EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Global Enterprise High School (11X541)

I. Summary of Proposal

Global Enterprise High School (11X541, "Global Enterprise") is an existing high school located at 925 Astor Avenue, Bronx, NY 10469, within the geographical confines of Community School District 11. It currently serves students in grades nine through twelve.

Global Enterprise is located in building X415 and is currently co-located with Christopher Columbus High School (11X415, "Columbus"), Collegiate Institute for Math and Science (11X288, "Collegiate Institute"), Astor Collegiate Academy, (11X299, "Astor Collegiate"), and Pelham Preparatory Academy (11X542, "Pelham Prep"). There is also a District 75 ("D75") school P010X that has a high school inclusion program in the X415 building ("P010X@Columbus"). [1] P010X@Columbus 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") located in X415.[3] A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias. All six schools currently enroll students in grades 9-12.

The New York City Department of Education ("DOE") is proposing to phase-out Global Enterprise based on its poor performance and the DOE's assessment that the school lacks the capacity to turn around quickly to better support student needs

If this proposal is approved, Global Enterprise 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 Global Enterprise. In cases where students do not complete graduation requirements by June 2014, the DOE will help students and families identify alternative programs or schools that meet students' needs so that they may continue their education after Global Enterprise completes phasing out.

If this proposal is approved, the existing schools in X415, including the YABC program, would continue to serve their current students. In a separate Educational Impact Statement ("EIS"), posted on December 20, 2010, the DOE is also proposing to open an additional high school, 11X509, in Building X415 to replace Global Enterprise. The new school would serve students in grade nine during the 2011-2012 school year and would continue growing to full scale as Global Enterprise phased out, completing its expansion during the 2014-2015 school year, at which point it would serve students in grades 9-12. 11X509 would not have an academic screen, but would serve students who are learning English and have been in the country for less than four years. In the event that the proposal to phase out Global Enterprise is not approved, the DOE

[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.
[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.

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 a separate Educational Impact Statement ("EIS"), also posted on December 20, 2010, the DOE is proposing the phase-out of Columbus High School due to its longstanding poor performance. If the phase-out of Columbus is approved, P010X@Columbus will also phase out. The DOE has also proposed to open another additional high school, 11X508, in Building X415 to replace Columbus High School. The new school would admit students according to the Limited Unscreened admissions method and would serve students in grade nine during the 2011-2012 school year. The school would continue growing to full scale as Columbus phased out, completing its expansion during the 2014-2015 school year, at which point it would serve students in grades 9-12. In the event that the proposal to phase out Columbus High School 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 11X508 in X415. Such a revised proposal would be described in a revised EIS.

In 2009-2010, 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 109%.[4] In 2010-2011, there are 3,039 students projected to be in the building, which would yield a utilization rate of 99%.[5] If the proposals to phase-out Global Enterprise and co-locate 11X509 are approved, the building utilization will increase to 102% in 2014-15 when Global has completed phasing out and 11X509 has completed phasing in.[6] If the proposals to phase-out Columbus and P010X@Columbus, and to co-locate 11X508 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

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their annual Quality Review; or (3) they have been identified by the New York State Education Department ("SED") as Persistently Low Achieving ("PLA"). Specifically, under the DOE's accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating below "Proficient" on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase out. Progress Reports are released by the DOE each fall, and evaluate schools 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 December 2010, SED identified 67 PLA schools

[4] Utilization Rate as calculated in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") includes students categorized as "Long Term Absences," where these building enrollment numbers do not. These are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.
[5] Enrollment reflects 2010-2011 Enrollment Projections and utilization compares this enrollment with the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") capacity.
[6] 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. Please refer to the Schools section of this document for more information concerning proposed space allocation within the building.

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.

Global Enterprise received an overall C grade on its 2009-2010 Progress Report, with a D grade on Student Performance, a C grade on Student Progress, and a B grade on School Environment. Global Enterprise was rated "Underdeveloped with Proficient Features" on its most recent Quality Review in 2008-2009.

Based on the fact that Global Enterprise has received poor grades on its most recent annual Progress Reports for the last 3 years and the fact that the school has also received poor score on all of the Quality Reviews, the DOE initiated a comprehensive review of Global Enterprise, with the goal of determining what intensive supports and interventions would best benefit its students and the Global Enterprise 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 Global Enterprise—will address the school's longstanding performance struggles and allow for new school options to develop in building X415 that will better serve future students and the broader community.

Performance and School Environment at Global Enterprise High School

Global Enterprise has struggled for years. Last winter, the Panel for Educational Policy ("PEP") voted to gradually phase out Global Enterprise 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. Global Enterprise'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.

- Global Enterprise High School has struggled since it opened in 2003. Graduation rates have remained in the low 50% range since 2007.
  - In 2009-2010, the school's four-year graduation rate (including August graduates) was 55%, below the citywide 63% average.[7] This puts Global Enterprise in the bottom 15% of all high schools citywide for 2009-2010. The 2008-2009 graduation rate (including August graduates) was 51% and the 2007-2008 graduation rate (including August graduates) was 53%.
  - If Regents diplomas alone counted toward graduation—as will be the case in just one year—the four-year graduation rate at Global Enterprise would drop to just 24%, well below the Citywide 46% average.[8] This means that if trends persist, only one out of every four students who entered ninth grade in 2007 will graduate by next August.
  - Looking at the school's six-year graduation rate, the situation is not much better. In 2009-2010, Global Enterprise achieved a 62% six-year graduation rate, still below the Citywide four-year average of 63%. This means that it takes Global Enterprise two extra years to graduate the same number of students as the average New York City school.[9]

[7] The 2010 graduation rate cited for Global Enterprise represents the City's calculation of the four-year graduation rate on the 2009-2010 Progress Reports. Like the State rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State rate. State graduation rates for the Global Enterprise Class of 2010 are still being audited and will not likely be available until Spring 2011, at which time the citywide graduation rate for 2010 will also be released by the New York State Education Department. The most recent available citywide four-year graduation rate (including August graduates) was 63% for the Class of 2009.

[8] The school Regents graduation rate cited for Global Enterprise 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.

[9] The 2009-2010 six-year graduation rate calculates the graduation rate of students who began high school in September 2004, while the 2009-2010 four-year graduation rate calculates the graduation rate of students who began high school in September 2006.

- In 2009-2010, only 69% of first-year students at Global Enterprise earned at least 10 credits. Credit accumulation in the first year of high school 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 around the Regents exams) in order to graduate.

- Global Enterprise earned an overall C grade on its 2009-2010 Progress Report, with a D grade on the Student Performance sub-section, a C grade on the Student Progress sub-section.
- The school's attendance rate continues to be low. The 2009-2010 attendance rate was 81%, below the citywide average of 86% for high schools. This puts Global Enterprise in the bottom 19% of all high schools citywide and in the bottom 19% of high schools in the Bronx.
- Safety issues are also a concern at the school. On the 2009-2010 New York City School Survey, 24% of students reported feeling unsafe in the hallways, bathrooms and locker rooms at Global Enterprise.
- Global Enterprise was rated "Underdeveloped with Proficient Features" 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. A rating of "Underdeveloped with Proficient Features" indicates serious deficiencies in the way that the school is organized to support student learning and Global Enterprise has received that rating for two consecutive years. In 2006-2007, the year that Quality Reviews were first conducted, Global Enterprise received the lowest possible rating, "Underdeveloped." Global Enterprise's 2008-2009 Quality Review cited a number of serious concerns including:
    - Lack of a rigorous and challenging curriculum and setting high expectations for students, suggesting that students are not being pushed to do appropriate grade-level or more advanced work;
    - Inadequate differentiation of instruction to meet the diverse needs of all students, which means that teachers are not meeting each student at his or her level in order to help them progress; and
    - Insufficient use of collaborative and data informed processes to set and implement measurable, actionable and differentiated goals for students, which prevents teachers from knowing students' levels of skill and content mastery, preventing them from making appropriate goals and moving students towards them.
- Demand for seats at Global Enterprise has been falling. Global Enterprise received 7.8 applications per seat for September 2008 enrollment, and then 7.3 applications per seat for September 2009 enrollment. Most recently, for September 2010 enrollment, Global Enterprise received 5.3 applications per seat for the same number of seats. The city average is 8.1 applications per seat. Furthermore, only 25% of students who selected the school on the High School Admissions application ranked the school as one of the top 3 choices.[10]

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

[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. Demand data reflect high school admissions applications submitted in Early December 2009 for students beginning high school in September 2010. This data captures the demand for Global Enterprise prior to the DOE's proposed phase-out announcement.

Global Enterprise High School[11]	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Performance Grade	C	B	D
Progress Grade	B	C	C
Environment Grade	B	B	B
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		

Overview of Past Strategic Improvement Efforts at Global Enterprise

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

Leadership Support:

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

Instructional Support:

- Introducing the Instructional Rounds model to help teachers collaborate and learn from each other.
- Working with teacher teams to use formative assessments and data to improve instruction for English language learners, students with disabilities, and students performing below grade level.

[11] Source: 2009-2010 Progress Report.

Operational Support:

- Providing workshops and support for grant writing and developing partnerships with community-based organizations including NYCares.
- Coaching on budgeting, human resources, recruiting and retaining talented teachers, and compliance issues.

Student Support:

- Providing training for guidance counselors on how to use scholarship reports and graduation tracking systems.
- 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.
- Developing partnerships with SoBRO (South Bronx Overall Economic Development Services) and Prep for Success to tutor at-risk students and help support their families.
- Developing strategies, including mediation and crisis management, to improve student attendance and reduce suspensions.

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 Global Enterprise's lack of success despite the above efforts—whether a part of centralized effort to support all schools or individualized plans for Global Enterprise—it is apparent that Global Enterprise 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 Global Enterprise community about strategies to better support students and improve outcomes at the school. The Global Enterprise community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed phase-out of Global Enterprise. On November 15, 2010, High School Superintendent Geraldine Taylor-Brown held meetings with the School Leadership Team and parents at the school to discuss what is working at Global Enterprise, what isn't working, and how to work together to serve students better. Approximately 25 parents attended. While they had positive comments about the school's leadership and teachers, they also expressed concerns about a few issues. Parents said:

- Communication is inconsistent. While the school does a good job communicating with families about some things, it fails to keep parents informed about others.
- Parental involvement is low and must be improved.

The School Leadership Team had concerns about the school's low attendance rate and how it affects the school's performance. They did have positive things to say about the school's programs for English language learners and partnerships with outside organizations.
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/globalenterprise.

While many members of the Global Enterprise community objected to the possibility of phasing-out the school, the DOE believes that drastic action must be taken given the lack of evidence that the school is posted to quickly turn around to better support students. We do plan to incorporate community feedback in other ways as we continue to support current Global Enterprise students working toward graduation and as we develop plans to replace Global Enterprise 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 109% 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 part of the replacement strategy for Global, the DOE is also proposing to co-locate a new high school, 11X509, 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 Columbus and the co-location of another new high school, 11X508, as part of the replacement strategy for Columbus 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 largest space impacts are outlined here.

1. Only one school (Columbus or Global Enterpise) 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 approved the proposals to phase-out Global and to co-locate 11X509, in 2011-2012, 11X509 would serve approximately 100-125 ninth grade students. 11X509 would gradually grow to full scale as Global phases out over the next several years. At full scale, 11X509 would serve approximately 400-450 students in grades 9-12 in 2014-2015. The other schools in the building—Columbus and P010X@Columbus (assuming it was not approved for phase-out), Collegiate Institute, Astor Collegiate, and Pelham Prep—would continue to serve students in grades 9-12. Columbus would continue to enroll 1,050-1,150 students; Collegiate Institute would continue to enroll 450-500 students; Astor Collegiate would continue to enroll 450-500 students; Pelham Prep would continue to enroll 450-500 students; and P010X@Columbus would continue to enroll 5-10 students.. In 2014-2015, once Global has completed its phase out and 11X509 has completed its expansion, the building would serve approximately

[12] Utilization Rate as calculated in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") includes students categorized as "Long Term Absences" ("LTAs") whereas these building enrollment numbers, taken from the 2009-2010 Audited Register, do not. LTAs are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.
[13] Enrollment reflects 2010-2011 Enrollment Projections and utilization compares this enrollment with the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") capacity.

2,805-3,110 students in grades 9-12, which would yield a building utilization rate of 102% of target capacity.[14] The YABC program would remain in X415.

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

Scenario 1

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
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
Columbus	11X415	9-12	9-12	9-12	9-12	9-12
11X509	11X509	N/A	9	9-10	9-11	9-12
Global Enterprise[15]	11X541	9-12	10-12	11-12	12	N/A
Pelham Prep	11X542	9-12	9-12	9-12	9-12	9-12
P010X@Columbus	P010X	9-12	9-12	9-12	9-12	9-12

Under the second scenario, Global Enterprise and Columbus High School and P010X@Columbus 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, proposed as a replacement for Columbus, is expected to serve 100-125 ninth grade students in 2011-2012. In 2014-2015, at full scale, 11X508 would serve approximately 400-450 students in grades 9-12. Similarly, 11X509, proposed as a replacement for Global Enterprise, would enroll 100-125 ninth grade students in 2011-2012. 11X509 would serve approximately 400-450 students in grades 9-12 when it reaches full scale in 2014-2015.

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 400-500 students; and Pelham Prep would continue to enroll 400-500 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%. The YABC program would remain in X415. Under this scenario, the DOE also anticipates phasing in an additional school to replace Columbus High School in either 2012-2013 or 2013-2014 as space allows. Any such proposal would be addressed in a future EIS.

[14] See Footnote 6.

[15] As Global Enterprise 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 Enterprise and would have access to appropriate courses to support their continued progress toward graduation.

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

Scenario 2

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
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
Columbus[16]	11X415	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
Global Enterprise[17]	11X541	9-12	10-12	11-12	12	N/A
Pelham Prep	11X542	9-12	9-12	9-12	9-12	9-12
P010X@Columbus	P010X	9-12	10-12	11-12	12	N/A

For a detailed outline of the Educational Impact Statements proposing the phase out of Christopher Columbus High School and P010X@Columbus, 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.

The X415 building is functionally accessible, which means that a student who uses a wheelchair can, without difficulty, enter the building and access all relevant school programs and services including bathrooms, class-related laboratories, library, lunchroom, auditorium and gymnasium.

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

A. Students

Enrollment Options for Current Global Enterprise High School Students

Under this proposal, all current Global Enterprise students would have the opportunity to graduate from Global Enterprise assuming that they continue to earn credits on schedule.

Current Ninth Graders in Global Enterprise 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/her application. High School admissions applications were due on December 3, 2010. Current ninth grade students at Global Enterprise 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

[16] As Global Enterprise and Columbus phase 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 Enterprise and Columbus and would have access to appropriate courses to support their continued progress toward graduation.
[17] See footnote 16.

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 10th grader in September 2011 should meet 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 Global Enterprise if they earn credits on schedule. As the school becomes smaller, these 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 review progress toward graduation and consider applying to one of the City's Transfer Schools.[18]

Current Tenth, Eleventh and Twelfth Graders at Global Enterprise High School

Current tenth, eleventh, and twelfth grade students who are on track to graduate would complete high school at Global Enterprise 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 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. In general, however, it is expected that most current Global Enterprise students would remain enrolled at the school as they work toward graduation.[19]

Global Enterprise currently offers Collaborative Team Teaching ("CTT") and Self-Contained ("SC") classes, and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language (ESL) program and a transitional Bilingual Spanish program. English language learners at Global Enterprise will continue to receive mandated services and would continue to have access to the transitional bilingual program even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs").

The DOE will 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.

Impact on Academic and Extracurricular Offerings at Global Enterprise High School

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

[18] 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.

[19] 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.

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

With respect to academics, Global Enterprise 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 declines, 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 Global Enterprise 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 will build on our past efforts to help the school by:

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

Global Enterprise offers one program in the Business "Interest Area" to which students may apply as part of the High School Admissions Process. Students who are already enrolled in Global Enterprise would continue to have access to the academic classes they need to complete their program requirements.

Global Enterprise currently offers Collaborative Team Teaching ("CTT") and Self-Contained ("SC") classes, and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program and a transitional Bilingual Spanish program. English language learners ("ELLs") at Global Enterprise will continue to receive mandated services and will continue to have access to the bilingual Spanish program even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs").

Global Enterprise would continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

Global Enterprise High School currently offers the following sports: [20]

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

According to the High School Directory, Global Enterprise also offers the following extracurricular activities: Internship, Dance, Band, Chorus, and Step.

Again, it is difficult to predict precisely how those changes might be implemented as decisions would rest

[20] Sport offerings reflect the 2010-2011 Directory of High Schools. PSAL is the Public School Athletic League.

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 other than Global Enterprise and if the proposals to phase out Global Enterprise is approved, the DOE anticipates that an additional new school will also phase in to the building, if approved by the PEP. Typically, campuses that are home to multiple schools field athletic teams, but do so collaboratively, with students from all schools located on the campus eligible to participate. This is true on the Columbus High School Campus, where students from all schools are eligible to participate in sports offerings. If this phase-out proposal is approved, we anticipate that this same opportunity would continue to exist for students across the Columbus High School Campus, including current Global Enterprise 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 will offer extracurricular programs based on student interests, available resources, and staff support for those programs. As the school phases-out, current Global Enterprise students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered may change. That same possibility exists 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. The proposed phase out of Global Enterprise is not expected to impact extracurricular programs offerings at any of the other schools in X415.

Impact on Community Partnerships at Global Enterprise High School

Global Enterprise has partnerships with the South Bronx Overall Economic Development Corporation (SoBRO) and Prep for Success. SoBRO and Prep for Success provide support and tutoring for at-risk students and their families.

Those partnerships would continue to support current students as Global Enterprise phases out though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with Global Enterprise 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 Global Enterprise students in the past. The other schools currently housed in the X415 building also 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 will work with other schools in the X415 building to introduce or enhance partnerships with the community organizations that currently support Global Enterprise students.

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.

11X509, the new high school proposed to be phased-in to X415 will have a screened admissions process,

admitting students who have lived in the country for fewer than 4 years with limited English proficiency.

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.

High school admissions applications were due on December 3, 2010. If this proposal is approved by the PEP in February 2011, students who listed Global Enterprise on their high school admisions applications would have the opportunity to submit a new admission application with revised school rankings in February. 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 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, Global Enterprise's 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 Global Enterprise 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 Global Enterprise on the application. However, if the student would have been matched to Global Enterprise, 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 will need to serve as a result of a phase-out decision. As of the November 1, 2010 unaudited register, Global Enterprise has a total of 62 new 9th grade admits. New 9th grade admits are made up of students who enter the school through two methods:

- High School Admissions Process; and
- "Over-the-counter" placement.

Over-the-counter ("OTC") placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a 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).[21]

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 will 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 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.[22] In this way, the DOE 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. This is an increase of 53additional school choices. 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 will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2010-2011 school year to approximate future needs. At Global Enterprise, the below provides an overview of how many students arrived through either the High School Admissions Process or over-the-counter:

[21] Per Chancellor's Regulation A-101, students have the "right to return" to their prior school 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.

[22] International schools are designed to provide quality education for recently arrived immigrant students through a unique 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").

	High School Admissions Process	Over-the-Counter
9th Grade	42	20

Additionally, Global Enterprise admitted 35 OTC students in grades 10-12 as well:[23]

	Over-the-Counter
10th Grade	25
11th Grade	6
12th Grade	4

It is critical that the needs of all students—whether they arrive through the admissions process or over-the-counter—are met. Of the 42 9th grade students who were admitted through the High School Admissions Process, 12% are students with disabilities and 24% are ELL. Of the 55 total students who arrived 'over-the-counter', 25% are students with disabilities and 13% are ELL.[24]

Global Enterprise currently offers Collaborative Team Teaching ("CTT") and Self-Contained ("SC") classes, and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program and a transitional Bilingual Spanish program. English language learners at Global Enterprise will continue to receive mandated services even as the school phases out. Students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs").

High school students with IEPs are placed in the school they would attend if they were not disabled. 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. Like students with IEPs, ELL students are placed in the school they would attend if they were English procificient. Therefore, placement for ELLs is the same process as described above.

Schools with Programs Similar to Global Enterprise High School's program offerings

In addition to the other schools on the Columbus High School Campus, eighth grade students will continue to have access to a broad range of high school options through the citywide High School Admissions Process. These include many other Bronx high schools, some of which offer academic programs and pathways similar to those currently available at Global Enterprise.

Attached as Appendix A, there is a list of schools in the Bronx with programs in the same Business "Interest Area" as the program offered at Global Enterprise. Appendix B contains a list of all high schools in District 11. In addition, the percent of special education students and English language learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the appropriateness of other options. In particular, there are currently 10 other programs at schools in the Bronx that offer programs in the Business Interest area through the High School Admissions Process.

In addition to the general academic interests offered at Global Enterprise, there is also transitional Bilingual Spanish instruction offered at Global Enterprise. The following table provides information about the 7 other schools located in Bronx that also offer Bilingual Spanish programs. Students interested in attending a

[23] Some of the 10th grade new admits may have been through the High School Admissions Process for 10th grade students.
[24] 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.

school with a Bilingual Spanish program can learn more about these schools and programs in the High School Directory.[25]

DBN	School Name	ELL-Bilingual Program	Address	Admissions Method
07X600	Alfred E. Smith Career and Technical Education High School	Spanish	333 East 151st Street Bronx, NY 10451	Screened
08X432	Bronx Bridges High School	Spanish	1980 Lafayette Ave. Bronx, NY 10473	Limited Unscreened
09X365	Academy for Language and Technology	Spanish	1700 Macombs Rd. Bronx, NY 10453	Screened
10X342	International School for Liberal Arts	Spanish	2780 Reservoir Ave. Bronx, NY 10468	Limited Unscreened
10X440	DeWitt Clinton High School	Spanish	100 West Mosholu Parkway South Bronx, NY 10468	Educational Option, Screened
10X660	Grace Dodge Career and Technical Education High School	Spanish	2474 Crotona Ave. Bronx, NY 10458	Educational Option, Screened
12X692	Monroe Academy for Visual Arts & Design	Spanish	1300 Boynton Ave. Bronx, NY 10472	Educational Option

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

B. Schools

Global Enterprise currently has a 2010-2011 enrollment projection of 460 students. If this proposal is approved, Global Enterprise will phase out gradually, but seats lost as a result of that phase-out will be replaced as new schools phase-in to the Columbus Campus.

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

1. Only one school (Columbus or Global Enterpise) is approved for phase-out, and only one replacement school (11X508 or 11X509) is approved for co-location.

[25] Each school that participates in the High School Admissions Process may have multiple programs that students to which students can apply. There are different selection criteria associated with each program. Details on the criteria for each selection method may be found in the High School Directory at DOE middle schools and Borough Enrollment Centers or on the DOE Website at: http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

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 Global Enterprise is approved for phase-out, there would be no direct impact on enrollment at Collegiate Institute, Astor Collegiate, Pelham Prep, Columbus, or P010X@Columbus as a direct result of this proposal. 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. 11X509, the proposed replacement school for Global Enterprise would serve approximately 100-125 students in grade 9 during their first year. 11X509 would phase in gradually, adding one grade annually until it reaches full scale in 2014-2015. At that point, 11X509 would serve approximately 400-450 students in grades 9-12.

Columbus, P010X@Columbus, Collegiate Institute, Astor Collegiate, and Pelham Prep would continue to serve students in grades 9-12. Collectively, these schools are projected to enroll approximately 2,405-2,660 students in 2011-2012. Global would phase out gradually over the next several years. 11X509 would phase in to the X415 building beginning in 2011-2012 with a ninth grade class of approximately 100-125 students. In the event that the proposal to phase-out Global Enterprise is not approved, the DOE will reassess the space in the building and would, as appropriate, issue a revised Educational Impact Statement regarding the co-location of 11X509.

In 2014-2015, under scenario 1, the building would enroll approximately 2,805-3,110 students, yielding an estimated building utilization of 102%.[26] At that point, Global Enterprise would have completed its phase out and 11X509 would have completed its expansion. This means that the building would have adequate capacity to accommodate the full expansion of 11X509 into the facility.

The table below outlines the estimated enrollment ranges for the schools in X415 as Global Enterprise phases out and 11X509 phases in: [27]

[26] Based on enrollment at scale compared to 2009-2010 target building utilization. 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.

[27] 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.

Scenario 1

School Name	DBN	Projected Enrollment				Admissions Method[28]
		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	1,050-1,150	1,050-1,150	1,050-1,150	1,050-1,150	Zoned
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@ Columbus	P010X	5-10	5-10	5-10	5-10	D75 High School Choice
Total Enrollment in X415		2,805-3,135	2,805-3,135	2,805-3,315	2,805-3,110	N/A

In the second scenario, where both Columbus, P010X@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.

Collegiate Institute, Astor Collegiate, and Pelham Prep would continue to serve students in grades 9-12. Collectively, these schools are projected to enroll approximately 1,350- 1,500 students in 2011-2012. Columbus High School and Global Enterprise would phase out gradually over the next several years. 11X508 would phase in to the X415 building beginning in 2011-2012 with a ninth grade class of approximately 100-125 students. 11X508 and 11X509 would phase-in gradually, adding one grade annually until they reach full scale during the 2014-2015 school year, at which point each school would serve approximately 400-450 students in grades 9-12.

[28] Each school that participates in the High School Admissions Process may have multiple programs with different selction 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.

In 2014-2015, the building would enroll approximately 2,150-2,400 students, yielding an estimated building utilization of 79%.[29] At that point, Columbus, P010X@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 High School and Global Enterprise. Under this scenario, the DOE also anticipates phasing in an additional school to replace Columbus High School in either 2012-2013 or 2013-2014 as space allows. Any such proposal would be addressed in a future EIS.

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:[30]

Scenario 2

School Name	DBN	Projected Enrolment				Admissions Method[31]
		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@ Columbus	P010X	5-10	5-10	0-5	N/A	N/A
Total Enrollment in X415		2,550-2,910	2,355-2,710	2,250-2,605	2,150-2,500	N/A

[29] Based on enrollment at scale compared to 2009-2010 target building utilization.
[30] 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.
[31] Each school that participates in the High School Admissions Process may have multiple programs with different selction 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.

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.

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.[32] 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. The DOE, however, 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. 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.

[32] 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.

Global Enterprise is currently using 16 full-size spaces. Consistent with the Footprint, Global Enterprise should be allocated a baseline of 14 full-size spaces, 1 half-size spaces, 1 science lab, and 1 science demonstration room.

Currently, Pelham Prep is using 17 full-size spaces, Columbus is using 33 full-size spaces, Astor Collegiate is using 17 full-size spaces, and Collegiate Institute is using 17 full-size spaces. P010X@Columbus has been allocated 1 dedicated full-size classroom.

Under the first scenario described earlier, if approved for phase out, Global Enterprise would be allocated a baseline of 11-13 full-size spaces based on its projected student enrollment of 300-350 during the 2011-2012 school year. 11X509, the replacement school for Global Enterprise, 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; Columbus would be allocated a baseline of 33 full-size classrooms; and Pelham Prep would be allocated a baseline of 16 full-size spaces. P010X@Columbus would continue to be allocated 1 full-size classroom for their dedicated use. This represents a total of 98-100 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; Columbus (assuming it was not approved for phase-out) would be allocated a baseline of full-size 33 spaces. 11X508 would be allocated a baseline of 16 full-size spaces. P010X@Columbus would continue to be allocated 1 full-size classroom for their dedicated use. This represents a total of 99 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 space 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 Global Enterprise 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 Global Enterprise. As Global Enterprise's enrollment declines, the baseline allocation of rooms would be reduced accordingly per the Instructional Footprint. Collegiate Institute, Astor Collegiate, Columbus, P010X@Columbus and Pelham Prep would maintain their classroom baseline allocation. If approved, the new school would be allocated at least their baseline number of rooms while Global Enterprise phases out. As mentioned previously, the co-location of an additional new school may be proposed in the future which would be addressed in separate Educational Impact Statements.

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 Global Enterprise and the phase-in of 11X509:

Scenario 1

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	33	33	33	33
11X509	11X509	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@Columbus	P010X	1	1	1	1	1
Number of Full Size Classrooms Allocated		**99**	**98-100**	**98-100**	**99-101**	**99**

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

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

In 2014-2015, a total of 81 full-size spaces would be allocated to all of the schools in the building. 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:

Scenario 2

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	11X509	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@Columbus	P010X	1	1	1	1	N/A
Number of Full Size Classrooms Allocated		**99**	**95-101**	**88-91**	**85-91**	**81**

Currently, there are proposals in place to upgrade the building in the following ways:

1. Flood Elimination;
2. System replacements;
3. Paved area; and
4. Blacktop.

C. Community

This proposal addresses many needs of the Global Enterprise community:

The performance at Global Enterprise since the school opened in 2003 indicates there is a need to create better options for future students. Under this proposal, the X415 building will remain open as a campus, but will offer new educational options that better support student needs.

In 2009-2010, X415 had a target capacity of 3,055 students, and the building enrolled 3,264 students, yielding a utilization rate of 109%. [33] In 2010-2011, there are 3,039 students projected to be enrolled in the

[33] Utilization Rate as calculated in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") includes students categorized as "Long Term Absences" ("LTAs"), whereas these building enrollment numbers, taken from the 2009-2010 Audited Register, do not. These are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

building, yielding an estimated utilization rate of 99%.[34] This means that the building is currently at full capacity. Phasing out Global Enterprise allows the DOE to create better options for local families.

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 9th grade seats[35] that would be lost if both Columbus and Global Enterprise were approved to phase-out would be recovered through the 200-250 9th grade seats offered by 11X508 and 11X509 in 2011-2012.

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 phased out schools while others would open in other campuses. Each of these new high schools would be the subject of a forthcoming EIS. All seven new schools would provide seats that have no academic screen, although 11X509 would only admit students who have lived in the country for fewer than four years and are limited English proficient. If approved by the PEP, these seven new schools are expected to serve approximately 830 new ninth grade students 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. Izqierdo 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

[34] Enrollment 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.
[35] Based on 11.01.2010 unaudited register.

("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 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 by September 2011, 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.

Attached as Appendix A is a list of schools offering the same Business interest area as the one currently located at Global Enterprise. Appendix B is a list of high schools located in District 11. In addition, a list of schools offering a Bilingual Spanish program which is currently offered by Global Enterprise is contained on page 16 of this proposal.

X415 was built in 1939. Global Enterprise opened in 2003.

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 Global Enterprise High School, Christopher Columbus High School, Astor Collegiate Academy, Collegiate Institute for Math and Science, Pelham Preparatory Academy, P010X@Columbus, and 11X509.[36]

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	N/A

[36] The District 75 P010X Inclusion program will no longer enroll new students if the proposal to phase-out Christopher Columbus High School is approved.

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	460
Grades Served after Phase-Out Proposal in 2011-2012	10-12
Projected 2011-2012 Enrollment:	300-350
Grades Served after Phase-Out Proposal in 2012-2013	11-12
Projected 2012-2013 Enrollment:	200-250
Grades Served after Phase-Out Proposal in 2013-2014	12
Projected 2013-2014 Enrollment:	100-150
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[37]	13%
Percentage Students with Individual Education Plan[38]	19%
Percentage English Language Learner Students[39]	16%
Percentage of Students Eligible for Free or Reduced Lunch[40]	82%

[37] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[38] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[39] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[40] 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[41]	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		

Christopher Columbus High School[42]

Admissions Data

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

[41] Source: 2009-2010 Progress Report.
[42] Columbus is being proposed for phase-out in another proposal.

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	1135
Grades Served after Phase-Out Proposal in 2011-2012[43]	9-12
Projected 2011-2012 Enrollment:	1,050-1,150
Grades Served after Phase-Out Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment:	1,050-1,150
Grades Served after Phase-Out Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment:	1,050-1,150
Grades Served after Phase-Out Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment:	1,050-1,150
Projected Enrollment at Scale:	1,050-1,150

Demographic Data

Percentage Students Receiving CTT or SC services[44]	19%
Percentage Students with Individual Education Plan[45]	25%
Percentage English Language Learner Students[46]	18%
Percentage of Students Eligible for Free or Reduced Lunch[47]	65%

[43] As discussed above, the DOE is proposing to phase-out Columbus. If this proposal is approved, Columbus and P010X@Columbus will serve one less grade each year beginning in 2011-2012 and will complete its phase-out in June 2014.
[44] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[45] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[46] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[47] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Christopher Columbus High School[48]	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		

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

[48] 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 services[49]	12%
Percentage Students with Individual Education Plan[50]	20%
Percentage English Language Learner Students[51]	7%
Percentage of Students Eligible for Free or Reduced Lunch[52]	75%

[49] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[50] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[51] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[52] 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[53]	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

[53] Source: 2009 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 services[54]	8%
Percentage Students with Individual Education Plan[55]	12%
Percentage English Language Learner Students[56]	2%
Percentage of Students Eligible for Free or Reduced Lunch[57]	80%

[54] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[55] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[56] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[57] 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[58]	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 Selection Method: Limited Unscreened

[58] 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 services[59]	8%
Percentage Students with Individual Education Plan[60]	10%
Percentage English Language Learner Students[61]	3%
Percentage of Students Eligible for Free or Reduced Lunch[62]	74%

[59] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[60] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[61] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[62] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Pelham Preparatory Academy[63]	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 K-8: D75 Placement Grades 9-12: District 75 High School Choice
Admissions after Phase-out Proposal in 2011-2012	Grades K-8: D75 Placement Grades 9-12: District 75 High School Choice

[63] Source: 2009-2010 Progress Report.

Enrollment Data

Current Grades Served	PK-12
Projected 2010-2011 Enrollment	455 (P010X@Columbus: 5-10)
Grades Served after Phase-Out Proposal in 2011-2012[64]	PK-12
Projected 2011-2012 Enrollment:	450-475 (P010X@Columbus:5-10)
Grades Served after Phase-Out Proposal in 2012-2013	PK-12
Projected 2012-2013 Enrollment:	450-475 (P010X@Columbus: 5-10)
Grades Served after Phase-Out Proposal in 2013-2014	PK-12
Projected 2013-2014 Enrollment:	450-475 (P010X@Columbus: 5-10)
Grades Served after Phase-Out Proposal in 2014-2015	PK-12
Projected 2014-2015 Enrollment:	450-475 (P010X@Columbus: 5-10)
Projected Enrollment at Scale:	450-475 (P010X@Columbus: 5-10)

Demographic Data[65]

Percentage Students Receiving CTT or SC services[66]	100%
Percentage Students with Individual Education Plan[67]	100%
Percentage English Language Learner Students[68]	5%
Percentage of Students Eligible for Free or Reduced Lunch[69]	76%

[64] As discussed above, the DOE is proposing to phase-out Columbus. If this proposal is approved, Columbus and P010X@Columbus will serve one less grade each year beginning in 2011-2012 and will complete its phase-out in June 2014.
[65] All demographic data is calculated as a percentage of total enrollment at P010X, including students that are not located with the X415 building.
[66] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[67] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[68] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[69] 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

P010X[70]	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			

2010-2011 State Accountability Status	

11X509

Admissions Data

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

[70] 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:	400-500
Projected Enrollment at Scale:	400-500

Demographic Data

11X509 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

11X509 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 Global Enterprise, 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 Global Enterprise 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 Global Enterprise 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.

All costs related to opening a new school to replace Global Enterprise 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/.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at Global Enterprise would be excessed over the course of the phase-out.[71] This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will 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 in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in Global Enterprise will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

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

B. Cost of Instruction

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

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

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, Global Enterprise 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. Global Enterprise is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

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

Costs related to the proposal to open a new district high school, 11X509, will be included in a 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 Global Enterprise would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

D. Transportation

Transportation will be provided according to Chancellor's regulation A-801: http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf. There will be no change to existing transportation practices at Global Enterprise as a result of this proposal.

E. Other Support Services

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

VII. Building Information

Type of Building	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:** $3,768.48 **Custodial Operations Costs—Custodial Allocation:** $21,790.54
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
Interest Area: Business

Borough	School Name	DBN	Address	10/31/10 Enrollment	09-10 Org Capacity	09-10 Org Util	% SE	% ELL	Progress Report	2010 Seat Target	2010 Applicants	Program Name	Interest Area	Admissions Method
Bronx	Urban Assembly School for Careers in Sports	07X548	730 CONCOURSE VILLAGE WEST NEW YORK NY	426	360	74%	15%	6%	A	125	1298	Urban Assembly School for Careers in Sports	Business	Limited Unscreened
Bronx	Jane Addams High School for Academic Careers	08X650	900 TINTON AVENUE BRONX NY	1021	1307	97%	13%	11%	C	75	324	Entrepreneurship/Virtual Enterprise	Business	Screened
Bronx	Bronx High School of Business	09X412	240 EAST 172 STREET BRONX NY	440	508	87%	11%	18%	C	108	839	Bronx High School of Business	Business	Educational Option
Bronx	Fordham Leadership Academy for Business and Technology	10X438	500 EAST FORDHAM ROAD BRONX NY	478	468	106%	10%	14%	C	108	906	Academy of Information Technology and Entrepreneurship	Business	Educational Option
Bronx	DeWitt Clinton High School	10X440	100 WEST MOSHOLU PARKWAY SOUTH BRONX NY	4421	3450	129%	10%	21%	C	227	1009	Business Enterprise	Business	Educational Option
Bronx	Grace Dodge Career and Technical Education High School	10X660	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	45	243	Marketing/Entrepreneurship	Business	Educational Option
Bronx	Grace Dodge Career and Technical Education High School	10X660	2474 CROTONA AVENUE BRONX NY	1397	1474	100%	14%	16%	D	45	243	Academy of Finance	Business	Screened
Bronx	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
Bronx	Astor Collegiate Academy	11X299	925 ASTOR AVENUE BRONX NY	480	399	118%	12%	7%	B	108	1425	Astor Collegiate Academy	Business	Limited Unscreened
Bronx	Monroe Academy for Business/Law*	12X690	1300 BOYNTON AVENUE BRONX NY	387	534	86%	14%	15%	C	108	901	Business/Law	Business	Educational Option

* Please note that a proposal to gradually phase out the Monroe Academy for Business/Law after the 2010-2011 school year will be considered by the Panel for Educational Policy in February 2011.

APPENDIX A
Interest Area: Business

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