EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of New School 27Q297 with Existing Schools J.H.S. 226 Virgil I. Grissom (27Q226) and P.S. Q233 (75Q233@Q226), a D75 School, Beginning in the 2013-2014 School Year

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to co-locate a new district middle school, 27Q297, that will serve students in grades six through eight, in building Q226 ("Q226"), located at 121-10 Rockaway Boulevard, Queens, NY 11420 in Community School District 27, beginning in the 2013-2014 school year.[1] 27Q297 would be co-located in Q226 with J.H.S. 226 Virgil I. Grissom (27Q226, "J.H.S. 226"), an existing middle school serving students in grades six through eight, and P.S. Q233@Q226 (75Q233@Q226, "P233@Q226"), one site of an existing multi-site District 75 ("D75") school serving students in grades six through eight.[2,3] In addition, Beacon, a community based organization ("CBO"), is located in Q226.[4]

J.H.S. 226 is a zoned middle school serving 1,369 students in sixth through eighth grades in Q226 during the 2012-2013 school year. P233@Q226 is an existing D75 program that serves students with an IEP classification of multiple disabilities and autism. P233@Q226 serves approximately 47 students in grades six through eight. These students are served in four SC sections; there is one 12:1:4 section and three 6:1:1 sections. Additionally, there are two sections of students who are served in Inclusion classroom settings.

27Q297 is a new middle school that, if this proposal is approved, would open in September 2013 in Q226, where it would be co-located with J.H.S. 226 and P233@Q226. 27Q297 will grow to serve students in sixth through eighth grade and will admit students through the middle school application process administered by the Office of Student Enrollment. 27Q297 will be open to students and residents of District 27 with priority admissions for students in the Q226 zone. In 2013-2014, 27Q297 would enroll approximately 105-115 students in sixth grade. In 2014-2015, 27Q297 would serve approximately 210-230 students in sixth and seventh grades. In 2015-2016, 27Q297 would complete its phase-in reaching "full scale," and serving approximately 315-345 students in grades six through eight.

Q226 has been identified as an under-utilized building.[5,6] Q226 has the capacity to serve 2,034 students.[7,8] In the 2012-2013 school year, the building only serves 1,416 students,[9] yielding a utilization rate of 70%.[10]

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[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] P.S. Q233 is an existing multi-site D75 school that serves a combined total of 395 students in kindergarten through twelfth grades during the 2012-2013 school year. P.S. Q233 currently has 7 sites in Queens, including P233@Q226.
[3] D75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. D75 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 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about D75 programs at http://schools.nyc.gov/Offices/District75/default.htm.
[4] More information about the Beacon program is available at: http://www.nyc.gov/html/dycd/html/afterschool/beacon_program.shtml.
[5] All references to building Q226 do not include the on-site TCU Q923. The DOE does not anticipate that 27Q297 will use TCU Q923.

If this proposal is approved, there will be sufficient space to accommodate J.H.S. 226, P233@Q226, and 27Q297. Once 27Q297 reaches full scale in 2015-2016, the Q226 building would serve approximately 1,724-1,788 students, yielding a building utilization rate of 85%-88%.

II. Proposed or Potential Use of Building

Building Q226 has a target capacity of 2,034 students.[11] (The concept of "target capacity" is explained below.) In 2012-2013, the building is serving 1,416 total students,[12] yielding an estimated utilization rate of 70%.[13] If this proposal is approved, 27Q297 would serve approximately 105-115 students in sixth grade during the 2013-2014 school year, approximately 210-230 students in sixth and seventh grades during the 2014-2015 school year, and approximately 315-345 students in grades six through eight during the 2015-2016 school year.[14]

If this proposal is approved, the grade spans for all existing and proposed school organizations in the Q226 building over a four-year period would be:

		Grade Spans			
DBN	**School Name**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
27Q226	J.H.S. 226	6-8	6-8	6-8	6-8
75Q233	P233@Q226	6-8	6-8	6-8	6-8
27Q297	New School	-	6	6-7	6-8

The chart below shows the current and projected enrollment and building utilization for building Q226, if this proposal is approved:

[6] 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.

[7] There is also an on-site Transportable Classroom Unit ("TCU") Q923. All references to Q226 capacity and utilization do not include TCU Q923.

[8] 2011-2012 Enrollment, Capacity, Utilization Report ("Blue Book").

[9] 2012-2013 Unaudited Register (as of October 26, 2012).

[10] 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.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.

[11] 2011-2012 Enrollment, Capacity, Utilization Report ("Blue Book").

[12] 2012-2013 Unaudited Register (as of October 26, 2012).

[13] 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.

[14] Enrollment projections at the new school, 27Q297, are based on a phase-in plan of four general education or Integrated Co-Teaching sections per entry grade in the first year. Actual enrollment for 2013-2014, however, depends on applicant demand.

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
27Q226	J.H.S. 226 Virgil I. Grissom	1,369	1,320 - 1,350	1,365 - 1,395	1,365 - 1,395
75Q233	P223Q @ JHS 226 Virgil I Grissom	47	44 - 48	44 - 48	44 - 48
27QTBD	New School	-	105 - 115	210 - 230	315 - 345
Total Building Enrollment		1,416	1,469 - 1,513	1,619 - 1,673	1,724 - 1,788
Utilization		70%	72% - 74%	80% - 82%	85% - 88%

If this proposal is approved, there will be approximately 1,724-1,788 total students served in Q226 in 2015-2016. In 2015-2016, when 27Q297 would complete its expansion and reach full scale, the projected utilization for Q226 as a result of the co-location would be approximately 85%-88%. Therefore, the building has adequate capacity to accommodate 27Q297 at full scale alongside J.H.S. 226 and P233@Q226.

As described in more detail in the Enrollment, Capacity, and Utilization Report ("Blue Book"),[15] a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ("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 above, the DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class would 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 sets forth the baseline number of rooms to be allocated to each school pursuant to the

[15] Available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf.

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.

The DOE anticipates that building Q226 will still have excess space once 27Q297 has completed its phase in. The DOE does not currently have plans for the use of this space. However, any potential changes would be proposed in a separate EIS in accordance with Chancellor's Regulation A-190.

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

A. Students

If this proposal is approved, 27Q297 would open in September 2013 in Q226 and would enroll general education and special education sixth grade students. 27Q297 would serve students in sixth through eighth grade and will admit students through the middle school application process administered by the Office of Student Enrollment. 27Q297 will be open to students and residents of District 27 with priority admissions for students in the Q226 zone. 27Q297 would expand to include seventh grade during the 2014-2015 school year and eighth grade in the 2015-2016 school year. Once fully phased in, 27Q297 will serve students in sixth through eighth grade.

Impact on Current Middle School Students at J.H.S. 226

The proposed co-location of 27Q297 is not expected to impact current or future student enrollment or instructional programming at J.H.S. 226.

J.H.S. 226 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained ("SC") special education classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). The existing ICT, SC, and SETSS classes at J.H.S. 226 will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. Additionally, J.H.S. 226 serves English Language Learners ("ELLs"). All current and future ELL students attending J.H.S. 226 will receive ELL services in accordance with DOE policy.

J.H.S. 226 currently offers the following special programs and initiatives, extracurricular activities, clubs, sports and partnerships in Q226:[16]

- **Special Programs & Initiatives:** A Gifted and Talented Program in grades six to eight for those gifted in academics (15 honors classes throughout the school) and talent (vocal and instrumental music and visual arts)
- **Extracurricular Activities:** Middle School Beacon Program (CBO)
- **Clubs:** Dance, Drama, Band, Poetry, Creative Writing, Movie/Video, Indian Dance, Cheerleading, Mural/Art, Library/Technology

[16] The P.S. 226 Web site link is http://schools.nyc.gov/SchoolPortals/27/Q226/default.htm.

- **School Sports:** Flag Football, Basketball, Bowling
- **Partnerships:** C.H.A.M.P.S. Middle School Sports & Fitness program

The DOE does not anticipate that this proposal would impact the current partnerships at J.H.S. 226. J.H.S. 226 would continue to offer special programs and initiatives, and extracurricular programs based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Impact on Students at P233@Q226 (75Q233@Q226)

The proposed co-location of 27Q297 is not expected to impact current or future student enrollment or instructional programming at P233@Q226. P233@Q226 currently serves students placed through the D75 placement process. As previously mentioned, P233@Q226 is an existing D75 program that serves students with an IEP classification of multiple disabilities and autism. P233@Q226 serves approximately 47 students in grades six through eight. These students are served in four SC sections; there is one 12:1:4 section and three 6:1:1 sections. Additionally, there are two sections of students who are served in Inclusion classroom settings. The DOE does not anticipate that this proposed co-location of 27Q297 will impact instructional programming at P233@Q226. Students are placed in D75 programs based on their individual needs and recommended special education services and are referred to D75 during a period that extends into summer.

P233@Q226 does not currently offer extracurricular activities or partnerships.

P233@Q226 does not currently offer ESL services or bilingual programming. Students with disabilities and ELL students would continue to receive all mandated services.

Impact on Future Middle School Students in District 27

J.H.S. 226 is a zoned middle school serving students residing in the Q226 zone. This proposal is not expected to impact the admissions process at J.H.S. 226.

The DOE is proposing to open a new choice middle school in Q226, which is intended to provide an additional option for middle school students. If this proposal is approved, 27Q297 will serve students in sixth through eighth grade and will admit students through the middle school application process administered by the Office of Student Enrollment. 27Q297 will be open to students and residents of District 27 with priority admissions for students residing within the Q226 zone.

Currently, District 27 does not participate in a Middle School Choice process. Students typically enroll in their zoned middle school, continue in their K-8 school, or apply to one of the district, borough-wide or Citywide options through the Centralized middle school application process.

For those students who submitted an application for district, borough-wide, or Citywide middle school options, middle school admissions applications were due on December 21, 2012.[17]

[17] The Middle School Choice Calendar for 2012-2013 can be found here: http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm.

Additionally, new middle schools designated to open throughout the City for the 2013-2014 school year will be available for these students to consider. The DOE acknowledges that this proposal will be voted on by the Panel for Educational Policy ("PEP") in March 2013, after the deadline to submit middle school applications has passed. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a "new schools" application.

Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm. Please note that this directory is updated yearly.

Middle school students with IEPs, with the exception of those recommending placement in a D75 school, are admitted to schools 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.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. ELL students are placed according to the same placement criteria as their English-speaking peers. Students requiring ELL services will continue to receive appropriate services at the middle school they attend.

Enrollment Impact for Over-the-Counter ("OTC") Students

If this proposal is approved, 27Q297 would also admit students through the OTC admissions process. 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. 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;[18] or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In many districts, students may simply report to their zoned middle school.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and, if space allows, adjusted in those schools where the admissions methods are limited unscreened, or unscreened. Should a zoned school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if the student so chooses.

D75 students who are in a SC program in elementary school and are articulating into middle school work with D75 school and placement staff to identify the middle school program that best meets their needs. The following variables are taken into account when considering the best placement: whether the student needs

[18] Per 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.

a barrier-free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school.

Impact on Future D75 Students

The proposal to co-locate 27Q297 in Q226 is not expected to impact the admissions process at P233@Q226.

This D75 program will admit future students in a manner consistent with current D75 enrollment procedures. Should future students require inclusion programming, the D75 office will work with the families to provide the appropriate district placement for each student. Students will be placed in D75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school. For additional information about D75 programs, please visit the DOE's Web site at: http://schools.nyc.gov/Offices/District75/default.htm.

Impact on CBOs

Building Q226 currently provides space to Beacon. Beacon is not expected to lose any space or reduce the services offered as a result of this proposal. This organization would continue to operate in the Q226 building subject to interest and demand.

B. Schools

The proposed co-location of new school 27Q297 would provide District 27 with an additional middle school.

If this proposal is approved, 27Q297 would be co-located with J.H.S. 226 and P233@Q226 starting in the 2013-2014 school year. The DOE does not anticipate that the enrollment of the existing schools in Q226 would be impacted by this proposal.

If this proposal is approved, the three schools are collectively projected to enroll 1,724-1,788 students in 2015-2016. At that point, 27Q297 would be in its final year of phasing in and the projected utilization for Q226 would be approximately 85%-88%. This means that Q226 has adequate capacity to accommodate all three schools during and after 27Q297 has fully phased in.

The estimated enrollment for all three organizations in Q226 over a three-year period is shown in Sections II and IV.

If this proposal is approved, there will be sufficient space to accommodate J.H.S. 226, P233@Q226, and 27Q297 pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period in which 27Q297 phases in. 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.pdf.

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

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

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

According to the building walk-through conducted by the Queens Director of Space Planning on August 29, 2011 and revised on January 22, 2013, Q226 has 90 full-size instructional rooms, 16 half-size instructional rooms, 49 quarter-size spaces, and 6.5 full-size equivalent ("FSE") of designed administrative space. The building also has the following rooms, which are currently shared amongst the co-located schools: two gymnasiums, two cafeterias, one auditorium, one library, and six science demo rooms. The nurse's office is housed in 1.0 FSE of designed administrative space; the custodian occupies 1 half-size room; school safety occupies 1 quarter-size room and 0.5 FSE of designed administrative space; School Based Support Services occupies 2 quarter-size rooms and 1.5 FSE of designed administrative space; the Beacon program occupies 1 full-size room.

Excluding the shared spaces outlined above, Q226 has a total of 89 full-size rooms, 15 half-size rooms, 46 quarter-size rooms and 3.5 FSE rooms of designed administrative office/space remaining that can be allocated to the co-located schools in Q226 per the Footprint during the proposed phasing-in and co-location of 27Q297 with J.H.S. 226 and P233@Q226.

If this proposal is approved, the DOE projects the enrollment at J.H.S. 226 to be between 1,320-1,350 students during the 2013-2014 school year. Per the Footprint, J.H.S. 226 would be allocated a baseline of 42 full-size instructional rooms, 13 half-size instructional rooms, and the equivalent of 7.5 FSE administrative spaces. For the 2014-2015 and 2015-2016 school years, the DOE projects the enrollment at J.H.S. 226 to be between 1,365-1,395 students. Per the Footprint, J.H.S. 226 would be allocated a baseline of 43 full-size instructional rooms, 14 half-size instructional rooms, and the equivalent 7.5 FSE administrative spaces. The footprint of J.H.S. 226 over the three years it will take for 27Q297 to phase in is included in the chart on the next page.

If this proposal is approved, the DOE projects the enrollment at P233@Q226 to be between 44-48 students during the 2013-2014, 2014-2015 and 2015-2016 school years. Per the Footprint, each year, P233@Q226 would be allocated a baseline of 4 full-size instructional rooms, 4 half-size instructional rooms, and the equivalent of 1.5 full-size administrative spaces. P233@Q226 has an adjusted footprint due to building configuration, of 8 full-size instructional rooms and the equivalent of 1.0 full-size administrative space. The Footprint of P233@Q226 over the three years it will take for 27Q297 to phase in is included in the chart below.

In 2013-2014, 27Q297 would serve between 105-115 students in four sections in sixth grade. Per the Footprint, 27Q297 would have a baseline space allocation of 5 full-size rooms, 1 half-size room, and the equivalent of 2.0 FSE administrative spaces. In the 2014-2015 school year, 27Q297 would serve between 210-230 students in sixth and seventh grades. 27Q297 would then have a baseline allocation of 9 full-size rooms, 1 half-size room, and the equivalent of 2.5 FSE administrative spaces. In the 2015-2016 school

year, 27Q297 would serve between 315-345 students in sixth through eighth grades. 27Q297 would then have a baseline allocation of 13 full-size classrooms, 1 half-size instructional room, and the equivalent of 3.0 full-size administrative spaces. The footprint of 27Q297 over the three years it will take for 27Q297 to phase in is included in the chart below.[19]

In 2013-2014, after J.H.S. 226, P233@Q226, and 27Q297 have received the baseline and adjusted allocation of full-size classrooms according to the Footprint, approximately 34 excess full-size rooms would remain in the Q226 building. In 2014-2015, after each school has received the baseline and adjusted allocations of full-size classrooms according to Footprint, approximately 29 full-size rooms would remain in the Q226 building. In 2015-2016, after 27Q297 has phased in, and after each school has received the baseline and adjusted allocations of full-size classrooms according to Footprint, approximately 25 full-size rooms would remain in the building. The Building Council would determine the equitable distribution of excess rooms among existing schools in the building.

The baseline or adjusted Footprint of full-size instructional rooms over the three years of 27Q297's phase in are detailed in the chart below:

DBN	School Name	2012-13 (current)	2013-14	2014-15	2015-16
27Q297	27Q297	--	5	9	13
27Q226	J.H.S. 226	43	42[20]	43	43
P233@Q226	P.S. Q233	8	8	8	8

There would be sufficient instructional space in Q226 for J.H.S. 226, P233@Q226, and 27Q297, as 27Q297 phases in.

If this proposal is approved, the Office of Space Planning would 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. In addition, the Office of Space Planning would work with the schools in building Q226 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations. During the course of 27Q297's phase-in, the number of excess rooms would decrease as 27Q297's baseline Footprint allocation increases to reflect its larger population.

If this proposal is approved, 27Q297 would develop a safety and security plan for Q226 prior to the first day of school in September 2013.

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

- Best Practice 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 NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams, and
- Monitoring and certifying School Safety Plans annually.

[19] The Footprint for the new school, 27Q297, is based on a phase-in plan of four general education or Integrated Co-Teaching sections per entry grade in the first year. Depending on actual enrollment, the school's Footprint may be adjusted for self-contained sections.

[20] The decline to 42 FS rooms is due to a slight dip in enrollment during the 2013-2014 school year.

C. Community

In 2012-2013, Q226 has a projected utilization rate of 70% and is thus underutilized. If this proposal is approved, 27Q297 would provide students in the District 27 community with an additional middle school option. If this proposal is approved, the DOE projects the building would have a utilization rate of 72%-74% in 2013-2014, 80%-82% in 2014-2015, and 85%-88% in 2015-2016, still below the capacity of the building. This means that, under this proposal, the available space in the Q226 building would be more efficiently used than in the 2012-2013 school year, and would provide 105-115 new sixth grade seats in 2013-2014; 210-230 new sixth and seventh grade seats in 2014-2015; and 315-345 new sixth, seventh, and eighth grade seats in 2015-2016 in Q226.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q226. This proposal is not expected to impact the partial site accessibility of Q226.

If this proposal is approved, 27Q297 would continue to admit students in accordance with the Chancellor's Regulation A-101 regarding middle school admissions. The full details of A-101 can be found at: http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf.

IV. Enrollment, Admissions and School Performance Information

27Q297

Admissions Data

Current Admissions	N/A
Admissions after Co-location	Grades 6-8: Priority for students residing in the Q226 Zone

Projected Enrollment Data[21]

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (unaudited)	-	-	-	-
2013-2014 (projections)	105-115	-	-	105-115
2014-2015 (projections)	105-115	105-115	-	210-230
2015-2016 (projections)	105-115	105-115	105-115	315-345

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

Demographic Data

27Q297 has no current enrollment, and therefore, there is no demographic data for the school.

Performance Data

27Q297 has no current enrollment, and therefore, there is no school performance data for the school.

J.H.S. 226

Admissions Data

Current Admissions	Grades 6-8: Zoned
Admissions after Co-location	Grades 6-8: Zoned

Enrollment Data[22]

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	462	416	491	1,369
2013-2014 (projections)	455-465	455-465	410-420	1,320-1,350
2014-2015 (projections)	455-465	455-465	455-465	1,365-1,395
2015-2016 (projections)	455-465	455-465	455-465	1,365-1,395

Demographic Data[23]

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students IEPs	18%
Percentage of ELL Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	67%

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

School Performance Data

J.H.S. 226	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score[24]	P	N/A[25]	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	34%	28%	34%
Math % Proficient (Levels 3 and 4)	43%	44%	46%
Other Key Performance Indicators			
Attendance Rate	91 %	91%	91%
2012-2013 State Accountability Status	Focus School[26]		

P233@Q226

Admissions Data

Current Admissions	Placement based on individual student needs/recommended special education services
Admissions after Co-location	Placement based on individual student needs/recommended special education services

Enrollment Data[27]

	Total Enrollment (Grades 6-8)
2012-2013[28]	47
2013-2014 (projections)	44-48
2014-2015 (projections)	44-48
2015-2016 (projections)	44-48

[24] For more information about Quality Reviews, please visit the DOE Web site at http://schools.nyc.gov/Accountability/tools/review.
[25] Not all schools receive a Quality Review every year.
[26] 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.
[27] School reported data as of January 10, 2013.
[28] All figures are a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Demographic Data[29]

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	98%
Percentage of ELL Students	15%
Percentage of Students Eligible for Free or Reduced Lunch	46%

School Performance Data

Performance data is not available for 75Q233.

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, 27Q297 will receive a fixed allocation of $80,000 and approximately $46,515- $50,945 in new school OTPS start-up per-pupil allocations during its first year.[30]

In addition, New School's basic operating budget will be determined by the Fair Student Funding ("FSF") formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student, as well as other factors such as whether the student is an English Language Learner or a student with a disability.

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 27Q297. 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 Memoranda is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

This proposal is not expected to impact initial costs or allocations at J.H.S. 226 or P233@Q226 in Q226.

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 J.H.S. 226 or P233@Q226, nor is it expected to significantly alter the duties of current staff at J.H.S. 226 or P233@Q226.

[29] Data reflects entire P233Q enrollment across all eight locations, including but not limited to P233Q@Q226.
[30] FY13 School Allocation Memorandum 21: Other Than Personal Services "OTPS" for New Schools.

New administrative staff and non-pedagogical positions will be created at 27Q297 over the course of the school's phase-in. 27Q297 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2013-2014 school year would be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve students in sixth through eighth 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 J.H.S. 226 or P233@Q226 are expected as a result of this proposal.

27Q297 is expected to 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.

There will be no change to existing transportation practices at J.H.S. 226 or P233@Q226.

D. Other Support Services

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

VII. Building Information

Building		Q226
Type of Building		MIDDLE
Year Built		1975
Overall BCAS rating		2.45
2011-2012 Target Building Utilization		67%
2011-2012 Target Building Capacity		2,034
FY 2012 Maintenance Costs	**Labor**	$163,195
	Materials	$55,295
	Maintenance and repair contracts	$56,226
	Service contracts	$13,631
	Custodial operations costs—Materials	$15,004
	Custodial operations costs—Custodial Allocation	$450,285
FY 2012 Energy Costs	**Electric**	$261,803
	Gas	$196,484
	Oil	$8,050
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Exterior Masonry, Gymnasium Upgrade, Roofs, Classroom Connectivity, New/Retrofit Telephone/Intercom System
Accessibility of the building		Functionally Fully Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office