

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New DOE School, Brooklyn Frontiers High School (15K423), with an Existing DOE School, Pacific High School (15K520), in School Building K520

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new school, Brooklyn Frontiers High School (15K423, “Brooklyn Frontiers”), in school building K520 (“K520”), located at 112 Schermerhorn Street, Brooklyn, NY 11201, within the geographical confines of Community School District 15 (“District 15”). Brooklyn Frontiers would serve students who have been retained or held back two or more years in elementary or middle school and who are entering the ninth grade for the first time. Brooklyn Frontiers would strive to create a safe, supportive and rigorous learning community and prepare students for success in post-secondary education, careers and life. If this proposal is approved, Brooklyn Frontiers would be co-located in building K520 with Pacific High School (15K520, “Pacific”), an existing transfer school.¹ Pacific currently enrolls students who are classified as tenth, eleventh and twelfth graders based on their credit accumulation and serves students who are 17 years of age and older and who have already completed at least one year of high school with a minimum of 10 academic credits.² A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, libraries, gymnasiums, and cafeterias.

In a separate Educational Impact Statement (“EIS”) posted on March 3, 2011, the DOE has also proposed to phase out and eventually close Pacific. This EIS can be accessed on the DOE’s website at <http://schools.nyc.gov/community/planning/changes/brooklyn/Pacific>. In the event that the phase-out of Pacific is not approved, the DOE would re-examine the availability of space in the building and may, as appropriate, revise its proposal to co-locate Brooklyn Frontiers in K520. Such a proposal would be described in a revised EIS.

The DOE proposed to phase out Pacific after an extensive review of data and community feedback indicated that the school is unable to turn around despite numerous efforts to improve instruction and school organization. Pacific currently enrolls students who are classified as tenth, eleventh and twelfth graders based on their credit accumulation. However, it is worth noting that transfer schools do not adhere to strict grade distinctions as students typically enroll at various stages in terms of credit accumulation or Regents pass rates as they progress to graduation. Students graduate from transfer schools with a regular high school diploma upon earning at least 44 academic credits and passing, at a minimum, their five Regents exams. If the Panel for Educational Policy (“PEP”) approves the proposal to phase out Pacific, the school would no longer admit new students after the end of this school year. Pacific would continue to serve students enrolled in the school until it completes phasing out in June 2012. Students who meet all of their graduation requirements by the closure date would have the opportunity to graduate from Pacific. Students who do not meet all of their graduation requirements by June 2012 would be encouraged to meet with their guidance counselor to discuss their options. In cases where students do not complete graduation

¹ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over-age and under-credited”). These schools provide a personalized learning environment and connections to career and college opportunities.

² Transfer schools do not adhere to strict grade distinctions as students typically enroll at various stages in terms of credit accumulation or Regents pass rates as they progress to graduation. Students graduate from transfer schools with a regular high school diploma upon earning at least 44 academic credits and passing, at a minimum, their five Regents exams.

requirements by the closure date, the DOE will help students and families identify alternative programs, such as Young Adult Borough Centers (“YABC”) or another transfer school or program that meet students’ needs so that they may continue their education after Pacific completes its phase-out.³

The proposed co-location of Brooklyn Frontiers in building K520 is part of the DOE’s central goal to create new school options that will better serve future students and the community at large. As stated earlier in this EIS, Brooklyn Frontiers would offer a rigorous academic program and prepare students for success in post-secondary education, careers and life. Students interested in applying to Brooklyn Frontiers must be between 15-16 years of age and entering the ninth grade for the first time. Interested students must have already participated in the High School Admissions Process in order to be eligible to apply to Brooklyn Frontiers for the 2011-2012 school year. If this co-location proposal is approved, Brooklyn Frontiers would open in building K520 in September 2011 with approximately 60-81 ninth graders. In 2011-2012, when Brooklyn Frontiers and Pacific are co-located for a year, the building would serve approximately 160-231 students (combining the student bodies of both schools), which would yield an approximate building utilization rate of 92% of target capacity.⁴ Pacific would close at the end of June 2012. Brooklyn Frontiers would continue to phase in to the building gradually by adding one grade level every year until it reaches its full grade span of 9-12. The school is expected to reach full scale in 2014-2015, serving approximately 225-250 students in grades nine through twelve in K520.⁵

Background on the DOE’s Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in a separate EIS posted on March 3, 2011, the DOE has concluded that phasing out Pacific is appropriate due to the school’s history of poor performance.

Pacific received an overall C grade on its 2009-2010 Progress Report, with a D grade on Student Performance, a C grade on Student Progress, and an A grade on School Environment. This represents a continuing pattern of low performance for Pacific, which earned an overall F grade on its 2008-2009 Progress Report and an overall C grade in 2007-2008. Pacific was identified as Persistently Lowest Achieving (“PLA”) by the New York State Education Department in December 2010.

Based on its Progress Report results and status as a PLA school, the DOE initiated a comprehensive review of Pacific, with the goal of determining which intensive supports and interventions would best benefit its students and the Pacific community. During that review, the DOE looked at recent and historical performance data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback. After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of

³ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

⁴ 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).

⁵ 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 number of students estimated to be regularly attending the school, and thus does 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.

Pacific—will address the school’s longstanding performance struggles and allow for a new school option to develop in building K520 that will better serve future students and the broader community.

The co-location of Brooklyn Frontiers in building K520 is intended to provide an additional option for students and families in Brooklyn and throughout the City. This proposal is in line with the DOE’s commitment to investing in schools that optimize student performance and ensure that every student graduates from high school equipped with the skills necessary to achieve success in college, careers and life.

II. Proposed or Potential Use of Building

In the 2009-2010 school year, building K520 had a target capacity to serve 252 students, and the building enrolled 214 students, yielding a target building utilization rate of 85%. In 2010-2011, building K520 has an enrollment of 200 students, yielding a building utilization rate of 79% of target capacity. This means that the building is “under-utilized” and has extra space to accommodate additional students.

Pacific is currently housed in building K520. Pacific students are classified as tenth, eleventh and twelfth graders based on their credit accumulation. If the separate proposal to phase out Pacific is approved, Pacific would no longer admit new students at the conclusion of the 2010-2011 school year. Pacific will complete phasing out in June 2012.

If this co-location proposal is approved, Brooklyn Frontiers would open in building K520 in September 2011. Brooklyn Frontiers would serve students in ninth-grade during the first year of implementation. Brooklyn Frontiers would gradually phase in to K520 by adding one grade level every year until reaching its full grade span of 9-12 in 2014-2015. Brooklyn Frontiers would be co-located with Pacific during the 2011-2012 school year as Pacific phases out. Long-term, Brooklyn Frontiers would be the only school organization housed in building K520.

Over the next four years, the proposed grade spans for the schools in the building would be as follows:

| School Name | DBN | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|--------|----------|---------|---------|------------|
| Brooklyn Frontiers High School | 15K423 | 9 | 9,10 | 9,10,11 | 9,10,11,12 |
| Pacific High School | 15K520 | 10,11,12 | N/A | N/A | N/A |

There is adequate capacity in building K520 to accommodate Pacific—as it phases out—and Brooklyn Frontiers at full organizational capacity. In June of 2011, Pacific students with the required number of academic credits and those that pass, at a minimum, five Regents exams would graduate from Pacific. In 2011-2012, when Brooklyn Frontiers begins to phase in and when Pacific would be in the process of phasing out, the building would serve approximately 160-231 students (combining the student bodies of both schools), which would yield an approximate building utilization rate of 92% of target capacity. Pacific would complete phasing out in June 2012. Brooklyn Frontiers would continue its phase-in as planned and would reach full scale in 2014-2015. At that time, the building would enroll approximately 225-250 students in grades 9-12, which would yield an approximate building utilization rate of 99% of target capacity. If the proposal to phase out Pacific is not approved, the DOE will reassess the availability of space in the building and may, as appropriate, revise its proposal to co-locate Brooklyn Frontiers in building K520. Such a proposal would be described in a revised EIS.

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 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 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 high schools administrative rooms are not assigned a capacity. Holding enrollment constant 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 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.

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

A. Students

In September 2011, Brooklyn Frontiers would be housed in the K520 building and would be open to prospective ninth-grade students. Students interested in applying to Brooklyn Frontiers must meet the following admissions criteria:

- Students must be 15-16 years old and entering the ninth grade for the first time.
- Students must have been retained or held back two or more years in elementary or middle school.
- Students must have already participated in the High School Admissions Process.

Detailed information about how to apply to Brooklyn Frontiers for a ninth-grade seat in 2011-2012 will be available in the Spring on the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

Impact on Students Currently Attending School in Building K520

As described in a separate EIS posted on March 3, 2011, if the proposal is approved, Pacific would no longer accept any new students, but it would continue to serve students currently enrolled in the school until it completes phasing out in June 2012. Students would continue to receive individualized attention through graduation to ensure they are receiving the support they need to succeed during the phase-out of Pacific. Students who accumulate the required number of academic credits and pass, at a minimum, their five Regents exams by the closure date would have the opportunity to graduate from Pacific. Students would also be encouraged to meet with their guidance counselor to discuss all of their options.

Students who are not on track to graduate by June 2012 would be encouraged to meet with their guidance counselor to review progress towards graduation and discuss their options. The DOE will help students and families identify alternative programs or schools that meet students' needs so that they may continue their education after Pacific completes its phase-out. Depending on their age, academic profile, and credit accumulation, these students would have the opportunity to apply to Young Adult Borough Centers, another transfer school or program that meet their needs. As of the October 31, 2010 register, there were

12,071 seats available at transfer schools Citywide and 11,685 students enrolled, meaning that there is excess capacity of seats. It should be noted that the enrollment at transfer schools fluctuates as students may enroll at various times throughout the year. Given the current number of seats available at Citywide transfer schools, the DOE anticipates any students who have not accumulated enough credits or passed enough Regents to graduate by June 2012 may either be served at another transfer school or YABC in Brooklyn, or elsewhere in the City. For a list of transfer schools, please refer to Appendix A attached to this EIS. For a list of Young Adult Borough Centers in Brooklyn, please refer to Appendix B, also attached to this EIS. Students would also be encouraged to visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced NYC public school counselor or social worker can explain options to students.

Transfer schools do not participate in the High School Admissions Process.⁶ Transfer schools accept students who have been enrolled in high school for at least one year and who are behind in high school or at risk of dropping out. Each transfer school determines admissions criteria individually. To enroll, students must contact a transfer school directly to schedule an intake interview.

Pacific currently serves general education students, students with disabilities and English Language Learners (“ELLs”). Upon admission, schools work with parents of students requiring special education services to develop an individualized program that reflects the resources that the schools can offer as mandated 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. Based on individual needs, students with disabilities receive Collaborative Team Teaching (“CTT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). In addition, students classified as ELLs receive English as a Second Language (“ESL”) or transitional bilingual services. ELL students and students with Individualized Education Plans (“IEP”) will continue to receive mandated services during the phase-out of Pacific.

To search for City transfer schools, please refer to Appendix A. For more school-specific information, please refer to the Additional Ways to Graduate Directory: High School Diploma & GED Programs available on the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>.

For a list of Young Adult Borough Centers, please see Appendix B or visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC>.

For a list of Referral Centers, please visit the DOE’s website at <http://schools.nyc.gov/Offices/District79/SchoolsProgramsServices/Referral%20Centers%20for%20High%20School%20Alternatives>.

For a list of Borough Enrollment Centers, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/NewStudents/BEO/BoroughEnrollmentOffices.htm>.

Impact on Extracurricular Offerings in Building K520

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Pacific. Pacific would continue offering student athletics and other extracurricular programs, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

With respect to academics, Pacific would continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. During the phase-out period, the school would likely need to scale back its elective course offerings due to declining student enrollment. It is difficult to predict how those changes might be implemented as decisions would rest with

⁶ For additional information about the High School Admissions Process, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

school administrators and be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE would work with Pacific to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with the new school in the building, online coursework, or in partnership with higher education institutions in the City.

Pacific currently offers the following sports:⁷

PSAL Sports – Boys: Basketball

PSAL Sports – Girls: Basketball

PSAL Sports – Co-ed: Softball

Pacific currently offers the following extracurricular activities:

Academic: Co-op Programs, Inter-generational Programs, Vocational Training Center, College Now, National Aeronautic Space Agency – Science, Engineering, Mathematics & Aerospace Academy (NASA/SEMAA) program

Leadership & Support: Student Government/Leadership, Teen-Talk Radio, Internships with the Brooklyn Borough President’s Office

Artistic: Photography, Yoga, Film, Media, Video, Drama, Dance

Clubs: Yearbook, Chess, Cheerleading, Step Dancing

Pacific would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location of Brooklyn Frontiers in the building would not impact those opportunities, but those programs may be configured differently as a result of this proposal. 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. Multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate. It should also be noted that campuses that are home to multiple schools typically field athletic teams collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, the DOE anticipates that this same opportunity would continue to exist for students across the K520 building, including current Pacific students as that school phases out.

Impact on Community Partnerships in Building K520

The DOE does not anticipate that this proposal would impact the partnerships of Pacific.

Pacific currently has partnerships with several community organizations, including: New York City College of Technology, Brooklyn College, American Red Cross of Greater New York, Young Men’s Christian Association (YMCA), Antioch Community Services Health, New York City Department for the Aging, Brooklyn Borough President’s Office, and the School of Cooperative Technical Education. These partnerships provide additional supports, social services, and internship opportunities for students. Pacific’s partnerships would continue to support current students though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure.

⁷ Sport offerings as reflected in the 2010-2011 Directory of High School Diploma & GED Programs available at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>. PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development and socialization skills through an athletic program that fosters teamwork, discipline and sportsmanship.

Impact on Future Students

Current eighth grade students who have been retained or held back two or more years in elementary or middle school and who are promoted from the eighth grade are eligible to apply for a ninth-grade seat at Brooklyn Frontiers for the 2011-2012 school year. Students interested in applying to Brooklyn Frontiers must meet the following admissions criteria:

- Students must be 15-16 years old and entering the ninth grade for the first time.
- Students must have been retained or held back two or more years in elementary or middle school.
- Students must have received a match during the High School Admissions Process.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: <http://schools.nyc.gov/ChoicesEnrollment/High/Calendar/default.htm>.

Students who are interested in attending Brooklyn Frontiers in 2011-2012 and who have already participated in the High School Admissions Process and receive a match should contact the school directly to schedule an intake appointment. Eligible students would be invited to attend an information session that will include a personalized intake interview.

Detailed information about how to apply to Brooklyn Frontiers will be available in the Spring on the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

Students with disabilities and English Language Learners will be treated the same as any other applicant and, if admitted to Brooklyn Frontiers, will receive all mandated services.

B. Schools

Brooklyn Frontiers is intended to offer an additional option for high school students in Brooklyn and throughout the City. The overall plan for building K520 includes the phase-out of Pacific and the phase-in of Brooklyn Frontiers. Pacific would be housed in K520 during its phase-out and would complete phasing out in June 2012. Brooklyn Frontiers would open in K520 during the 2011-2012 school year with a cohort of ninth graders and would eventually serve students in grades 9-12 when it completes its expansion in the 2014-2015 school year. Building K520 has sufficient capacity to accommodate Pacific and Brooklyn Frontiers during the 2011-2012 school year, during which time the building is projected to enroll approximately 160-231 students. This would yield an approximate building utilization rate of 92% of target capacity. In 2014-2015, when Pacific has completed phasing out and Brooklyn Frontiers has completed its expansion, the building is projected to serve approximately 225-250 students, yielding an approximate building utilization rate of 99% of target capacity.

The chart below depicts projected enrollment in K520 over the course of Pacific’s phase-out and Brooklyn Frontiers’ phase-in:⁸

| School Name | Projected Enrollment | | | | Admissions Method |
|------------------------------------|----------------------|---------|---------|---------|---|
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | |
| Brooklyn Frontiers High School | 60-81 | 125-150 | 175-200 | 225-250 | Open to entering 9 th graders aged 15-16 |
| Pacific High School | 100-150 | N/A | N/A | N/A | Transfer School; rolling admissions |
| Total Enrollment | 160-231 | 125-150 | 175-200 | 225-250 | N/A |
| Projected Bldg. Utilization | 92% | 60% | 79% | 99% | N/A |

If this co-location proposal is approved, there would be sufficient space in building K520 to serve students in Pacific—as it phases out—and Brooklyn Frontiers, 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, at http://schools.nyc.gov/NR/rdonlyres/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 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 2 full-size classrooms for student support services and resource rooms.⁹ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms, or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school’s Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or self contained special education classrooms.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. 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.

⁸ The enrollment estimates are based on a standard phase-in plan. This does not reflect the outcome of the annual Enrollment Projection process for schools.

⁹ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to their schools. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE in February 2011, there are 12 half-size spaces, 2 science demonstration rooms and 1 full-size science lab in building K520, for a total of 15 spaces. In addition, the building has 5 quarter-size spaces used for administrative purposes, a library which is a full-size space, a cafeteria, and a gymnasium. Although the DOE typically provides a baseline for the number of full-size spaces that a school needs to operate, in the K520 building, the square footage of the classrooms falls below the standard 500 square feet that the DOE uses to determine a full-size space. As such, the following analysis outlines the number of classrooms that will be allocated to each school. Both Pacific and Brooklyn Frontiers will still be able to provide instruction in these classrooms, although the rooms are not technically considered full-size.

In 2010-2011, Pacific is currently using 12 half-size spaces, 2 science demonstration rooms, and 1 full-size science lab for a total of 15 spaces. Per the Footprint, Pacific should be allocated a baseline of 9 spaces, including 6 full-size spaces, 1 half-size space, 1 science lab, and 1 science demonstration room. Given the constraints of the room sizes in the building, the adjusted baseline for Pacific's current enrollment is 9 spaces, including the 1 full-size science lab and 8 half-size spaces.

Pacific and Brooklyn Frontiers would be co-located in K520 during the 2011-2012 school year. In 2011-2012, Pacific's enrollment would decline and the school would need to operate closer to the Footprint. Thus, Pacific would be allocated a baseline of approximately 4-6 spaces next year plus administrative space. Brooklyn Frontiers would be allocated a baseline of approximately 2-4 spaces plus administrative space during the first year of phase-in. Both schools would also be allocated resource rooms in accordance with the Footprint. This represents a total of 6-10 spaces, and thus there is sufficient instructional space in K520 for all schools in 2011-2012. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, library, auditorium, and cafeteria. The full size science lab will also be a shared space between both schools. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

After Pacific and Brooklyn Frontiers have received the baseline allocation of spaces according to the Footprint, 5-9 spaces will remain available in the building. This additional space above the baseline will be distributed equitably among both schools in the building by the Office of Space Planning in conjunction with the Building Council.

In 2014-2015, when Pacific has completed its phase-out and Brooklyn Frontiers has completed its phase-in, Brooklyn Frontiers will be allocated a minimum of 9-11 spaces, including the 1 full-size science lab and 8-10 half-size rooms.

The table below outlines the baseline number of spaces that each school should be allocated based on their projected enrollment for the next four years. Again, the one full-size science lab will be treated as shared space for the 2011-2012 school year. All of the rooms listed in the chart below, with the exception of the science lab, are considered half-size spaces as they are each less than 500 square feet.

| | 2010-11 Total Baseline Footprint Allocation for Spaces | 2011-12 Total Baseline Footprint Allocation for Spaces | 2012-13 Total Baseline Footprint Allocation for Spaces | 2013-14 Total Baseline Footprint Allocation for Spaces | 2014-2015 Total Baseline Footprint Allocation for Spaces |
|--------------------------------|---|---|---|---|---|
| Brooklyn Frontiers High School | N/A | 2-4 | 5-7 | 7-9 | 9-11 |
| Pacific High School | 9 | 4-6 | N/A | N/A | N/A |
| Total Spaces | 9 | 6-10 | 5-7 | 7-9 | 9-11 |

Building Safety and Security

The DOE makes available the following supports to schools around safety and security:

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD);
- Technical assistance when incidents occur via the Borough Safety Directors;
- Professional development and support to Children’s First Network (“CFN”) Safety Liaisons;
- Professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed co-location of Brooklyn Frontiers is intended to offer an additional option for all students across the City, and specifically in Brooklyn.

The DOE assesses the impact of school utilization changes from a borough-wide perspective, rather than a district or individual building basis. This year, the one transfer school that the DOE is proposing to phase out in Brooklyn is Pacific.

As noted elsewhere in this document, and taken collectively with ongoing utilization changes in building K520, the proposal to phase out Pacific is not expected to yield a net loss of seats in the building. The DOE is proposing to phase in a new DOE school, Brooklyn Frontiers, which is the subject of this EIS, into the facility beginning in 2011-2012. Brooklyn Frontiers intends to serve students who are 15-16 years of age and who are entering the ninth-grade for the first time. Brooklyn Frontiers would offer approximately 60-81 seats for incoming ninth graders during the first year of implementation. In 2014-2015, Brooklyn Frontiers would offer approximately 225-250 seats in grades 9-12 at full scale.

In addition to Brooklyn Frontiers, the DOE is proposing to open another new school in Brooklyn, the ROADS Charter High School I (“ROADS Charter School I”), which is proposed to open in school building K894 (“K894”) located at 1495 Herkimer Street, Brooklyn, NY 11233, within the geographical confines of District 23. If that proposal is approved, ROADS Charter School I would begin to serve over-age and under-credited students at the high school level in K894. During the first year of phase-in, in 2011-2012, ROADS Charter School I would serve approximately 125-150 students in grade nine, and would be at full

scale in 2013-2014, serving grades 9-12 thereby providing an additional 225-250 seats at scale for overage students in the borough. The details of that proposal can be found in a separate EIS published on March 3, 2011 on the DOE's website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/April2011PEP.htm>.

The DOE believes that opening two new schools this year will more than offset the approximately 200 seats that will be lost if this proposal is approved. The phase-in of two new schools would provide approximately 450-500 new high school seats once both schools are at full scale in the 2014-2015 school year.

If approved by the PEP, these two new schools are expected to serve approximately 185-231 new students in 2011-2012:

| School Name | DBN | Address | Zip Code | 2011-12 Projected Enrollment | Admissions Method |
|---------------------------------------|--------|-------------------------|----------|------------------------------|--|
| Brooklyn Frontiers High School | 15K423 | 112 Schermerhorn Street | 11201 | 60-81 | Open to entering 9 th graders aged 15-16 |
| Roads Charter High School | TBD | 1495 Herkimer Street | 11233 | 125-150 | Charter Lottery; preference to District 23 residents and those who meet the school's preference criteria |

For more information about ROADS Charter School I, please visit the following website: <https://sites.google.com/site/roadscharterschools/news>. Detailed information about charter schools in general and the charter lottery application process is available on the DOE's website at http://schools.nyc.gov/NR/ronlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K520.

IV. Enrollment, Admissions and School Performance Information

Pacific High School, which is located in K520, is the only school affected by this proposal.

*Pacific High School*¹⁰

Admissions Data

| | |
|---|-------------------------------------|
| Current Admissions | Transfer School; rolling admissions |
| Admissions after Phase-out Proposal in 2011-2012 | N/A |

Enrollment Data

| | |
|---|------------|
| Current Grades Served | 10, 11, 12 |
| Current Enrollment | 200 |
| Grades Served after Phase-out Proposal in 2011-2012 | 10, 11, 12 |
| Projected Enrollment after Phase-out Proposal in 2011-2012 | 100-150 |
| Grades Served after Phase-out Proposal in 2012-2013 | N/A |
| Projected Enrollment after Phase-out Proposal in 2012-2013 | N/A |
| Grades Served after Phase-out Proposal in 2013-2014 | N/A |
| Projected Enrollment after Phase-out Proposal in 2013-2014 | N/A |
| Grades Served after Phase-out Proposal in 2014-2015 | N/A |
| Projected Enrollment after Phase-out Proposal in 2014-2015 | N/A |
| Projected Enrollment at Scale | N/A |

¹⁰ The DOE has also proposed to phase out and eventually close Pacific High School. If that proposal is approved, Pacific High School would no longer admit new students after the 2010-2011 school year and would close in June 2012.

Demographic Data

| | |
|---|-----|
| Percentage Students Receiving CTT or SC services ¹¹ | 0% |
| Percentage Students with Individual Education Plan ¹² | 11% |
| Percentage English Language Learner Students ¹³ | 1% |
| Percentage of Students Eligible for Free or Reduced Lunch ¹⁴ | 64% |

School Performance Data

| Pacific High School | 2007-2008 | 2008-2009 | 2009-2010 |
|---|------------|------------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | C | F | C |
| Performance Grade | C | F | D |
| Progress Grade | C | F | C |
| Environment Grade | B | B | A |
| Quality Review Score | Proficient | Proficient | |
| Graduation Data¹⁵ | | | |
| Six-Year Graduation Rate | 46% | 40% | 43% |
| Six-Year Graduation Rate (0-11 Credits on Entry) | | | 12% |
| Six-Year Graduation Rate (11-22 Credits on Entry) | 25% | 29% | 28% |
| Six-Year Graduation Rate (22+ Credits on Entry) | 61% | 51% | 64% |
| Other Key Indicators¹⁶ | | | |
| Average Credits Earned (0-11 Credits on Entry) | 1.7 | 0.5 | 3.5 |
| Average Credits Earned (11-22 Credits on Entry) | 2.5 | 3.1 | 3.5 |
| Average Credits Earned (22-33 Credits on Entry) | 3.3 | 4.2 | 4.1 |
| Average Change in Attendance Rate | -4% | -12% | -6% |

| | |
|--|--------------------------------------|
| 2010-2011 State Accountability Status | Improvement (year 1) - Comprehensive |
|--|--------------------------------------|

¹¹ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

¹² Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

¹³ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

¹⁴ District 75 schools are not part of the School Allocation Memorandum No. 9, FY11, June 30, 2010.

¹⁵ Source: 2009-2010 Progress Report.

¹⁶ Source: 2009-2010 Progress Report.

Brooklyn Frontiers High School

Admissions Data

| | |
|--------------------------------|---|
| Current Admissions | N/A |
| Admissions in 2011-2012 | Open to entering 9 th graders aged 15-16 |

Enrollment Data

| | |
|--|---------|
| Current Grades Served | N/A |
| Current Enrollment | N/A |
| Grades Served in 2011-2012 | 9 |
| Projected Enrollment in 2011-2012 | 60-81 |
| Grades Served in 2012-2013 | 9,10 |
| Projected Enrollment in 2012-2013 | 125-150 |
| Grades Served in 2013-2014 | 9,10,11 |
| Projected Enrollment in 2013-2014 | 175-200 |
| Grades Served in 2014-2015 | 9-12 |
| Projected Enrollment in 2014-2015 | 225-250 |
| Projected Enrollment at Scale | 225-250 |

Demographic Data

Brooklyn Frontiers has not yet opened; therefore, there is no demographic data for the school.

School Performance Data

Brooklyn Frontiers has not yet opened; therefore, there is no performance data for the school.

V. Initial Costs and Savings

If the proposal to phase-out Pacific is approved, once the phase-out is fully implemented, the DOE will cease to allocate funds to Pacific, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Pacific roster as the phase-out is implemented, the school is expected to receive approximately \$4,181 less per pupil funding annually for high school students. These estimates are based on current Fair Student Funding (“FSF”) per capita allocation levels and are subject to annual variation. 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.

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, Brooklyn Frontiers will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$627,166.50 in per pupil allocations. Beginning in its second year of operation, Brooklyn Frontiers will receive approximately \$225,000 in annual fixed FSF foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current FSF per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget. Transfer schools also receive an additional allocation of \$1,623.47 per pupil.

As a result of the phase-out, the total number of students enrolled at Pacific next year will decline, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental operational costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve ("ATR"). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations.

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

A. Personnel Needs

Brooklyn Frontiers would need to hire teachers, administrative staff, and non-pedagogical (school support) staff during each year of the phase-in as the total number of students enrolled in the school increases. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created each year as each grade phases in would be determined based on annual enrollment projections available as the school grows to serve those grades. It is worth noting that teachers working in high schools typically hold secondary licenses with appropriate subject-area specialization. The school would hire appropriately licensed and credentialed teachers to work with its students as it grows.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and the United Federation of Teachers ("UFT").

As Pacific phases out, it may excess some teachers, administrative and non-pedagogical staff. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority. It is also important to understand that the students who would otherwise have enrolled in Pacific may now be enrolled in Brooklyn Frontiers and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, Pacific's phase-out would not necessarily result in an overall loss of teaching positions within the Citywide system.

B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at Pacific will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, Pacific 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. Pacific is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individualized Education Plans ("IEPs"). Even as Pacific is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

C. Administration

Brooklyn Frontiers is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

D. Transportation

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>.

E. Other Support Services

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

VII. Building Information

| | |
|--|---|
| Type of Building | H.S. |
| Year Built | Leased from 1987. |
| Overall BCAS rating | 1.95 out of 5 |
| 2009-2010 Target Utilization | 86% |
| 2009-2010 Target Capacity | 252 |
| FY 2009 Maintenance Costs | Labor: \$5,578.18 Materials: \$1,477.25 Maintenance and Repair Contracts: \$0.00 Custodial Operations Costs—Materials: \$1,912.91 Custodial Operations Costs—Custodial Allocation: \$84,456.55 |
| FY 2009 Energy Costs | Electric: \$29,879.00 Gas: \$8,885.00 Oil: \$4,948.00 |
| Projects completed during the current or prior school year | N/A |
| Projects proposed in the capital plan | IP surveillance camera installation. |
| Accessibility of the building | Building is not programmatic accessible. |
| Building attributes | Art room, cafeteria, computer room, gymnasium, library, and science lab. |

APPENDIX A:
Citywide Transfer High Schools

| DBN | School Name | 2010-2011 Enrollment | 2010-2011 Target Seat Capacity | 2009-2010 Progress Report | Street Address | Zip Code |
|--------|--|----------------------|--------------------------------|---------------------------|-------------------------------|----------|
| 07X321 | Crotona Academy High School* | 117 | 148 | D | 639-55 ST. ANNS AVENUE | 10455 |
| 07X379 | Jill Chaifetz High School* | 201 | 200 | B | 778 FOREST AVENUE | 10456 |
| 07X381 | Bronx Haven High School* | 134 | 125 | B | 333 EAST 151 STREET | 10451 |
| 08X377 | Bronx Community High School* | 184 | 200 | C | 1980 LAFAYETTE AVENUE | 10473 |
| 08X560 | Bronx Academy High School | 333 | 358 | F | 1440 STORY AVENUE | 10473 |
| 10X319 | PULSE - Providing Urban Learners Success in Education High School* | 203 | 200 | B | 560 EAST 179 STREET | 10457 |
| 12X446 | Arturo A. Schomburg Satellite Academy Bronx | 234 | 250 | N/A | 1010 REV. J. A. POLITE AVENUE | 10459 |
| 12X480 | Bronx Regional High School | 323 | 350 | B | 1010 REV. J. A. POLITE AVENUE | 10459 |
| 13K553 | Brooklyn Academy High School* | 195 | 249 | A | 832 MARCY AVENUE | 11216 |
| 13K575 | Bedford Stuyvesant Preparatory High School | 130 | 125 | B | 832 MARCY AVENUE | 11216 |
| 13K616 | Brooklyn High School for Leadership and Community Service* | 205 | 210 | C | 300 WILLOUGHBY AVENUE | 11205 |
| 15K520 | Pacific High School | 202 | 201 | C | 112 SCHERMERHORN STREET | 11201 |
| 15K529 | West Brooklyn Community High School* | 205 | 200 | A | 1053 41 STREET | 11219 |
| 15K698 | South Brooklyn Community High School* | 150 | 150 | C | 173 CONOVER STREET | 11231 |
| 17K489 | W.E.B. DuBois Academic High School | 285 | 285 | C | 402 EASTERN PARKWAY | 11225 |
| 17K568 | Brownsville Academy High School* | 180 | 250 | B | 1150 EAST NEW YORK AVENUE | 11212 |
| 18K578 | Brooklyn Bridge Academy* | 211 | 200 | C | 6565 FLATLANDS AVENUE | 11236 |
| 18K635 | Olympus Academy* | 175 | 200 | N/A | 755 EAST 100 STREET | 11236 |
| 18K673 | East Brooklyn Community High School* | 203 | 200 | N/A | 965 EAST 107 STREET | 11236 |
| 21K728 | Liberation Diploma Plus High School* | 186 | 180 | A | 2865 WEST 19 STREET | 11224 |
| 23K643 | Brooklyn Democracy Academy* | 199 | 210 | A | 985 ROCKAWAY AVENUE | 11212 |
| 23K646 | Aspirations High School* | 252 | 260 | F | 1495 HERKIMER STREET | 11233 |
| 23K647 | Metropolitan Diploma Plus High School* | 212 | 200 | C | 985 ROCKAWAY AVENUE | 11212 |
| 32K564 | Bushwick Community High School* | 419 | 370 | B | 231 PALMETTO STREET | 11221 |
| 01M458 | Satellite Academy High School at Forsyth Street | 202 | 236 | N/A | 198 FORSYTH STREET | 10002 |

APPENDIX A:
Citywide Transfer High Schools

| DBN | School Name | 2010-2011 Enrollment | 2010-2011 Target Seat Capacity | 2009-2010 Progress Report | Street Address | Zip Code |
|--------|---|----------------------|--------------------------------|---------------------------|------------------------|----------|
| 01M515 | Lower East Side Preparatory Academy | 572 | 564 | A | 145 STANTON STREET | 10002 |
| 01M650 | Cascades High School* | 202 | 210 | A | 198 FORSYTH STREET | 10002 |
| 02M313 | The James Baldwin School: A School for Expeditionary Learning | 247 | 235 | D | 351 WEST 18 STREET | 10011 |
| 02M394 | Emma Lazarus High School* | 240 | 250 | N/A | 100 HESTER STREET | 10002 |
| 02M432 | Murray Hill Academy | 141 | 200 | N/A | 111 EAST 33 STREET | 10016 |
| 02M544 | Independence High School | 403 | 427 | C | 850 TENTH AVENUE | 10019 |
| 02M560 | City As School | 665 | 667 | B | 16 CLARKSON STREET | 10014 |
| 02M565 | Urban Academy Laboratory High School | 165 | 155 | A | 317 EAST 67 STREET | 10065 |
| 02M570 | Satellite Academy High School | 261 | 270 | F | 120 WEST 30 STREET | 10001 |
| 02M575 | Manhattan Comprehensive Night and Day High School* | 802 | 763 | A | 240 SECOND AVENUE | 10003 |
| 02M586 | Harvey Milk High School | 74 | 99 | A | 2-10 ASTOR PLACE | 10003 |
| 02M605 | Humanities Preparatory Academy | 201 | 185 | B | 351 WEST 18 STREET | 10011 |
| 03M404 | Innovation Diploma Plus High School* | 228 | 250 | N/A | 145 WEST 84 STREET | 10024 |
| 03M505 | Edward A. Reynolds West Side High School | 554 | 597 | B | 140 WEST 102 STREET | 10025 |
| 05M285 | Harlem Renaissance High School* | 216 | 231 | C | 22 EAST 128 STREET | 10035 |
| 06M423 | High School for Excellence and Innovation | 131 | 144 | N/A | 650 ACADEMY STREET | 10034 |
| 24Q744 | VOYAGES Preparatory High School* | 222 | 225 | B | 45-10 94 STREET | 11373 |
| 25Q540 | Queens Academy High School | 411 | 425 | C | 138-11 35 AVENUE | 11354 |
| 25Q792 | North Queens Community High School* | 195 | 200 | B | 141-25 77 ROAD | 11367 |
| 28Q338 | Queens Satellite High School for Opportunity | 248 | 240 | N/A | 162-02 HILLSIDE AVENUE | 11432 |
| 31R470 | Concord High School | 167 | 177 | A | 109 RHINE AVENUE | 10304 |

APPENDIX A:
Citywide Transfer High Schools

Notes:

- Schools marked with an asterisk (*) offer Learning to Work ("LTW"). Learning to Work is a program that offers additional academic and student support, post-secondary and career exploration, work preparation, skills development, and internships. These elements of Learning to Work are designed to enhance and complement the academic component of Transfer Schools.
- The following schools did not have a significant cohort size in 2009-2010 and therefore did not receive a Progress Report grade: Arturo A. Schomburg Satellite Academy Bronx, Olympus Academy, East Brooklyn Community High School, Satellite Academy High School at Forsyth Street, Emma Lazarus High School, Murray Hill Academy, Innovation Diploma Plus High School, High School for Excellence and Innovation, and Queens Satellite High School for Opportunity.
- The DOE proposed to phase out and eventually close Bronx Academy High School and Pacific High School. The Panel for Educational Policy ("PEP") is scheduled to vote on these two proposals at its April 28, 2011 meeting.

Sources:

- Enrollment: November 1, 2010 Audited Register.
- Progress Report: 2009-2010 Progress Report Grade.

APPENDIX B:
Brooklyn Young Adult Borough Centers

| YABC DBN | YABC Site Location | YABC Site Administrator |
|----------|---|---|
| 13K657 | Downtown Brooklyn YABC 105 Johnson Street Brooklyn, NY 11201 | Michael Noto (718) 222-0918 Mnoto@schools.nyc.gov |
| 14K923 | Automotive YABC 50 Bedford Ave. Brooklyn, NY 11222 | David Decamp (718) 218-9301 x1595 Ddecamp@schools.nyc.gov |
| 17K467 | Erasmus Campus YABC 911 Flatbush Ave. Brooklyn, NY 11226 | Angela Pugh-Roberson (718) 564-2590 APughRo@schools.nyc.gov |
| 18K501 | Canarsie YABC 1600 Rockaway Parkway Brooklyn, NY 11236 | Rosalie Marks (718) 290-8611 Rmarks2@schools.nyc.gov |
| 18K922 | South Shore Educational Complex YABC 6565 Flatlands Ave. Brooklyn, NY 11236 | Dawn Harris (718) 968-1689 x3018 DHarris12@schools.nyc.gov |
| 19K431 | Thomas Jefferson Campus YABC 400 Pennsylvania Ave. Brooklyn, NY 11207 | Juan Batista (718) 922-0762 x132 JBatist3@schools.nyc.gov |
| 20K658 | Franklin D. Roosevelt YABC 5800 20 Avenue Brooklyn, NY 11204 | Michael Ragucci (718) 621-8887 MRagucc2@schools.nyc.gov |
| 21K411 | Abraham Lincoln YABC 2800 Ocean Pkwy. Brooklyn, NY 11235 | Neal Reich (718) 333-7433 Nreich@schools.nyc.gov |