

EDUCATIONAL IMPACT STATEMENT:

The Proposed Re-siting and Co-location of Cambria Heights Academy (29Q326) with Existing School I.S. 59 Springfield Gardens (29Q059) in Building Q059 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site Cambria Heights Academy (29Q326, “Cambria Heights”), an existing high school that currently serves 144 students in ninth and tenth grades and that is phasing in to serve students in grades nine through twelve.¹ Cambria Heights is currently located in building Q799, a leased site at 188-04 91st Avenue, Hollis, NY 11423 in Community School District 29 (“District 29”). The lease agreement is scheduled to expire at the conclusion of the 2011-2012 school year. If this proposal is approved, Cambria Heights will be re-sited to school building Q059 located at 132-55 Ridgedale Street, Springfield Gardens, NY 11413, in Community School District 29 (“District 29”), beginning in the 2012-2013 school year.

Cambria Heights opened in 2010-2011 in a temporary location and, over the last two years, the DOE has worked to identify a long-term site for Cambria Heights to grow to scale. If this proposal is approved, Cambria Heights will be “co-located” with the school organization currently housed in building Q059: I.S. 59 Springfield Gardens (29Q059, “I.S. 59”), an existing zoned middle school that serves students in sixth through eighth grades. Cambria Heights would be co-located in building Q059 with I.S. 59 beginning in 2012-2013. During the 2011-2012 school year, building Q059 also houses Eagle Academy for Young Men III (29Q327 “Eagle Academy”). In a separate Educational Impact Statement (“EIS”), the DOE is proposing to re-site Eagle Academy out of Q059 at the end of the 2011-2012 school year.² 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.

During the 2012-2013 school year, the first year of the proposed co-location, Cambria Heights will expand to serve students in grades nine through eleven, with a total enrollment of approximately 210-240 students. In 2013-2014, the final year of its phase-in, Cambria Heights will serve students in grades nine through twelve, with a total enrollment at full-scale of approximately 285-325 students.³ According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), building Q059 has a target capacity of 1,295 students. When Cambria Heights is at full scale in 2013-2014, building Q059 will have a projected utilization rate of approximately 69-75%.⁴

¹ 2011 Audited Register.

² <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>

³ Enrollment projections are based on 81 students in the entry grade. Actual enrollment in 2012-13, however, will depend on applicant demand.

⁴ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 and 2011-2012 school years are based on audited enrollment, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010 and October 31, 2011 respectively. 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.

II. Proposed or Potential Use of Building

If this proposal and the proposal to re-site Eagle Academy for the 2012-2013 school year is approved, the grade spans of Cambria Heights, I.S. 59, and Eagle Academy in building Q059 for the current year and for the next two years is reflected in the table below:⁵

Grade Spans				
DBN	School Name	2011-12	2012-13	2013-14
29Q059	I.S. 059 Springfield Gardens	06-08	06-08	06-08
29Q326	Cambria Heights Academy ⁶	-	09-11	09-12
29Q327	Eagle Academy For Young Men III ⁷	06-07	-	-

Building Q059 has the capacity to serve 1,295 students.⁸ In 2011-2012, I.S. 59 served 661 students and Eagle Academy served 164 students in building Q059, yielding a building utilization rate of approximately 64%.⁹ If this proposal and the proposal to re-site Eagle Academy are approved, Cambria Heights will be re-sited to building Q059 in September 2012. In 2012-2013, it is projected that Cambria Heights will serve approximately 210-240 students and I.S. 59 will serve approximately 605-635 students, for a total of 815-875 students, yielding a projected building utilization rate of approximately 63-68%.¹⁰ In 2013-2014, Cambria Heights is projected to serve approximately 285-325 students, and I.S. 59 will serve approximately 615-645 students, for a total of 900-970 students, yielding a total projected building utilization rate of approximately 69-75%. In the event that this approval is approved and the proposal to re-site Eagle Academy is not approved, Eagle Academy will remain in building Q059 in 2012-2013 with Cambria Heights and I.S. 59 and serve approximately 230-260 students yielding a total building utilization rate of approximately 81-88%. The projected enrollment and building utilization rates for the schools in building Q059 between 2011-2012 and 2013-2014 are listed in the table below:

⁵ The DOE is proposing to re-site Eagle Academy at the end of the 2011-2012 school year. Therefore, if that proposal is approved, Eagle Academy will not be located in building Q059 during the 2012-13 and 2013-2014 school year.

⁶ Cambria Heights is currently located in building Q799.

⁷ Eagle Academy will serve grades 6-12 when it reaches full scale in 2016-2017.

⁸ The source of target building capacity information is the 2010-2011 Blue Book.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 and 2011-2012 school years are based on audited enrollment, and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2010 and October 31, 2011 respectively. 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 Future enrollment numbers reflect 2011-2012 enrollment projections, and utilization is generated by dividing enrollment by the 2010-2011 target capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under- or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment
I.S. 059 Springfield Gardens	661	605 - 635	615 - 645
Cambria Heights Academy	-	210 - 240	285 - 325
Eagle Academy For Young Men III	164	-	-
Total Building Enrollment	825	815 - 875	900 - 970
Utilization	64%	63% - 68%	69% - 75%

As described in more detail in the Blue Book, which is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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. The calculation of each school organization's "target capacity" is based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards 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 2010-2011. As described earlier in this EIS, the DOE's projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 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 2011-2012 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 high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate.

There are no proposed additional uses for the Q059 building.

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

A. Students

Admissions Impact on Students Currently Enrolled at Cambria Heights

Background on the Admissions Process

If this proposal is approved, all students currently enrolled in Cambria Heights could continue to attend Cambria Heights at its new location. In New York City, the high school admissions process is a citywide choice process.¹¹ (Please see “Admissions Impact for Future Cambria Heights Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Throughout the City, students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Cambria Heights who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2, 2011. Current first-time ninth-grade students at Cambria Heights who have not yet taken part in this process but now wish to do so may submit an application during Round Two of the High School Admissions Process in March.

In March, such students may submit a Round Two application and rank their preferences for schools that have available seats for tenth grade. Round Two matches are made in April. If a student also received a match through Round One of the High School Admissions Process, a match received in Round Two will nullify the Round One match. Those interested in applying to attend a different school for tenth grade in September 2012 should meet with a guidance counselor.

Current tenth grade students for whom this relocation may result in travel time in excess of ninety minutes may visit a Borough Enrollment Office to explore further options for transferring as a result of this travel hardship. More information on criteria relating to transferring high schools may be obtained by visiting the Office of Student Enrollment website at: <http://schools.nyc.gov/ChoicesEnrollment/default.htm>.

Admissions Impact for Future Cambria Heights Students—High School Admissions Process

Cambria Heights admits students as part of the High School Admissions Process and maintains a Limited Unscreened program in the “Humanities & Interdisciplinary” interest area.¹² This proposal is not expected to impact the high school admissions process at Cambria Heights.

¹¹ For more information about the High School Admissions Process, please visit: <http://schools.nyc.gov/ChoicesEnrollment/High>.

¹² Limited Unscreened schools give admission 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.

Students who are currently enrolled in the eighth grade and are interested in applying to Cambria Heights would participate in the High School Admissions Process this school year for a ninth grade seat in September 2012. Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round 1: All eighth grade and interested first-time ninth grade students participate in this round. All students will receive match results at the end of February. Additionally, students who took the Specialized High Schools Admissions Test and/or auditioned for Fiorello H. LaGuardia High School of Music & Art and Performing Arts will be notified about test and/or audition results at the end of February.

Round 2: All eighth grade and first-time ninth grade students are eligible to apply to schools in Round 2. Any student who does not receive a match in Round 1 must apply to the available programs in Round 2 to receive a match. Beginning in 2012, any student who received a match in Round 1 may reapply to available programs in Round 2. The available programs for Round 2 include schools with remaining seats and new schools that will open the following September. Students will receive Round 2 results at the end of April.

Students will also have the opportunity to submit a Round Two application by the March 15, 2012 deadline if the proposed move of the school affects their decision whether to apply to the school.

High school students with disabilities who have Individualized Education Programs (“IEPs”) are admitted in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring exposure to a general education curriculum. Therefore, placement for students with IEPs is the same as described above.

Similarly, English Language Learner (“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 at the high school to which they are matched.

Admissions Impact for Future Cambria Heights Students—Over-the-Counter Process

In addition to the High School Admissions Process, some students receive a High School match through the over-the-counter (“OTC”) 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;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);¹³ or

¹³ 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.

- Did not submit a high school application for some other reason.

When a student needs an 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. The student visits a Borough Enrollment Office where he or she will meet with a counselor who will review options that 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 for high school students, 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.¹⁴

Screened programs (those that admit students based on academic criteria) that have a two year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered to OTC students through referral.¹⁵ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools. This proposal is not expected to impact the OTC process at Cambria Heights.

Impact on Extra Curricular Programs and Partnerships at Cambria Heights

According to the 2010-2011 Directory of the New York City Public High Schools, Cambria Heights currently offers the following extracurricular activities and partnerships:¹⁶

- **Leadership and Support:** Student Government
- **Academic:** Math Squad
- **Artistic:** Spoken Word/Poetry, Chorus, Dance, Media
- **Clubs:** Earth Ethics, Chess Team, Newspaper, Music, Art, Dance, Anti-Bias, Cooking
- **Athletics:** Basketball, Football, Track, Step Team
- **Partnerships:** An Evolution in Dance, Pencil Organization, and Cassidy/Turley Commercial Real Estate Services

There are no proposed changes to the extracurricular programs currently offered at Cambria Heights. If this re-siting and co-location proposal is approved, Cambria Heights could continue to offer these extracurricular programs. The proposed co-location will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space

¹⁴ Unscreened schools admit all students who are eligible to apply to the school. Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session. Screened schools admit students based on specific criteria they designate for admission.

¹⁵ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

¹⁶ <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>

or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will 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. The DOE does not anticipate that this proposal will impact Cambria Heights' current partnerships.

Cambria Heights serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes and students receiving Special Education Teacher Support Services ("SETSS"). Students with disabilities will continue to 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. In addition, students classified as ELL students who are enrolled at Cambria Heights receive English as a Second Language ("ESL"). All students enrolled at Cambria Heights will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

Impact on Students Currently Enrolled at I.S. 59

I.S. 59 is an existing DOE zoned middle school serving students in grades six through eight. This proposal is not anticipated to impact the admissions process, academic offerings, extracurricular activities, or partnerships at I.S. 59.

I.S. 59 currently offers the following extracurricular activities and partnerships:¹⁷

- **Leadership and Support:** Starbucks Student Incentive Program
- **Artistic:** Poetry Café, concerts and dance recitals
- **Partnerships:** North Shore/Long Island Jewish Health System , Big Brother Big Sister – Citi Corp., YMCA – After School Program, Community Schools with YMCA, Legal Outreach, Child and Family Clinic Plus – onsite, working with at risk students.

There are no proposed changes to the extracurricular programs currently offered at I.S. 59. If this proposal is approved, I.S. 59 could continue to offer these extracurricular programs. The proposed co-location will not impact those opportunities, but it 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 will 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. The DOE does not anticipate that this proposal would impact I.S. 59's current partnerships.

I.S. 59 serves general education students and students requiring special education services, including students currently enrolled in ICT classes, students enrolled in SC special education classes, and students receiving SETSS. Students with disabilities will continue to 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. In addition, students classified as ELL students who are enrolled at I.S. 59 receive English as a Second Language ("ESL"). All students enrolled at I.S. 59 will continue to receive their mandated special education and/or ELL services if this proposal is approved.

¹⁷ Comprehensive Educational Plan 2010-2011.

Impact on Future I.S. 59 Students

I.S. 59 is a zoned school and priority for admission is given to zoned students. There are other middle schools that are also available to District 29 students and families. District 29 students are offered the opportunity to apply to several schools within their district and/or schools with borough-wide or Citywide eligibility that manage their own admission processes. 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.htm>. Please note that these directories are updated yearly.

These options include:

- zoned middle schools;
- unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school); and
- unzoned, choice middle schools with an unscreened or limited unscreened application processes. (Note: limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session.)

Students with IEPs participate in the middle school admissions process in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing the students' IEPs to focus on addressing the needs of students with disabilities by providing individualized special education services models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will provide individualized special education services to meet the student's needs. Similarly, any students with IEPs will continue to receive appropriate services at the zoned middle school or the choice school to which they are matched.

In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. ELL students are placed according to the same criteria as their English-speaking peers. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

If students do not participate in the Middle School admissions process, their placement is determined by the OTC process described above.

When a student eligible for middle school needs an 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 un-zoned districts, the student visits a Borough Enrollment Office where he or she will meet with a counselor who will review options that meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

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 unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an OTC placement are guaranteed a seat at that zoned school. 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 they so choose.

In addition, screened and audition middle schools and alternative programs are offered through referrals by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The Middle School options available for students in District 29 are shown in the chart below:

District Choice Options

DBN	School Name	Building Code	Address	Grade Span 2011-12	Grade Span at Scale	2010-2011 Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
DISTRICT Choice											
29Q259	Pathways College Preparatory School: A College Board School	Q192	109-89 204 STREET	06-12	06-12	85%	C	11%	2%	Screened	Not functionally accessible
29Q268	PS/IS 268	Q268	92-07 175 STREET	0K-08	0K-08	92%	D	12%	7%	Screened	Fully Programmatically accessible
29Q295	P.S./I.S. 295	Q263	222-14 JAMAICA AVE	0K-08	0K-08	99%	A	6%	9%	Screened	Not functionally accessible
28Q680	Queens Gateway to Health Sciences Secondary School	Q695	160-20 GOETHALS AVENUE	06-12	06-12	98%	C	2%	0%	Screened	Fully Programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 GREENE AVENUE	05-08	05-08	77%	B	4%	1%	Screened	Fully Programmatically accessible
BOROUGH-WIDE Choice											
28Q896	Young Women's Leadership School, Queens	Q680	150-91 87 ROAD	06-12	06-12	100%	C	0%	3%	Screened	Not functionally accessible
29Q283	Preparatory Academy for Writers: A College Board School	Q420	143-10 SPRINGFIELD BOULEVARD	06-12	06-12	73%	A	10%	2%	Screened	Not functionally accessible
29Q327	Eagle Academy For Young Men III	Q059	132-55 RIDGEDALE STREET	06-07	06-12	63%	-	7%	1%	Limited Unscreened	Fully Programmatically accessible

30Q227	I.S. 227 Louis Armstrong	Q227	32-02 JUNCTION BOULEVARD	05-08	05-08	87%	A	11%	5%	Screened	Fully Programmatically accessible
30Q286	Young Women's Leadership School, Astoria	Q739	23-15 NEWTOWN AVENUE	06-11	06-12	77%	B	3%	5%	Screened	Partially Programmatically accessible
30Q580	Baccalaureate School for Global Education	Q798	34-12 36 AVENUE	07-12	07-12	103%	B	0%	0%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0.2%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	0%	2%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	04-08	04-08	60%	B	0%	3%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	0K-08	0K-08	103%	A	0%	0.4%	Screened	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	0K-08	0K-08	57%	A	0%	1%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	2%	1%	Test Outcome	Not functionally accessible

B. Schools

As discussed above in Section II, if this proposal is approved, it is projected that building Q059 will have a building utilization rate of approximately 63-68% in 2012-2013 and 69-75% in 2013-2014. Therefore, the DOE believes that building Q059 can accommodate Cambria Heights long-term as it grows to full-scale.

The estimated enrollment for both schools is shown in Sections II and IV.

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.

There will be sufficient space to accommodate Cambria Heights and I.S. 59 in building Q059 pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools and can be viewed on the DOE's website: <http://schools.nyc.gov/community/planning/default.htm>

According to the Desk Review completed by the Queens Director of Space Planning on February 17, 2012, Q059 has a total of 55 full-size instructional spaces including 1 science lab and 6 science demonstration rooms¹⁸, 19 half-size instructional spaces, 6 quarter-size rooms, and 3.5 full-size equivalent rooms ("FSE") in designed administrative space for a total of 69.5 FSE rooms.

According to the Footprint, I.S. 59's baseline allocation should be 21 full-size instructional spaces, 8 half-size rooms, and the equivalent of 4 full-size rooms for administrative use, which totals 29 FSE rooms. Currently, the school is allocated 44 full-size rooms, 19 half-size rooms, 2.0 FSE of designed administrative space, 5 quarter-size administrative spaces, for a total of 56.75 FSE rooms. This means that I.S. 59 is currently operating over footprint by approximately 27.75 FSE rooms.

According to the Footprint, in 2012-2013 Cambria Heights' baseline allocation should be 9 full-size instructional rooms, 1 half-size room, and the equivalent of 2.5 full-size rooms for administrative use, which totals 12 FSE rooms. In 2013-2014, when Cambria Heights is at full scale, the baseline allocation will be 12 full-size instructional rooms, 1 half-size room, and 3.0 FSE rooms for administrative space, totaling 15.5 FSE rooms. In 2013-2014 after each organization is operating with their baseline allocation at scale, there will be an excess of approximately 25 FSE rooms in the building. Therefore, there will be sufficient space to serve students in Cambria Heights and I.S. 59 in Q059 long-term pursuant to the Footprint. Each school will continue to receive at least its baseline Footprint allocation, and any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The table below shows a summary of the baseline footprint allocation of full-size instructional rooms excluding administrative space for each school throughout the proposed phase-in of Cambria Heights:

¹⁸ Based on the 2008 building walk-through report conducted by the Office of Space Planning.

DBN	School Name	2012-2013 Full-size instructional rooms	2013-2014 Full-size instructional rooms
29Q059	Springfield Gardens	21	21
29Q326	Cambria Heights Academy	9	12
TOTAL		30	33
FULL-SIZE INSTUCTIONAL ROOMS IN EXCESS OF FOOTPRINT		25	22

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

Cambria Heights will develop a safety and security plan for Q059 prior to the first day of school in September 2012.

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
- Monitoring and certifying School Safety Plans annually

C. Community

This proposal enables Cambria Heights to grow to scale in a permanent location in District 29 and to continue to serve both the District 29 community, the borough of Queens, and New York City at large. Cambria Heights opened in the 2010-2011 school year in a temporary leased building with the intention that the school would be re-located to a long-term location where it would have space to grow to scale as a 9-12 school. Furthermore, re-siting Cambria Heights to Q059 will allow students to have access to better amenities such as a full gymnasium, dance room, science labs, a newly renovated library/technology center, and the play yard that is being renovated. Since Q059 is located within District 29, it is anticipated that Cambria Heights will be able to maintain their existing partnerships with the District 29 community.

Students currently enrolled in Cambria Heights were enrolled according to the admissions process described in Section III(A). If this proposal is approved, all students currently enrolled in Cambria

Heights could continue to attend Cambria Heights at its new location.

Cambria Heights will continue to admit students in accordance with Chancellor's Regulation A-101 regarding high 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>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q059.

IV. Enrollment, Admissions and School Performance Information

Cambria Heights

Admissions Data

Current Admissions Method	Grades 9-12 High School Admissions Process Admissions Method: Limited Unscreened Enrollment
Future Admissions Method	Grades 9-12 High School Admissions Process Admissions Method: Limited Unscreened Enrollment

Enrollment Data¹⁹

	Total Enrollment (Grades 9-12)
2011-12 (audited)	144
2012-13 (proj.)	210 - 240
2013-14 (proj.)	285 - 325

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁰	11%
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¹⁹ Enrollment projections are based on 81 students in the entry grade. Actual enrollment in 2012-13, however, will depend on applicant demand.

²⁰ Students Receiving ICT and SC services as percentage of total students from the 2011 audited register.

Percentage of Students with Individual Education Plans ²¹	15%
Percentage of English Language Learner Students ²²	2%
Percentage of Students Eligible for Free or Reduced Lunch ²³	80%

School Performance Data

Q326 CAMBRIA HEIGHTS²⁴	2008-2009	2009-2010	2010-2011
<i>School Performance and Progress</i>			
Overall Progress Report Grade	-	-	-
Quality Review Score	-	-	-
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	-	-	79%
4 Year Graduation Rate	-	-	-
6 Year Graduation Rate	-	-	-
% Graduating with a Regents Diploma	-	-	-
Attendance Rate	-	-	93%
<i>2010-2011 State Accountability Status</i>			
-			

²¹ Students with Individualized Education Plan as percentage of total students from the 2011 audited register.

²² English Language Learner students as percentage of total students from the 2011 audited register.

²³ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

²⁴ Schools in their first year, without a graduating class receive a report with no grade or score.

I.S. 59

Admissions Data

Current Admissions Method	Grades 6-8: Zoned
Future Admissions Method	Grades 6-8: Zoned

Enrollment Data²⁵

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	210	201	250	661
2012-13 (proj.)	205-215	205-215	195-205	605-635
2013-14 (proj.)	205-215	205-215	205-215	615-645

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁶	10%
Percentage of Students with Individual Education Plans ²⁷	15%
Percentage of English Language Learner Students ²⁸	1%
Percentage of Students Eligible for Free or Reduced Lunch ²⁹	61%

²⁵ All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the audited October 31, 2011 register for the base year.

²⁶ Students receiving ICT and SC services as a percentage of total students from the 2011 audited register.

²⁷ Students with IEPs as percentage of total students from the 2011 audited register.

²⁸ English Language Learner students as percentage of total students from the 2011 audited register.

²⁹ Percentage of students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

I.S. 059 Springfield Gardens	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	C
Quality Review Score ³⁰			
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	66%	31%	26%
Math % Proficient (Levels 3 and 4)	76%	40%	40%
Other Key Performance Indicators			
Attendance Rate	93.0%	90.8%	91.3%
2010-2011 State Accountability Status		In Good Standing	

V. Initial Costs and Savings

The estimated cost to re-site Cambria Heights to building Q059 is \$41,013-46,872. This cost will include moving all existing materials and furniture from the current site.

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

A. Personnel Needs

The proposed re-siting and co-location is not expected to change the number of personnel positions assigned to I.S. 59, nor is it expected to alter the duties of current staff at I.S. 59.

Although the DOE does not anticipate that the proposed re-siting will affect personnel needs, Cambria Heights will need to hire additional teachers, administrative staff, and non-pedagogical (school support) staff as result of and during the course of its phase-in. The precise number of positions needed for the 2012-2013 school year and subsequent school years will be determined once annual enrollment projections are released in the spring of the preceding school year.

³⁰ Not every school is assessed and has Quality review scores available. For a list of Quality Review criteria please visit: <http://schools.nyc.gov/NR/ronlyres/E4427C65-5245-4207-BC00-F799A2E1C763/0/QRSelectionCriteria201112.pdf>

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at Cambria Heights or I.S.59. The basic operating budget for Cambria Heights is determined by the same 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 based on the grade level of the student. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil entitlement for middle and high schools is \$4,412.45 and \$4,207.47, respectively.

FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. During Cambria Heights’ phase-in, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle and high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. Supplemental funds are also awarded for students who require special education services, or who are eligible for free or reduced-price lunch. When students fall into more than one of these categories, schools are awarded supplemental funding to meet all of those students’ needs.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. Cambria Heights will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

As with all other schools Citywide, Cambria Heights and I.S. 59 may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. If the schools meets Title I criteria, their Title I funding award will adjust as the size of the school population changes.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 entitlements and are subject to variation based on adjustments to the DOE’s overall operating budget.

C. Administration

As noted above, Cambria Heights may hire additional administrative staff as it phases-in. The proposed re-siting and co-location is not expected to change the number of administrative positions as I.S. 59.

D. Transportation

Transportation will continue to 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 changes to existing transportation practices at I.S. 59.

E. 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	Q059	
Type of Building	Junior High- Intermediate- Middle	
Year Built	1956	
Overall BCAS rating	2.39	
2010-2011 Target Building Utilization	63%	
2010-2011 Target Building Capacity	1,295	
FY 2011 Maintenance Costs	Labor	\$28,754
	Materials	\$18,921
	Maintenance and repair contracts	\$58,417
	Service contracts	-
	Custodial operations costs—Materials	\$10,122
	Custodial operations costs— Custodial Allocation	\$318,517
FY 2011 Energy Costs	Electric	\$117,739
	Gas	\$62,646
	Oil	-
Projects completed during the current or prior school year		Lighting Fixtures, Library Upgrade, Playground, CTF- Room Conversion
Projects proposed in the capital plan		Lighting Fixtures, Classroom Connectivity, New/Retrofit Telephone/Interco m Systems
Accessibility of the building		Fully Programmatically accessible

Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, & Science Labs
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