

EDUCATIONAL IMPACT STATEMENT:

The Proposed Expansion of Community Roots Charter School (84K536) with Existing Schools P.S. 067 Charles A. Dorsey (13K067) and District 75 School (75K369) in Building K067

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to allow Community Roots Charter School (84K536, “Community Roots”) to expand to serve additional grades in Building K067 (“K067”), located at 51 St. Edwards Street, Brooklyn, NY 10035 in Community School District 13. Community Roots is an existing public charter school that currently serves 300 students in kindergarten through fifth grades in K067.¹ Community Roots is currently co-located in K067 with P.S. 067 Charles A. Dorsey (13K067, P.S. 067), an existing DOE zoned elementary school serving grades 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 A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. This is a proposal to gradually expand Community Roots and thereby allow it to serve kindergarten through eighth grades in K067.

P.S. 067 is an existing DOE District 13 zoned elementary school that currently serves 234 students in kindergarten through fifth grade, and offers one section of a full-day pre-kindergarten with an enrollment of 18 students, for a total combined enrollment of 252 students.³

P369K@P067K is a District 75 school that currently provides mandated services for Emotionally Disturbed (“ED”) and Autistic students, with a total enrollment of 140 students.⁴

Community Roots is an existing public charter school that currently serves 300 students in kindergarten through fifth grade at K067. The school’s charter authorizer, the DOE, recently approved Community Roots’ proposal to expand to serve middle school grade levels beginning in September 2011. If the proposal to site Community Roots’ middle school grades in K067 is approved, Community Roots will expand by one grade each year in K067, until it serves kindergarten through eighth grade at full scale. In 2006-2007, before Chancellor’s Regulation A-190 stipulated the process that must be followed when there is a significant change in building utilization, the DOE allowed Community Roots to be sited and co-located in K067 to serve grades K-5.⁵ This is a proposal to permanently expand the grades served by Community Roots in K067. If this proposal were approved, in 2011-12 Community Roots would expand to serve kindergarten through sixth grade in the building. In the following years, Community Roots would expand by one grade each year until it reaches full scale and serves kindergarten through eighth grade in 2013-2014.

¹ 2010 audited register

² 75K369 is located at 9 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. This proposal will only impact P369K@P067K. All references to enrollment will refer to P369@P067K only.

³ 2010 audited register.

⁴ 2010 audited register

⁵ <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>

Community Roots currently enrolls kindergarten through fifth grade students through a lottery that gives preference to students residing in District 13.⁶ Specifics about the lottery preference criteria are detailed below in the Section III.C. (“Impact on Students”).

Building K067 has the capacity to serve 712 students. In 2009- 2010 the building served 612 students⁷, yielding a utilization rate of 86%.⁸ In 2010-2011, the building serves 692 students⁹, yielding a utilization rate of 97%.¹⁰ If this proposal is approved, in the 2011-2012 school year, the K067 building would serve approximately 708-748 students, yielding an estimated utilization rate of 105%.¹¹ In the 2013-2014 school year, when Community Roots is at scale, the building would serve approximately 788-828 students, yielding an estimated utilization rate of 116%.¹²

Moreover, the DOE notes that when full-size classrooms are used by District 75 schools, the capacity for those rooms will reflect the type of the programs served and the number of students served which will range from 6 to 12 students. In comparison, when those same rooms are used by general education schools (non-District 75) the capacity will increase to either 18 (pre-kindergarten) or 28 (grades 4-8). For example, if this proposal were approved, 2 of the excess full-size rooms currently allocated to P369K@P067K would be assigned to Community Roots. These full-size rooms would serve more students than P369K@P067K used to serve in the room which would thereby contribute to a higher than usual target utilization rate after Community Roots completes its expansion.

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 proposal to expand Community Roots’ grade span was initiated by a grade expansion team composed of Community Roots teachers and administrators and 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.

⁶ 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.

⁷ Source: 2009 audited register.

⁸ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the projected number of students who are actually projected to attend the school and do not include LTAs. 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.

⁹ Source: 2010 audited register.

¹⁰ The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

¹¹ The building enrollment estimate includes: (1) K-5 projected enrollment at P.S. 067, plus one section of pre-kindergarten, (2) projected enrollment at P369K@P067K, and (3) projected K-8 enrollment at Community Roots Charter.

¹² The building enrollment estimate includes: (1) K-5 projected enrollment at P.S. 067, plus one section of pre-kindergarten, (2) projected enrollment at P369K@P067K, and (3) projected K-8 enrollment at Community Roots Charter.

The grade expansion application submitted by Community Roots demonstrated their ability to address individual needs of students and ensure that all students meet their potential and are held to high academic and behavioral expectations. The grade expansion was approved by the authorizer (DOE) in January 2011, and in determining the optimal way to distribute space to high quality schools, the DOE is proposing to expand Community Roots in its current location in K067 to serve kindergarten through eighth grade.¹³ This would serve as Community Roots' permanent site for an additional kindergarten through eighth grade option for families in District 13.

The DOE acknowledges that Community Roots received an F grade on its first Progress Report grade in 2009-2010. However, it should be noted that this score is based on testing data for only one cohort of students and is determined in comparison to the highest performing peer group in the City, of which Community Roots is the smallest and newest school. Additionally:

- In 2009-2010, 59 % of students were on grade level in English Language Arts, which places Community Roots in the top 25% of schools citywide and in the top 15% of schools district-wide.
- In 2009-2010, 71 % of students were on grade level in Math, which places Community Roots in the top 30% of schools citywide.
- In 2009-2010, 98 % 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. The student attrition rate for Community Roots was 1.98% in 2008-2009, compared to 5.9% for the district.
- In 2010-2011, 714 students applied for only 50 open seats. There are currently 710 students on the waitlist for September 2011.
- On December 16, 2010, the DOE held a public hearing at P.S. 67, as part of the grade expansion application process. Over 175 people attended the hearing and 40 speakers signed up to provide comments. All 40 speakers spoke in favor of the expansion, and no speakers expressed opposition to the expansion.

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

In 2009-2010, the building served 612 students, yielding a utilization rate of 86%. In 2010-2011, the building serves 692 students, yielding a utilization rate of 97%. If this proposal is approved, in the 2011-2012 school year, the K067 building would serve approximately 708-748 students, yielding an estimated utilization rate of 105%. In the 2013-2014 school year, when Community Roots is at full scale, the building would serve approximately 788-828 students, yielding an estimated utilization rate of 116%. As noted below, and demonstrated in the attached Building Utilization Plan (BUP), although the projected building utilization rate may exceed 100%, K067 has adequate capacity to accommodate P.S. 067, P369K@P067K, and the expansion of Community Roots. All organizations, including Community Roots, are currently using a number of excess rooms and if this proposal is approved all schools will operate closer to their baseline footprint allocation of rooms.

Moreover, the DOE notes that when full-size classrooms are used by District 75 schools, the capacity for those rooms will reflect the type of the programs served and the number of students served which will

¹³ As described in Section II and in footnote 6, despite a projected building utilization of 120%, the building walkthrough confirms that the total number of full-size, half-size, and quarter-size rooms available in the building can accommodate the grade expansion.

range from 6 to 12 students. In comparison, when those same rooms are used by general education schools (non-District 75) the capacity will increase to either 18 (pre-kindergarten) or 28 (grades 4-8). For example, if this proposal were approved, 2 of the excess full-size rooms currently allocated to P369K@P067K would be assigned to Community Roots. These full-size rooms would serve more students than P369K@P067K used to serve in the room which would thereby contribute to a higher than usual target utilization rate after Community Roots completes its expansion.

Over the next three years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-11	2011-12	2012-13	2013-14
P.S. 067	K-5	K-5	K-5	K-5
Community Roots	K-5	K-6	K-7	K-8
P369K@P067K	K-5	K-5	K-5	K-5

During the 2011-2012 school year, Community Roots would expand to serve sixth grade, in 2012-2013 school year Community Roots would expand to serve seventh grade, and in 2013-2014 Community Roots would expand to serve eighth grade and would reach full scale.

P.S. 067 would continue to serve grades kindergarten through five. Pending funding availability, P.S. 067 would also continue to offer one section of a full day pre-kindergarten program.

P369K@P067K would continue to serve kindergarten through fifth grade.

In 2013-2014, when Community Roots has reached full scale to serve kindergarten through eighth grade in K067, there would be approximately 788-828 students served in the building by Community Roots, P.S. 067, and P369K@P067K, yielding a building utilization rate of 116%. As stated in more detail in the BUP annexed to this EIS, the DOE’s walkthrough of the building confirmed that there are available rooms to support this expansion. All three organizations, including Community Roots, are using a number of excess rooms and if this proposal were approved would operate closer to the baseline footprint allocation of rooms. There is enough room in the building to accommodate Community Roots’ expansion to serve middle school grades.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.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 2009-2010. As described earlier in this EIS, the DOE’s projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 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 2010-2011 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 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.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public school. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

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

A. Students

Community Roots is an existing charter school that opened in September 2006 in K067. Community Roots currently enrolls students in kindergarten through fifth grade through the charter lottery application process. If this proposal is approved, Community Roots will grow to serve sixth grade in 2011-2012, and will add one grade each year subsequently until it reaches full scale in 2013-2014 and serves K-8 in K067. The proposed expansion of Community Roots is not expected to impact current or future student enrollment or instructional programming at P.S. 067 or P369K@P067K.

Impact on Students Currently Attending P.S. 67 in the K067 Building

P.S.067 is an existing DOE zoned elementary school serving grades K-5, and also offering a pre-kindergarten program. The proposed grade expansion of Community Roots in K067 is not expected to impact current or future student enrollment or instructional programming or community partnerships at P.S. 067. P.S. 067 currently offers:¹⁴

- Special Programs: Bilingual, ESL, Special Education, Project Arts, Reading Recovery, Internet Technology, Studio in the School, Legal Lives, America Reads
- Extracurricular: Project Read Extended Day, Student Council, Power Lunch, Virtual YMCA, Project Teen Aid, and the Police Athletic League (PAL)
- Community Partnerships: Project Teen Aid Brooklyn; Verizon Power Lunch; NYC School Volunteers, Police Athletic League (PAL), Virtual YMCA

P.S. 067 would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities but may change the way these 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.

¹⁴ <http://schools.nyc.gov/SchoolPortals/13/K067/default.htm>

P.S. 067 currently offers Self-Contained classes (“SC”), Special Education Teacher Support Services classes (“SETSS”) and Collaborative Team Teaching classes (“CTT”). The existing SC, SETSS, and CTT classes would continue to be provided and current and future students will continue to receive all mandated services in accordance with their IEPs.

In accordance with DOE policy, ELL students are admitted to elementary schools in the same manner as their peers who are not ELLs. Current and future ELL students at P.S. 067 would continue to receive mandated services.

Impact on Students Currently Attending P369K@P067K in the K067 Building

The proposed grade expansion of Community Roots in K067 is not expected to impact current or future student enrollment or instructional programming at P369K@P067K.

P369K@P067K currently provides mandated services for Emotionally Disturbed (“ED”) and Autistic students. The existing classes would continue to be provided and current and future students will continue to receive all mandated services in accordance with their IEPs.

Impact on Students Currently Attending Community Roots in the K067 Building

The proposed grade expansion of Community Roots in K067 is not expected to impact current student enrollment in kindergarten through fourth grades. If approved, the current fifth grade class attending Community Roots will be automatically eligible to matriculate into the sixth grade class.

The proposed grade expansion of Community Roots in K067 is not expected to impact current instructional programming at Community Roots. In addition, 16% of students currently enrolled at Community Roots have IEPs. All students will continue to receive mandated services in accordance with their IEPs.

Community Roots currently offers an extended day, an after-school program for first through fifth grade, and offers the following extracurricular activities: sports, fine arts, performing arts, dance, and language classes.

The DOE anticipates that Community Roots would continue to offer these extracurricular programs based on student interests, available resources, and staff support for those programs.

Admissions Impact for Future Elementary School Students

P.S. 067 is a zoned elementary school. A 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. 067 will continue to admit all students residing in the P.S. 067 zone, including students who enroll through an over-the-counter (“OTC”) placement.

Over-the-counter 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 three 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).¹⁵

¹⁵ 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

When a student arrives for an over-the-counter 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.

To ensure that there continues to be sufficient space in K067 for P.S. 67, P369K@P067K and the expansion of Community Roots, beginning in 2012-2013 the DOE will work with P.S. 67 to monitor its incoming kindergarten class. In 2010-2011, 35% of students residing in the P.S. 067 geographic zone chose to attend P.S. 067, which represented 83% of the total P.S. 067 (K-5) enrollment. P.S. 067 will need to more closely monitor its kindergarten enrollment to ensure that it only enrolls students residing in the school’s designated geographic zone.

If this proposal is approved, 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. Community Roots exercises the following preferences in its charter lottery application process:

- 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 waiting list candidates who do not have siblings currently enrolled.

P369K@P067K students are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of where the student lives, disability outlined in his or her IEP, and seat availability. The proposed expansion of Community Roots in K067 is not anticipated to impact the placement process for P369K@P067K.

Admissions Impact for Future Middle School Students

If this proposal is approved, students and residents of District 13 will have an additional option for middle school. Community Roots will begin to phase in additional middle school grades in September 2011, and will complete its expansion in 2013-2014 when it serves K-8.

As discussed above, if this proposal is approved, 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.

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 waiting list candidates who do not have siblings currently enrolled.

Impact on Future Pre-kindergarten Students

placement may be granted admission to a zoned school.

P.S. 067 currently offers one section of full-day pre-kindergarten with a total enrollment of 18 students. Barring any changes in available funding or student enrollment, the pre-kindergarten program at P.S. 067 would continue to be offered. Enrollment policy for pre-kindergarten admissions would also remain the same. Younger siblings of zoned students already enrolled in P.S. 067 would get first preference. Siblings from outside the zone would receive second preference.

B. Schools

The proposed expansion of Community Roots would provide the school with a permanent location for its sixth, seventh and eighth grades.

In 2009- 2010, the building served 612 students, yielding a utilization rate of 86%. In 2010-2011, the building serves 692 students, yielding a utilization rate of 97%. If this proposal is approved, in the 2011-2012 school year, the K067 building would serve approximately 708-748 students, yielding an estimated utilization rate of 105%. In the 2013-2014 school year, when Community Roots is at scale, the building would serve approximately 788-828 students, yielding an estimated utilization rate of 116%.

In the future, if there is an increase in student enrollment resulting from demand greater than current projections for P.S. 067 or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Community Roots to an alternate location geographically proximate to K067. The Chancellor shall certify in writing that in her judgment, the need of the school system requires the re-acquisition of the charter school space for DOE use. The estimated enrollment for all three organizations in K067 over a four year period are shown in the below tables.

Community Roots' estimated enrollment in K067, over a period of 4 years:

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Estimated Enrollment
2010-11 ¹⁶ (current)	50	50	50	50	50	50	-	-	-	300
2011-12	50	50	50	50	50	50	50	-	-	350
2012-13	50	50	50	50	50	50	50	50	-	400
2013-14	50	50	50	50	50	50	50	50	50	450

P.S. 067's estimated enrollment, over a period of 4 years:

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Estimated enrollment
2010-11 ¹⁷ (current)	27	48	42	43	31	43	234 ¹⁸
2011-12	25-30	25-30	45-50	40-45	40-45	30-35	205-235 ¹⁹
2012-13	25-30	25-30	25-30	45-50	40-45	40-45	200-230 ²⁰

¹⁶ 2010 audited register

¹⁷ 2010 audited register

¹⁸ Excludes one section of pre-kindergarten. With pre-kindergarten, current enrollment is 252

¹⁹ Excludes one section of pre-kindergarten. With one section of pre-kindergarten, projected enrollment is 223-253

²⁰ Excludes one section of pre-kindergarten. With one section of pre-kindergarten, projected enrollment is 218-248

2013-14	25-30	25-30	25-30	25-30	45-50	40-45	185-215 ^{21,22}
---------	-------	-------	-------	-------	-------	-------	--------------------------

P369K@P067K enrollment in K067, over a period of 4 years:

	Total Estimated enrollment
2010-11 ²³ (current)	140
2011-12	135-145
2012-13	135-145
2013-14	135-145

If this proposal were approved, there would be sufficient space to accommodate Community Roots, P.S. 067, and P369K@P067K, 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: http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.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 elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching (“CTT”) section and a full-size or half-size classroom to accommodate each Self-Contained (“SC”) special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. 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. All schools receive a baseline of the approximate equivalent of 3.5 full-size classrooms for student support services, resource rooms and administrative space when serving their entire grade span.²⁴ Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each

²¹ Excludes one section of pre-kindergarten. With one section of pre-kindergarten, projected enrollment is 203-233.

²² The enrollment decline in 2013-2014 results from the matriculation of the smaller than usual kindergarten class in 2010-2011. This number is subject to change pending final enrollment projections. In the event that there is a larger than expected zoned enrollment at P.S. 067, there will be sufficient space to allow for this growth as described in the following pages. Additionally, the current baseline footprint allocation will remain the same as described in the attached Building Utilization Plan. As noted in this EIS, In 2010-2011, only 35% of students residing in the P.S. 067 geographic zone chose to attend P.S. 067, which represented only 78% of the total building enrollment. P.S. 067 will need to more closely monitor its kindergarten enrollment to ensure that it only enrolls students residing in the school’s designated geographic zone.

²³ 2010 audited register.

²⁴ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3 full-size classrooms for student support services and 1 half-size resource room, which could be equal to 2 full-size classrooms and 3 half-size classrooms or 1 full-size classroom and 5 half-size classrooms, etc.

school. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As described in more detail in the attached Building Utilization Plan, there will be sufficient instructional space in K067 for P.S. 067, and P369K@P067K and the grade expansion of Community Roots in K067. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, and the two gymnasiums. 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 Office of Space Planning. A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding implementation of the BUP. Any unallocated space would be equitably distributed among the schools based on a number of factors, including student enrollment and location of the excess space in the building. If this proposal is approved, decisions related to specific room allocation and room usage amongst the organizations would also be determined by the Principals in conjunction with the Office of Space Planning and with the Executive Director of Building Councils. Specific programming needs and decisions related to how to utilize space allocated to each school are ultimately determined by school leaders. The DOE will provide support to these schools to ensure that the schools use the space efficiently in order to maximize capacity to support students needs and maintain appropriate delivery of services to students.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his or 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.

C. Community

The grade expansion of Community Roots in K067 will create additional sixth, seventh and eighth grade seats in District 13. If approved, community residents may apply to attend Community Roots through the charter lottery application process in kindergarten through eighth grades, which gives preference to District 13 students.

Besides Community Roots, on December 14, 2010, the Panel for Educational Policy (“PEP”) approved a proposal to expand Urban Assembly Academy of Arts and Letters (“Arts and Letters”) which is co-located in K020 and currently serves sixth through eighth grades.²⁵

On February 3, 2010, the PEP also approved a proposal to phase out M.S. 571, a DOE middle school, due to its low performance and inability to turn the school around to meet students’ needs. On the same date, the PEP also approved a proposal to re-site and co-locate Brooklyn East Collegiate Charter school (84K780, “BEC”) in building K009.²⁶ BEC is an existing public charter school serving fifth grade in a temporary location in District 17. BEC would serve fifth through eighth grades at full scale.

As discussed previously, P.S. 067 is a zoned elementary school. The admissions process and enrollment at P.S. 067 is not expected to change as a result of this proposal, and all students residing in the P.S. 067 geographic zone will continue to be entitled to a seat at P.S. 067. In 2010-2011, 35% of K-5 students residing in the P.S. 067 geographic zone chose to attend P.S. 067, which represented 83% of the total P.S.

²⁵ <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Dec2010PEP.htm>

²⁶ <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>

067 (K-5) enrollment.²⁷ P.S. 067 will need to more closely monitor its kindergarten enrollment to ensure that it only enrolls students residing in the school’s designated geographic zone. Similarly, the admissions process and enrollment at P369K@P067K is not expected to change as results of this proposal. In the future, if there is an increase in student enrollment resulting from demand greater than current projections for P.S. 067 or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Community Roots to an alternate location geographically proximate to K067. The Chancellor shall certify in writing that in her judgment, the need of the school system requires the re-acquisition of the charter school space for DOE use.

In addition, there is one new District 13 middle school in the process of phasing in to serve sixth grade through eighth grade, one charter school phasing in middle school grades to serve K-8 at scale, and one charter school phasing in to serve grades 5-12 at full scale. These schools are listed in the below table.

School Name (DBN)	Address	Enrollment ²⁸	Admissions Criteria	Current Grades Served	Grades Served at Scale	Programs/Activities
Fort Greene Preparatory Academy (13K691)	100 Clermont Avenue	103	District 13 Middle School Choice – Screened	6	6-8	Humanities Program Focus, Art, Drama, Basketball
Community Partnership Charter School (84K702)	241 Emerson Place	332	Charter Lottery – District 13 priority	K-6	K-8	Extended day, extracurricular activities
Achievement First Endeavor Charter School (84K508)	510 Waverly Avenue	323	Charter Lottery – District 13 priority	5-9	5-12	Mandatory Summer Academy, After-school, Extended day Basketball, Theater

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/rdonlyres/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 K067.

²⁷ Source: 2010 audited register

²⁸ Source: 2010 audited register

IV. Enrollment, Admissions and School Performance Information

Community Roots (84K536)

Admissions Data

Current Admissions	Grade K-5: Charter Lottery Application
Admissions at full scale	Grade K-8: Charter Lottery Application

Enrollment Data

Current Grades Served	K-5
2010-2011 Enrollment²⁹	300
Grades Served 2011-2012	K-6
2011-2012 Projected Enrollment	350
Grades Served 2012-2013	K-7
2012-2013 Projected Enrollment	400
Grades Served 2013-2014	K-8
2013-2014 Projected Enrollment	450

Demographic Data

Percentage of Students Receiving CTT or SC Services³⁰	1%
Percentage of Students with an Individual Education Plan³¹	16%
Percentage of English Language Learner Students³²	1%
Percentage of Students Eligible for Free or Reduced Lunch³³	NA

²⁹ 2010 audited register data

³⁰ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

³¹ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

³² English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

³³ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Community Roots ³⁴	2007-2008	2008-2009 ³⁵	2009-2010 ³⁶
School Performance and Progress			
Overall Progress Report Grade	-	-	F
Progress Report Performance Grade	-	-	D
Progress Report Progress Grade	-	-	F
Progress Report Environment Grade	-	-	A
Quality Review Score ³⁷	-	-	-
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	-	-	59%
Math % Proficient (Levels 3 and 4)	-	-	71%
Other Key Performance Indicators			
Attendance Rate	-	-	94.7%
2010-2011 State Accountability Status			
In Good Standing			

³⁴ Source: Progress Report

³⁵ Community Roots did not receive a Progress Report in 2008-2009. Two years of testing are required for a progress report grade.

³⁶ 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.

³⁷ Public charter schools do not receive Quality Reviews

P.S. 067 (13K067)

Admissions Data

Current Admissions	Grades K-5: Zoned Elementary School
---------------------------	--

Enrollment Data

Current Grades Served	K-5
2010-2011 Enrollment³⁸	234
Grades Served 2011-2012	K-5
2011-2012 Projected Enrollment	205-235
Grades Served 2012-2013	K-5
2012-2013 Projected Enrollment	200-230
Grades Served 2013-2014	K-5
2013-2014 Projected Enrollment	185-215

Demographic Data

Percentage of Students Receiving CTT or SC Services³⁹	8%
Percentage of Students with an Individual Education Plan⁴⁰	14%
Percentage of English Language Learner Students⁴¹	9%
Percentage of Students Eligible for Free or Reduced Lunch⁴²	92 %

³⁸ 2010 audited register

³⁹ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

⁴⁰ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

⁴¹ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

⁴² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

P.S. 067 ⁴³	2007-2008	2008-2009	2009-2010 ⁴⁴
School Performance and Progress			
Overall Progress Report Grade	D	A	C
Progress Report Performance Grade	F	C	D
Progress Report Progress Grade	C	A	B
Progress Report Environment Grade	A	A	B
Quality Review Score	WD ⁴⁵	P	
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	37%	51%	27%
Math % Proficient (Levels 3 and 4)	49%	66%	25%
Other Key Performance Indicators			
Attendance Rate	90.1%	90.1%	90.3%
2010-2011 State Accountability Status			
In Good Standing			

⁴³ Source: Progress Report

⁴⁴ 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.

⁴⁵ Well-Developed

[P369K@P067K](#)

Admissions Data

Current Admissions	K-5: D75 Placement Process
---------------------------	-----------------------------------

Enrollment Data

Current Grades Served	N/A
2010-2011 Enrollment⁴⁶	140
Grades Served 2011-2012	K-5
2011-2012 Projected Enrollment	135-145
Grades Served 2012-2013	K-5
2012-2013 Projected Enrollment	135-145
Grades Served 2013-2014	K-5
2013-2014 Projected Enrollment	135-145

Demographic Data⁴⁷

Percentage of Students Receiving CTT or SC Services	100%
Percentage of Students with an Individual Education Plan	100%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	67%

⁴⁶ 2010 audited register

⁴⁷ Site-specific demographic data is not available, therefore all demographic information pertains to the 75K369 school as a whole.

School Performance Data⁴⁸

75K369⁴⁹	2007-2008	2008-2009	2009-2010 ⁵⁰
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	B
Quality Review Score	WD ⁵¹	P	P
Performance Data			
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	N/A	29.1%
Percentage of Standard Assessment Students at Level 2 or Above in Math	N/A	N/A	36.7%
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)	N/A	N/A	92.9%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)	N/A	N/A	86.9%
Other Key Indicators			
Attendance Rate	N/A	N/A	84.92%
2010-2011 State Accountability Status	N/A		

V. Initial Costs and Savings

There are no anticipated initial costs or savings associated with this proposal.

In accordance with 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.

⁴⁸ Site-specific performance data is not available, therefore all information in the table above pertains to the 75K369 school as a whole.

⁴⁹ Source: 2009-2010 District 75 Progress Report.

⁵⁰ 2009-2010 is the first year in which District 75 schools received Progress Reports

⁵¹ Well Developed

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

A. Personnel Needs

The proposed expansion of the co-location is not expected to change the number of personnel positions assigned to P.S. 067 or P369K@P067K nor is it expected to significantly alter the duties of current staff at P.S. 067 or P369K@P067K.

Community Roots may hire additional personnel to support its grade expansion.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P.S. 067 or P369K@P067K. The basic operating budget for those schools 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. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for elementary schools was \$4059.71. 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 2010-2011 school year, elementary schools received an additional \$1623.00 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, 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 English Language Learner, 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. 067 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. 067 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 Individualized Education Plans (IEPs). P.S. 067 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 FY10 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 (“NYSED”) and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures (“AOE”) by Total Allowable Pupil Units (“TAPU”). 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. 067 or P369K@P067K 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 be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

E. Other Support Services

The provision of certain support services is described above.

VII. Building Information

Type of Building	Elementary School
Year Built	1923
Overall BCAS rating	NA
Target Utilization	86%
Target Capacity	712
FY 2009 Maintenance Costs	Labor: \$5277.9 Materials: \$175.22 Maintenance and repair contracts: \$38716 Custodial operations costs—Materials: \$6433.56 Custodial operations costs—Custodial Allocation: \$265734.59
FY 2009 Energy Costs	Electric: \$139490 Gas: \$78609 Oil: \$30691
Projects completed during the current or prior school year	CIP - Ansul system
Projects proposed in the capital plan	No projects identified
Accessibility of the building	Building is not programmatic accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer room, Gymnasium and Designed Library.