

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of Excellence Girls Charter School (84K712) with Existing School P.S. 191 Paul Robeson (17K191) in Building K191 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate the fifth through eighth grades of Excellence Girls Charter School (84K712, “Excellence Girls”) in building K191 (“K191”). Excellence Girls is an existing public charter school serving students in kindergarten through fourth grade in building K309 (“K309”) at 794 Monroe Street, Brooklyn, NY 11221, in Community School District 16. Under this proposal, Excellence Girls’ fifth through eighth grades would be co-located¹ with P.S. 191 Paul Robeson (17K191, “P.S. 191”) in building K191, located at 1600 Park Place, Brooklyn, NY 11233, in Community School District 17. P.S. 191 is an existing DOE school that currently serves zoned students in kindergarten through fifth grades and offers a full-day pre-kindergarten program. P.S. 191 is the only existing school in K191.

In Summer 2008, Excellence Girls’ charter was authorized by the State University of New York Charter Schools Institute (“SUNY CSI”) to serve students in kindergarten through fifth grades. Excellence Girls is managed by Uncommon Schools (“Uncommon”), a charter management organization. Excellence Girls has informed the DOE that it intends to apply to SUNY CSI to expand its grade span to serve students in kindergarten through eighth grades, reaching full scale in 2016-2017. Only SUNY CSI has the authority to approve or deny that request. This proposal to co-locate Excellence Girls in K191 is contingent upon Excellence Girls’ application for an expansion of its charter authorization and SUNY CSI’s approval of any such application. Should SUNY CSI deny any such request by Excellence Girls to expand, this EIS and the accompanying Building Utilization Plan (“BUP”) will be revised as necessary. For the purposes of this proposal, it is assumed that Uncommon will apply to SUNY CSI to expand its grade span and that SUNY CSI will approve Uncommon’s application.

Under this proposal, Excellence Girls will begin enrolling fifth grade students in K191 for the 2013-2014 school year, continuing to add one grade each year until it serves students in fifth through eighth grades in 2016-2017, and will increase enrollment for one year after that until it reaches a total enrollment of 252-321 students in 2017-2018. At that point, it will serve its elementary school grades (K-4) in building K309 and its middle school grades (5-8) in building K191. Excellence Girls elementary school students will be automatically eligible to articulate in Excellence Girls’ middle school grades. Any remaining available seats will be filled through the charter lottery process.² Additional information about Excellence Girls’ charter lottery process can be found in Section III.A.

K191 has been identified as an under-utilized building.³ According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”), K191 has the capacity to serve 661 students. In 2012-2013, P.S. 191 is projected to serve 223 students in kindergarten through fifth grades and 18 students in pre-kindergarten,

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² 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 web site: <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.A below in this proposal.

³ The 2011-2012 Under-Utilized Space Memorandum and List was published on the DOE’s website on October 24, 2012. It can be accessed at <http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9EDI-66BCABEE8BFB/132938/UnderutilizedSpaceMemorandum102412.pdf>

for a total of 241 students.⁴ This yields a building utilization rate of approximately 36%.⁵ This means that the building is “underutilized” and has space to accommodate additional students. Under this proposal, when Excellence Girls is at full scale in 2017-2018, it is projected to serve 252-321 students. P.S. 191 is projected to serve 248-308 students that year, for a total of 500-629 students, yielding a projected utilization rate of 76%-95%. Thus, K191 has sufficient space to accommodate the proposed co-location. The DOE does not anticipate that the proposed co-location will affect the pre-kindergarten program at P.S. 191.

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. In determining the optimal way to distribute space to schools, the DOE is proposing to co-locate Excellence Girls' fifth through eighth grades in K191 with P.S. 191.

Excellence Girls opened in 2009 and is projected to serve 387 kindergarten through fourth grade students in 2012-2013.⁶ Because Excellence Girls served third grade students for the first time in 2011-2012, only one year of performance data is available. The school received an overall A grade on the 2011-2012 Progress Report. Excellence Girls is managed by Uncommon, a charter management organization that currently manages a total of eleven charter schools, all located in Brooklyn. The available school performance data of Uncommon's other schools are as follows:

- Bedford Stuyvesant Collegiate Charter School (84K648), located in District 16, received an overall A grade on both its 2010-2011 and 2011-2012 Progress Reports;
- Brownsville Collegiate Charter School (84K710), located in District 23, received an overall A grade on its 2010-2011 and 2011-2012 Progress Reports;
- Ocean Hill Collegiate Charter School (84K777), located in District 23, received an overall A grade on its 2011-2012 Progress Report;
- Brooklyn East Collegiate Charter School (84K780), located in District 13, received an overall A grade on its 2011-2012 Progress Report;
- Williamsburg Collegiate Charter School (84K355), located in District 14, has earned five consecutive overall A grades on its Progress Reports since 2007-2008, with A grades across all sub-categories;
- Kings Collegiate Charter School (84K608), located in District 18, received an overall B grade on its 2010-2011 and 2011-2012 Progress Reports, preceded by an overall A grade in 2008-2009 and 2009-2010; and
- Leadership Preparatory Bedford Stuyvesant (84K517), located in District 13, received a B on both the 2010-2011 and 2011-2012 Progress Reports.

The DOE supports Excellence Girls' expansion and placement in District 17 in order to continue providing excellent educational opportunities for students.

II. Proposed or Potential Use of Building

Under this proposal, the grade spans served by each of the co-located schools in K191 will be as follows:

⁴ Based on the 2012-2013 budgeted projections

⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 budgeted enrollment projections. 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 conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁶ Based on the 2012-2013 budget projections

Grade Spans

DBN	School Name	2012-13	2013-14	2014-15	2015-16	2016-17
17K191	P.S. 191 Paul Robeson	K-5	K-5	K-5	K-5	K-5
84K712	Excellence Girls Charter School	-	5	5-6	5-7	5-8

K191 has the capacity to serve 661 students. In 2012-2013, P.S. 191 is projected to serve 241 students, thereby yielding a projected utilization rate of approximately 36%. (The concepts of “capacity” and “utilization rate” are described below.) Under this proposal, beginning in the 2013-2014 school year, Excellence Girls’ fifth through eighth grades will begin phasing in one grade per year. In 2017-2018, once Excellence Girls’ fifth through eighth grades have fully phased in and the school has reached full scale, Excellence Girls is projected to serve 252–321 students and P.S. 191 is projected to serve 230–290 students in kindergarten through fifth grades and 18 students in pre-kindergarten. There will thus be approximately 500-629 total students served in K191 in the 2017-2018 school year, yielding a projected utilization rate of 76%-95%.

The table below demonstrates the enrollment and projected enrollment of each school and the building’s projected utilization rates.^{7, 8, 9}

DBN	School Name	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
17K191	P.S. 191 Paul Robeson	241	221 - 288	238 - 298	243 - 303	243 - 303	248 - 308
84K712	Excellence Girls Charter School	-	49 - 62	115 - 146	176 - 225	236 - 303	252 - 321
Total Building Enrollment		241	270 - 350	353 - 444	419 - 528	479 - 606	500 - 629
Utilization		36%	41% - 53%	53% - 67%	63% - 80%	72% - 92%	76% - 95%

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011->

⁷ All projections referenced for Excellence Girls for the 2013-2014 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

⁸ All projections referenced for P.S. 191 for 2012-2013 and beyond are based on the 2012-2013 budgeted projections and reflect the forward promotion of the kindergarten cohorts.

⁹ Enrollment projections in this chart include projected pre-kindergarten enrollment

[2012 Classic.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 goal classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a 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 goal 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

The proposed co-location of Excellence Girls' fifth through eighth grades with P.S. 191 is not expected to impact current or future student enrollment or instructional programming at P.S. 191 or at Excellence Girls in K309. Under this proposal, Excellence Girls' fifth through eighth grades will be co-located in K191. Excellence Girls in K309 will continue to enroll kindergarten students through its charter lottery, providing a preference for District 16 students. Excellence Girls elementary school students will be automatically eligible to articulate in Excellence Girls' middle school grades. Remaining seats in Excellence Girls' fifth grade will be filled through the charter lottery application process, with preference given to District 17 residents.

Impact on Students Currently Attending Excellence Girls

Excellence Girls is an existing public charter school that currently serves K-4 students in K309. Excellence Girls' fourth grade students will be automatically eligible to articulate to Excellence Girls' fifth grade class that will be sited at K191, in District 17.

Under this proposal, there will be no change in Excellence Girls' admissions policy for kindergarten through fourth grades nor its kindergarten charter application lottery process. Excellence Girls will continue to admit kindergarten students via lottery with the preferences described above.

Impact on Students Currently Attending P.S. 191

P.S. 191 is an existing District 17 zoned elementary school that currently serves K-5 students in K191 and

also offers one section of full-day pre-kindergarten. The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment, and the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 191 in 2013-2014, subject to continuing funding and demand.

P.S. 191 currently offers Integrated Co-Teaching ("ICT") classes and Special Education Teacher Support Services ("SETSS"). P.S. 191 currently offers English as a Second Language ("ESL") program for English Language Learner ("ELL") students. ICT 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. 191 will also continue to receive mandated services.

P.S. 191 offers several special programs, initiatives, and extracurricular activities, including the Celebrated Child Initiative, the 100 Book Challenge Independent Reading Program, the Teacher Literacy Resource Room, Project Arts: Ballet and Advanced Ballet (as per The Leonore Annenberg School Fund for Children Grant), Children First Network (CFN) 410 Professional Development Services, Teacher Book Study, the Making Meaning Reading Comprehension Program, Might Milers, My Own Books Program, American Place Theatre's Literature For Life, the New York Junior Tennis Association After-School Program, P.S. 191 Indoor Urban Garden, Multi-Sensory Room, P.S.191 Fine Arts Programs, and Language Arts.

The DOE does not anticipate that this proposal will impact the special programs, initiatives, or extracurricular activities offered at P.S. 191. P.S. 191 will continue to offer these based on student interests, available resources, and staff support for those programs. Students will continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Impact for Future Elementary School Students in District 17

The proposal to co-locate Excellence Girls in K191 is not expected to impact the admissions process at P.S. 191. P.S. 191 will continue to give priority to students who live in its zone, as it has in the past and in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families register. Applicants must be admitted to **zoned schools in the following order of priority:**¹⁰

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school;

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school but are residents of that district;

¹⁰ Please be advised that the DOE anticipates proposing certain amendments to Chancellor's Regulation A-101 which may impact the admissions policy for elementary school students. More information concerning these proposed amendments is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Dec2012PEPRegulations.htm>

- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students other than those in (c) above who are residents of that district;
- f. Students without siblings in the school who are residents of another district.

Students with IEPs (with the exception of those recommended for a District 75 or a non-public school placement) will follow the same process as their non-disabled peers. The DOE will support 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 environment to the greatest extent possible consistent with their IEPs. Any students with IEPs will continue to receive required services at their elementary school.

In accordance with DOE policy, ELL students will also be admitted to their zoned elementary schools in the same manner as their non-ELL peers. Any student requiring ELL services will continue to receive appropriate services at the school.

Excellence Girls Charter School currently only admits kindergarten students through a lottery. However, the school may, at its discretion, admit new students into other grades from the school's waiting list.

Excellence Girls' fifth through eighth grades will be located in K191, in District 17. Excellence Girls elementary school students will be automatically eligible to articulate to Excellence Girls' fifth grade. Remaining seats in Excellence Girls' fifth grade will be filled through the charter lottery application process, with preference given to District 17 residents. In addition, Excellence Girls may continue, at its discretion, to enroll students from the waitlist into other grades.

Excellence Girls gives the following preferences in admissions:

- First preference is given to students who attended the school the previous year and are returning to the school;
- Second preference is given to siblings of students already enrolled in the school;
- Subsequent preferences will be applied via weighting, or the number of cards each child receives in the lottery. An individual applicant may have up to four cards in the lottery:
 - One card for submitting a timely and complete application;
 - One card if the applicant resides in Excellence Girls' Community School District;
 - Up to two cards if the applicant is designated as "at risk of academic failure," defined as:
 - Family income is sufficiently low that the student is eligible for free or reduced-price lunch under the income guidelines for the academic year during which the lottery takes place (i.e., the academic year preceding the one for which the lottery is being held) – one card
 - Family income is sufficiently low that the family resides in a New York City Housing Authority public housing development and/or is enrolled in Supplemental Nutrition Assistance Program or Temporary Assistance for Needy Families – one (additional) card

If siblings participate in the same lottery, they share all cards (one, two, three or four), and if that card is selected the siblings will occupy the next available spots on the list in alphabetical order by first name.

Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn and according to the admissions preference listed above.

Impact for Future Middle School Students in District 17

Under this proposal, students who enter Excellence Girls in kindergarten in K309 will have the opportunity to continue at Excellence Girls in K191 through eighth grade. It is anticipated that the fifth through eighth grades of Excellence Girls in K191 will enroll students articulating from its lower grades sited at K309. Remaining seats will be filled through the charter application lottery process at the fifth grade level, with a priority for District 17 students. In addition, Excellence Girls will continue to enroll students from the waitlist at all grade levels. This proposal may have a mild impact on enrollment at other District 17 schools. However, at present there is no way to reliably predict which schools would be impacted, or by how many seats, particularly given that it is anticipated that most of Excellence Girls' middle school enrollment will come from its elementary school.

District 17 has adopted the Middle School Choice Process, which means that fifth grade students who meet promotional standards and live within the district are eligible to apply to any District 17 choice middle school. Students rank their preferences from among the District 17 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened admissions method (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);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an unscreened admissions method that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

Students may also choose to apply to a number of schools that manage their own admissions process. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Middle school students with IEPs and ELLs are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs and ELLs is the same as described above.

Information about all of these options is printed in each district's Middle School Choice Directory, which can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm#brooklyn>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Additionally, as demonstrated in the table in Section III.C, there are several other charter schools that are also available to District 17 students and families. These charter schools give preference to District 17 students in their respective lotteries and District 17 students will continue to have the option to participate in the lotteries. Detailed information about charter schools and the charter lottery application process is

published annually and is available in print or on the DOE Web site here:
<http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>.

B. Schools

As discussed above, K191 has adequate capacity to accommodate Excellence Girls and P.S. 191 at full scale. Collectively, the two schools are projected to enroll an estimated 500-629 students in 2017-2018. At that point, Excellence Girls will be at full grade scale in K191, and the projected utilization rate for K191 will be approximately 76%-95%.

The estimated enrollments for P.S. 191 and Excellence Girls are shown in Section IV below.

As described in more detail in the attached Building Utilization Plan that accompanies this EIS, under this proposal, there will be sufficient space to accommodate P.S. 191 and Excellence Girls' fifth through eighth grades pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Excellence Girls gradually phases in. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools.¹¹

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 sections per grade, assuming class size would remain constant. A representative from the Office of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

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 or 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 classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline is allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of principals from all co-located schools. A Shared Space Committee would also meet a minimum of four

¹¹ The Footprint is available at: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf

times a year and report back to the Building Council regarding the BUP and the scheduling of shared spaces.

C. Community

Under this proposal, the co-location of Excellence Girls’ fifth through eighth grades in K191 with P.S. 191 will allow Excellence Girls to expand to serve students in grades five through eight at full scale in one building should it seek and be approved to expand.

Although it would be beneficial for all of Excellence Girls’ students to continue their education in one location, there is not enough space in K309 to allow Excellence Girls to expand to serve students in kindergarten through eighth grades at that site. In addition, Uncommon utilizes a school model that defines elementary school as kindergarten through fourth grades and middle school as fifth through eighth grades. Therefore, the DOE is proposing to open grades five through eight of Excellence Girls in K191. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. Under this proposal, Excellence Girls will expand to serve students in fifth through eighth grades in K191. As stated above, this proposal may have a mild impact on the enrollment at other District 17 schools. However, at present there is no way to reliably predict which schools would be impacted, or by how many seats, particularly given that it is anticipated that most of Excellence Girls’ middle school enrollment will come from its elementary school.

There are currently six existing charter schools that serve or will serve middle school grades in District 17 and that provide a preference for District 17 students through the charter lottery application process. Those schools are listed below:

District 17 Charter School Options

DBN	School Name	Grade Span 2012-13	Grade Span at Scale	Projected Enrollment 2012-13
84K333	Explore Exceed Charter School	K-3	K-7	235
84K356	Achievement First Crown Heights Charter School	K-12	K-12	898
84K357	KIPP AMP Charter School	5-12	K-12	382
84K704	Explore Charter School	K-8	K-8	515
84K726	Fahari Academy Charter School	5-8	5-9	320
84K742	Explore Empower Charter School	K-5	K-6	355

Detailed information about charter schools is also published annually and available in print and on the DOE’s Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K191. This proposal is not expected to impact the functional site accessibility of K191.

IV. Enrollment, Admissions and School Performance Information

P.S. 191 – Paul Robeson

Admissions Data

Current Admissions	<p>Pre-kindergarten: Standard Universal Pre-K Admissions Process</p> <p>K-5: Zoned Elementary School</p>
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Enrollment Data

	PK ¹²	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (projections)	18	37	38	46	38	33	31	241
2013-14 (projections)	18	30-40	40-50	35-45	40-50	35-45	30-40	228-288
2014-15 (projections)	18	30-40	40-50	40-50	35-45	40-50	35-45	238-298
2015-16 (projections)	18	30-40	40-50	40-50	40-50	35-45	40-50	243-303
2016-17 (projections)	18	30-40	40-50	40-50	40-50	40-50	35-45	243-303
2017-18 (projections)	18	30-40	40-50	40-50	40-50	40-50	40-50	248-308

¹² Pre-kindergarten is a program that can be offered both half-day or full-day. The projection figures represent full-day enrollment.

Demographic Data¹³

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	17%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	89%

School Performance Data

P.S. 191 Paul Robeson	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	B
Quality Review Score	WD	N/A ¹⁴	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	29%	33%	33%
Math % Proficient (Levels 3 and 4)	41%	37%	57%
Other Key Performance Indicators			
Attendance Rate	90.3%	90.7%	91.0%
2011-2012 State Accountability Status			
12-13 In Good Standing			

¹³ All figures are a percentage of total students from the 2011 audited register.

¹⁴ Not all schools receive a Quality Review every year.

Excellence Girls Charter School

Admissions Data

Current Admissions	Grades K-4: Charter Lottery Application
Admissions After Co-location	Grades 5-8: Charter Lottery Application

Enrollment Data (in Building K191)

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (projections)	-	-	-	-	-
2013-14 (projections)	49-62	-	-	-	49-62
2014-15 (projections)	68-86	47-60	-	-	115-146
2015-16 (projections)	66-84	65-83	45-58	-	176-225
2016-17 (projections)	69-89	63-81	62-79	42-54	236-303
2017-18 (projections)	65-83	68-86	60-77	59-75	252-321

Demographic Data

Included below are the demographic data for Excellence Girls students in grades kindergarten through third grade.

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	7%
Percentage of English Language Learner Students	2%
Percentage of Students Eligible for Free or Reduced Lunch	74%

School Performance Data

Included below are the performance data for Excellence Girls students in grades kindergarten through third grade.

Excellence Girls Charter School	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	N/A	N/A	A
Quality Review Score	N/A	N/A	N/A
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	76%
Math % Proficient (Levels 3 and 4)	N/A	N/A	76%
<i>Other Key Performance Indicators</i>			
Attendance Rate	N/A	N/A	95.9%
<i>2011-2012 State Accountability Status</i>			
12-13 In Good Standing			

V. Initial Impact on Budget and Cost of Instruction

Please refer to the Fair Student Funding & Budget Resource Guide¹⁵ and FY13 School Allocation Memoranda¹⁶ for additional information on the cost of instruction and how the changes to Fair Student Funding (“FSF”) and other school allocations will be impacted if there are register changes at P.S. 191. The DOE does not anticipate any changes to the budget or cost of instruction at P.S. 191 due to the co-location. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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.

In accordance with the New York Charter Schools Act of 1998 (as amended May 2010), 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

¹⁵ FSF Guide: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf

¹⁶ FY13 School Allocation Memoranda: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html

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. The DOE has been informed by Uncommon that it may seek permission for certain capital improvements or facilities upgrades. These capital improvements or facilities upgrades would be subject to the Charter Schools Act.

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

A. Personnel Needs

This proposal is not expected to change the number of personnel positions assigned to P.S. 191 nor is it expected to significantly alter the duties of current staff at those schools.

Excellence Girls may hire additional teachers during its grade expansion as the total number of students enrolled in the school increases. Administrative staff and non-pedagogical positions at Excellence Girls may also be added as new grades are added at K191. Those decisions would be made at the school based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrator positions at P.S. 191 is expected as a result of this proposal.

Excellence Girls may hire school supervisory and/or administrative personnel as needed as it grows.

C. Transportation

There will be no change to existing transportation practices at P.S. 191 due to this proposal.

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>.

D. Other Support Services

Other support services will continue to be provided consistent with Citywide policy and are not expected to be affected by this proposal.

VII. **Building Information**

Building		K191
Type of Building		PS
Year Built		1938
Overall BCAS rating		2.86
2011-2012 Target Building Utilization		41%
2011-2012 Target Building Capacity		661
FY 2012 Maintenance Costs	Labor	\$10,744
	Materials	\$3,889
	Maintenance and repair contracts	\$103,576
	Service contracts	\$0
	Custodial operations costs—Materials	NA
	Custodial operations costs—Custodial Allocation	\$318,348
FY 2012 Energy Costs	Electric	\$64,250
	Gas	\$320
	Oil	\$112,749
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Safety Systems - Exterior Doors & Lighting
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Multipurpose Room, Nurse's Office