

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Christopher Columbus High School (11X415) and a District 75 School's High School Inclusion Program (P010X@Columbus)

I. Summary of Proposal

Christopher Columbus High School (11X415, "Columbus") is an existing zoned high school located at 925 Astor Avenue, Bronx, NY 10469, within the geographical confines of Community School District 11 ("District 11"). It currently serves students in grades nine through twelve.

Columbus is currently co-located with Global Enterprise High School (11X541, "Global Enterprise"), Collegiate Institute for Math and Science (11X288, "Collegiate Institute"), Astor Collegiate Academy, (11X299, "Astor Collegiate"), and Pelham Preparatory Academy (11X542, "Pelham Prep"). All five schools currently enroll students in grades 9-12. There is also a District 75 school ("P010X") that has an inclusion program in building X415 ("P010X@Columbus"), which serves students with a range of disabilities in grades 9-12.¹ P010X students are enrolled in Columbus' general education classes, and, depending on their individual needs, receive Special Education Teacher Support Services ("SETSS").² Finally, there is a Young Adult Borough Center ("YABC") at Columbus.³ A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, libraries, gymnasiums, and cafeterias.

On December 20, 2011, the New York City Department of Education ("DOE") issued an Educational Impact Statement ("EIS") describing a proposal to phase out and eventually close Columbus based on its longstanding poor performance and the DOE's assessment that the school lacks the ability to turn around quickly to better support student needs. Because the P010X students attend class with Columbus students, the P010X program will be phased out concurrently with Columbus. This amended EIS corrects typographical and formatting errors, clarifies the nature of certain of the past supports provided to Columbus, clarifies the methodology for calculating utilization rates, corrects one erroneous utilization rate, corrects minor errors in the room allocation chart, and clarifies the grades served at P010X through the course of Columbus and P010X@Columbus' phase-out, but does not revise or modify the proposal itself.

If this proposal is approved, Columbus and P010X@Columbus would be phased out gradually over the next several years. Columbus and P010X@Columbus would no longer admit new ninth-grade students after the conclusion of the 2010-2011 school year. Current students would be supported as they progress towards graduation while remaining enrolled in Columbus and P010X@Columbus. In cases where students do not complete graduation requirements by the June 2014 closure date, the DOE would help students and families identify alternative programs or schools that meet students' needs so that they may continue their education after Columbus and P010X@Columbus complete phasing out. The YABC program at Columbus

¹ P010X serves students in grades K-12 at six different sites in addition to Columbus: (1) P10X @ P.S. 304X (grades K-5), located at 2750 Lafayette Avenue, Bronx; (2) P10X @ P.S./M.S. 15X (grades K-8), located at 2195 Andrews Avenue, Bronx; (3) P10X @ C.S. 152X (grades K-5), located at 1007 Evergreen Avenue, Bronx; (4) P10X @ I.S. 162X (grades 6-8), located at 600 St. Ann's Avenue, Bronx; (5) P10X @ P300X (grades K-5), located at 2050 Prospect Avenue, Bronx; and (6) P10X @ P817 (grades K-5 and pre-kindergarten), located at 1680 Hoe Avenue, Bronx. The phase-out of Columbus and P010X@Columbus is not anticipated to impact P010X's other sites.

² P010X has SETSS providers that work with P010X students.

³ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. The YABC program in X415 is an evening program.

would not be impacted by the phase-out of Columbus and P010X@Columbus.

If this proposal is approved, the existing schools in X415 would continue to serve their current students. In a separate EIS, posted on December 20, 2010, the DOE is also proposing to co-locate 11X508, a new high school with a “Limited Unscreened” admissions policy, in building X415. If approved, 11X508 would begin phasing into the building with a ninth grade class during the 2011-2012 school year. The new school would grow to full scale as Columbus and P010X@Columbus phase out, and would complete its expansion during the 2014-2015 school year, at which point it would serve students in grades 9-12. The details of that proposal can be found on the DOE Website at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>. In the event that the phase-out of Columbus and P010X@Columbus are not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposal to co-locate 11X508 in X415. Such a revised proposal would be described in a revised EIS.

In a separate EIS, the DOE has also proposed to phase out Global Enterprise due to its longstanding poor performance. The DOE has also proposed to replace Global Enterprise by co-locating another new school in X415, 11X509, designed to serve English Language Learners (“ELLs”). This school would not have an academic screen, but would serve students who are learning English and have been in the country for fewer than four years. If Global Enterprise is phased out, 11X509 would begin phasing in to the building with a ninth grade class during the 2011-2012 school year. 11X509 would continue to grow to full scale as Global Enterprise phases out and completes its expansion during the 2014-2015 school year, at which point it would serve students in grades nine through twelve. The proposals concerning the phase-out of Global Enterprise and the co-location of 11X509 are outlined in two separate EISs posted on December 20, 2010 on the DOE Website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>. In the event that the phase-out of Global Enterprise 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 11X509 in X415. Such a revised proposal would be described in a revised EIS.

In the 2009-2010 school year, building X415 had a target capacity to serve 3,055 students, and the building enrolled 3,264 students, yielding a target building utilization rate of 107%.^{4,5} In 2010-2011, the total enrollment for all schools in the building is projected to be 3,039, yielding an estimated utilization rate of 99% of target capacity.⁶ If the proposals to phase out Columbus and P010X@Columbus and to co-locate 11X508 are approved, the building utilization rate will decrease to 81% in 2014-2015 when Columbus and P010X@Columbus have completed phasing out and 11X508 has completed phasing in. If the proposals to phase out Global Enterprise and co-locate 11X509 are also approved, the building utilization rate will be approximately 79% in 2014-2015 when Global Enterprise has completed its phase-out and 11X509 has completed its phase-in.

Background on the DOE Decision Making Process

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 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 who are actually projected to attend the school and do 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).

⁶ Enrollment reflects 2010-2011 Enrollment Projections and utilization compares this enrollment with the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) capacity.

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”).⁷ 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 based on Student Progress, Student Performance, and School Environment—which includes safety, attendance, and survey feedback from parents, teachers, and 6th-12th grade students, where applicable. During Quality Reviews, also released by the DOE, 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 likewise 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. In January 2010, the State identified Columbus as a PLA school. The school continued to be identified by SED as such in December 2010.

Columbus earned an overall D grade on its 2009-2010 Progress Report, with an F grade on the Student Performance sub-section, an F grade on the Student Progress sub-section, and a B grade on the School Environment sub-section.

Based on the fact that Columbus has received poor grades on its most recent Progress Report and the fact that the State identified the school as PLA, the DOE initiated a comprehensive review of Columbus, with the goal of determining what intensive supports and interventions would best benefit its students and the Columbus community. During that review, the DOE looked at recent and historical performance and demand data for 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 Columbus—is the action the DOE must take to best serve students and the community. It will allow new school options to develop in Building X415 that will provide the highest quality options to families.

Performance and School Environment at Columbus High School

Columbus has struggled for years. Last winter, the Panel for Educational Policy (“PEP”) voted to gradually phase out Columbus based on evidence that the school was not equipped to significantly improve student performance. A lawsuit prevented the DOE from following through with those plans. Columbus’s performance during the 2010-2011 school year only confirmed the DOE’s earlier assessment that the school lacks capacity to turn around quickly to better support student needs.

- Columbus’ four-year graduation rate has remained below 50% for several years.
 - In 2009-2010, the school’s four-year graduation rate (including August graduates) was 47%, well below the Citywide 63% average.⁸ This graduation rate does represent an

⁷ http://www.p12.nysed.gov/accountability/APA/SURR/SURR_home.html.

⁸ The 2010 graduation rate cited for Columbus High School represents the City’s calculation of the four-year graduation rate on the 2009-2010 Progress Reports. The most recent available Citywide four-year graduation rate (including August graduates) was 63% for the Class of 2009. State graduation rates for the Class of 2010 are not yet available. The City’s progress report calculation is generally very close to the State calculation.

increase from the 40% graduation rate in 2008-2009. However, the improvement is not significant enough to demonstrate that the school is capable of quickly turning around. Specifically, the 47% graduation rate ranks in the bottom 6% of high schools Citywide and in the bottom 7% of high schools in the Bronx in terms of graduation rate.

- If Regents diplomas alone counted toward graduation—as will be the case in just one year—the four-year graduation rate at Columbus would drop to just 25%, well below the Citywide Regents’ graduation rate of 46%.⁹
- The school’s six-year graduation rate is not much better. In 2010, Columbus achieved a 51% six-year graduation rate, still below the Citywide four-year average.
- In 2009-2010, only 57% of first-year students at Columbus earned at least 10 credits. Credit accumulation in the first year is a key predictor of future student success because students who fall behind early often have trouble getting back on track to graduation. High school students are required to earn at least 44 credits (in addition to requirements related to the Regents exams).
- Columbus earned an overall D grade on its 2009-2010 Progress Report, with F grades on the Student Performance and on the Student Progress sub-sections. This represents a continuing pattern of low performance for Columbus, which earned an overall D grade on its 2008-2009 Progress Report and an overall C grade in 2007-2008.
- The school’s attendance rate continues to be low. The 2009-2010 attendance rate was 82%, below the Citywide average of 86% for high schools.
- Columbus was rated “Proficient” on its two most recent Quality Reviews, in 2007-2008 and in 2008-2009. During Quality Reviews, experienced educators spend several days visiting a school, observing classrooms, and talking to staff, students, and parents. While “Proficient” schools possess strengths and weaknesses, Columbus’ 2008-2009 Quality Review cited a number of serious concerns, including the need to tailor instruction to meet the needs of all students and monitor student academic progress and performance. These concerns suggest that Columbus is not likely to turn around quickly to better support its students.
- Safety issues are also a concern at the school. On the 2009-2010 New York City School Survey, 25% of student respondents reported feeling unsafe in the hallways, bathrooms and locker rooms at Columbus. Parents also reported concerns about the safety of their children, with 16% of parent respondents indicating that they did not feel their child was safe at school. In addition, 38% of Columbus teacher respondents reported that order and discipline are not maintained.
- Demand for seats at Columbus is low. Columbus is a zoned high school. In 2009-2010 only 11% of incoming ninth-grade students who resided within the zone were enrolled in Columbus as of October 31, 2009.¹⁰ This means that the vast majority of zoned ninth-grade students who were guaranteed a seat at Columbus chose to enroll elsewhere.

⁹ The school Regents graduation rate cited for Columbus represents the City’s calculation of the four-year Regents diploma rate based on the 2009-2010 Progress Report cohort. The Citywide average Regents diploma rate is based on the State’s calculation for 2008-2009. The State’s 2010 calculation is not yet available.

¹⁰ Audited enrollment data are not yet available for the current school year. Enrollment data are from the 2009-2010 school year, audited as of October 31, 2009.

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

Christopher Columbus High School¹¹	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Performance Grade	C	D	F
Progress Grade	C	D	F
Environment Grade	B	C	B
Quality Review Score	P	P	
Graduation Data			
Four-Year Graduation Rate	37%	40%	47%
Four-Year Regents Diploma Rate	16%	19%	25%
Six-Year Graduation Rate	60%	54%	51%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	48%	49%	57%
Attendance Rate	81%	83%	82%
2010-2011 State Accountability Status			
Restructuring (advanced) - Comprehensive			

Overview of Past Strategic Improvement Efforts at Columbus High School

Columbus staff members and families have worked hard to improve the school. Over the previous years, the DOE has offered numerous supports to Columbus including:

Leadership Support:

- Supporting the principal in developing the school’s Comprehensive Education Plan and in setting school goals.
- Providing extensive leadership training for the principal.
- Connecting administrators with other schools to learn effective practices that could be replicated at Columbus.

Instructional Support:

- Providing monthly training to teachers on individualizing instruction, curriculum development, aligning instruction to new State standards, improving classroom instruction by using productive group work, and data analysis.
- Establishing grade-level and departmental teams to analyze student data and monitor student progress and to use data to make instructional decisions, improve credit accumulation, and increase the pass rate for Regents exams.

¹¹ Source: 2009-2010 Progress Report.

- Helping to implement extended periods and block scheduling for the ninth-grade Global Studies program.
- Supporting the school to use data to improve instruction for ELLs, students with disabilities, and students performing below grade level.

Operational Support:

- Working with the school to implement more than \$250,000 in grants, which was used to create alternative education programs for at-risk students (Renaissance Program, Boys 2 Men, and Women Empowerment), small learning communities (from High Schools that Work), and improve the campus library.
- Coaching on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Training for guidance counselors on how to use scholarship reports and graduation tracking systems.
- Creating a designated attendance team, crisis management team, and mediation program to help reduce suspensions and violent incidences at the school and improve student attendance.
- Supporting the school's efforts to let students know about their options after high school; these efforts have included the College Now program and tours of college campuses for students.

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 CFN Safety Liaisons.
- Professional development and kits for Building Response Teams.
- Monitoring and certifying School Safety Plans annually.

Given Columbus' lack of success despite the above efforts—whether as part of a centralized effort to support all schools or individualized plans for Columbus—it is apparent that Columbus 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 Columbus community about strategies to better support students and improve outcomes at the school. The Columbus community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed phase-out of Columbus. On November 18, 2010, Deputy Chancellor Santiago Taveras and High School Superintendent Geraldine Taylor-Brown held meetings with the School Leadership Team and parents at the school to discuss what is and is not working at Columbus, and how we can work together to serve students better. Approximately 40 parents attended. While they had some positive comments about several hard-working teachers and the Supplemental Educational Services tutoring program, they expressed concern about a number of issues. Parents said:

- The school has difficulty individualizing instruction to meet the needs of students, and parents questioned the school's ability to serve struggling students alongside their higher-performing classmates.

- Parents are not receiving guidance from the school on how they can better support struggling students.
- There is confusion about what action plans are available to help change the school.

The School Leadership Team expressed similar concerns and also discussed efforts to improve teacher-student communication.

The DOE also solicited community feedback via phone and e-mail, including creation of a dedicated webpage for this purpose at: <http://schools.nyc.gov/community/planning/changes/bronx/columbus>.

While many members of the Columbus community objected to the possibility of phasing-out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles and the lack of evidence demonstrating that the school can quickly turn around to better support students. We plan to incorporate community feedback in other ways as we continue to support current Columbus students working toward graduation and as we develop plans to replace Columbus with other schools that 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

In 2009-2010, building X415 had a capacity to serve 3,055 students, and the building enrolled 3,264 students, yielding a building utilization rate of 107% of target capacity.¹² In 2010-2011, the total student enrollment in the building is projected to be 3,039, yielding an estimated utilization rate of 99%.¹³ All schools in the building are currently operating at full scale serving students in grades 9-12.

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 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).

¹² 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 projected number of students who are actually projected to attend the school and do 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.

¹³ 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).

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 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 fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public school. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

As part of the replacement strategy for Columbus, the DOE is also proposing to co-locate a new high school, 11X508, in the X415 building. That proposal is outlined in a separate EIS, also posted on December 20, 2010. As described in two other EISs, the DOE is proposing the phase-out of Global Enterprise and the co-location of another new high school, 11X509, as part of the replacement strategy for Global Enterprise in building X415. There are a number of potential scenarios concerning the use of space in building X415, depending on which of the two phase-out proposals and the two co-location proposals the PEP approves. The two scenarios with the most significant space implications are outlined below:

1. Only one school (Columbus or Global Enterprise) is approved for phase-out, and only one replacement school (11X508 or 11X509) is approved for co-location.
2. Both Columbus and Global Enterprise are approved for phase-out and both replacement schools, 11X508 and 11X509, are approved for co-location.

Under the first scenario, if the PEP approves the proposals to phase out Columbus and P010X@Columbus and to co-locate 11X508, in 2011-2012, Columbus and P010X@Columbus would cease admitting new students and 11X508 would serve approximately 100-125 ninth-grade students. 11X508 would gradually grow to full scale as Columbus and the P010X@Columbus phase out over the next several years. At full scale, 11X508 would serve approximately 400-450 students in grades 9-12 in 2014-2015. The other schools in the building—Global Enterprise (assuming it was not approved for phase-out), Collegiate Institute, Astor Collegiate, and Pelham Prep—would continue to serve students in grades 9-12. Global Enterprise would continue to enroll 450-500 students; Collegiate Institute would continue to enroll 450-500 students; Astor Collegiate would continue to enroll 450-500 students; and Pelham Prep would continue to enroll 450-500 students. In 2014-2015, once Columbus has completed its phase-out and 11X508 has completed its expansion, the building would serve approximately 2,200-2,450 students in grades 9-12 which would yield a building utilization rate of 81% of target capacity. The YABC program would not be impacted by this scenario and would remain in operation at X415.

Under this scenario, the proposed grade spans for the schools in the building over the next four years are as follows:

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
Columbus ¹⁴	11X415	9-12	10-12	11-12	12	N/A
Global Enterprise	11X541	9-12	9-12	9-12	9-12	9-12
Collegiate Institute	11X288	9-12	9-12	9-12	9-12	9-12
Astor Collegiate	11X299	9-12	9-12	9-12	9-12	9-12
Pelham Prep	11X542	9-12	9-12	9-12	9-12	9-12
11X508	11X508	N/A	9	9-10	9-11	9-12
P010X	P010X	9-12	10-12	11-12	12	N/A

Under the second scenario, Columbus and Global Enterprise would gradually phase out over the next several years and 11X508 and 11X509 would begin phasing into the building in 2011-2012, adding one grade level per year until they reach full capacity. 11X508 and 11X509 are each expected to serve 100-125 ninth-grade students in 2011-2012. In 2014-2015, at full scale, 11X508 and 11X509 would each serve approximately 400-450 students in grades 9-12.

The other schools in the building—Collegiate Institute, Astor Collegiate, and Pelham Prep—would continue to serve students in grades 9-12. Collegiate Institute would continue to enroll 450-500 students; Astor Collegiate would continue to enroll 450-500 students; and Pelham Prep would continue to enroll 450-500 students. Under this scenario, building X415 would serve approximately 2,150-2,400 students in grades 9-12 in 2014-2015, at which point Columbus and Global Enterprise would have completed their phase-out and the two new schools would have completed their expansions. This would yield an estimated building utilization rate of 79%.¹⁵ The YABC program would remain part of the Columbus High School Campus. Under this scenario, the DOE also anticipates phasing in an additional school to replace Columbus in either 2012-2013 or 2013-2014 as space allows. Any such proposal would be addressed in a future EIS.

¹⁴ As Columbus phases out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had 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 technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Columbus and would have access to appropriate courses to support their continued progress toward graduation. As discussed earlier, P010X is a District 75 school that has an Inclusion Program at Columbus, where students with a range of disabilities participate in an inclusion setting within Columbus High School. There are 8 students currently in the District 75 PX010 program at Columbus as of the November 1, 2010 register. There are 2 students in 9th grade, 2 in 10th grade, 3 in 11th grade and 1 in 12th grade. This program would phase-out with Columbus High School.

¹⁵ 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).

Under this scenario, the proposed grade spans for the schools in the building over the next four years are as follows:

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
Columbus	11X415	9-12	10-12	11-12	12	N/A
Global Enterprise ¹⁶	11X541	9-12	10-12	11-12	12	N/A
11X508	11X508	N/A	9	9-10	9- 11	9-12
11X509	11X509	N/A	9	9-10	9- 11	9-12
Collegiate Institute	11X288	9-12	9-12	9-12	9-12	9-12
Astor Collegiate	11X299	9-12	9-12	9-12	9-12	9-12
Pelham Prep	11X542	9-12	9-12	9-12	9-12	9-12
P010X	P010X	9-12	10-12	11-12	12	N/A

As with the first scenario, under this scenario P010X@Columbus would also phase out with Columbus.

For a detailed outline of the EISs proposing the phase-out of Global Enterprise and the co-location of 11X508 and 11X509 in building X415, please visit the DOE Website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

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

A. Students

Enrollment Options for Current Columbus High School and P010X@Columbus Students

Under this proposal, all current Columbus and P010X@Columbus students would have the opportunity to graduate from Columbus assuming that they continue to earn credits on schedule. Students enrolled in grades K-8 at P010X may enroll at a different District 75 school when they begin high school. The other District 75 schools offering high school inclusion programs in the Bronx are listed on page 17.

Current Ninth Graders in Columbus High School

In New York City, the High School Admissions Process is a Citywide choice process. The High School Admissions Process permits the applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due on December 3, 2010. Current ninth-grade students at Columbus may have already taken part in this process. If this proposal is approved in February 2011, there would be another opportunity for current ninth-grade students to participate in the High School Admissions Process. Students who are in the ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade.

Those interested in applying to attend a different school as a tenth grader in September 2011 should meet

¹⁶ As Global phases out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had 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 technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Global and would have access to appropriate courses to support their continued progress toward graduation.

with a guidance counselor. In early February 2011, a new high school application called the New High Schools Choice Form will be available. These students should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. Students may receive a match as part of the Main Round of the admissions process.

Alternatively, current repeat ninth-grade students would complete high school at Columbus provided they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a transfer school.¹⁷

Current Tenth, Eleventh and Twelfth Graders at Columbus High School

Current tenth, eleventh, and twelfth grade students who are on track to graduate would complete high school at Columbus if they continue to earn credits on schedule. As the school becomes smaller, students would receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to discuss all of their options.

Current tenth, eleventh, and twelfth grade students who are not on track to graduate should meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the City's transfer schools or YABCs, which have strong track records for helping over-age, under-credited students get back on track toward graduation.¹⁸ In general, however, it is expected that most current Columbus students would remain enrolled at the school as they work toward graduation.

Columbus currently offers Collaborative Team Teaching ("CTT"), Self-Contained ("SC") classes and Special Education Teacher Support Services ("SETSS"). Students with disabilities would continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Columbus currently offers English as a Second Language ("ESL") services. English Language Learners ("ELLs") at Columbus would likewise continue to receive mandated services as the school phases out. Further, Students enrolled in P010X@Columbus would continue to receive mandated services in accordance with their IEPs and would continue participating in the inclusion program at Columbus until June 2014.

If this proposal were approved, Columbus and P010X@Columbus would no longer admit new ninth-grade students after the end of the 2010-2011 school year. Columbus and P010X@Columbus would continue to serve current students until the school completes phasing out in June 2014. The DOE would arrange a new placement for students who haven't accumulated enough credits and those who have not passed the minimum number of Regents exams by June 2014. Likewise, the DOE would work with any student in P010X@Columbus to find alternative placements either in the X415 building or in a transitional program if they have not received their District 75 diploma by June 2014.¹⁹

Impact on Academic and Extracurricular Offerings at Columbus High School

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Columbus. That said, the availability of certain offerings at the school would inevitably be

¹⁷ Transfer schools are small, academically rigorous, full-time high schools designed to re-engage students who are behind in high school or have dropped out. The essential elements of transfer schools include: a personalized learning environment, rigorous academic standards, student-centered pedagogy, support to meet instructional and developmental goals, and a focus on connections to college.

¹⁸ See Footnote 2.

¹⁹ Transitional programs include vocational and community based experiences to help students transition into the world of work.

impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, Columbus would continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school shrinks, the school would likely need to scale back its elective course offerings. 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 Columbus to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City.

During the proposed phase-out, the DOE would 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 supporting students.
- Facilitating partnerships with community based organizations to support youth development initiatives at the school.

Columbus is also in the fifth year of a 5-year Federal Small Learning Community grant.²⁰ The small learning communities are: Justice Academy, Unity Academy, Equality Academy, and Liberty Academy. Columbus will no longer be funded by the federal grant as the grant expires at the end of this school year, regardless of the phase-out proposal. However, Columbus will still be able to maintain the small learning community structure as it phases out.

As a school identified as PLA, Columbus 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 the DOE's proposals to phase out Columbus and co-locate 11X508 are approved, and if Columbus were selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between Columbus and 11X508, 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).

Columbus 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.

²⁰ In New York City, there are over 20 large secondary schools that have restructured into Small Learning Communities (SLCs). Each SLC in a school typically has between 250-450 students that work closely with a core group of teachers and other adults. Together, they develop a personalized learning environment focused on the adults knowing the needs, interests, and aspirations of each student well, closely monitoring his or her progress, and providing the academic and other support he or she needs to succeed. SLC teachers plan together and the curriculum in each SLC is structured around a theme or unifying principle to add relevance to academic subjects. Students with special needs and English Language Learners are part of the SLCs. There is one Principal for the school, with each SLC led by an Assistant Principal. SLC schools are supported by the Office of School Redesign under the Division of Teaching & Learning.

Columbus currently offers the following sports:²¹

- PSAL Sports – Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Football & JV Football, Golf, Indoor Track, Lacrosse, Outdoor Track, Soccer, Tennis, and Volleyball.
- PSAL Sports – Girls: Basketball, Bowling, Cross Country, Indoor Track, Lacrosse, Outdoor Track, Soccer, Tennis, and Volleyball.
- PSAL Sports – Co-ed: N/A
- School Sports: Step and Dance Teams and Cheerleading.

According to the High School Directory, Columbus also offers the following extracurricular activities: National Honor Society (Arista), ASPIRA, Leadership, Student Exchange, School Newspaper (The Admiral), Chorale, Gospel and Concert Choirs, Beginner, Intermediate Concert, Pep and Jazz Bands, Stagecraft, Muralists, Video, Caribbean Club, Chess Club, Dance Club, French Club, and Multicultural Club.

It is again difficult to predict precisely how those changes might be implemented as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the Columbus High School Campus is already home to several school organizations and the DOE anticipates that an additional new school would also phase in to the building, if approved by the PEP. Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools located on the campus eligible to participate. This is true at Columbus, where students from all schools are eligible to participate in sport offerings. If this proposal is approved, we anticipate that this same opportunity would continue to exist for students across the Columbus High School Campus, including current Columbus students. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Similarly, all school organizations in the building would offer extracurricular programs based on student interests, available resources, and staff support for those programs. As the school phases out, current Columbus students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

Students enrolled at P010X@Columbus participate in Columbus' extracurricular activities. This proposal will not impact P010X@Columbus students' ability to participate in these activities although, as noted above, it is likely that Columbus would need to scale back its offerings as enrollment declines.

The proposed phase-out is not expected to impact the academic or extracurricular program offerings at any of the other four schools in X415.

²¹ Sport offerings reflect the 2010-2011 Directory of High Schools. PSAL is the Public School Athletic League. The mission of the Public Schools Athletic League 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 at Columbus High School

Columbus has developed a partnership with Good Shepherd Services. Good Shepherd Services works with schools and families to support at-risk students.

That partnership would continue to support current students as Columbus phases out though it is possible that the nature and scope of the partnership would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Columbus staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period.

In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Columbus students in the past. The other schools currently housed on the Columbus High School Campus already have established relationships with non-profit organizations, including some whose work is directly connected to the missions and themes of those schools. As appropriate, the DOE would work with other schools on the Columbus High School Campus to introduce or enhance partnerships with the community organizations that currently support Columbus students.

The DOE does not anticipate that this proposal would impact the partnerships of the other four schools in the X415 building.

Career and Technical Education Programs

Columbus currently offers two Career and Technical (“CTE”) programs aligned to two distinct pathways: Information Technology (Computers A+ and Cisco Networking) in the Maintenance, Installation and Repair career pathway, and a Culinary Arts program in the Restaurants and Food/Beverage Services career pathway. These programs are still in development.²² State-approved CTE programs integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs and receive instruction that meets business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce. Any student at a school that offers a CTE program may elect to participate in the course sequence by discussing his or her interest with a guidance counselor.

Students participating in Columbus’ CTE programs would continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. There are 7 other CTE programs in the Maintenance, Installation and Repair pathway Citywide, including 2 in the Bronx. There are 10 other CTE programs in the Restaurants and Food/Beverage Services pathway Citywide, including 1 in the Bronx. The list of schools in the City that also provide a CTE pathway in Maintenance, Installation and Repair or Restaurants and Food/Beverage Services can be found in Appendix A. A full list of City high schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices or on the DOE Website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>

The proposed phase-out of Columbus is not anticipated to impact students enrolled in the four other schools. However, as discussed above, P010X@Columbus would be phased-out concurrently with Columbus. The list of other District 75 schools which offer a high school inclusion program in the Bronx can be found on page 17.

²² If a school is “in development,” it means that it is in the process of developing a CTE program of study, but has not yet received official approval from the City or State. Students receive instruction related to CTE content in classes, but the school has not yet been granted approval to endorse diplomas with a CTE certification in this area.

Admissions Impact for Future High School Students - High School Admissions Process

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. All schools in the X415 building admit students as part of the High School Admissions Process. Global Enterprise, Collegiate Institute, Astor Collegiate, and Pelham Prep admit students through the Limited Unscreened admissions method. These programs give priority to students who demonstrate interest in the school by attending a school’s Information Session or Open House events or visiting the school’s exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority to the school’s program(s). Columbus is a zoned school. Zoned schools give admissions priority to students who apply and live in the geographic zoned area of the high school.

11X508, the new high school to be phased in to X415, will have a Limited Unscreened admissions policy and give admissions preference to Bronx residents.

Across the city, students who are in the eighth grade must participate in the High School Admissions Process, and, as described earlier, students who are first time ninth graders have the option of participating to apply for a tenth-grade seat in another school.

There are three rounds to the High School Admissions Process:

Specialized High School Round: Students who took the Specialized High School Admissions Test and are eligible based on their score would receive their specialized high school offer and a regular high school match.

Main Round: All eighth-grade students (minus those who qualified for and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth grade students who want to apply to any of the new schools have the opportunity to complete a new high school application which supersedes the application that was submitted in December.

Supplementary Round: Any student who is not matched in the Main Round has to complete a new high school application. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

Historically, eighth grade students living in the Columbus zone could receive priority to Columbus by applying to the zoned program. If the zoned program is listed first by the student, admission to the program is guaranteed. If the student listed the zoned program anywhere in the list of twelve choices, and does not get matched to a higher choice, admission to the zoned program is guaranteed. If this proposal is approved, there would no longer be a zoned preference option for students currently living within the Columbus zone. As stated earlier, even though guaranteed a seat, students residing in the Columbus zone are choosing to attend high school elsewhere. In 2009-2010 only 11% of incoming ninth-grade students who resided within the zone were enrolled in Columbus as of October 31, 2009.²³

High school admissions applications were due on December 3, 2010. If this proposal is approved by the PEP in February 2011, students who listed the Columbus zoned program on their high school admissions applications would have the opportunity to submit a new admission application with revised school rankings in February 2011. This application would replace the previously submitted application and would be included as the student’s application for the Main Round of the High School Admissions Process. New

²³ Audited enrollment data are not yet available for the current school year. Enrollment data are from the 2009-2010 school year, audited as of October 31, 2009.

high schools designated to open throughout the City for the 2011-2012 school year would also be available for these students to consider as well.

If this proposal is approved, and a student does not submit a new application in February 2011, Columbus' high school program would be removed from the student's existing ranking list before the Main Round match is executed. In this scenario, any schools ranked lower than the program offered at Columbus on the application would essentially move up on the application. This may or may not impact the eventual match as the student might have been matched to a school ranked higher than Columbus on the application. However, if the student would have been matched to Columbus, he or she would instead be matched to the next-highest program listed on the application for which an opening is available.

Admissions Impact for Future High School Students

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it would need to serve as a result of a phase-out decision. As of - November 1, 2010, Columbus has a total of 161 new ninth-grade admits. New ninth-grade admits are made up of students who enter the school through two methods:

- High School Admissions Process
- "Over-the-counter" ("OTC") placement

Over-the-counter placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of three categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101).²⁴

When a student arrives for an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that would meet the student's needs.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Educational Option or Unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not filling projected enrollment targets through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered through referral.²⁵ In this way, the DOE

²⁴ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

²⁵ International schools are designed to provide quality education for recently arrived immigrant students through a unique

is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. Moreover, in the Bronx, the number of schools that admit students during this period has increased from 123 to 128.

While the DOE cannot predict the exact number of students who would apply to a particular high school through the High School Admissions Process or the number of students who would arrive over-the-counter, the following analysis uses the data from the 2010-2011 school year to approximate future needs. At Columbus, the below provides an overview of how many students arrived through the High School Admissions Process versus over-the-counter:

	High School Admissions Process	Over-the-Counter
9 th Grade	67	94

Additionally, Columbus admitted 113 OTC students in grades 10-12 as well.²⁶

	Over-the-Counter
10 th Grade	57
11 th Grade	37
12 th Grade	19

It is critical that the needs of all students—whether they arrive through the admissions process or over-the-counter—are met. Of the 67 ninth grade students who were admitted through the High School Admissions Process, 34% are students with disabilities and 19% are ELL. And of the 207 total students who arrived over-the-counter, 13% are students with disabilities and 13% are ELL.²⁷

Non-District 75 high school students with IEPs are admitted in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

Schools with Programs Similar to Columbus High School’s program offerings

As stated elsewhere in this proposal, Columbus offers two CTE programs: Information Technology (Computers A+ and Cisco Networking) and Culinary Arts. These programs are aligned to the Maintenance, Installation and Repair Pathway and the Restaurants and Food/Beverage Services, respectively. These programs are still in development. There are 7 other CTE programs in the Maintenance, Installation and Repair Pathway Citywide, including 2 in the Bronx. There are 10 other CTE programs in the Restaurants and Food/Beverage Services Pathway Citywide, including 1 in the Bronx. The list of schools in the City that also offer a CTE pathway in Maintenance, Installation and Repair or Restaurants and Food/Beverage Services can be found in Appendix A.

educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

²⁶ Some of the 10th grade new admits may have been through the High School Admissions Process for 10th grade students.

²⁷ Students with disabilities as percentage of total students from the 2010 Unaudited Register on November 1, 2010. This count does not include SETSS or students receiving speech or language services. English language learner students as percentage of total students from the 2010 Unaudited Register on November 1, 2010.

Students who might have selected Columbus would continue to have access to a broad range of high school options through the Citywide High School Admissions Process. Additional information can be found in Appendix A. Although students who are currently zoned to Columbus would no longer have a zoned guarantee to a school, there are 14 other high schools within the geographical confines of District 11 which offer programs in the Limited Unscreened admissions method.²⁸ All four of the other schools in the X415 building are included in this group of schools. The list of high schools within the geographical confines of District 11 can be found in Appendix B.

A full list of City high schools is available in the New York City High School Directory, which is available in print at DOE middle schools and Borough Enrollment Offices or on the DOE Website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

High Schools with District 75 Inclusion Programs

If this proposal is approved, PX010 would not admit new students into the high school inclusion program at Columbus beginning in 2011-2012. D75 students who receive D75 SETSS services in middle school participate in an application process administered by D75 for a high school inclusion program. For more information regarding this application process please refer to the following Website: <http://schools.nyc.gov/Offices/District75/default.htm>.

Below is a list of other high schools in the Bronx that currently offer District 75 inclusion programs and to which students can apply:

District	District 75 Program	High School with Inclusion Program
7	P754X	Jill Chaifetz Transfer High School (X379)
7	P188X	Bronx Leadership Academy II (X527)
8	P721X	Herbert H. Lehman (X405)
10	P168X	DeWitt Clinton (X440)
11	P811X	Bronx HS for the Visual Arts (X418)
11	P723X	Bronx Lab HS (X265)
12	P168X	East Bronx Academy for the Future (X271)
12	P723X	Peace and Diversity Academy (X278)

The creation of new District 75 inclusion programs is based on demand and need. The DOE will assess the need to create new District 75 high school inclusion programs, either in the X415 building or elsewhere in the Bronx.

²⁸ Limited Unscreened programs give priority to students who demonstrate interest in the school by attending a school’s Information Session or Open House events or visiting the school’s exhibit at any one of the High Schools Fairs.

B. Schools

In the 2009-2010 school year, building X415 had a target capacity to serve 3,055 students, and the building enrolled 3,264 students, yielding a target building utilization rate of 107%.²⁹ In 2010-2011, the total enrollment for all schools in the building is projected to be 3,039, yielding an estimated utilization rate of 99% of target capacity.³⁰ If this proposal is approved, Columbus would phase out gradually, but the ninth-grade seats lost as a result of that phase-out would be replaced as new schools phase in to the Columbus High School Campus.

The overall plan for the X415 building includes different possible scenarios, but the two scenarios with the most significant space impact are discussed here:

1. Only one school (Columbus or Global Enterprise) is approved for phase-out, and only one replacement school (11X508 or 11X509) is approved for co-location.
2. Both Columbus and Global Enterprise are approved for phase-out and both replacement schools 11X508 and 11X509 are approved for co-location.

Under the first scenario, assuming only Columbus is approved for phase-out, there would be no direct impact on enrollment at Collegiate Institute, Astor Collegiate, Pelham Prep, or Global Enterprise as a direct result of this proposal. Columbus would not accept new ninth grade students at the end of the 2010-2011 school year and would complete phasing out in June 2014. 11X508, the proposed replacement school for Columbus would serve approximately 100-125 students in grade 9 during 2011-2012. 11X508 would phase in gradually, adding one grade annually until it reaches full scale in 2014-2015. At that point, 11X508 would serve approximately 400-450 students in grades 9-12.

In 2014-2015, under scenario 1, the building would enroll approximately 2,200-2,450 students, yielding an estimated building utilization of 81%.³¹ At that point, Columbus would have completed its phase out and 11X508 would have completed its expansion. This means that the building would have adequate capacity to accommodate the full expansion of 11X508 into the facility.

Students currently enrolled in P010X@Columbus would continue to be served in the X415 building until June 2014 as Columbus phases out.

The table below outlines the estimated enrollment ranges for the schools in X415 as Columbus phases out and 11X508 phases in:³²

²⁹ 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 who are actually projected to attend the school and do 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.

³⁰ Enrollment reflects 2010-2011 Enrollment Projections and utilization compares this enrollment with the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) capacity.

³¹ Based on enrollment at scale compared to 2009-2010 target building utilization.

³² 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.

School Name	DBN	Projected Enrolment				Admissions Method ³³
		2011-12	2012-13	2013-14	2014-15	
Collegiate Institute	11X288	450-500	450-500	450-500	450-500	Limited Unscreened
Astor Collegiate	11X299	450-500	450-500	450-500	450-500	Limited Unscreened
Columbus	11X415	700-800	400-500	200-300	N/A	N/A
11X508	11X508	100-125	200-225	300-325	400-450	Limited Unscreened
Global Enterprise	11X541	450-500	450-500	450-500	450-500	Limited Unscreened
Pelham Prep	11X542	450-500	450-500	450-500	450-500	Limited Unscreened.
P010X	P010X	5-10	5-10	0-5	N/A	Placement based on individual student needs.
Total Enrollment in X415		2,605-2,935	2,405-2,735	2,300-2,630	2,200-2,450	N/A

In the second scenario, where both Columbus and Global Enterprise are approved for phase-out and both 11X508 and 11X509 are approved to be co-located, there would be no direct impact on enrollment at Collegiate Institute, Astor Collegiate, and Pelham Prep as a direct result of this proposal. Columbus and Global Enterprise would not accept new ninth grade students at the end of the 2010-2011 school year and would complete phasing out in June 2014. 11X508, the proposed replacement school for Columbus, and 11X509, the replacement option for Global Enterprise, would each serve approximately 100-125 students in grade 9 during their first year. The new schools would phase in gradually, adding one grade annually until they reach full scale in 2014-2015. At that point, the new schools would each serve approximately 400-450 students in grades 9-12. Students currently enrolled in P010X@Columbus would continue to be served in the X415 building until June 2014.

In 2014-2015, the building would enroll approximately 2,150-2,400 students, yielding an estimated building utilization of 79%.³⁴ At that point, Columbus and Global Enterprise would have completed phasing out and the two new schools would have completed their expansions. This means that the building has adequate capacity to accommodate the full expansion of the proposed replacement schools for Columbus and Global Enterprise. Under this scenario, the DOE also anticipates phasing in an additional school to replace Columbus in either 2012-2013 or 2013-2014 as space allows. Any such proposal would be addressed in a future EIS.

³³ Each school that participates in the High School Admissions Process may have multiple programs with different selection methods. The Limited Unscreened selection method indicates that a program gives priority to students who demonstrate interest in the school by attending a school’s information session or Open House events or visiting the school’s exhibit at any one of the High School Fairs. The Educational Option Selection Method has already been explained in this document.

³⁴ Based on enrollment at scale compared to 2009-2010 target building utilization.

The table below outlines the estimated enrollment ranges for the schools in X415 as Columbus and Global Enterprise phase out and the two new schools phase in.³⁵

School Name	DBN	Projected Enrolment				Admissions Method ³⁶
		2011-12	2012-13	2013-14	2014-15	
Collegiate Institute	11X288	450-500	450-500	450-500	450-500	Limited Unscreened
Astor Collegiate	11X299	450-500	450-500	450-500	450-500	Limited Unscreened
Columbus	11X415	700-800	400-500	200-300	N/A	N/A
11X508	11X508	100-125	200-225	300-325	400-450	Limited Unscreened
11X509	11X509	100-125	200-225	300-325	400-450	Screened: Newly Arrived ELLs
Global Enterprise	11X541	300-350	200-250	100-150	N/A	N/A
Pelham Prep	11X542	450-500	450-500	450-500	450-500	Limited Unscreened
P010X	P010X	5-10	5-10	0-5	N/A	Placement based on individual student needs.
Total Enrollment in X415		2,555-2,910	2,355-2,710	2,250-2,605	2,150-2,400	N/A

If this proposal is approved, there would be sufficient space in the building to accommodate all students under both scenarios pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE 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.

³⁵ 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.

³⁶ Each school that participates in the High School Admissions Process may have multiple programs with different selection methods. The Limited Unscreened selection method indicates that a program gives priority to students who demonstrate interest in the school by attending a school’s information session or Open House events or visiting the school’s exhibit at any one of the High School Fairs. The Educational Option Selection Method has already been explained in this document.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.³⁷ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

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 the school. Each principal, therefore, must make decisions about how and where students would be served within the space allocated to the school. However, the DOE would 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 would 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.

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms, or as office space. They would 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.

Based on a recent building walkthrough conducted by the Office of Space Planning in December 2010, there are 93 full-size spaces, 5 science labs, and 10 science demonstration rooms in building X415, for a total of 108 full-size spaces. Of these 93 full-size spaces, 5 are shared among the schools on the campus and are therefore not included in the dedicated space allocations for any particular school. These spaces are a band room, culinary room, art room, computer technology room, and a weight room. There are also 29 half-size spaces in the building and 16.5 designated administrative spaces along with 21 quarter-size rooms used for administrative services.

Columbus High School is currently using 29 full-size spaces, 1 full-size science laboratory, 3 full-size science demonstration rooms, and 12 half-size spaces. Consistent with the Footprint, Columbus should be allocated a baseline of 38 full-size spaces, 3 half-size spaces, 2 science labs, and 2 science demonstration

³⁷ 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.

rooms.³⁸

Currently, Pelham Prep is allocated 17 full-size spaces, Global is allocated 16 full-size spaces, Astor Collegiate is allocated 17 full-size spaces, and Collegiate Institute is allocated 17 full-size spaces. P010X has been allocated 1 dedicated full-size classroom.

Under the first scenario described earlier, if this phase-out proposal is approved, Columbus would be allocated a baseline of 26-30 full-size spaces based on its projected student enrollment of 700-800 during the 2011-2012 school year. 11X508, the replacement school for Columbus, would be allocated a baseline of 4 full-size spaces in its first year. Consistent with the Footprint, Collegiate Institute would be allocated a baseline of 17 full-size spaces; Astor Collegiate would be allocated a baseline of 16 full-size spaces; Global would be allocated a baseline of 16 full-size classrooms; and Pelham Prep would be allocated a baseline of 16 full-size spaces. P010X@Columbus would be allocated 1 full-size classroom for its dedicated use. This represents a total of 96-100 full-size spaces during the 2011-2012 school year. Thus, there would be sufficient space in X415 for all schools to operate in the building in 2010-2011.

In 2014-2015, in accordance with the Footprint, Collegiate Institute would be allocated a baseline of 17 full-size spaces; Astor Collegiate would be allocated a baseline of 16 full-size spaces; Pelham Prep would be allocated a baseline of 16 full-size spaces; Global Enterprise (assuming it was not approved for phase-out) would be allocated a baseline of 16 full-size spaces. 11X508 would be allocated a baseline of 16 full-size spaces. This represents a total of 81 full-size spaces. Thus, there would be sufficient space in the building for all schools to operate at full scale during the 2014-2015 school year.

Schools would also be allocated resource rooms, half-size spaces and administrative space in accordance with the Footprint. 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. 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.

If this proposal to phase out Columbus is approved, the Office of Space Planning would work with the Building Council to ensure an equitable allocation of the remaining space. The Office of Space Planning would also work to ensure a smooth transition of the number of rooms currently being used by Columbus High School. As Columbus High School's enrollment declines, the baseline allocation of rooms would be reduced accordingly per the Instructional Footprint. Collegiate Institute, Astor Collegiate, and Pelham Prep would maintain their classroom baseline allocation. If approved, 11X508 would be allocated at least their baseline number of rooms while Columbus and Global Enterprise phase out. As mentioned previously, the co-location of an additional new school may be proposed in the future which would be addressed in separate EISs.

The table below outlines the baseline of full-size spaces that each school should be allocated in the first scenario, based on their enrollment through the course of the phase-out of Columbus and the phase-in of 11X508:

³⁸ The Footprint allocation for Columbus does not differentiate between general education or CTT classes (which require full-size classrooms) and SC classes (which can be accommodated in half size classrooms). Columbus is currently operating 11 SC classes which may be programmed in half-size classrooms, depending upon availability of full-size classrooms. Columbus has been allocated 12 half size classrooms. In addition, Columbus has access to the 5 shared full-size spaces on the campus, which provides additional programming flexibility.

School Name	DBN	Total Baseline Footprint Allocation of Full-size Spaces				
		2010-2011	2011-12	2012-13	2013-14	2014-15
Collegiate Institute	11X288	17	17	17	17	17
Astor Collegiate	11X299	16	16	16	16	16
Columbus	11X415	33	26 - 30	15-16	7-11	N/A
11X508	11X508	N/A	4	8	12	16
Global Enterprise	11X541	16	16	16	16	16
Pelham Prep	11X542	16	16	16	16	16
P010X	P010X	1	1	1	1	N/A
Number of Full Size Classrooms Allocated per Baseline		99	96-100	89-90	85-89	81

Under the second scenario, the space allocation for Columbus and P010X@Columbus remains the same as described above and the school would be allocated a baseline of 26-30 full-size spaces based on its projected student enrollment of 700-800 during the 2011-2012 school year. 11X508, the replacement option for Columbus, would again be allocated a baseline of 4 full-size spaces in its first year. The allocations for Collegiate Institute, Astor Collegiate and Pelham Prep would remain the same as described above. They would each be allocated a baseline of 16 full-size spaces. The baseline space allocation for Global would be 11-13 full-size spaces to correspond to their projected enrollment of 300-350 students. 11X509, the replacement option for Global, would be allocated a baseline of 4 full-size spaces in its first year. P010X@Columbus would continue to be allocated 1 dedicated full-size space.

In 2014-2015, in accordance with the Footprint, the allocations for Collegiate Institute, Astor Collegiate, Pelham Prep, and 11X508 would be the same as described under the first scenario. 11X509 would be allocated a baseline of 16 full-size spaces. Columbus and Global would be fully phased out and would therefore not be allocated any full-size spaces.

In 2014-2015, all of the schools in the building would be collectively allocated 81 full-size spaces. This means that there would be sufficient space in X415 for all schools to operate in the building at full scale.

The table below outlines the baseline of full-size spaces that each school should be allocated based on their enrollment through the course of the phase-out of Columbus and Global and the phase-in of 11X508 and 11X509:

School Name	DBN	Total Baseline Footprint Allocation of Full-size Spaces				
		2010-2011	2011-12	2012-13	2013-14	2014-15
Collegiate Institute	11X288	17	17	17	17	17
Astor Collegiate	11X299	16	16	16	16	16
Columbus	11X415	33	26 - 30	15-16	7-11	N/A
11X508	11X508	N/A	4	8	12	16
11X509	11X508	N/A	4	8	12	16
Global Enterprise	11X541	16	11-13	7-9	4-6	N/A
Pelham Prep	11X542	16	16	16	16	16
P010X	P010X	1	1	1	1	N/A
Number of Full Size Classrooms Allocated		99	95-101	88-91	85-91	81

C. Community

Columbus began serving high school students in 1939. The poor performance at Columbus over recent years, however, indicates there is a need to create better options for future students. Under this proposal, the X415 building will remain open, but will offer new educational options that better support student needs. This proposal addresses many needs of the Columbus community.

In 2009-2010, X415 had a target capacity of 3,055 students, and the building enrolled 3,264 students, yielding a utilization rate of 107%.³⁹ In 2010-2011, there are 3,039 students projected to be enrolled in the building, yielding an estimated utilization rate of 99%.⁴⁰ This means that the building is currently at nearly full capacity. Phasing out Columbus allows the DOE to create better options for local families.

³⁹The 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 projected number of students who are actually projected to attend the school and do 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.

⁴⁰Enrollment reflects 2010-2011 enrollment projection, and utilization compares this enrollment with the 2009-2010 capacity. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

Taken collectively with ongoing utilization changes in building X415, the proposal to phase out Columbus and Global Enterprise is not expected to yield a net loss of seats for incoming students in building X415. Although the building's overall utilization is projected to decline once Columbus and Global Enterprise phase-out and 11X508 and 11X509 complete their phase-in, the DOE does not expect a net loss of seats for future students. The approximately 223 ninth-grade seats that would be lost if both Columbus and Global Enterprise were approved to phase out would be recovered through the 200-250 ninth-grade seats offered by 11X508 and 11X509 in 2011-2012.⁴¹

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis. In the Bronx, there are 61,647 high school seats and 55,490 enrolled students. This implies that there is excess capacity of high school seats in the borough; however, utilization can vary by community and by building.

This year, the DOE proposes to phase out eight high schools in the Bronx: School for Community Research and Learning (08X540, "SCRL"), New Day Academy (12X245, "New Day"), Urban Assembly Academy for History and Citizenship for Young Men (09X239, "UA of History and Citizenship"), John F. Kennedy High School (10X475, "Kennedy"), Performance Conservatory High School (12X262, "Performance Conservatory"), Monroe Academy for Business and Law (12X690, "MABL"), Columbus, and Global Enterprise. Five of these schools—SCRL, New Day, Columbus, Global Enterprise, and MABL—were also proposed to be phased out last year.

If all eight of the proposals above are approved by the PEP, the DOE has replacement plans in place to replace the seats lost in the Bronx as a result of those phase-outs. Based on the November 1, 2010 enrollment register, these eight schools are serving a total of 759 new ninth graders, representing the loss of 759 seats. However, these seats would be recovered through the opening of new schools. The DOE anticipates proposing seven new high schools to open in September 2011 that would provide new options to Bronx students—some of these schools would open in the campuses of the proposed phase-out schools while others would open in other campuses. This includes the two new schools being proposed to open in the X415 building as Columbus and Global Enterprise High Schools phase out. Each of these new high schools would be the subject of a forthcoming EIS. All seven new schools would provide seats that are not screened. If approved by the PEP, these seven new schools are expected to serve approximately 830 new ninth grade students in 2011-2012, which more than offsets the anticipated loss of 9th grade seats in 2011-2012.

Additionally, given that SCRL, New Day, Columbus, Global Enterprise, and MABL were proposed to be phased out last year, in January 2010, the DOE already opened replacements for some of these schools. At New Day, the Dr. Izquierdo Health and Science Charter School (84X482, "Dr. Izquierdo") opened in 2010 serving students in grades 6. Dr. Izquierdo will grow to ultimately enroll students in grades 6-12 at scale, with capacity to serve about 80 new ninth graders in 2013-2014. On the Stevenson Campus ("X450"), the DOE opened Bronx Bridges High School (08X432, "Bronx Bridges") in anticipation of the phase-out of SCRL. Bronx Bridges currently serves 78 new ninth grade students.

Lastly, in the Bronx this year, the capacity to serve high school students increased through the planned expansions of schools growing from serving grades 6-8 to 6-9 as part of a plan to serve students in grades 6-12. Additionally, some schools on the Morris Campus ("X400") and the new Mott Haven Campus ("X790") were able to increase their seat capacity due to the addition of available space when Bronx Leadership Academy II (07X527, "BLA II") moved from the Morris Campus to the new Mott Haven Campus. Of the ten schools that have increased capacity this year, seven are Limited Unscreened (meaning all students are eligible with priority given to those that attend an Information Session or Open House

⁴¹ Based on 11.01.2010 unaudited register

event) while three are screened for Bronx students who have lived in the United States for fewer than 4 years and have limited English proficiency. In total, there is an increase of approximately 520 new ninth-grade seats within these ten schools.

With the opening of replacement schools last year and the seven anticipated replacement schools this year, the DOE would have created the capacity for approximately 990 new ninth grade seats in the Bronx, which is more than enough to offset the 759 seats anticipated to be lost by the 8 proposed phase-outs. Factoring in new ninth grade seats that were made available by increasing capacity in existing schools this year, there would be capacity for approximately 1,510 seats.

Information regarding the new schools that would be proposed to open in 2011 would be provided in the winter for students who may be interested in applying to the schools as part of the High Schools Admissions Process. The details of this process were discussed earlier in this EIS. Detailed information about all City high schools is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE Website at: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to affect the ability of community members and organizations to obtain school building use permits at building X415.

IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are Christopher Columbus High School, P010X@Columbus, Global Enterprise High School, Collegiate Institute for Math and Science, Astor Collegiate, and Pelham Prep Academy. All of these schools are located in building X415.

Christopher Columbus High School

Admissions Data

Current Admissions	Grade 9-12: High School Admissions Process Admissions Method: Zoned
Admissions after Phase-out Proposal in 2011-2012	N/A

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	1135
Grades Served after Phase-Out Proposal in 2011-2012	10-12
Projected 2011-2012 Enrollment	700-800
Grades Served after Phase-Out Proposal in 2012-2013	11-12
Projected 2012-2013 Enrollment	400-500
Grades Served after Phase-Out Proposal in 2013-2014	12
Projected 2013-2014 Enrollment	200-300
Grades Served after Phase-Out Proposal in 2014-2015	N/A
Projected 2014-2015 Enrollment	N/A
Projected Enrollment at Scale	N/A

Demographic Data

Percentage Students Receiving CTT or SC services ⁴²	19%
Percentage Students with Individual Education Plan ⁴³	25%
Percentage English Language Learner Students ⁴⁴	18%
Percentage of Students Eligible for Free or Reduced Lunch ⁴⁵	65%

School Performance Data

Christopher Columbus High School ⁴⁶	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Quality Review Score	P	P	
Graduation Data			
Four-Year Graduation Rate	37%	40%	47%
Four-Year Regents Diploma Rate	16%	19%	25%
Six-Year Graduation Rate	60%	54%	51%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	48%	49%	57%
Attendance Rate	81%	83%	82%
2010-2011 State Accountability Status			
Restructuring (advanced) - Comprehensive			

Global Enterprise High School

Admissions Data

Current Admissions	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened

⁴² Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁴³ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁴⁴ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁴⁵ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

⁴⁶ Source: 2009-2010 Progress Report.

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	460
Grades Served after Phase-Out Proposal in 2011-2012 ⁴⁷	9-12
Projected 2011-2012 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	450-500
Projected Enrollment at Scale	450-500

Demographic Data

Percentage Students Receiving CTT or SC services ⁴⁸	13%
Percentage Students with Individual Education Plan ⁴⁹	19%
Percentage English Language Learner Students ⁵⁰	16%
Percentage of Students Eligible for Free or Reduced Lunch ⁵¹	82%

⁴⁷ As discussed above, the DOE is proposing to phase out Global Enterprise. If this proposal is approved, Global Enterprise will serve one less grade each year beginning in 2011-2012 and will complete its phase-out in June 2014.

⁴⁸ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁴⁹ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁵⁰ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁵¹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Global Enterprise High School ⁵²	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	UPF	UPF	
Graduation Data			
Four-Year Graduation Rate	53%	51%	55%
Four-Year Regents Diploma Rate	13%	9%	24%
Six-Year Graduation Rate		74%	62%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	56%	64%	69%
Attendance Rate	78%	81%	81%
2010-2011 State Accountability Status			
Corrective Action (year 1) - Comprehensive			

Astor Collegiate Academy

Admissions Data

Current Admissions	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened

⁵² Source: 2009-2010 Progress Report.

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	464
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	450-500
Projected Enrollment at Scale	450-500

Demographic Data

Percentage Students Receiving CTT or SC services⁵³	12%
Percentage Students with Individual Education Plan⁵⁴	20%
Percentage English Language Learner Students⁵⁵	7%
Percentage of Students Eligible for Free or Reduced Lunch⁵⁶	75%

⁵³ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁵⁴ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁵⁵ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁵⁶ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Astor Collegiate Academy ⁵⁷	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	B	A	B
Quality Review Score	P		
Graduation Data			
Four-Year Graduation Rate	80%	76%	71%
Four-Year Regents Diploma Rate	39%	37%	42%
Six-Year Graduation Rate		92%	84%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	65%	81%	81%
Attendance Rate	84%	87%	85%
2010-2011 State Accountability Status			
In Good Standing			

Collegiate Institute for Math & Science

Admissions Data

Current Admissions	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened

⁵⁷ Source: 2009-2010 Progress Report.

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	495
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	450-500
Projected Enrollment at Scale	450-500

Demographic Data

Percentage Students Receiving CTT or SC services⁵⁸	8%
Percentage Students with Individual Education Plan⁵⁹	12%
Percentage English Language Learner Students⁶⁰	7%
Percentage of Students Eligible for Free or Reduced Lunch⁶¹	80%

⁵⁸ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁵⁹ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁶⁰ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁶¹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Collegiate Institute for Math and Science ⁶²	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	B	A	A
Quality Review Score	WD		
Graduation Data			
Four-Year Graduation Rate	84%	73%	76%
Four-Year Regents Diploma Rate	69%	57%	67%
Six-Year Graduation Rate		97%	91%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	71%	93%	91%
Attendance Rate	86%	88%	92%
2010-2011 State Accountability Status			
In Good Standing			

Pelham Preparatory Academy

Admissions Data

Current Admissions	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-out Proposal in 2011-2012	Grade 9-12: High School Admissions Process Admissions Method: Limited Unscreened

⁶² Source: 2009-2010 Progress Report.

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	478
Grades Served after Phase-Out Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	450-500
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	450-500
Projected Enrollment at Scale	450-500

Demographic Data

Percentage Students Receiving CTT or SC services⁶³	8%
Percentage Students with Individual Education Plan⁶⁴	10%
Percentage English Language Learner Students⁶⁵	3%
Percentage of Students Eligible for Free or Reduced Lunch⁶⁶	74%

⁶³ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁶⁴ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁶⁵ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁶⁶ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

Performance Data

Pelham Preparatory Academy⁶⁷	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	B	A	A
Quality Review Score	WD		
Graduation Data			
Four-Year Graduation Rate	87%	83%	92%
Four-Year Regents Diploma Rate	60%	69%	78%
Six-Year Graduation Rate	92%	91%	90%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	79%	80%	85%
Attendance Rate	90%	90%	90%
2010-2011 State Accountability Status			
In Good Standing			

P010X@Columbus

Admissions Data

Current Admissions	Grades 9-12: District 75 High School Choice
Admissions after Phase-out Proposal in 2011-2012	N/A

⁶⁷ Source: 2009-2010 Progress Report.

Enrollment Data

Current Grades Served (including all P010X sites)	Pre-K, K-12
Projected 2010-2011 Enrollment	455 (P010X@Columbus: 5-10)
Grades Served after Phase-Out Proposal in 2011-2012	Pre-K, K-8, 10-12
Projected 2011-2012 Enrollment	450-475 (P010X@Columbus:5-10)
Grades Served after Phase-Out Proposal in 2012-2013	Pre-K, K-8, 11-12
Projected 2012-2013 Enrollment	450-475 (P010X@Columbus: 5-10)
Grades Served after Phase-Out Proposal in 2013-2014	Pre-K, K-8, 12
Projected 2013-2014 Enrollment	450-475 (P010X@Columbus: 0-5)
Grades Served after Phase-Out Proposal in 2014-2015	Pre-K, K-8
Projected 2014-2015 Enrollment	450-475 (P010X@Columbus: 0)

Demographic Data⁶⁸

Percentage Students Receiving CTT or SC services⁶⁹	100%
Percentage Students with Individual Education Plan⁷⁰	100%
Percentage English Language Learner Students⁷¹	5%
Percentage of Students Eligible for Free or Reduced Lunch⁷²	76%

⁶⁸ All demographic data is calculated as a percentage of total enrollment at P010X, including students that are not located with the X415 building.

⁶⁹ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁷⁰ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁷¹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

⁷² District 75 schools were not part of the School Allocation Memorandum No. 9, FY11, June 30, 2010. Percentage is taken from the 2009-2010 Audited Register as a percentage of total students.

Performance Data

P010X⁷³	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade			A
Quality Review Score	WD	WD	
Performance Data			
Percentage of Standard Assessment Students at Level 2 or Above in ELA			39.7%
Percentage of Standard Assessment Students at Level 2 or Above in Math			58.9%
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)			94.8%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)			98.5 %
Other Key Indicators			
Attendance Rate			84.0%
2010-2011 State Accountability Status			

11X508

Admissions Data

Current Admissions	N/A
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Selection Method: Limited unscreened

⁷³ Source: 2009-2010 Progress Report.

Enrollment Data

Current Grades Served	N/A
Projected 2010-2011 Enrollment	N/A
Grades Served after Phase-Out Proposal in 2011-2012	9
Projected 2011-2012 Enrollment	100-125
Grades Served after Phase-out Proposal in 2012-2013	9-10
Projected 2012-2013 Enrollment	200-225
Grades Served after Phase-out Proposal in 2013-2014	9-11
Projected 2013-2014 Enrollment	300-325
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	400-450
Projected Enrollment at Scale	400-450

Demographic Data

11X508 does not yet have enrollment. Therefore, there is no demographic data for the school.

Performance Data

11X508 does not yet have enrollment. Therefore, there is no demographic data for the school.

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to Columbus, 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 Columbus 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.

As a result of the phase-out, the total number of students enrolled at Columbus will decline each 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 naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system 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.

In addition, schools with approved CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (VTEA). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high skill, high wage, high demand careers. As VTEA funds are funded on a per pupil basis, as Columbus phases out, the school would lose some of their additional funding to support the CTE program development as the enrollment declines.

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

All costs related to opening a new school to replace Columbus would be included in the separate EIS. The details of this proposal can be found on the DOE Website at:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

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

A. Personnel Needs

All administrative staff, teachers, and non-pedagogical positions at Columbus and P010X@Columbus would be excessed over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs would naturally 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 Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in Columbus would now be enrolled in other City high schools, 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 within and beyond the Columbus High School Campus. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

B. Cost of Instruction

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

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

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

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individualized Education Plans (IEPs). Even Columbus and P010X@Columbus are phased out, funding would continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

All costs related to opening a new school to replace Columbus would be included in the separate EIS. The details of this proposal can be found on the DOE Website at:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

C. Administration

All school supervisor and/or administrator positions assigned to Columbus 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 would be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.
There would be no change to existing transportation practices at Columbus as a result of this proposal.

E. Other Support Services

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

VII. Building Information

Type of Building	High School
Year Built	1939
Overall BCAS rating	2.18
2009-2010 Target Utilization	X415: 109%
2009-2010 Target Capacity	X415: 3,055
FY 2009 Maintenance Costs	Labor: \$45,311.83 Materials: \$8,714.18 Maintenance and Repair Contracts: \$32,449.09 Custodial Operations Costs—Materials: \$21,790.54 Custodial Operations Costs—Custodial Allocation: \$614,754.55
FY 2009 Energy Costs	Electric: \$275,371.00 Gas: \$201,189.00 Oil: \$34,322.00
Projects completed during the current or prior school year	Paved areas- Blacktop/Flood elimination
Projects proposed in the capital plan	Building Upgrade- Flood Elimination. System replacements- Paved area-blacktop
Accessibility of the building	Fully programmatic accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer rooms (CR's), Gymnasiums(2), Library, & Science labs (CR's).

APPENDIX A

Alternative CTE Programs: Maintenance, Installation and Repair

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
07X655	Bronx	Samuel Gompers Career and Technical Education High School	SAMUEL GOMPERS VOC HS	Maintenance, Installation and Repair	Electronic Technician with A+ Computer Repair	Approved	455 SOUTHERN BLVD BRONX NY	842	1348	81%	18%	16%	C	Educational Option, Screened
11X275	Bronx	High School of Computers and Technology	EVANDER CHILDS HS	Maintenance, Installation and Repair	Computers & Technology	In development	800 EAST GUN HILL ROAD BRONX NY	562	432	125%	11%	12%	A	Limited Unscreened
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	GEORGE WESTINGHOUSE VOC HS	Maintenance, Installation and Repair	A+ Computer Repair	Approved	105 JOHNSON STREET BROOKLYN NY	944	1448	67%	11%	2%	D	Screened
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	GEORGE WESTINGHOUSE VOC HS	Maintenance, Installation and Repair	Cisco Networking Academy	In development	105 JOHNSON STREET BROOKLYN NY	944	1448	67%	11%	2%	D	Screened
21K620	Brooklyn	William E. Grady Career and Technical Education High School	WILLIAM E. GRADY VOC HS	Maintenance, Installation and Repair	A+ Computer Repair	Under review	25 BRIGHTON 4TH ROAD BROOKLYN NY	1201	1529	89%	15%	3%	D	Educational Option, Screened
24Q600	Queens	Queens Vocational & Technical High School	QUEENS VOC HS	Maintenance, Installation and Repair	A+ Computer Repair	Under review	37-02 47 AVENUE QUEENS NY	1320	1146	112%	11%	6%	A	Educational Option, Screened
28Q620	Queens	Thomas Edison Career and Technical Education High School	THOMAS A. EDISON VOC HS	Maintenance, Installation and Repair	A+ Computer Repair & Maintenance	Approved	165-65 84 AVENUE QUEENS NY	2357	1787	145%	7%	2%	A	Educational Option, Screened

APPENDIX A
Alternative CTE Programs: Culinary Arts

DBN	Borough	School	Building Name	Career Pathway	Program	Approval Status	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	2010 Progress Report	Admissions Method
02M288	Manhattan	Food and Finance High School	PARK WEST HS	Restaurants and Food/Beverage Services	Culinary Arts	Under review	525 WEST 50TH STREET MANHATTAN NY	424	604	72%	16%	3%	A	Limited Unscreened
11X455	Bronx	Harry S. Truman High School	HARRY S. TRUMAN HS	Restaurants and Food/Beverage Services	Culinary Arts	In development	750 BAYCHESTER AVENUE BRONX NY	2030	3052	70%	14%	9%	B	Educational Option, Screened, Zoned
13K605	Brooklyn	George Westinghouse Career and Technical Education High School	GEORGE WESTINGHOUSE VOC HS	Restaurants and Food/Beverage Services	Culinary Arts	In development	105 JOHNSON STREET BROOKLYN NY	944	1448	67%	11%	2%	D	Screened
15K497	Brooklyn	School for International Studies	J.H.S. 293	Restaurants and Food/Beverage Services	Culinary Arts	In development	284 BALTIC STREET BROOKLYN NY	482	813	55%	8%	13%	B	Screened
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	SAMUEL J. TILDEN HS	Restaurants and Food/Beverage Services	Culinary Arts	In development	5800 TILDEN AVENUE BROOKLYN NY	227	309	49%	17%	10%		Limited Unscreened
21K620	Brooklyn	William E. Grady Career and Technical Education High School	WILLIAM E. GRADY VOC HS	Restaurants and Food/Beverage Services	Culinary Arts	Under review	25 BRIGHTON 4TH ROAD BROOKLYN NY	1201	1529	89%	15%	3%	D	Educational Option, Screened
27Q400	Queens	August Martin High School	AUGUST MARTIN HS	Restaurants and Food/Beverage Services	Culinary Arts	In development	156-10 BAISLEY BOULEVARD QUEENS NY	1195	1797	68%	10%	4%	C	Educational Option, Limited Unscreened, Screened
30Q450	Queens	Long Island City High School	LONG ISLAND CITY HS	Restaurants and Food/Beverage Services	Culinary Arts	Approved	14-30 BROADWAY QUEENS NY	3582	2100	157%	10%	14%	C	Screened, Zoned
31R445	Staten Island	Port Richmond High School	PORT RICHMOND HS	Restaurants and Food/Beverage Services	Culinary Arts	In development	85 ST JOSEPHS AVENUE STATEN ISLAND NY	2291	2197	101%	10%	5%	B	Educational Option, Screened, Zoned
31R455	Staten Island	Tottenville High School	TOTTENVILLE HS	Restaurants and Food/Beverage Services	Culinary Arts	Under review	100 LUTEN AVENUE STATEN ISLAND NY	3841	3491	111%	7%	2%	B	Educational Option, Limited Unscreened, Screened, Zoned

APPENDIX A
Alternative CTE Programs

Note about Approval Status: If a school is “in development,” it is in the process of developing a CTE program of study but has not yet received official approval from the City or State. Students are exposed to CTE content in classes but the school has not yet been granted approval to endorse diplomas with a CTE certification. If a school is “under review,” it has submitted an application for their CTE program of study to be reviewed by the City and State. If a school is “approved,” the CTE program of study has been vetted through the City and State and is officially approved. The school can endorse the diplomas of students who complete this program with a CTE certification. If a school’s CTE program has “expired,” the official City and State approval for the program has expired.

Note about CTE Programs and Pathways: A **CTE Program** of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. **Career Pathways** is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation’s current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.

Sources:	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization	School Utilization in 2009-2010 from the School Utilization Report ("Blue Book")
% Special Education (SE)	Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
Progress Report	Progress Report Grade
Admissions Method	Process by which students are admitted to the school

APPENDIX B
District 11 Programs

School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Utl	% SE	% ELL	Progress Report	2009 Seat Target	2009 Applicants	Program Name	Interest Area	Admissions Method
Academy for Scholarship and Entrepreneurship: A College Board School	11X270	921 EAST 228TH STREET, BRONX, NY	608	612	102%	10%	4%	C	81	496	Academy for Scholarship and Entrepreneurship: A College Board School	Business	Limited Unscreened
Global Enterprise High School	11X541	925 ASTOR AVENUE, BRONX, NY	389	424	110%	13%	16%	C	108	418	Global Enterprise High School	Business	Limited Unscreened
Astor Collegiate Academy	11X299	925 ASTOR AVENUE, BRONX, NY	480	399	118%	12%	7%	B	108	1425	Astor Collegiate Academy	Business	Limited Unscreened
Harry S. Truman High School	11X455	750 BAYCHESTER AVENUE, BRONX, NY	2030	3052	70%	14%	9%	B	97	299	Television Production	Communications	Ed. Opt., Screened, Zoned
Bronx Aerospace High School	11X545	800 EAST GUN HILL ROAD, BRONX, NY	385	441	91%	17%	21%	A	108	913	Bronx Aerospace High School	Communications	Limited Unscreened
High School of Computers and Technology	11X275	800 EAST GUN HILL ROAD, BRONX, NY	562	432	125%	11%	12%	A	135	1409	High School of Computers and Technology	Computer Science & Technology	Limited Unscreened
Bronx High School for Writing and Communication Arts	11X253	800 EAST GUN HILL ROAD, BRONX, NY	429	452	100%	7%	5%	C	108	755	Bronx High School for Writing & Communication Arts	Film/Video	Limited Unscreened
Bronx Academy of Health Careers	11X290	800 EAST GUN HILL ROAD, BRONX, NY	448	472	99%	12%	7%	A	108	1196	Bronx Academy of Health Careers	Health Professions	Limited Unscreened
Bronx Health Sciences High School	11X249	750 BAYCHESTER AVENUE, BRONX, NY	307	363	85%	6%	7%	A	108	804	Bronx Health Sciences High School	Health Professions	Limited Unscreened
Pelham Preparatory Academy	11X542	925 ASTOR AVENUE, BRONX, NY	502	506	100%	8%	3%	A	108	1793	Pelham Preparatory Academy	Humanities & Interdisciplinary	Limited Unscreened
The Bronxwood Preparatory Academy	11X514	921 EAST 228TH STREET, BRONX, NY	366	490	74%	13%	10%	B	108	727	The Bronxwood Preparatory Academy	Humanities & Interdisciplinary	Limited Unscreened
Bronx Lab School	11X265	800 EAST GUN HILL ROAD, BRONX, NY	479	468	96%	8%	6%	B	125	1043	Bronx Lab School	Humanities & Interdisciplinary	Limited Unscreened
New World High School	11X513	921 EAST 228TH STREET, BRONX, NY	372	402	88%	0%	81%	A	108	452	New World High School	Humanities & Interdisciplinary	Screened
Collegiate Institute for Math and Science	11X288	925 ASTOR AVENUE, BRONX, NY	510	507	96%	8%	2%	A	125	1535	Collegiate Institute for Math and Science	Science & Math	Limited Unscreened
Bronx High School for the Visual Arts	11X418	2040 ANTIN PL, BRONX, NY	427	460	88%	12%	4%	B	N/A	N/A	Graphic Design	Visual Art & Design	Limited Unscreened
High School for Contemporary Arts	11X544	800 EAST GUN HILL ROAD, BRONX, NY	480	440	107%	14%	10%	A	54	404	Arts Lab-Studio II Visual, Audio & Media Arts	Visual Art & Design	Limited Unscreened
Christopher Columbus High School	11X415	925 ASTOR AVENUE, BRONX, NY	1170	1219	115%	19%	18%	D	339	976	Zoned	Zoned	Zoned

APPENDIX B
District 11 Programs

Sources:	
10/31/10 Enrollment	11.01.2010 Unaudited Register
09-10 Organization Capacity (Org Capacity)	School Capacity in 2009-2010 from the School Utilization Report ("Blue Book")
09-10 Organization Utilization (Org Util)	School Utilization in 2009-2010 from the School Utilization Report ("Blue Book")
% Special Educations (SE)	Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
Progress Report	Progress Report Grade
2010 Seat Target	Program Seat Target for September 2010
2010 Applicants	Program Applicants for September 2010
Admissions Method	Process by which students are admitted to the school