

EDUCATIONAL IMPACT STATEMENT: Proposed Co-location of Community Roots Charter School's (84K536) Middle School Grades (6-8) with Existing School P.S. 287 Bailey K. Ashford (13K287) in Building K287 Beginning in 2012-2013.

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to co-locate Community Roots Charter School's (84K536, "Community Roots") middle school grades, grades 6-8, in Building K287 ("K287"), located at 50 Navy Street, Brooklyn, NY 11201 in Community School District 13, beginning in the 2012-2013 school year. Community Roots is an existing public charter school that currently serves 300 students in kindergarten through fifth grade in Building K067 ("K067"), located at 51 St. Edwards Street in Community School District 13.¹ Community Roots' kindergarten through fifth grades are currently co-located in K067 with P.S. 067 Charles A. Dorsey (13K067, "P.S. 067"), an existing DOE zoned elementary school serving students in kindergarten through fifth grade and offering a pre-kindergarten program, and a District 75 school (75K369, "P369K@P067K") that serves students in kindergarten through fifth grade.²

In December 2010, Community Roots' charter authorizer, the DOE, approved Community Roots' application to expand to serve middle school grade levels. That expansion approval is valid for five calendar years. On March 2, 2011, the DOE published an Educational Impact Statement ("EIS") proposing to allow Community Roots to expand to serve additional middle school grades in K067. The DOE withdrew that proposal on April 19, 2011 after Community Roots decided not to expand during the 2011-2012 school year. While Community Roots has elected to move forward with their grade expansion, based on P.S. 67, P369K@P067K, and Community Roots' instructional needs, the DOE has determined that, at this time, K067 does not have capacity to accommodate the proposed grade expansion of Community Roots. Therefore, the DOE is proposing to co-locate Community Roots' middle school grades, grades 6-8, in K287 with P.S. 287 Bailey K. Ashford (13K287, "P.S. 287"), an existing DOE zoned elementary school serving students in kindergarten through fifth grade and offering a pre-kindergarten program.³ Community Roots would continue to serve its kindergarten through fifth grade students at K067. 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.

In this proposal, the DOE proposes to split-site and co-locate Community Roots' sixth through eighth grades in building K287 with P.S. 287.⁴ If this proposal is approved, beginning in 2012-2013 Community Roots would enroll approximately 45-58 sixth grade students in K287. In the following years, Community Roots would expand by one grade each year until it reaches full scale and serves 135-174 sixth through

¹ Based on the 2010-2011 Audited Register.

² 75K369 serves students at 9 separate sites: P369K @ Coy L. Cox School located at 383 State Street, Brooklyn, NY 11217; P369K @ P056K located at 170 Gates Avenue, Brooklyn, NY 11238; P369K @ P067K located at 51 St. Edwards Street Brooklyn, NY 11205; P369K @ I103 Satellite Three located at 170 Gates Avenue Brooklyn, NY 11238; P369K @ I117K located at 300 Willoughby Avenue Brooklyn, NY 11205; P369K@H605 Westinghouse HS located at 105 Tech Place, Brooklyn NY 11201; P369K@HB69-Adams St High School located at 283 Adams Street, 11201; P369K @ P261K located at 314 Pacific Street Brooklyn, NY 11201; and P369K @ P005K located at 820 Hancock Street, Brooklyn NY 11233.

³ The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment. The DOE does not anticipate that P.S. 287's pre-kindergarten program will be affected by this proposal.

⁴ A "split-site" means that a single organization serves some grade levels in one building and other grade levels in another building.

eighth grade students in K287 in 2014-2015. Community Roots will continue to enroll students through the charter lottery process, with a preference to students residing in District 13.⁵ Additional information about Community Roots' charter lottery process can be found in Section IIIC.

Besides P.S. 287, K287 also currently houses Khalil Gibran International Academy (13K592, "KGIA"), an existing DOE school serving students in seventh and eighth grade. During the 2010-2011 school year, the Panel for Educational Policy ("PEP") approved a proposal to re-site KGIA at the end of the 2011-2012 school year to another building. Thus, if this proposal is approved, Community Roots' middle school grade levels would occupy the space that will be vacated when KGIA moves out of the building.

K287 has the capacity to serve 571 students.⁶ In 2011-2012, the building serves only 295 students, yielding a utilization rate of 52%.⁷⁸ This means that the building is "underutilized" and has space to accommodate additional students. If this proposal is approved, in the 2012-2013 school year, Community Roots would serve 45-58 sixth grade students in K287. The school would grow to scale by adding one grade each year until it reaches its full grade span of sixth through eighth grade in the K287 building by 2014-2015 school year. Once Community Roots is at full scale, there would be 308-407 students served in the building, which yields a projected utilization rate of 54-71% in 2014-2015.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. The DOE originally proposed to expand Community Roots in K067 where it is currently located, but this proposal was withdrawn by Community Roots in April 2011. The DOE has determined that, at this time, K067 does not have capacity to accommodate the proposed grade expansion of Community Roots. Therefore, the DOE is proposing to co-locate Community Roots' middle school grades in building K287.

The original proposal was made with the support of many of the school's parents and members of the broader community surrounding the school. This suggests a high level of satisfaction with the school and parent confidence that an expanded Community Roots would continue to provide a supportive environment and suit the needs of future middle school students.

The grade expansion application submitted by Community Roots demonstrated its ability to address the individual needs of students and to ensure that all students meet their potential and are held to high academic and behavioral expectations. If this proposal is approved, K287 would serve as Community Roots' permanent site for its middle school grades and would offer an additional K-8 school option for families in District 13.

⁵ For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: <http://schools.nyc.gov/community/planning/charters/For+Parents>. Applicants who reside in the district in which a charter is located receive preference for admission. More details are provided in Section III .C below in this proposal.

⁶ The official target capacity is from the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"),

⁷ Based on unaudited register as of October 31, 2011.

⁸ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. 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.

The DOE acknowledges that Community Roots received an F grade on its first Progress Report grade in 2009-2010. However, the school improved and received a C grade on its 2010-2011 overall Progress Report. Additionally:

- In 2010-2011, 67% of students were on grade level in English Language Arts (“ELA”), up from 59% in 2009-2010. The 2010-2011 ELA proficiency scores place Community Roots in the top 18% of schools citywide and in the top 19% of schools district-wide.
- In 2010-2011, 71% of students were on grade level in Math, which places Community Roots in the top 33% of schools citywide.
- In 2010-2011, 100% of parent respondents on the Learning Environment Survey reported that they are “satisfied” or “very satisfied” with the school.
- Community Roots is a highly demanded school in the community, as demonstrated by the fact that the school has a significant waitlist and low student attrition. In 2011-2012, 410 students applied for 50 open seats in Kindergarten. Currently, 700 students remain on the waitlist.
- The student attrition rate for Community Roots was 2.67% in 2010-2011. In that year, 8 out of 300 students enrolled at Community Roots left the school.

While the DOE acknowledges that there are notable differences between an elementary school and a middle school, the DOE is confident that Community Roots is well-positioned for the proposed grade expansion based on the school’s strong culture and leadership, performance history, and solid connections to the community.

II. Proposed or Potential Use of Building

If this proposal is approved, Community Roots’ middle school grades would be co-located with P.S. 287 in building K287. The following table demonstrates the grade spans of each school if this proposal is approved:

Grades Spans					
DBN	School Name	2011-12	2012-13	2013-14	2014-15
84K536	Community Roots	-	06	06-07	06-08
13K287	P.S. 287 ⁹	0K-05	0K-05	0K-05	0K-05
13K592	KGIA	07-08	-	-	-

According to the 2010-2011 Blue Book, K287 has the capacity to serve 571 students. In 2011-2012, P.S. 287 serves 217 students¹⁰ and KGIA serves 78 students, for a combined total of 295 students.¹¹ This yields a target utilization rate of 52%. (The concepts of target capacity and target utilization are described in more detail below). At the end of the 2011-2012 school year, KGIA will be re-sited to another building.

If this proposal is approved, beginning in the 2012-2013 school year, Community Roots will begin phasing in to the building and would serve sixth grade students. In 2014-2015, once Community Roots has completed its expansion and reached full grade span, serving students in grades 6-8 grade in the building, Community Roots is projected to serve 135-174 students and P.S. 287 is projected to serve 173-233 students, for a combined total of 308-407 students. This would yield a target building utilization rate of approximately 54-71%.

The table below demonstrates the enrollment and projected enrollment for each school that will be co-

⁹ Pre-Kindergarten is a program that will be offered based on funding and demand.

¹⁰ All of P.S. 287’s enrollment numbers include pre-kindergarten students.

¹¹ Based on the 2011-2012 Unaudited Register, as of October 31, 2011.

located in K287 if this proposal is approved.^{12, 13}

School Name	2010-2011 Audited Register	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
Community Roots	-	-	45 - 58	90 - 116	135 - 174
P.S. 287 Bailey K. Ashford	204	217	178 - 238	183 - 243	173 - 233
Khalil Gibran International Academy	111	78	-	-	-
Total Building Enrollment	315	295	223 - 296	273 - 359	308 - 407
Utilization	55%	52%	39% - 52%	48% - 63%	54% - 71%

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 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 standards 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 2010-2011. 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 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 will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for maximum

¹² All projections referenced for Community Roots for the 2012-13 school year and beyond reflect the charter school’s authorized enrollment pursuant to its Charter application.

¹³ All projections referenced for 2012-2013 and beyond are based on the unaudited October 31, 2011 register and reflect the forward promotion of the current first through fifth grade cohorts, and a stable Kindergarten cohort.

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.

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

A. Students

Community Roots currently enrolls students in kindergarten through fifth grade through the charter lottery application process; these students are served in K067. If this proposal is approved, Community Roots will grow to serve students in grades 6-8 in building K287, where it will be co-located with P.S. 287.

Community Roots will begin serving sixth grade students in 2012-2013, and will add one grade each year until it reaches full scale in 2014-2015.

Impact on Students Currently Attending Schools in the K287 Building

The proposed co-location of Community Roots' middle school grades with P.S. 287 in K287 is not expected to impact current or future student enrollment or instructional programming at P.S. 287.

P.S. 287 is a zoned elementary school that serves kindergarten through fifth grade, in addition to one section of full-day pre-kindergarten. Barring changes in available funding or student enrollment, the pre-kindergarten program at P.S. 287 would continue to be provided and should not be affected by this proposal.

If this proposal is approved, K287 would serve students in both elementary and middle school grades. The DOE notes that this is consistent with current practice, as KGIA currently serves middle school students and P.S. 287 serves elementary school students in K287.

P.S. 287 currently offers Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). P.S. 287 also has an English as a Second Language ("ESL") program for English Language Learner ("ELL") students. ICT and SC classes and SETSS will continue to be provided and students with disabilities will continue to receive all mandated services in accordance with their Individualized Educational Programs ("IEPs"). ELL students at P.S. 287 will also continue to receive mandated services.

P.S. 287 currently offers an extended day, an after school program for students in grades three through five using Kaplan Advantage, and offers the following extracurricular activities to students in Kindergarten through fifth grade:

- Computer programs
- Storytelling
- Peer mediation
- Tutoring
- Conflict Resolution
- Yearbook club
- Chess club
- Dance
- Marquis Studios "Artistry and Me" art integration program
- Rise to the Occasion Literacy/Basketball Program

The DOE anticipates that P.S. 287 will continue to offer these extracurricular programs based on student

interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities, but it may change the way these programs need to be 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.

The proposed co-location of Community Roots' middle school grades in K287 is not expected to impact current or future student enrollment or instructional programming at KGIA because KGIA will vacate the K287 building at the end of the 2011-2012 school year before this proposed co-location would be implemented.

Impact on Students Currently Attending Community Roots in the K067 Building

This proposal is not expected to have any impact on Community Roots' current kindergarten through fifth grade students housed at K067. If this proposal is approved, Community Roots' fifth grade students will be automatically eligible for promotion to the sixth grade class that will be sited at K287. The proposed split-site will not impact the extended day program, after school programs, or extracurricular activities offered by Community Roots at K067.

Impact on Future Elementary School Students in District 13

The DOE does not anticipate that this proposal will impact the admissions policy at P.S. 287. P.S. 287 is a zoned elementary school. A student's zoned elementary school is determined by a student's home address. For more information about school zoning, please visit the DOE website's School Search function at <http://schools.nyc.gov/schoolsearch>. P.S. 287 will continue to admit all students residing in the P.S. 287 zone, including students who enroll through an over-the-counter ("OTC") placement.

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; or
- are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101).¹⁴
- students who did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his or her elementary school assignment is determined by his or her home address and which schools have available seats, and where applicable, transfer guidelines. Students may simply report to their zoned elementary school at the start of the year.

In cases where 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 some schools. Should a zoned elementary school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

Students and residents of District 13 will continue to have the opportunity to participate in the charter admissions lottery for all available seats across all grade levels at Community Roots. While the primary

¹⁴ 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.

entry point is in kindergarten, the school may admit students in other grades from the school's waitlist if seats become available. If this proposal is approved, current fifth grade students at Community Roots who meet promotional requirements will be given first preference to attend sixth grade at Community Roots in the K287 building. Community Roots exercises the following preferences in its charter lottery application process for Kindergarten:

- siblings of currently attending students;
- all other students who reside in District 13.

Once the available spaces are filled by students according to the above preferences, the remaining applicants are placed on a waitlist, in all grades. Students with siblings enrolled in the school receive preference over waitlist candidates who do not have a sibling currently enrolled.

All future elementary school students with disabilities and ELLs will receive mandated services at P.S. 287 or Community Roots.

Impact on Future Middle School Students in District 13

The DOE anticipates that this proposal will have a minimal impact on enrollment at other District 13 middle schools. The small net loss of Community Roots students who might have otherwise elected to attend a DOE middle school in District 13, and will instead attend Community Roots for sixth grade, should the proposal be approved, is consistent with typical fluctuation in enrollment patterns at schools across the city and in District 13.

If this proposal is approved, students and residents of District 13 will have an additional option for middle school. As discussed in the previous section, students and residents of District 13 will continue to have the opportunity to participate in the charter admissions lottery for all available grade levels at Community Roots. While the primary entry point is in kindergarten, the school may admit students in other grades from the school's waitlist if seats become available.

The DOE does not anticipate that this proposal will affect the ability of students to apply to and attend the several other middle schools that are also available to District 13 students and families. Through the District Middle School Choice processes, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. 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/Brooklyn/default.htm>. Please note that this directory is updated yearly.

In District 13, where there is middle school choice, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or city-wide eligibility. 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>. In District 13 Middle School Choice, students rank their preferences from among District 13 choice middle schools. These options include:

- choice middle schools with a screened application process (entrance is based on criteria designated by the school);
- 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 will participate in the middle school admissions process in the same manner as their non-disabled peers. The DOE will support middle schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. 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.

Similarly, ELL students participate in the middle school admissions process and are placed in the same manner as their peers who are not ELL students. 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 Choice process, their placement is determined by the OTC process described above. 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.

B. Schools

The proposed expansion of Community Roots would provide the school with a permanent location for its sixth, seventh, and eighth grades. K287 has adequate capacity to accommodate P.S. 287 and Community Roots' middle school grades. Collectively, the schools are projected to enroll an estimated 308-407 students in 2014-2015. At that point, Community Roots would be at full scale and the projected utilization for K287 would be 54-71%. This demonstrates that the building has more than adequate capacity to accommodate the two schools.

The estimated enrollment for both organizations in K287 is shown in the tables below:

Community Roots Charter School' estimated enrollment, over a period of four years:

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-2012 (unaudited)	n/a ¹⁵	n/a	n/a	n/a
2012-13 (proj.)	45 - 58	-	-	45 - 58
2013-14 (proj.)	45 - 58	45 - 58	-	90 - 116
2014-15 (proj.)	45 - 58	45 - 58	45 - 58	135 - 174

P.S. 287's estimated enrollment, over a period of 4 years:

	PK ¹⁶	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	18	26	28	40	41	23	41	217
2012-13 (proj.)	18	20 - 30	25-35	25 - 35	35 - 45	35 - 45	20 - 30	178-238

¹⁵ Community Roots is currently serving students in grades K-5, and thus has no enrollment for grades 6-8.

¹⁶ Pre-Kindergarten is a program that can be offered both half-day or full-day; The projection figures represent the full day equivalency.

2013-14 (proj.)	18	20 - 30	25-35	25-35	25 - 35	35 - 45	35 - 45	183-243
2014-15 (proj.)	18	20 - 30	25-35	25-35	25-35	25 - 35	35 - 45	173-233

If this proposal is approved, pursuant to the Citywide Instructional Footprint (the “Footprint”), there will be sufficient space to accommodate both P.S. 287 and Community Roots’ middle school grades in K287. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>

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.

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

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline rooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale.

As described in more detail in the attached Building Utilization Plan (“BUP”) that accompanies this EIS, there will be sufficient instructional space in K287 for P.S. 287 and for Community Roots to grow to serve grades 6-8.

C. Community

The grade expansion of Community Roots in K287 will create approximately 135-174 additional sixth, seventh, and eighth grade seats in District 13. As described above, Community Roots is a school that is in high demand as evidenced by the fact that there are over 700 students on the waiting list. If this proposal is approved, community residents may apply to attend Community Roots through the charter lottery process, which gives preference to District 13 students. While the primary entry point for Community Roots’ lottery is in kindergarten, the school may admit students in other grades from the school’s waitlist if seats become available. Current fifth grade students at Community Roots who meet promotional requirements will be given preference to attend sixth grade at Community Roots.

Should this proposal be approved and fifth grade students at Community Roots who would have attended another middle school will now have the opportunity to remain at Community Roots for middle school, Community Roots’ expansion will likely have a minimal effect on enrollment at other existing middle and K-8 schools. This fluctuation is not atypical and reflects general enrollment patterns across city schools. The table below lists the schools where the greatest concentration of Community Roots’ fifth grade students generally enrolled for sixth grade in 2011-2012:

DBN	School Name	Grade Span 2011-12	Grade Span at Scale	# of Community Roots 5th Graders that Articulated in 2011-12 ¹⁷	Total # of 6th Graders in 2011-12 ¹⁸
13K492	The Urban Assembly Academy of Arts & Letters	0K-01,06-08	0K-08	20	109
14K318	Eugenio Maria de Hostos (J.H.S. 318)	06-08	06-08	5	545
13K691	Fort Greene Academy	06-07	06-08	4	88
02M407	Institute for Collaborative Education	06-12	06-12	3	61
P 15K051	William Alexander Middle School (M.S. 51)	06-08	06-08	2	371
S 84M524	Innovative Manhattan Charter School	06-07	06-08	2	82

287 is a zoned elementary school, and will continue to serve all students in the zone. In the future, if there is an increase in zoned student enrollment at P.S. 287 resulting from zoned demand greater than current projections or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to revise the building utilization plan in accordance with New York State Education Law Section 2853(3)(a-3)(4) or re-locate Community Roots Charter School to an alternate location geographically proximate to K067.

If this proposal is approved, Community Roots would join three other existing charter schools currently serving middle school grades in District 13:

DBN	School Name	Grade Span 2011-12	Grade Span at Scale	Admissions Method
CHARTER Options				
84K780	Brooklyn East Collegiate Charter School	05-06	05-12	Lottery
84K702	Community Partnership Charter School	0K-07	0K-08	Lottery
D 84K517	Leadership Prep Bedford Stuyvesant Charter School	0K-06	0K-08	Lottery

More detailed information about charter schools will also be published annually and would be available in print or on the DOE website here: http://schools.nyc.gov/NR/ronlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K287.

¹⁷ This list omits 11 schools that had less than two 5th grade students that articulate from Community Roots Charter School in 2011-12.

¹⁸ 2011-2012 Unaudited Register as of October 31, 2011.

IV. Enrollment, Admissions and School Performance Information

P.S. 287 (13K287)

Admissions Data

Current Admissions	Pre-Kindergarten: Standard Universal Grades K-5: Zoned
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Enrollment Data

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	18	26	28	40	41	23	41	217
2012-13 (proj.)	18	20 - 30	25-35	25 - 35	35 - 45	35 - 45	20 - 30	178-238
2013-14 (proj.)	18	20 - 30	25-35	25-35	25 - 35	35 - 45	35 - 45	183-243
2014-15 (proj.)	18	20 - 30	25-35	25-35	25-35	25 - 35	35 - 45	173-233

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁹	18%
Percentage of Students with IEPs ²⁰	22%
Percentage of ELL Students ²¹	5%
Percentage of Students Eligible for Free or Reduced Lunch ²²	91%

School Performance Data

P.S. 287	2008-2009	2009-2010 ²³	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	B
Quality Review Score	UPF ²⁴	P	P

¹⁹ Students Receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register.

²⁰ Students with IEPs as percentage of total students from the 2011 Unaudited Register.

²¹ ELL students as percentage of total students from the 2011 Unaudited Register.

²² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

²³ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁴ Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.

Performance Data ²⁵			
English Language Arts % Proficient (Levels 3 and 4)	41%	13%	25%
Math % Proficient (Levels 3 and 4)	66%	23%	37%
Other Key Performance Indicators ²⁶			
Attendance Rate	90%	89%	91%
2010-2011 State Accountability Status	Improvement (Year 1)		

Community Roots Charter School (84K536)

Admissions Data

Current Admissions	Grades 6-8: Existing fifth grade students will be automatically eligible to enter 6 th grade. Remaining open seats will be filled through the charter lottery process.
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Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (proj.)	45 - 58	-	-	45 - 58
2013-14 (proj.)	45 - 58	45 - 58	-	90 - 116
2014-15 (proj.)	45 - 58	45 - 58	45 - 58	135 - 174

Demographic Data

All demographic data reflects Community Roots’ current student population, students in grades K-5.

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with IEPs	16%
Percentage of ELL Students	1%
Percentage of Students Eligible for Free or Reduced Lunch ²⁷	24%

²⁵ Source: Progress Report

²⁶ Source: Progress Report

²⁷ Percentage of Students Eligible for Free or Reduced Lunch from 2011-12 Unaudited Register as of October 31, 2011

School Performance Data

Community Roots Charter School²⁸	2008-2009	2009-2010²⁹	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	F	C
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	59%	67%
Math % Proficient (Levels 3 and 4)	N/A	71%	71%
Other Key Performance Indicators			
Attendance Rate	N/A	95%	96%
2010-2011 State Accountability Status	In Good Standing		

V. Initial Costs and Savings

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

At present, K287 is not expected to undergo any capital improvements or facilities upgrades to accommodate the co-location of Community Roots in the building that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs.

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

A. Personnel Needs

The proposed expansion and co-location of Community Roots in K287 is not expected to change the number of personnel positions assigned to P.S. 287, nor is it expected to significantly alter the duties of current staff in K287. New administrative staff and non-pedagogical positions will be created at Community Roots as it grows to scale. The precise number of positions needed for the 2012-2013 school year and subsequent school years would be determined by the charter school’s management. Those decisions would be made at the school based on need and budgetary considerations.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P.S. 287. The basic operating budget for those schools is determined by the same Fair Student Funding (“FSF”) formula used at

²⁸ Source: Progress Report

²⁹ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

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 allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2011-2012, the base per-pupil allocation for elementary schools was \$4,085.30. In addition, FSF awards supplemental allocations 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, elementary schools received an additional \$1,633.71 per pupil for each ELL they enrolled. At the elementary level, supplemental funds are awarded for each student who is an ELL, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an ELL, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, P.S. 287 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. P.S. 287 is currently eligible for Title I funding. Assuming that the school continues to meet Title I criteria, the size of its Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, 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. P.S. 287 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

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 FY11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

This proposal also should not impact the budget or operating costs for Community Roots. The General Education Charter School per-pupil rate is determined by the New York State Education Department and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures by Total Allowable Pupil Units. Special Education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

C. Administration

No change in school supervisory or administrator positions at P.S. 287 is expected as a result of this proposal. Community Roots may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's expansion.

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>.

E. Other Support Services

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

VII. Building Information

Building		K287
Type of Building		Elementary
Year Built		1953
Overall BCAS rating		2.55
2010-2011 Target Building Utilization		55%
2010-2011 Target Building Capacity		571
FY 2011 Maintenance Costs	Labor	\$9,248
	Materials	\$9,734
	Maintenance and repair contracts	\$8,545
	Service contracts	\$0
	Custodial operations costs—Materials	N/A
	Custodial operations costs—Custodial Allocation	\$240,320
FY 2011 Energy Costs	Electric	\$83,856
	Gas	\$341
	Oil	\$58,960
Projects completed during the current or prior school year		Capital Improvement Project - Science Lab
Projects proposed in the capital plan		Educational Enhancements- Science Lab upgrades
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Art room, Cafeteria, Computer room, Gymnasium, Library, Nurse's office