

REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New Charter School, ROADS Charter High School I, with an Existing DOE School, Aspirations Diploma Plus High School (23K646), in School Building K894

I. Summary of Proposal

On March 3, 2011, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to co-locate a new charter high school, ROADS Charter High School I (“ROADS Charter School I”), in school building K894 (“K894”), located at 1495 Herkimer Street, Brooklyn, NY 11233, within the geographical confines of Community School District 23 (“District 23”). ROADS Charter School I is designed to serve disconnected youth—over-age and under-credited students—in grades nine through twelve. ROADS Charter School I would offer these students customized and rigorous curricula, socio-emotional support, and work-based experiences that foster student engagement and enhance student learning. ROADS Charter School I would enroll students through the charter lottery application process. Students who are 15-17 years of age who have 0-11 academic credits would be eligible to participate in the charter lottery for a ninth-grade seat in 2011-2012.

If this proposal is approved, ROADS Charter School I would be co-located in building K894 with Aspirations Diploma Plus High School (23K646, “Aspirations Diploma Plus”), an existing transfer high school, beginning in the 2011-2012 school year.¹ Aspirations Diploma Plus currently serves students who are classified as ninth, tenth, eleventh and twelfth graders based on their credit accumulation.² Building K894 also provides space to the Learning To Work (“LTW”) program and the Living for the Young Family through Education (“LYFE”) Center.^{3,4} In addition, East Brooklyn Congregation/East New York High School for Public Safety and Law (23K645, “EBC/ENY”), an existing 9-12 school, is currently housed in K894. EBC/ENY is in the process of phasing out and will close in June 2011. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

This revised EIS includes additional information related to the use of shared spaces and the proposed Shared Space Plan described in the revised Building Utilization Plan (“BUP”), notes that the charter school’s application has been approved by the New York State Department of Education Board of Regents, and corrects a statement in the EIS stating that Appendix B included a list of Referral Centers. In addition,

¹ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. Each transfer school determines criteria for admission individually. Students graduate with a high school diploma from the transfer school they attend.

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.

³ The Learning to Work (“LTW”) program offers additional academic and student support, post-secondary and career exploration, work preparation, skills development, and internships. These elements of LTW are designed to enhance and complement the academic component of transfer schools. For more information about the Learning to Work program, please visit the DOE’s website at http://schools.nyc.gov/NR/rdonlyres/E092084C-07D0-4038-A3C0-31DD0CD13AD9/87739/TransferSchoolLTWSitesbyBorough10_12.pdf.

⁴ The Living for the Young Family through Education (“LYFE”) Center helps student parents stay on track to graduation while supporting their transition to parenthood. Certified teachers and caregivers at each LYFE childcare site provide safe, nurturing and meaningful learning experiences for infants and toddlers and help their parents do the same at home. On-site social workers offer support services to student parents, such as counseling and referrals to social, health and community agencies. Please visit a Referral Center for High School Alternatives for more information or visit the DOE’s website at <http://schools.nyc.gov/Offices/District79/default.htm>.

the BUP has been revised in the following manner:

- the full-size science lab in the building has been reclassified as a shared space between the co-located schools;
- as a result, the room allocations for all school organizations have been adjusted in order to more accurately reflect the total full-size, half-size and quarter-size spaces in the K894 building;
- in effect, the proposed shared space schedule in the BUP on page 11 has been adjusted accordingly; and
- the DOE has clarified the rationale for the amount of time that each co-located school is allocated in the shared spaces under this proposal.

Reinventing Opportunities for Adolescents who Deserve Success (“ROADS”) submitted a charter school application for ROADS Charter School I on January 14, 2011 to the State University of New York (“SUNY”) Charter Schools Institute. On February 25, 2011, ROADS re-submitted its charter school application in response to SUNY’s Request for Amendments. The charter school application for ROADS Charter School I was approved by the New York State Department of Education Board of Regents at its March 29, 2011 meeting.

If this co-location proposal is approved, ROADS Charter School I would enroll approximately 125-150 ninth grade students through the charter lottery application process for the 2011-2012 school year.⁵ ROADS Charter School I would phase in to K894 gradually, adding new ninth grade students each year until it reaches full-scale in 2014-2015 when it would serve students in grades nine through twelve. The school would operate at full scale in terms of enrollment numbers in the 2013-2014 school year though it is expected to reach its full grade span of 9-12 in the 2014-2015 school year.⁶ Admission to the charter school would be open to students who are between the ages of 15-17 who have 0-11 academic credits. Preference in the charter lottery application process for the 2011-2012 school year will be given to students who: (1) have been in prison or juvenile detention or have a criminal record; (2) are or have been involved with the foster care system or child welfare system; (3) are or have been homeless or runaway youth; (4) have formerly dropped out of school; or (5) are at least a year behind their graduation cohort. Students who reside in District 23 and other students who meet the school’s preference criteria would receive admissions preference through the charter lottery application process. The details of the proposed admissions process are explained later in this document on pages 8-9.

In 2011-2012, during the first year of implementation, the building would serve approximately 350-400 students, including the new charter school and Aspirations Diploma Plus, which would yield an approximate building utilization rate of 73% of target capacity.⁷ As discussed, EBC/ENY will close in

⁵ For more information about the charter school lottery application process, please consult the DOE’s Directory of NYC Charter Schools, which can be accessed on the DOE’s website at <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. ROADS Charter I is not currently in this directory, although, if this proposal is approved, it would be included in the future.

⁶ In the first year of operation, ROADS Charter School I will enroll approximately 125-150 ninth graders with 11 or fewer academic credits. In year two and year three of phase-in, ROADS Charter School I will add 50 new students each year. Thus, the school will reach its capacity of approximately 250 students by the start of the 2013-2014 school year. ROADS Charter School I is expected to add one grade level each year as the student population earns more credits. The grade span of 9-12 reflects the credit accumulation that students need in order to be considered part of a particular grade. ROADS Charter School I expects to offer all high school grades—ninth through twelfth—in 2014-2015 as this is the first year in which it is expected that some students enrolled at the school will have earned at least 33 credits, and therefore will be considered twelfth graders.

⁷ 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

June 2011. When ROADS Charter School I is at full scale in the 2013-2014 school year, the building would serve approximately 450-500 students combined, which yields a building utilization rate of approximately 91% of target capacity.⁸

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. The co-location of ROADS Charter School I in building K894 is intended to provide an additional option for students and families in District 23 and Brooklyn. This proposal is in line with the DOE's commitment to investing in schools that optimize student performance and ensuring that every student graduates from high school equipped with the skills necessary to achieve success in college, careers and life.

ROADS Charter School I intends to enroll students who are 15-17 years of age who have 0-11 academic credits in grades nine through twelve. ROADS is committed to preparing students to excel academically, professionally and personally. The ROADS model draws heavily on a broad array of national evidence-based practices and the deep experience of the DOE's District 79 and Office of Multiple Pathways to Graduation in working with over-age, under-credited youth.⁹ The ROADS team has successfully: (1) built a model that capitalizes on research and best-in-class programs; (2) built a founding team; and (3) engaged key stakeholders, partners, and community-based organizations that work with youth who have been in prison or who have been involved with the foster care system or child welfare system in the ROADS project.

As discussed earlier in this EIS, ROADS submitted a charter school application for ROADS Charter School I to the SUNY Charter Schools Institute on January 14, 2011. On February 25, 2011, ROADS re-submitted its charter school application in response to SUNY's Request for Amendments. This proposal was approved by the New York State Department of Education Board of Regents at its March 29, 2011 meeting.

II. Proposed or Potential Use of Building

In the 2009-2010 school year, building K894 had a target capacity to serve 548 students, and the building enrolled 443 students, yielding a target building utilization rate of 81%. In 2010-2011, building K894 has an enrollment of 337 students which yields a building utilization rate of 61% of target capacity. This means that the building is "under-utilized" and has extra space to accommodate additional students.

If this co-location proposal is approved, ROADS Charter School I would open in building K894 in September 2011. In 2011-2012, during the first year of phase-in, ROADS Charter School I would serve approximately 125-150 students in grade nine. ROADS Charter School I would gradually phase in to the building by adding one grade level every year until it reaches its full grade span of 9-12 in 2014-2015. The school would operate at full scale in the 2013-2014 school year, serving approximately 225-250 students, although students are anticipated to earn enough credits to be classified as twelfth graders the following

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.

⁸ 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).

⁹ For additional information about District 79, please visit the DOE's website at <http://schools.nyc.gov/Offices/District79/default.htm>.

year. Aspirations Diploma Plus is already operating at full scale as a DOE transfer high school and would continue to serve approximately 225-250 students in grades 9-12.

In addition, the LYFE Center and LTW program are not expected to lose any space or reduce the services offered as a result of this proposal.

Over the next four years, the proposed grade spans for the schools in the building would be as follows¹⁰:

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
EBC/ENY High School for Public Safety and Law	23K645	9-12	School will be closed as of June 2011.			
Aspirations Diploma Plus High School	23K646	9-12	9-12	9-12	9-12	9-12
ROADS Charter High School I	TBD	N/A	9	9,10	9,10,11	9-12

There is adequate capacity in building K894 to accommodate ROADS Charter School I, Aspirations Diploma Plus, the LYFE Center, and the LTW program at full organizational capacity. In 2011-2012, during the first year of implementation, there will be approximately 350-400 students served in the building, yielding an approximate building utilization rate of 73% of target capacity. In 2013-2014, when ROADS Charter School I operates at full scale, the building would serve approximately 450-500 students, yielding a building utilization rate of 91% of target capacity.

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. In this example, 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

¹⁰ At Roads Charter School I, some students may be technically classified in grades "not yet served" at the school. This would occur in situations where current students accumulated more than the expected number of credits to be promoted to the next grade. As students will enroll in the school with between 0-11 credits, some students may be further along in their credit accumulation as they work towards graduation.

kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

In September 2011, ROADS Charter School I would be co-located in the K894 building and would be open to students who are 15-17 years of age who have 0-11 academic credits. Students would be admitted through the charter lottery application process. Students who reside in District 23 and other students who meet the school's preference criteria would receive admissions preference. Detailed information about the charter lottery application process is available on pages 8-9 of this document. As stated earlier in this EIS, EBC/ENY will close in June 2011. Therefore, the impact on EBC/ENY's students will not be discussed in this proposal because ROADS Charter School I would only be co-located in K894 with Aspirations Diploma Plus, the LYFE Center, and the LTW program beginning in 2011-2012.

Impact on Current and Future Students at Aspirations Diploma Plus

This proposal is not anticipated to impact the admissions process or the instructional offerings of Aspirations Diploma Plus. Aspirations Diploma Plus is a transfer school and therefore it does not participate in the High School Admissions Process.¹¹ Transfer schools admit students who have been enrolled in high school in New York City for at least one year and who are behind in high school or at risk of dropping out. Transfer schools enroll over-age, under-credited students and therefore do not adhere to strict grade distinctions. Students typically enroll at various stages in terms of credit accumulation or Regents pass rates as they progress toward graduation. Each transfer school determines admissions criteria individually. Aspirations Diploma Plus has a rolling admissions policy, accepting students who are 16 years of age and older throughout the year. To enroll, students must contact the school directly to schedule an intake interview.

Students can refer to the following website for more information about applying to a transfer school: <http://www.goingforme.org>. Students can also 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.

To search for City transfer schools, please refer to Appendix A or refer to the Directory of 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 ("YABCs") in Brooklyn, please refer to Appendix B or visit the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm>.

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>.

¹¹ 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>.

Aspirations Diploma Plus is currently serving general education students and students with disabilities. Upon admission, schools work with parents of students requiring special education services to develop an individualized program that reflects the resources that the schools will 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 English Language Learners (“ELLs”) enrolled at Aspirations Diploma Plus receive English as a Second Language (“ESL”). ELL students or students with Individual Education Plans (“IEPs”) will continue to receive all mandated services at Aspirations Diploma Plus.

Impact on Extracurricular Offerings at Aspirations Diploma Plus

There are no proposed changes to available instructional or extracurricular programs currently offered at K894. Aspirations Diploma Plus would continue to offer student athletics and other extracurricular programs, as appropriate.

Aspirations Diploma Plus currently offers the following sports:¹²

PSAL Sports – Boys: Basketball

PSAL Sports – Girls: Basketball

Aspirations Diploma Plus currently offers the following extracurricular activities:

Academic: College Now, Extended Day and Night School

Leadership & Support: Student Council, Advisory Leadership, School Leadership Team, Community School Service Group

Artistic: School Newspaper

Aspirations Diploma Plus would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location of ROADS Charter School I in building K894 would not impact those opportunities, but those programs may be configured differently as a result of this proposal. For example, these extracurricular programs may need to share classroom space with the other co-located schools, or students engaged in the activities may be able to meet less frequently because there will be greater demands on the more limited space available after the excess rooms become occupied. 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 K894 building.

¹² 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 Community Partnerships in Building K894

The DOE does not anticipate that this proposal would impact the partnerships of the schools currently located in building K894. Aspirations Diploma Plus would continue to partner with community organizations in order to provide additional support and opportunities to its students. Aspirations Diploma Plus currently has a partnership with the Child Center of New York (“CCNY”).¹³ That partnership provides additional supports, social services and internship opportunities for students. CCNY would continue to support students at Aspirations Diploma Plus.

The DOE will work with all school organizations in the K894 building to enhance existing partnerships with community organizations or develop new partnerships, as appropriate.

Impact on the LYFE Program

The Living for the Young Family through Education Center supports pregnant and parenting students enrolled in a DOE school by providing childcare and referral services. Social workers assigned to each of the LYFE Centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE Center operates independently of the existing schools in K894. The LYFE Center serves students in K894 but also serves students in other schools in the surrounding community as well.

Prior to the 2009-2010 school year, the principals of the high schools that shared the building with the LYFE Center managed and rated the staff, although the program still fell under the purview of District 79. Beginning in the 2009-2010 school year, however, the central LYFE Center in District 79 has managed all of the individual LYFE sites both fiscally and programmatically. Therefore, all LYFE Center staff are supervised by the central LYFE Center’s director and assistant principals. Moreover, the LYFE Center leaders are responsible for evaluating the individual LYFE site or field staff members.

The LYFE Center is not expected to lose any space or reduce the services offered at K894 as a result of this proposal. The LYFE Center is expected to remain in the K894 building and will continue to provide services to pregnant and parenting students in K894, including future students enrolled at ROADS Charter School I, as long as there is a need and demand for the program.

Impact on the LTW Program

Aspirations Diploma Plus also has a Learning To Work (“LTW”) program in the K894 building. LTW is an in-depth job readiness and career exploration program designed to enhance the academic experience of students enrolled at select alternative high schools. It is operated jointly by DOE staff and a community-based organization (“CBO”) with staff located at the program site. The goal of LTW is to assist students in overcoming obstacles that impede their progress toward a high school or GED diploma. The program staff works with all students to set and achieve individual academic, workplace and personal goals.

The LTW program located in the K894 building is a major component of Aspirations Diploma Plus. The Child Center of NY is the CBO partner to Aspirations Diploma Plus under the Learning To Work Initiative. The Child Center of NY is fully integrated into the school and provides students with a wide range of services, including career exploration/development, individual and group counseling, academic support, subsidized internship placement, and college preparation and counseling. The hours of operation are Monday through Thursday from 5:30 pm to 8:30 pm.

¹³ For additional information about the Child Center of New York, please visit the organization’s website at <http://www.childcenterny.org>.

There is no anticipated impact on the LTW program located at Aspirations Diploma Plus in K894 as a result of this proposal.

Impact on Future High School Students

Students who are 15-17 years of age who have 0-11 academic credits as of June 2011 may apply through the charter lottery application process to attend ROADS Charter School I for ninth-grade in the following school year. Admissions applications are due on June 17, 2011. Admissions preference would be given to students who reside in District 23 and other students who meet the school's preference criteria.

Application

Families interested in enrolling their child in ROADS Charter School I should contact the school directly to request an application. Applications are due on June 17, 2011. For more information regarding the timeline and deadlines for the charter lottery application process, please visit the following website:

<https://sites.google.com/site/roadscharterschools/news>.

Lottery

If the number of applicants to ROADS Charter School I exceeds enrollment capacity, a public random selection process (i.e., lottery) conducted by an individual unaffiliated with the School will be held after the application deadline on a date publicized to all applicants.

Prior to the lottery, ROADS Charter School I will advertise a description of how the lottery will be conducted, and will also include a description of the public lottery in its application materials distributed to families during the outreach phase of the process. ROADS Charter School I will contract the services of an independent (unaffiliated) organization to conduct the public lottery. This lottery will be held at the end of the first week of July annually.

If a lottery is required, all the applications submitted to ROADS Charter School I will be entered into the lottery. A lottery is a system of random selection of applications that identifies students for enrollment. During the lottery process, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until all applications have been drawn. Each application will be recorded and numbered in the order in which it was drawn and assigned to a specific grade and preference category (in ROADS Charter School I's case, students residing in District 23 and other students who meet the school's preference criteria). After all available spaces have been filled for grade nine and according to preference category, a waiting list is created for the remaining applications. The waiting list ranks applications for a given grade and preference category. These applicants will be identified by number, grade and preference category. As spaces become available at ROADS Charter School I, they will be offered to the waiting list applicants in the order of placement on the waiting list. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Admissions Criteria

Students interested in applying to ROADS Charter School I must be 15-17 years of age and have 0-11 academic credits. Preference will be given to students who meet any number of the following criteria:

- 1) Students who have been in prison or juvenile detention or have a criminal record.
- 2) Students who are or have been involved with the foster care system or child welfare system.
- 3) Students who are or have been homeless or runaway youth.
- 4) Students who have formerly dropped out of school.

- 5) Students who are at least a year behind their graduation cohort.

Admissions Preference

Admissions preference for the 2011-2012 school year would be given in the following order:¹⁴

- 1) Applicants whose siblings are successfully selected in the lottery.
- 2) Applicants who meet at least one of the stated preference criteria and reside in District 23.
- 3) Applicants who meet at least one of the stated preference criteria and reside outside of District 23.
- 4) Applicants who do not meet at least one of the stated preference criteria but do reside in District 23.
- 5) Applicants who do not meet at least one of the stated preference criteria and do not reside in District 23.

In the 2012-2013 school year and beyond, admissions preference would be given in the following order:

- 1) Returning students.
- 2) Siblings of students already enrolled in the charter school.
- 3) Students who reside in District 23, with a preference for students who meet at least one of the preference criteria.
- 4) Students who reside outside of District 23, with a preference for students who meet at least one of the preference criteria.
- 5) Students who do not reside in District 23 and who do not meet at least one of the stated preference criteria.

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/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

The proposed charter school is not included in the New York City Directory of Charter Schools for the upcoming school year, although, if this proposal is approved, it would be included in the future. For additional information regarding the proposed school's model and how to apply, students should refer to the following website: <https://sites.google.com/site/roadscharterschools/home>.

Students with disabilities and English Language Learners will be treated the same as any other charter lottery applicant and, if admitted to ROADS Charter School I, will receive all mandated services.

This proposal is not anticipated to impact the admissions process of Aspirations Diploma Plus. As stated earlier in this EIS, Aspirations Diploma Plus is a transfer school with a rolling admissions policy. Aspirations Diploma Plus would continue to admit students who are 16 years of age and older and who have completed at least one year of high school at a different high school throughout the year. For detailed information about applying to a transfer school, students should refer to the following website: <http://www.goingforme.org>.

B. Schools

ROADS Charter School I is intended to offer an additional option for high school students in District 23 and Brooklyn. Building K894 would continue to house Aspirations Diploma Plus. EBC/ENY is currently in

¹⁴ Within each category, applicants are further ranked based upon the number of admissions criteria that the student meets, giving higher preference for those meeting more of the criteria, and creating sub-categories for each of the first four admissions preferences listed.

its last year of phase-out and will close in June 2011. Therefore, ROADS Charter School I would only be co-located with Aspirations Diploma Plus beginning in 2011-2012. During the first year of phase-in, ROADS Charter School I would serve approximately 125-150 students in grade nine. In 2011-2012, the building, with the two schools combined, would enroll approximately 350-400 students, which would yield a building utilization rate of 73% of target capacity. K894 has the capacity to accommodate Aspirations Diploma Plus and ROADS Charter School I at full operational capacity. K894 also has the capacity to continue to house the LTW program and LYFE Center. Collectively, Aspirations Diploma Plus and ROADS Charter School I would serve approximately 450-500 students in the building in 2013-2014 and beyond, yielding an estimated building utilization rate of 91% of target capacity.

The chart below provides projected enrollment at each school in K894 for the next four years:¹⁵

School Name	Enrollment					Admissions Method
	2010-11	2011-12	2012-13	2013-14	2014-15	
EBC/ENY High School for Public Safety and Law	86	School will be closed as of June 2011.				N/A
Aspirations Diploma Plus High School	251	225-250	225-250	225-250	225-250	Transfer School; rolling admissions
ROADS Charter High School I	N/A	125-150	175-200	225-250	225-250	Charter Lottery; preference to District 23 residents and those who meet the school's preference criteria
Total Enrollment	337	350-400	400-450	450-500	450-500	N/A
Projected Bldg. Utilization	61%	73%	82%	91%	91%	N/A

As detailed in the attached revised Building Utilization Plan, if this co-location proposal is approved, there would be sufficient space in K894, pursuant to the Citywide Instructional Footprint (the "Footprint"), to serve students at Aspirations Diploma Plus, ROADS Charter School I, the LTW program, and the LYFE Center in school building K894. 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

¹⁵ 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.

services and resource rooms.¹⁶ 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.

As described in more detail in the attached revised Building Utilization Plan that accompanies this EIS, there will be sufficient instructional space in K894 to co-locate ROADS Charter High School I. As in other situations where schools are co-located, the schools in K894 would need to share large common and specialty rooms, namely the gymnasium, weight room, auditorium, cafeteria, library, science lab, and teacher's lounge. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on student enrollment. Additionally, as noted in this document, the Building Council will address requests to use any shared spaces after school hours. As discussed, the final shared space schedule will be collaboratively finalized by the Building Council after the proposed co-location has been approved by the Panel for Educational Policy ("PEP").

As described in the annexed revised BUP, the proposed Shared Space Plan illustrates how all of the shared spaces in the building may be equitably shared amongst all of the co-located schools in the building. Although the DOE has proposed how the shared spaces in the building may be utilized, the Building Council is free to deviate from the proposed Shared Space Plan to accommodate specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo which follows). The final shared space schedule will be finalized by the Building Council after the proposed co-location has been approved by the PEP.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. There are no current plans for capital improvements or facilities upgrades to K894 at this time.

¹⁶ 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.

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 ROADS Charter School I is intended to offer an additional option for all students across the City, and specifically in Brooklyn and in District 23.

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 DOE is proposing to phase out one transfer school in Brooklyn, Pacific High School (15K520, “Pacific”), which is located in school building K520 (“K520”), located at 112 Schermerhorn Street, Brooklyn, NY 11201, within the geographical confines of District 15.

The DOE anticipates that the approximately 200 seats that would be lost through the phase-out of Pacific would be recovered through the phase-in of two new schools that will serve over-age and under-credited students. In addition to ROADS Charter School I, the DOE is proposing to open another new school in Brooklyn, Brooklyn Frontiers High School (15K423, “Brooklyn Frontiers”), which is proposed to open in school building K520, where Pacific is currently housed. Brooklyn Frontiers intends to serve students who are 15-16 years of age and who are entering the ninth grade for the first time. If that proposal is approved, 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.

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 first-time ninth graders aged 15-16
ROADS Charter High School I	TBD	1495 Herkimer Street	11233	125-150	Charter Lottery; preference to District 23 residents and those who meet the school’s preference criteria

In 2014-2015, ROADS Charter School I and Brooklyn Frontiers would offer approximately 450-500 combined seats once they both reach full scale. These two new schools would provide additional seats to high school students who are over-age and under-credited in Brooklyn. This would more than offset the seats lost by the proposal to phase out Pacific.

For more information about Brooklyn Frontiers, please visit the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K894.

IV. Enrollment, Admissions and School Performance Information

Aspirations Diploma Plus High School, which is located in building K894, is the only school impacted by this proposal.

Aspirations Diploma Plus High School

Admissions Data

Current Admissions	Transfer School; rolling admissions
Admissions in 2011-2012	Transfer School; rolling admissions

Enrollment Data

Current Grades Served	9-12
Current Enrollment	251
Grades Served in 2011-2012	9-12
Projected 2011-2012 Enrollment	225-250
Grades Served in 2012-2013	9-12
Projected 2012-2013 Enrollment	225-250
Grades Served in 2013-2014	9-12
Projected 2013-2014 Enrollment	225-250
Grades Served in 2014-2015	9-12
Projected 2014-2015 Enrollment	225-250
Projected Enrollment at Scale	225-250

Demographic Data

Percentage Students Receiving CTT or SC services¹⁷	5%
Percentage Students with Individual Education Plan¹⁸	7%
Percentage English Language Learner Students¹⁹	2%
Percentage of Students Eligible for Free or Reduced Lunch²⁰	84%

¹⁷ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

¹⁸ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

¹⁹ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²⁰ District 75 schools are not part of the School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data²¹

Aspirations Diploma Plus High School	2007-2008	2008-2009	2009-2010
<i>School Performance and Progress</i>			
Overall Progress Report Grade			F
Performance Grade			F
Progress Grade			D
Environment Grade			F
Quality Review Score			Underdeveloped with Proficient Features
<i>Graduation Data</i> ²²			
Six-Year Graduation Rate			19%
Six-Year Graduation Rate (0-11 Credits on Entry)			
Six-Year Graduation Rate (11-22 Credits on Entry)			
Six-Year Graduation Rate (22+ Credits on Entry)			
<i>Other Key Indicators</i> ²³			
Average Credits Earned (0-11 Credits on Entry)		3.4	2.4
Average Credits Earned (11-22 Credits on Entry)		4.5	4.1
Average Credits Earned (22-33 Credits on Entry)		4.9	6.1
Average Change in Attendance Rate		1%	-9%
2010-2011 State Accountability Status		In Good Standing	

²¹ Aspirations Diploma Plus High School received its first Progress Report in 2009-2010 as this is the first year that the school had a significant cohort size to calculate the six-year graduation rate which is based on a cohort of 21 students.

²² Source: 2009-2010 Progress Report.

²³ Source: 2009-2010 Progress Report.

ROADS Charter High School I

Admissions Data

Current Admissions	N/A
Admissions in 2011-2012	Charter Lottery; preference to District 23 residents and those who meet the school's preference criteria

Enrollment Data

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

Demographic Data

ROADS Charter School I has not yet opened; therefore, there is no demographic data for the school.

School Performance Data

ROADS Charter School I has not yet opened; therefore, there is no performance data for the school.

V. Initial Costs and Savings

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. No such improvements or upgrades are currently planned for K894.

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

A. Personnel Needs

The proposed co-location of ROADS Charter School I is not expected to change the number of personnel positions assigned to Aspirations Diploma Plus or significantly alter the duties of current staff.

New administrative staff and non-pedagogical positions will be created at ROADS Charter School I as needed throughout the course of the school's phase-in. The precise number of positions needed for the 2011-2012 school year would be determined by the school based on need and budgetary considerations.

B. Cost of Instruction

The co-location of ROADS Charter School I in K894 is not anticipated to impact the instruction costs or operating budget for Aspirations Diploma Plus.

The basic operating budget for New York City district public schools is determined by the Fair Student Funding ("FSF"). Under FSF, schools receive City tax levy funding on a per-pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for elementary schools was \$4,059.71, for middle schools was \$4,384.81, and for high schools was \$4,181.11. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$1,623.00 per pupil for each English Language Learner ("ELL") they enrolled; middle schools received an additional \$2,031.00 per pupil for each English Language Learner they enrolled; and high schools received an additional \$2,031.00 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs. Additionally, transfer schools receive \$1,623.47 per pupil.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, Aspirations Diploma Plus 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. Aspirations Diploma Plus is currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individualized Education Plan ("IEPs"). Aspirations Diploma Plus will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

The General Education Charter School per pupil rate is determined by the New York State Education Department ("NYSED"), and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures ("AOE") by Total Allowable Pupil Units ("TAPU"). Special Education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

C. Administration

ROADS Charter School I is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

No change in school supervisory or administrator positions at Aspirations Diploma Plus is expected as a result of this proposal.

D. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy as ROADS Charter School I phases in.

VII. Building Information

Type of Building	H.S.
Year Built	1925
Overall BCAS rating	2.48 out of 5
Target Utilization	86%
Target Capacity	548
FY 2009 Maintenance Costs	Labor: \$10,786.36 Materials: \$7,480.68 Maintenance and repair contracts: \$58,248.34 Custodial operations costs—Materials: \$5,821.90 Custodial operations costs—Custodial Allocation: \$223,748.9
FY 2009 Energy Costs	Electric: \$17,978 Gas: \$38,286 Oil: \$0
Projects completed during the current or prior school year	N/A
Projects proposed in the capital plan	No projects identified.
Accessibility of the building	Partially functionally programmatic accessible.
Building attributes	Art room, Cafeteria, Computer room, Gymnasium, Library, Multi-purpose room & Science Lab.

APPENDIX A:
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:
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:
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