

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-Location of Explore Envision Charter School Grades K-5 (84KTBD) with Existing Schools P.S. 190 Sheffield (19K190) and Essence School (19K311) in Building K190 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new public charter school, Explore Envision Charter School (84KTBD, “Explore Envision”), which will serve students in kindergarten through fifth grade, in building K190 (“K190”), beginning in the 2014-2015 school year.¹ K190 is located at 590 Sheffield Avenue, Brooklyn, New York, 11207, in Community School District 19 (“District 19”). K190 currently houses P.S. 190 Sheffield (19K190, “P.S. 190”), an existing zoned elementary school that serves kindergarten through fifth grade students and offers one section of full day pre-kindergarten, and Essence School (19K311, “Essence School”), an existing district middle school that serves sixth through eighth grade students. If this proposal is approved, Explore Envision will be co-located in K190 with P.S. 190 and Essence School. The DOE does not anticipate that this proposal will affect P.S. 190’s pre-kindergarten program, which will continue to be offered, subject to funding and demand.

Explore Envision’s charter was authorized in June 2012 by the State University of New York Trustees (“SUNY”) to serve students in kindergarten through fifth grade. Explore Envision will be managed by The Explore Schools Inc. (“Explore Schools”), a Charter Management Organization (“CMO”). Explore Schools is a growing CMO that seeks to provide students with academic skills and critical-thinking abilities necessary to graduate from high school and succeed in college. Explore Schools provides students in communities with access to another option for public education and provides support to schools in the network. Explore Schools currently manages four charter schools in Brooklyn.

If this proposal is approved, Explore Envision will open with kindergarten, first grade, and second grade in 2014-2015, and will add one grade per year until it serves kindergarten through fifth grade students in 2017-2018. The school will admit students via the charter lottery application process, with preference given to District 19 residents.² Additional information about Explore Envision’s charter lottery process may be found in Section III.A.

As stated previously, P.S. 190 is an existing zoned district elementary school, serving kindergarten through fifth grade students and offering one section of a full-day pre-kindergarten program. Essence School is an existing district middle school and admits students through the District 19 Middle School Choice Process. Essence School first gives priority to students who reside in the K311 zone. For remaining seats, Essence School admits students using a screened admissions method. Additional information about the District 19 Middle School Choice Process and Essence School’s admissions policy may be found in Section III.A.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”),³ K190 has the capacity to serve 813 students. If this proposal is approved, K190 is projected to serve approximately 603-

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 Enrollment, Capacity, Utilization Report (the “Blue Book”) can be found here http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf

753 total combined students from Explore Envision, P.S. 190, and Essence School in 2017-2018, yielding an estimated building utilization rate of 74%-93%.⁴ Thus, K190 has sufficient space to accommodate the proposed co-location.

II. Proposed or Potential Use of Building

Under this proposal, the grade spans served by each of the co-located schools in K190 will be as follows:

Grade Spans							
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
84KTBD	Explore Envision	-	-	K-2	K-3	K-4	K-5
19K190	P.S. 190 Sheffield	K-5	K-5	K-5	K-5	K-5	K-5
19K311	Essence School	6-8	6-8	6-8	6-8	6-8	6-8

According to the 2011-2012 Blue Book, building K190 has a target capacity of 813 students. In 2012-2013, the building is serving 365 students,⁵ yielding a utilization rate of 45%. If this proposal is approved, Explore Envision will serve kindergarten through second grade in K190 in 2014-2015 and will add one grade each subsequent year until it reaches full scale in the building in 2017-2018, serving approximately 330-390 students in kindergarten through fifth grades. In 2017-2018, if this proposal is approved, building K190 is projected to serve 603-753 students and have a utilization rate of 74%-93%.

⁴ 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 charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 26, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁵ 2012-2013 Audited Register (as of October 26, 2012).

The current and projected enrollments of the schools in K190 over a six-year period, as well as the current and projected building utilization rates, are as follows:^{6,7}

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
84KTBD	Explore Envision	-	-	165 - 195	220 - 260	275 - 325	330 - 390
19K190	P.S. 190 Sheffield	201	158 - 218	143 - 203	138 - 198	133 - 193	138 - 198
19K311	Essence School	164	140 - 170	135 - 165	135 - 165	135 - 165	135 - 165
Total Building Enrollment		365	298 - 388	443 - 563	493 - 623	543 - 683	603 - 753
Utilization		45%	37% - 48%	54% - 69%	61% - 77%	67% - 84%	74% - 93%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers 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, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate.

⁶ All projections referenced for Explore Envision for the 2014-2015 school year and beyond reflect the charter school’s anticipated enrollment pursuant to its charter application.

⁷ All projections referenced for P.S. 190 for the 2013-2014 school year and beyond are based on the 2012-2013 Audited Register (as of October 26, 2012) and reflect the forward promotion of the kindergarten cohort. All projections referenced for Essence School for the 2013-2014 school year and beyond are based on the 2012-2013 Audited Register (as of October 26, 2012) and reflect the forward promotion of the sixth grade cohort.

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 goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

For more detail on the Footprint and room allocations, see the attached BUP. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools, at http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

Under this proposal, Explore Envision's kindergarten through fifth grades will be co-located with P.S. 190 and Essence School in K190.

A. Students

Impact on Current Students at P.S. 190

P.S. 190 is a zoned elementary school in District 19 that serves kindergarten through fifth-grade students and also offers one section of full day pre-kindergarten. If the proposal to co-locate Explore Envision in K190 is approved, P.S. 190 will continue to serve kindergarten through fifth-grade students. The DOE's pre-kindergarten programs, including P.S. 190's, are based on available funding and student enrollment. The DOE therefore anticipates that pre-kindergarten will continue to be offered at P.S. 190, subject to continuing funding and demand.

P.S. 190 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, students enrolled in Self-Contained ("SC") classes, and students receiving Special Education Teacher Support Services ("SETSS") and related services. Upon admission, the school works with parents of students requiring special education services to develop an individualized education program ("IEP") that reflects the resources that the school can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. If this proposal is approved, these students at P.S. 190 will continue to receive special education services in accordance with their IEPs. In addition, students classified as English Language Learner ("ELL") students are enrolled at P.S. 190 and receive English as a Second Language ("ESL") services. If this proposal is approved, students at P.S. 190 will continue to receive their mandated services.

According to the school's Web site and school leadership, P.S. 190 currently offers the following activities and partnerships:

- **Extracurricular Activities:** Special Music, Dance, Chorus, Gym Club, Saturday Academy
- **Partnerships:** Puppetry in Practice, Teaching Matters, Project Arts

There are no proposed changes to the extracurricular programs currently offered at P.S. 190 due to this proposal. If this proposal is approved, P.S. 190 could continue to offer these extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have

the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extracurricular offerings based on student demand and available resources.

Impact on Students Currently Enrolled at Essence School

As stated previously, Essence School is a district middle school in District 19 and serves sixth through eighth grade students, and admits students through the District 19 Middle School Choice Process, offering first priority to students who reside in the K311 residential zone and then using a screened admissions method.

Essence School serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes, students enrolled in Self-Contained (“SC”) classes, and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Upon admission, the school works with parents of students requiring special education services to develop an individualized education program (“IEP”) that reflects the resources that the school can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. If this proposal is approved, these students at Essence School will continue to receive special education services in accordance with their IEPs.

In addition, students classified as English Language Learner (“ELL”) students are enrolled at Essence School and receive English as a Second Language (“ESL”) services. If this proposal is approved, students at Essence School will continue to receive their mandated services.

According to the District 19 Middle School Directory and school leadership, Essence School currently offers the following special programs, extracurricular activities, and partnerships:

- **Language Classes:** Chinese (Mandarin), French, Italian, Latin, Spanish
- **Extracurricular Activities:** Photography Club, Yearbook, Student Government, The Essence School Band, Music Club
- **Partnerships:** Depository Trust Clearing House Corporation – U.S. Africa Children’s Fellowship, Greenkill Environmental Education Center, Shen Wei Dance Arts, Institute for Community Living

There are no proposed changes to the extracurricular programs currently offered at Essence School due to this proposal. If this proposal is approved, Essence School could continue to offer these extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extracurricular offerings based on student demand and available resources.

Impact on Future Elementary School Students in District 19

If this proposal is approved, the co-location of Explore Envision in K190 will provide District 19 students with an additional kindergarten through fifth grade option. Beginning in spring 2014, incoming kindergarten, first, and second grade students residing in District 19 will have the opportunity to participate in the charter application lottery to enter kindergarten through second grade at Explore Envision in

September 2014. Applications will be available on Explore Envision's Web site.⁸ Neither the deadline to submit an application for Explore Envision's lottery nor the date of the lottery has been set at the time of this proposal's posting. After the lottery for the 2014-2015 school year, Explore Envision will only accept applications via kindergarten lottery.

Explore Envision's lottery preferences, in order, are as follows:

- First priority in the lottery will go to students who reside in District 19 and who are at-risk of academic failure⁹;
- Second priority in the lottery will go to students who do not reside in CSD 19 and who are at-risk of academic failure;
- Third priority in the lottery will go to students who reside in CSD 19 and who are not at-risk of academic failure; and
- Last priority in the lottery will go to students who do not reside in CSD 19 and who are not at-risk of academic failure.

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

The proposal to co-locate Explore Envision at K190 is not expected to impact the admissions process at P.S. 190, which currently gives priority to students who live in its zone, in accordance with Chancellor's Regulation A-101, and will continue to do so if this proposal is approved. 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 the zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- 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;
- 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 currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, *without* a sibling who will be in grades K-5 at the school in the following school year;

⁸ <http://www.explorenetwork.org/>

⁹ Students at-risk of academic failure are defined to be students attending or zoned to attend a public school receiving low grades on the New York City School Report Card, Schools Under Registration Review (SURR) by the State Education Department, or schools subject to restructuring under the federal No Child Left Behind Act.

- f. Students currently attending the school’s pre-kindergarten program who reside outside the school’s zone and district, *without* a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at the school.

Enrollment Impact for Future Middle School Students

This proposal is not expected to impact the admissions process at Essence School. If this proposal is approved, Essence School will continue to admit students through the District 19 Middle School Choice Process. As stated previously, Essence School is a district middle school and serves sixth through eighth grade students. Essence School offers first priority to students who reside in the K311 residential zone and then, if space remains, admits students through the District 19 Middle School Choice Process using a screened admissions method.

The school’s screened program bases admissions on the following criteria:

- Essay/Writing Sample
- Review of Attendance and Punctuality
- Student Interview

Any remaining seats are filled through the over-the-counter (“OTC”) placement process, described in detail below. Through the District 19 Middle School Choice Process, students are offered the opportunity to apply to a range of middle schools within their district and/or schools with borough-wide or Citywide eligibility. If this proposal is approved, students will continue to have access to a broad range of middle school options through the District 19 Middle School Choice Process.

In the District 19 Middle School Choice Process, students rank their preferences from among District 19 choice middle schools. These options include:

- Un-zoned middle schools with a screened application process;¹⁰
- Un-zoned middle schools with unscreened¹¹ or limited-unscreened application¹² processes;
- A zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school).

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

¹⁰ Screened schools admit students based on specific criteria they designate for admission.

¹¹ Unscreened schools admit all students who are eligible to apply to the school.

¹² Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

Process can be found on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment.htm>.

In some cases, charter schools offer programs comparable to those currently offered at Essence School. Detailed information about Charter schools will be published annually and will be available in print or on the DOE's Web site at: <http://schools.nyc.gov/community/planning/Charters/For+Parents>.

In addition to the District 19 Middle School Choice Process, Essence School admits students through the OTC admissions process and would continue to do so if this proposal is approved. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;¹³
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the school year.

B. Schools

K190 has adequate capacity to accommodate Explore Envision, Essence School, and P.S. 190. If this proposal is approved, the schools in K190 are projected to enroll 603-753 combined students in 2017-2018, and the projected utilization for K190 will then be approximately 74%-93%.

If this proposal is approved, there will be sufficient space pursuant to the Footprint to accommodate Explore Envision, Essence School, and P.S. 190 during and after the proposed phase-in. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdfh.

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 will remain constant. The 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 classroom for each general education or Integrated Co-Teaching section and a full-size or half-size room to

¹³ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school within one calendar year following discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school. Chancellor's Regulation A-101 can be accessed at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

accommodate each self-contained 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 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 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 full-size equivalent ("FSE") 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 to 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 BUP that accompanies this EIS, the DOE believes there is sufficient instructional space in K190 for Explore Envision to serve kindergarten through fifth grade at full scale by the 2017-2018 school year. As in other situations where schools are co-located, the schools will share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will continue to be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. Any unallocated space will continue to be equitably distributed among the schools based on student enrollment.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of Explore Envision is intended to meet those goals by ensuring access to an additional elementary school option for students in District 19.

If this proposal is approved, Explore Envision will add approximately 330-390 kindergarten through fifth-grade seats to District 19 when it is completely phased in, and will join seven existing charter schools in District 19.

DBN	School Name	Grade Span 2012-2013	Grade Span at Scale	Enrollment 2012-2013 ¹⁴
84K358*	Achievement First East New York Charter School	K-8	K-10	707
84K359	UFT Charter School	K-12	K-12	1,041

¹⁴ Based on the charter headcount as of October 1, 2012.

84K386*	Invictus Preparatory Charter School	5-6	5-8	181
84K740*	Brooklyn Scholars Charter School	K-7	K-8	479
84K769*	Hyde Leadership Charter School-Brooklyn	K-3	K-5	271
84K774*	Achievement First Apollo Charter School	K-3	K-5	329
84K785*	Imagine Me Leadership Charter School	K-3	K-5	187

* Signifies a school that is phasing in.

Detailed information about New York City charter schools is published annually and is available in print or 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 K190. This proposal is not expected to impact the site accessibility of K190, which is functionally fully programmatically accessible.

IV. Enrollment, Admissions and School Performance Information

P.S. 190

Admissions Data

Current Admissions	PK: Standard universal pre-kindergarten admissions process Grades K-5: Zoned
Future Admissions	PK: Standard universal pre-kindergarten admissions process Grades K-5: Zoned

Enrollment Data¹⁵

	PK ¹⁶	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (audited)	18	25	20	32	31	40	35	201
2013-2014 (projections)	18	20-30	20-30	15-25	25-35	25-35	35-45	158-218
2014-2015 (projections)	18	20-30	20-30	20-30	15-25	25-35	25-35	143-203
2015-2016 (projections)	18	20-30	20-30	20-30	20-30	15-25	25-35	138-198
2016-2017 (projections)	18	20-30	20-30	20-30	20-30	20-30	15-25	133-193
2017-2018 (projections)	18	20-30	20-30	20-30	20-30	20-30	20-30	138-198

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with IEPs	16%
Percentage of ELL Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	95%

¹⁵ As noted earlier, all projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the 2012- 2013 Audited Register (as of October 26, 2012) for the base year.

¹⁶ Pre-kindergarten (“PK”) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

¹⁷ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

P.S. 190	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	B	F
Quality Review Score ¹⁸	N/A ¹⁹	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	46%	53%	31%
Math % Proficient (Levels 3 and 4)	55%	47%	35%
Other Key Performance Indicators			
Attendance Rate	89%	88%	88%
2012-2013 State Accountability Status²⁰	In Good Standing		

Essence School

Admissions Data

Current Admissions	Grades 6-8: Middle School Choice: Zoned and Screened
Future Admissions	Grades 6-8: Middle School Choice: Zoned and Screened

¹⁸ Quality Reviews rate schools on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

¹⁹ Not all schools receive a Quality Review every year.

²⁰ For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data²¹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	48	53	63	164
2013-2014 (projections)	45-55	45-55	50-60	140-170
2014-2015 (projections)	45-55	45-55	45-55	135-165
2015-2016 (projections)	45-55	45-55	45-55	135-165
2016-2017 (projections)	45-55	45-55	45-55	135-165
2017-2018 (projections)	45-55	45-55	45-55	135-165

Demographic Data²²

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with IEPs	23%
Percentage of ELL Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	93%

²¹ As noted earlier, all projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the 2012- 2013 Audited Register (as of October 26, 2012) for the base year.

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

School Performance Data

Essence School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	C	C
Quality Review Score	P	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	19%	24%	26%
Math % Proficient (Levels 3 and 4)	32%	40%	35%
Other Key Performance Indicators			
Attendance Rate	93%	91%	92%
2012-2013 State Accountability Status	In Good Standing		

Explore Envision Charter School

Admissions Data

Current Admissions	N/A
Future Admissions	Grades K-5: Charter Lottery

Enrollment Data²³

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (audited)	-	-	-	-	-	-	-
2013-2014 (projections)	-	-	-	-	-	-	-
2014-2015 (projections)	55-65	55-65	55-65	-	-	-	165-195
2015-2016 (projections)	55-65	55-65	55-65	55-65	-	-	220-260
2016-2017 (projections)	55-65	55-65	55-65	55-65	55-65	-	275-325
2017-2018 (projections)	55-65	55-65	55-65	55-65	55-65	55-65	330-390

Demographic Data

Because Explore Envision’s K-5 grades have not yet opened, there is currently no demographic data.

School Performance Data

Because Explore Envision’s K-5 grades have not yet opened, there is currently no performance data.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocation at P.S. 190 or Essence School.

The General Education Charter School per-pupil rate is determined by the SED, 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.

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

The proposal should not otherwise affect the cost of instruction, although the operating budget will increase with the increase in enrollment. The basic operating budget for schools is determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student, as well as other factors such as whether the student is an ELL student or a student with a disability.

²³ All projections referenced for Explore Envision for the 2014-2015 school year and beyond reflect the charter school’s anticipated enrollment pursuant to its charter application.

The FSF Guide is available at:

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

The Fiscal Year 13 (“FY13”) School Allocation Memorandum is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

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

A. Personnel Needs

New administrative staff and non-pedagogical positions may be created at Explore Envision over the course of the school’s phase-in at K190. Explore Envision is expected to hire teachers as the new elementary grades phase in.

The proposed co-location of Explore Envision’s kindergarten through fifth grades is not expected to change the number of personnel positions assigned to P.S. 190 or Essence School.

B. Administration

Explore Envision may hire school supervisors and/or administrative personnel on an as-needed basis throughout the course of the school’s phase-in of kindergarten through fifth grade at K190.

No change in school supervisory or administrator positions at P.S. 190 or Essence School is expected as a result of this proposal.

C. Transportation

There will be no change to existing transportation practices for the schools in K190 as a result of this proposal. Transportation will be provided according to Chancellor’s Regulation A-801:

<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		K190
Type of Building		PS
Year Built		1924
Overall BCAS rating		2.4
2011-2012 Target Building Utilization		51%
2011-2012 Target Building Capacity		813
FY 2012 Maintenance Costs	Labor	\$13,049
	Materials	\$9,499
	Maintenance and repair contracts	\$26,129
	Service contracts	\$9,560
	Custodial operations costs—Materials	\$5,455
	Custodial operations costs—Custodial Allocation	\$225,739
FY 2012 Energy Costs	Electric	\$138,699
	Gas	\$35,328
	Oil	\$4,500
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Exterior: Parapets, Roofs
Accessibility of the building		Building is Functionally Fully Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Library, Nurse's Office, Science Labs