

EDUCATIONAL IMPACT STATEMENT: **The Proposed Phase-out of Pacific High School (15K520)**

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out and eventually close Pacific High School (15K520, “Pacific”), an existing transfer school, based on its poor performance and the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.¹ Pacific is located in school building K520 (“K520”) located at 112 Schermerhorn Street, Brooklyn, NY 11201, within the geographical confines of Community School District 15 (“District 15”). Pacific currently enrolls students who are classified as tenth, eleventh and twelfth graders based on their credit accumulation.² Pacific serves students who are 17 years of age and older and have already completed at least one year of high school with a minimum of 10 academic credits. It has a rolling admissions policy, accepting students throughout the year.

If this proposal is approved, Pacific would no longer admit new students after the end of the 2010-2011 school year. Pacific would complete phasing out in June 2012. In June 2011, students who have earned at least 44 academic credits and those that pass, at a minimum, five Regents exams would graduate from Pacific. In 2011-2012, students would be supported as they progress towards graduation while remaining enrolled at Pacific. 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 requirements by the closure date, the DOE will help students and families identify alternative programs, such as a Young Adult Borough Center (“YABC”) or another transfer school or program that meets students’ needs so that they may continue their education after Pacific completes its phase-out.³

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%.⁴ In 2010-2011, building K520 has an enrollment of 200 students which yields a building utilization rate of 79% of target capacity.⁵ This means that the building is “under-utilized” and has extra space to accommodate additional students.

¹ Transfer schools are small, academically rigorous high schools designed to re-engage students who have been enrolled in high school for at least one year and who are behind or at risk of dropping out.

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.

³ Young Adult Borough Centers (“YABC”) 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 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 31, 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.

⁵ 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).

In a separate Educational Impact Statement (“EIS”) posted on March 3, 2011, the DOE has also proposed to co-locate a new DOE school, Brooklyn Frontiers High School (15K423, “Brooklyn Frontiers”), in building K520 beginning in 2011-2012. If that proposal is approved by the Panel for Educational Policy (“PEP”), Brooklyn Frontiers would begin phasing into the building with a ninth-grade class during the 2011-2012 school year. 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. The proposed new school would gradually grow to scale, as Pacific phases out, and would complete its expansion during the 2014-2015 school year, at which point it would serve students in grades 9-12. As described in a separate EIS, Brooklyn Frontiers would enroll students ages 15-16 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. The details of that proposal can be found 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 building K520. Such a proposal would be described in a revised EIS.

Background on the DOE’s Decision-Making Process

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating below Proficient on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out. Progress Reports are released by the DOE each fall, and evaluate schools on a scale of A through F based on Student Progress, Student Performance, and School Environment—which includes safety, attendance, and survey feedback from parents, teachers, and sixth through twelfth grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with “Under-developed” as the lowest-possible rating and “Well Developed” as the highest.

In addition, all schools identified by SED as PLA are considered for more intensive support or intervention, including the possibility of phase-out. In January 2010, the State issued the first list of schools identified as PLA. Then, in December 2010, SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 English Language Arts (“ELA”) and math test scores and graduation rates for high schools. For additional information about PLA schools, please visit the SED’s website at http://www.p12.nysed.gov/accountability/APA/SURR/SURR_home.html.

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. In December 2010, the State identified Pacific as a PLA school.

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 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.

Performance and School Environment at Pacific High School

- Pacific earned an overall C grade on its 2009-2010 Progress Report, with a D grade on the Student Performance sub-section, a C grade on the Student Progress sub-section and an A grade on the School Environment sub-section. This is a continuation of a pattern of poor performance. In 2008-2009 Pacific earned an overall F grade and in 2007-2008, Pacific received an overall C grade.
- Pacific has struggled for years. In 2010, the 6-year graduation rate⁶ was 43%, 8th lowest among the 39 transfer schools with graduation rates for that cohort. Furthermore, Pacific was not successful with its students who entered with the fewest credits. The 6-year graduation rate for students who entered with fewer than 11 credits was 12% and for students who entered with 11 to 22 credits, the graduation rate was 28% (4th and 2nd lowest among the 25 and 29 transfer schools with 6-year graduation rates for these populations, respectively).
- All transfer schools serve students who are over-age and under-credited (OA-UC). But, within this population there is varying degree of need depending on students' age and credit accumulation. Just over 70% of Pacific's students were over-age, under-credited at the time of admission. Within that population, Pacific is working with an older population of OA-UC students who have accumulated more credits. At Pacific, students enroll with an average of more than 25 credits and the average age of enrollment is approximately 18. Both of these measures rank Pacific in the top 5 among the 43 transfer schools citywide - meaning their students are already closest to graduation when they enter.
- As described above, Pacific serves a relatively small proportion of the students who are furthest behind, and the outcomes of those students do not compare well to (demographically and academically similar) students at other transfer schools. Of the 180 students in its 2010 6-year graduating cohort, only 17 (about 10%) entered with fewer than 11 credits (10th fewest among the 39 transfer schools with students in that graduating cohort). The 6-year graduation rate for those students was 12%, 4th lowest among the 25 transfer schools with graduation data for those students.
- Credit accumulation at a transfer school is a key step in getting back on track to graduation. The students who began at Pacific with fewer than 11 credits earned an average of 3.50 credits per semester. Students who began at Pacific with between 11 and 22 credits earned an average of 3.53 credits per semester, 11th lowest among the 43 transfer schools citywide.
- Pacific was identified as Persistently Lowest Achieving by the New York State Education Department in December 2010.
- Pacific was rated Proficient on its most recent Quality Review in 2008-2009. During Quality Reviews, experienced educators spend several days visiting a school, observing classrooms, and talking to staff, students and parents. Schools are rated on a four-point scale, with "Well Developed" as the highest rating and "Proficient" as the second highest rating. While Proficient schools have strengths and weaknesses, Pacific's 2008-2009 Quality Review cited a number of serious concerns, including inadequate differentiation of instruction to support individual student needs and insufficient attention to monitor students' academic performance. The chart below summarizes 2010 graduation rates by credit accumulation at the time of student admission:

⁶ The mission of transfer schools is to re-engage students who have had relatively little success in their articulated high schools. As such, many students are often two or more years off-track for graduation by the time they enroll in a transfer school. In order to support the work of transfer schools, the New York City Department of Education tracks their 6-year graduation rate so that schools are not penalized for serving students entering the transfer school with minimal credits. The 6-year graduation rate reported here is from the school's 2009-2010 Progress Report.

Pacific High School	2009-2010
Graduating Cohort	180
Percent of OA-UC Students	70%
Percent of Students with 0-11 Credits on Entry	9%
Six-Year Graduation Rate	12%
Percent of Students with 12-22 Credits on Entry	44%
Six-Year Graduation Rate	28%
Percent of Students with 22+ Credits on Entry	46%
Six-Year Graduation Rate	64%

The chart below summarizes key performance data for Pacific over the past three years:

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 Data⁷			
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 Indicators⁸			
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
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⁷ Source: 2009-2010 Progress Report.

⁸ Source: 2009-2010 Progress Report.

Overview of Past Strategic Improvement Efforts at Pacific High School

We recognize that Pacific High School staff members have worked hard to improve the school, but the school has not yet turned around. Over the previous years, the DOE has offered numerous supports to Pacific High School including:

Leadership Support:

- Connecting administrators with other schools to learn effective practices that could be replicated at Pacific High School via monthly principals' meetings.
- Professional development for principal regarding teacher observations and goal setting, supporting instructional walkthroughs to identify strengths and weaknesses throughout the school, and developing a plan for next steps.

Instructional Support:

- Weekly professional development to teachers on a variety of topics including: differentiated instruction, curriculum mapping, data driven decision making, the implementation of the Common Core State Standards, designing and evaluating assessments, the inquiry cycle and examining student work.
- Supporting teacher teams in analyzing student data, identifying targeted students in need of additional support, and researching pedagogical methods to initiate instructional changes.

Operational Support:

- Providing training to principal and school staff on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.
- In the summer of 2010 the principal participated in an operations training that included the proper communication regarding purchasing, spending and available funds, the importance of school lunch applications as they yield Title 1 funds to the school, and State Ed Department and Federal web sites so school could apply for grants.

Student Support:

- Supporting the design of the school's weekly off-site internship program with its numerous existing CBO partners including: Teen PACT, New York City Transit Authority, City Kids, Downstate Medical Center, ENACT, VESID, Vocational Training Foundation, Wildcats, Youth Build, Youth Development Center, Spark program and Planned Parenthood, Brooklyn College Talent Search, Roundabout Theatre, the Welfare Rights Initiative and the Intergenerational Program.
- Advisory and college skills classes are offered to students during the school day and after school classes are offered in ELA, Math, and Living Environment.
- Supporting the school's attendance committee in establishing a protocol for addressing lateness, monitoring attendance daily and facilitating phone messages, individual teacher calls or home visits to students who are late or absent.

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 First Network Safety Liaisons ("NSL");
- Professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

Given Pacific’s lack of success despite the above supports—whether as part of a centralized effort to support all schools or individualized plans for Pacific—it is apparent that Pacific has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Pacific community about strategies to better support students and improve outcomes at the school. On January 20, 2011, Brooklyn High School Superintendent Aimee Horowitz held meetings with the School Leadership Team (“SLT”) and parents at the school to discuss what is and is not working at Pacific, and how we can work together to better serve students. Approximately 20 people attended the parent meeting and 8 people attended the SLT meeting. While parents, students and teachers were very proud of the school’s history and its recent efforts to increase student attendance, they had concerns about several issues:

- The school’s budget and lack of available funding.
- Insufficient online credit recovery opportunities.
- Insufficient opportunities for parent-teacher communication and information about student progress.

The DOE also solicited community feedback via phone and e-mail, including the creation of a dedicated website for this purpose at <http://schools.nyc.gov/community/planning/changes/brooklyn/Pacific>. The DOE used that website to keep the community informed about important dates and to update the community with important new information, including responses to frequently voiced concerns and comments.

While many members of the Pacific community objected to the possibility of phasing the school out, the DOE believes that decisive action must be taken given the school’s longstanding performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. We plan to incorporate community feedback in other ways as we continue to support current Pacific students working towards graduation and as we develop plans to replace Pacific with a new DOE school that would better meet student and community needs.

We will continue to seek and review community feedback while this proposal is under consideration by the PEP.

II. Proposed or Potential Use of Building

The building in which Pacific is located has the capacity to serve 252 students. In the 2009-2010 school year, building K520 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.

As part of the DOE’s central goal to create new school options that will better serve future students and the community at large, the DOE has also proposed to co-locate a new DOE school, Brooklyn Frontiers, in building K520 beginning in 2011-2012. That proposal is outlined in a separate EIS, posted on March 3, 2011 (available at <http://schools.nyc.gov/community/planning/changes/brooklyn/Pacific>).

Pacific currently serves students who are classified as tenth, eleventh and twelfth graders based on their credit accumulation. As stated earlier in this EIS, 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. If the proposal to phase out Pacific is approved, Pacific would no longer admit new students at the conclusion of the 2010-2011 school year. The school will complete phasing out in June 2012.

Over the next four years, the proposed grade spans for the schools in the building are as follows:⁹

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

If the proposal to co-locate Brooklyn Frontiers in K520 is approved, that school would serve approximately 60-81 students in ninth grade during the first year of implementation, and approximately 225-250 students in grades nine through twelve at full scale. The proposed new school would begin to 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. In 2014-2015, once Pacific has completed its phase-out and Brooklyn Frontiers has completed its phase-in, the building would enroll approximately 225-250 students in grades 9-12, yielding an estimated building utilization rate of 99% 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 goals for classroom capacities (which are aspirational targets lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as 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 goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

⁹ At Pacific, some students may be technically classified in grades "not served" at the school. This would occur in situations where current students have not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-2011 school year would still technically be considered a ninth-grade student in 2011-2012. These students will continue to be served at Pacific in 2011-2012 and if these students do not meet promotional requirements by June 2012, they would be supported in identifying alternative programs.

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

A. Students

Pacific students who meet all of their graduation requirements by the closure date in June 2012 would have the opportunity to graduate from Pacific.

Impact on Students Currently Attending Pacific High School

Current Pacific students would complete high school at Pacific if they earn at least 44 academic credits and, at a minimum, pass their five Regents exams by 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 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 another transfer school or Young Adult Borough Centers or program that meets their needs. For a list of transfer schools, please refer to Appendix A attached to this EIS.

Students would also be encouraged to visit a Referral Center for High School Alternatives or a Borough Enrollment Office to discuss options, where an experienced NYC public school counselor or social worker can explain the available options to students.

Based on an analysis of the current students enrolled in Pacific in terms of their individual progress towards graduation with credit accumulation and Regents pass rates, the DOE anticipates that there will be likely fewer than 25 students who are still enrolled in the school by June 2012. As of the October 31, 2010 register, there were 12,071 seats available at transfer schools Citywide and 11,685 students enrolled in these schools, meaning that there is excess capacity of seats. It should be noted that enrollment at transfer schools fluctuates as students may enroll continually 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 Young Adult Borough Centers in Brooklyn, please refer to Appendix B, attached to this EIS.

The DOE will work with students who have not accumulated enough credits or passed the minimum number of Regents exams to graduate in order to ensure that they continue their progress towards graduation.

Transfer schools do not participate in the High School Admissions Process.¹⁰ Transfer schools accept students who have been enrolled in a New York City 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

¹⁰ 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>.

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”). ELL students and students with Individualized Education Plans (“IEPs”) 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 refer to 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 Academic and Extracurricular Offerings at Pacific High School

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 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.

During the proposed phase-out, the DOE will build on our past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teacher practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students.
- Facilitating partnerships with community based organizations to support youth development initiatives at the school.

As a school identified as PLA, Pacific is eligible for School Improvement funds to support the Turnaround model. In most cases, schools undergoing a Turnaround model must replace the principal and at least 50% of the staff. In New York State, the Turnaround model also allows for a school to be phased out and replaced by a new school over time.

If Pacific were selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between Pacific and the proposed new school to be co-located in K520 in 2011-2012, and will be available to support programs at both schools that will actively

advance students towards graduation. (Examples include online credit recovery programs, additional youth development and guidance support to struggling students.)

Pacific currently offers the following sports:¹¹

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 at Pacific High School

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.

¹¹ 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

Transfer schools do not participate in the High School Admissions Process. Transfer schools accept students who have been enrolled in a New York City 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. Students can refer to the following website for more information about applying to a transfer school: 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.

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

B. Schools

Pacific currently enrolls 200 students in grades ten through twelve. If this proposal is approved, Pacific would no longer admit new students at the end of the current school year. The overall plan for the K520 building includes the phase-out of Pacific and the phase-in of a new school, Brooklyn Frontiers. In a separate EIS, the DOE has also proposed the co-location of Brooklyn Frontiers in building K520 beginning in 2011-2012. If that proposal is also approved, the new school would gradually phase into the building by adding one grade level every year until it reaches its full grade span of 9-12, serving approximately 225-250 students at full scale. In 2011-2012, during the phase-out of Pacific and the first year of phase-in of Brooklyn Frontiers, the building would serve approximately 160-231 students, yielding an approximate building utilization rate of 92% of target capacity. In 2014-2015, once Pacific has completed phasing out and Brooklyn Frontiers has completed its phase-in, the building would enroll approximately 225-250 students, yielding an approximate building utilization rate of 99% of target capacity.

The table below outlines the projected enrollment ranges for the schools in building K520 as Pacific phases out and Brooklyn Frontiers phases in:¹²

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 phase-out proposal is approved, there would be sufficient space in building K520 to serve students in Pacific 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

¹² 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.

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.¹³ 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.

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 is 1 full-size science lab, 12 half-size spaces, and 2 science demonstration rooms 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 classroom. 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 1 full-size science lab, 12 half-size spaces, and 2 science demonstration rooms, 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-

¹³ 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.

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 spaces.

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. All of the rooms listed in the chart below 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
Pacific High School	9	4-6	N/A	N/A	N/A
Brooklyn Frontiers High School	N/A	2-4	5-7	7-9	9-11
Total Spaces	9	6-10	5-7	7-9	9-11

C. Community

Pacific has struggled for years to provide a high-quality education to its students. The DOE has offered considerable support to the school, but despite these efforts, Pacific's performance continues to be low. As a result, there is a need to provide better options for families in the community. Under this proposal, the K520 building will remain open but will offer a new educational option that will better support the learning needs of future students 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. As previously stated, the DOE is proposing to phase in Brooklyn Frontiers, a new DOE school that intends to

serve students who are 15-16 years of age and entering the ninth grade for the first time, into the facility beginning in 2011-2012. Brooklyn Frontiers would offer 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 the proposal to phase out Pacific is approved by the PEP, the DOE has plans in place to replace lost seats in Brooklyn. In addition to Brooklyn Frontiers, the DOE is proposing to open another new school in Brooklyn, ROADS Charter High School I (“ROADS Charter School I”), which is being proposed to be co-located in school building K894 (“K894”) located at 1495 Herkimer Street, Brooklyn, NY 11233, within the geographical confines of District 23. ROADS Charter School I intends to serve over-age, under-credited students at the high school level, providing an additional 225-250 seats at scale in the borough. Therefore, 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, which will offer approximately 450-500 combined seats for overage students once they both operate at full scale in the 2014-2015 school year. The opening of two new schools this year will more than offset the approximately 200 seats that Pacific will lose once it is fully phased-out. 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>.

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

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

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

IV. Enrollment, Admissions and School Performance Information

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

Pacific High School

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

Demographic Data

Percentage Students Receiving CTT or SC services ¹⁴	0%
Percentage Students with Individual Education Plan ¹⁵	11%
Percentage English Language Learner Students ¹⁶	1%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁷	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 Data¹⁸			
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 Indicators¹⁹			
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
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¹⁴ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

¹⁵ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

¹⁶ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

¹⁷ District 75 schools are not part of the School Allocation Memorandum No. 9, FY11, June 30, 2010.

¹⁸ Source: 2009-2010 Progress Report.

¹⁹ Source: 2009-2010 Progress Report.

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to Pacific High School, 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. Furthermore, transfer schools 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 will decline next year, 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 Pacific 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. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening new schools will be included in the separate EIS proposing the co-location of Brooklyn Frontiers with Pacific.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at Pacific would be excessed over the course of the phase-out.²⁰ 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 United Federation of Teachers (“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.

²⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 will now be enrolled in the new schools phasing in to the building 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, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools that have an impact on a school that is closing or phasing out are required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

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 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 (“IEP”). 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

All school supervisor and/or administrator positions assigned to Pacific would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

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>. There will be no change to existing transportation practices at Pacific as a result of this proposal.

E. Other Support Services

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

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:
Transfer 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 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 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