Mock Trial • Lincoln Douglas Debate Team	• Key • Chess • Law • Math • Young Women's Leadership • Young Men's Leadership • Art

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

[18] 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.

[19] Extra-curricular offerings reflect those listed for August Martin in the 2012-2013 Directory of High Schools Addendum: http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm.

• Thespian Society • Music	

According to August Martin's Web site, August Martin has partnerships with several CBOs including:[20] CAMBA, Community Mediation Services, Council for Unity, Women's Health Service, The African Poetry Theater, Carver Federal Savings Bank, FEGS 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, and York College.

Impact on CTE Programs

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

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.[21] 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

August Martin offers four CTE programs: Communications Arts Academy/Media Production, Culinary Arts, Law Academy/Legal Studies, and Aviation Technology. All four CTE programs at August Martin are not yet approved by the State:

Career Cluster	CTE Pathway	State Approval Status	Program Status
Arts, A/V Technology & Communication	Communications Arts Academy/Media Production	Non-Approved	Existing Program
Hospitality and Tourism	Culinary Arts	Non-Approved	Existing Program
Law and Public Safety	Law Academy/Legal Studies	Non-Approved	Existing Program

[20] From the August Martin Web site: http://schools.nyc.gov/SchoolPortals/27/Q400/AboutUs/Overview/Our+Community.htm.
[21] "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.

Transportation, Distribution and Logistics	Aviation Technology	Non-Approved	Existing Program

The proposed co-location of 27Q261 is not expected to impact CTE programming at August Martin.

Impact on Students Attending the ALC

The proposed co-location of 27Q261 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.

Impact on Other Organizations in Building Q400

Building Q400 currently provides space for the following CBOs: King of Kings,[22] Young Men's Leadership,[23] Life Camp,[24] RAPP,[25] and CMS.[26] These CBOs are not expected to lose any space or reduce the services offered as a result of this proposal.

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

August Martin admits students through the Citywide High School Admissions Process, described in further detail below. August Martin's admissions policies would 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.

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.

If this proposal is approved, 27Q261 will be open to prospective students through a rolling admissions policy, accepting students throughout the year who are 16 years of age and 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.

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.

[22] Information about King of Kings can be found on their Web site: http://kingofkingsfoundation.org/testimonials/.
[23] Young Men's Leadership is an advisory program for adolescent males.
[24] Information about Life Camp can be found on their Web site: http://peaceisalifestyle.com/.
[25] Information about RAPP can be found on their Web site: http://www.egscf.org/services/steps/hra-relationship-abuse-prevention-program-rapp/.
[26] CMS provides peer mediation, individual and group counseling, and mental health services.

Beginning with high school admission for September 2013, there are two rounds in the High School Admissions Process:

> **Round One**: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March 2013.
>
> **Round Two**: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

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

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

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

Current repeat ninth-grade students who do not earn credits on schedule and/or pass the required Regents exams would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to 27Q261.

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, August Martin has traditionally accepted students through the over-the-counter ("OTC") process. August Martin 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;[27] or

[27] 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.

- 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,[28] international schools, [29] and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

B. Schools

The opening of 27Q261 is intended to offer an additional transfer school option to District 27 and Queens in general. If this proposal is approved, building Q400 will house August Martin, 27Q261, and the ALC. By 2015-2016, 27Q261 will have completed its phase-in and reached stable enrollment. At that point, the total projected enrollment for the schools in Q400 is 1,300-1,400 and the projected target building utilization rate for Q400 at that point will be 69%-74%.

Currently, building Q400 has adequate space pursuant to the Citywide Instructional Footprint (the "Footprint") to accommodate August Martin, 27Q261, and the ALC. Please visit the New York City Department of Education Web site to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf.

The estimated enrollments for the organizations that will be located in Q400 through the 2015-2016 school year can be found in Section IV below.

[28] 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.

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

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

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

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

According to the building walkthrough conducted by the Queens Director of Space Planning on January 24, 2013, building Q400 has a total of 82 full-size rooms including 4 science labs and 2 science demonstration rooms, 29 half-size rooms, 2 quarter-size rooms, and the equivalent of 10.5 full-size rooms of designed administrative/office space. In total, building Q400 has 107.5 full-size equivalent ("FSE") rooms for instructional and administrative use. The building also has the following rooms: a cafeteria, an auditorium, a library, and two gymnasiums.

The nurse is housed in 1.0 FSE room of designed administrative/office space, the School Based Support Team is housed in 0.5 FSE of designed administrative space, school safety is housed in 1 half-size room, the custodian's office is housed in 1 half-size room, the mock courtroom occupies 1 full-size room, and the community based organizations occupy the following rooms: CMS occupies 1 half-size room and 0.5 FSE of designed administrative space, RAPP occupies 0.5 FSE of designed administrative space, Life Camp occupies 1 full-size room, Young Men's Leadership is housed in the library, and King of Kings occupies 1 full-size room.

Excluding the shared spaces outlined above, Q400 has a total of 79 full-size rooms, 26 half-size rooms, 2 quarter-size spaces, and 8.0 FSE rooms of designed administrative office/space remaining, which totals 100.5 FSE rooms, that can be allocated to the co-located schools in Q400 per the Footprint during the proposed opening and co-location of 27Q261.

According to the Footprint, August Martin's baseline allocation is 38 full-size rooms, 3 half-size rooms, and the equivalent of 6.0 full-size rooms for administrative use. August Martin's current allocation is 76 full-size rooms, 21 half-size rooms, and the equivalent of 9.0 full-size rooms for administrative use, which totals 95.5 FSE rooms. The current allocation is 38 full-size rooms, 18 half-size rooms, and 3.0 FSE of designed administrative space above the footprint.

The DOE is proposing to open 27Q261 in Q400. In 2013-2014, the school will have a baseline footprint allocation of 6 full-size rooms, 1 half-size room, and the equivalent of 1.5 full-size rooms of administrative space. In 2014-2015, the school will have a baseline footprint allocation of 8 full-size rooms, 1 half-size room, and the equivalent of 1.5 full-size rooms of administrative space. In 2015-2016 and beyond, when 27Q261 has reached full scale, it will have a baseline footprint allocation of 10 full-size instructional

rooms, 1 half-size room, and 1.5 FSE rooms of administrative space. The footprint of 27Q261 over the three years it will take to complete its phase-in is included in the chart below.

The ALC's baseline footprint allocation is 4 full-size rooms and 1.5 FSE of administrative space. The ALC's footprint is adjusted to 3 full-size rooms, 4 half-size rooms, and 0.5 FSE of administrative space due to its location in the building.

After each school has received its baseline footprint allocation, there will be 28 excess full-size rooms remaining in the building, as detailed year by year in the chart below. Any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The table below provides the baseline Footprint allocations of full-size instructional rooms for each school throughout the phase-in of 27Q261:

		Baseline Footprint Allocation for Full-Size Classrooms			
DBN	**School Name**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
24Q400	August Martin	38	38	38	38
27Q261	New Transfer School	N/A	6	8	10
88Q995	ALC[30]	3	3	3	3
	TOTAL	**41**	**47**	**49**	**51**
	EXCESS	**38**	**32**	**30**	**28**

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

Building Safety and Security

If this proposal is approved, 27Q261 would develop a safety and security plan for Q400 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.

[30] The footprint for the ALC was adjusted due to its location in the building.

C. Community

In 2012-2013, Q400 has a projected utilization rate of 57% and is thus underutilized.[31] If this proposal is approved, the DOE projects the building would have a utilization rate of 64%-69% in 2013-2014, 66%-72% in 2014-2015, and 69%-74% in 2015-2016, still below the capacity of the building. This means that, under this proposal, the available space in the Q400 building would be more efficiently used than in the 2012-2013 school year, and would provide 130-170 new high school seats in 2013-2014; 180-220 new high school seats in 2014-2015; and 230-270 new high school seats in 2015-2016 in Q400. The co-location of 27Q261 in building Q400 is intended to provide an additional option to students and families in District 27 and in Queens.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q400.

IV. Enrollment, Admissions and School Performance Information

August Martin

Admissions Data

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

Enrollment Data[32]

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	1,031
2013-2014 (projections)	1,010-1,050
2014-2015 (projections)	1,010-1,050
2015-2016 (projections)	1,010-1,050

[31] The most recent Under-Utilized 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.

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

Demographic Data[33]

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	56%

Performance Data

August Martin High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Progress Report Progress Grade	C	D	F
Progress Report Performance Grade	D	D	F
Progress Report Environment Grade	C	F	B
Progress Report College/Career Readiness Grade	N/A	N/A	D
Quality Review Score[34]	UPF[35]	D	N/A[36]
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	62%	59%	66%
% Graduating with a Regents Diploma	28%	49%	37%
Attendance Rate	81%	80%	79%

2012-2013 State Accountability Status[37]	Priority School

[33] All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).
[34] For more information about Quality Reviews, please visit the DOE Web site at http://schools.nyc.gov/Accountability/tools/review.
[35] Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).
[36] Not all schools receive a Quality Review each year.
[37] 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 Transfer School 27Q261

Admissions Data

Current Admissions	N/A
Proposed Admissions in 2013-2014 and Beyond	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 Data[38]

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	-
2013-2014 (projections)	130-170
2014-2015 (projections)	180-220
2015-2016 (projections)	230-270

Demographic Data

27Q261 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

27Q261 does not yet have enrollment. 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.

[38] 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[39]

	Total Enrollment (Grades 9-12)
2012-2013 (unaudited)	46
2013-2014 (projections)	60-80
2014-2015 (projections)	60-80
2015-2016 (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.

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, 27Q261 will receive a fixed allocation of $80,000 and approximately $61,750-$80,750 in new school OTPS start-up per-pupil allocations during its first year.[40]

In addition, 27Q261's basic operating budget will be determined by the Fair Student Funding ("FSF") formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student.[41]

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_chanhttp://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam21.pdfc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

This proposal is not expected to impact initial costs or allocations at August Martin or the ALC.

[39] While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, the ALC enrollment is anticipated to be 60-80 students, even though enrollment may be lower at given times throughout each school year.
[40] FY13 School Allocation Memorandum 21: Other Than Personal Services "OTPS" for New Schools.
[41] Transfer schools receive a different per pupil allocation from district high schools.

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

A. Personnel Needs

27Q261 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.

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

B. Administration

27Q261 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

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

C. Transportation

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.

There will be no change to existing transportation practices to the organizations in the Q400 building as a result of this proposal.

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 27Q261 phases in.

VII. Building Information[42]

Building		Q400
Type of Building		HS
Year Built		1942
Overall BCAS rating		2.68
2011-2012 Target Building Utilization		55%
2011-2012 Target Building Capacity		1,881
FY 2012 Maintenance Costs	**Labor**	$89,986
	Materials	$40,888
	Maintenance and repair contracts	$111,590
	Service contracts	$10,987
	Custodial operations costs—Materials	$10,984
	Custodial operations costs—Custodial Allocation	$300,168
FY 2012 Energy Costs	**Electric**	$176,874
	Gas	$1,686
	Oil	$289,778
Projects completed during the current or prior school year		LL 41/16 Compliance, Reinforcing Support Elements, Roofs/Parapets/Ext Masonry, IEH PO 18-Staircases 5/6 & 9/10
Projects proposed in the capital plan		Reinforcing Supports Elements, IP Surveillance Camera Installation
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office, Science Lab

[42] Building information includes data for the school's athletic field.