EDUCATIONAL IMPACT STATEMENT: The Proposed Co-Location of 11X509 with Global Enterprise High School (11X541), Christopher Columbus High School (11X415), Collegiate Institute for Math and Science (11X288), Astor Collegiate Academy (11X299), Pelham Preparatory Academy (11X542), and a District 75 Inclusion Program (P010X@Columbus) in School Building X415

I. Summary of Proposal

The New York City Department of Education ("DOE") proposes to co-locate 11X509, a new high school, in school building X415 ("X415") located at 925 Astor Avenue, Bronx, NY 10469, within the geographical confines of Community School District 11("District 11"). If this proposal is approved, 11X509 would be co-located with five existing high schools: Global Enterprise High School (11X541, "Global Enterprise"), Christopher Columbus High School (11X415, "Columbus"), Collegiate Institute for Math and Science (11X288, "Collegiate Institute"), Astor Collegiate Academy (11X299, "Astor Collegiate"), Pelham Preparatory Academy (11X542, "Pelham Prep"), and a District 75 school's inclusion program (P010X@Columbus). P010X students are enrolled in Columbus' general education classes, and, depending on their individual needs, receive Special Education Teacher Support Services ("SETSS"). There is also a Young Adult Borough Center located in X415.[1] 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.

In two separate Educational Impact Statements ("EIS") published on December 20, 2010, the DOE also proposed to gradually phase-out and eventually close Global Enterprise and Columbus due to their chronic low performance. Both EISs can be accessed on the DOE Website at: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals

As part of the replacement strategy for Global Enterprise and Columbus, the DOE is proposing to phase-in two new district high schools, 11X509 and 11X508, into the X415 building beginning in 2011-2012. The replacement option for Global Enterprise, 11X509, is delineated in this EIS. A separate EIS, also posted on December 20, 2010, outlines the replacement option for Columbus, 11X508, and can be accessed here: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals

In the event that the phase-out of Global Enterprise and/or Columbus is not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposals to co-locate 11X509 and 11X508 in X415.

In 2009-2010, X415 had a target capacity to serve 3,055 students, and the building enrolled 3,264 students,

[1] 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.

yielding a target building utilization of 109%.[2][3] In 2010-2011, the total enrollment for all schools in the building is projected to be 3,039, which would yield a utilization rate of 99%.[4] This means that the building is fully utilized. If the Panel for Educational Policy ("PEP") approves the proposal to phase-out Global Enterprise, the school would no longer admit new ninth-grade students at the conclusion of the 2010-2011 school year. However, Global Enterprise would continue to serve students currently enrolled in the school. Global Enterprise's enrollment would decrease gradually over the next three years, and the school would complete phasing out in June 2014. The space formally occupied by Global Enterprise would be used to serve the incoming ninth grade cohort at 11X509 during the 2011-2012 school year. 11X509's space allocation would continue to increase as it phases into the building while Global Enterprise simultaneously phases-out. Concurrently, should the proposals to phase-out Columbus and P010X @ Columbus, and co-locate 11X508 be approved, 11X508 would phase-in to the building to replace the seats lost at Columbus. Collegiate Institute, Astor Collegiate, and Pelham Prep would continue to serve students in grades 9-12.

The proposed co-location of 11X509 is part of the DOE's central goal to create new school options that will better serve future students and the community at large. The new school would open during the 2011-2012 school year, when it would serve approximately 100-125 students in the ninth grade. 11X509 will be a district school that is dedicated to serving English Language Learners who have been living in this country for less than 4 years. Students will be able to apply to 11X509 as part of the High Schools Admissions process with priority given to students and residents of the Bronx. 11X509 would gradually phase in by adding one grade per academic year. The school is expected to reach full scale in 2014-2015 and would serve approximately 400-450 students in grades nine through twelve.

Background on the DOE Decision Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in the Educational Impact Statements posted on December 20, 2010, the DOE has concluded that phasing out Global Enterprise is appropriate due to the school's history of poor performance.

The DOE is proposing to recover the seats lost through the phase-out of Global Enterprise by adding a new school in the X415 building. 11X509 would offer a rigorous, college-preparatory program designed to equip students with the skills necessary to achieve post-secondary success. The DOE believes that co-locating a new high school in the Christopher Columbus High School Campus (X415) would create a much needed high-quality educational option in the community.

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.[5] In 2010-2011, the total student

[2] The official target capacity and utilization rates for the 2010-2011 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book").

[3] 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.

[4] Enrollment reflects 2010-2011 Enrollment Projections and utilization compares this enrollment with the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book") capacity.

[5] 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

enrollment in the building is projected to be 3,039, yielding an estimated utilization rate of 99%.[6] 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 Enterprise, 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 Enterprise 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 Enterprise 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 Enterprise has completed its phase out and 11X509 has completed its expansion, the building would serve approximately 2,805-3,110 students in grades 9-12, which would yield a building utilization rate of 102% of target capacity.[7] The YABC program would remain in X415.

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.

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

[7] 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.

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[8]	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 therefore 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 450-500 students; and Pelham Prep would continue to enroll 450-500 students. Under this scenario, building X415 would serve approximately 2,150-2,400 students in grades 9-12 in 2014-2015, at which point Columbus and Global Enterprise would have completed their phase out and the two new schools would have completed their expansions. This would yield an estimated building utilization rate of 79%. 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.

[8] 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[9]	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[10]	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 description of the impact of the proposed of 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

If this proposal is approved, in September 2011, 11X509 would be housed in the X415 building and would be open to prospective ninth-grade students through the citywide High School Admissions Process. The school is proposed to have a screened admissions method. 11X509 would admit students who have limited English proficiency and have been in the country for less than four years.

Impact on students currently attending schools in the X415 building

As described in the EIS concerning the proposed phase out of Global Enterprise, all current Global Enterprise students would have the opportunity to graduate from the school assuming that they continue to earn credits on schedule. If they wish, current Global Enterprise students enrolled in ninth-grade for the first time during the 2010-2011 school year may opt to participate in the High School Admissions Process so that they can enroll in a different high school for tenth grade beginning in September 2011 (pending satisfactory completion of promotion criteria and grade 10 seat availability).

In New York City, the High School Admissions Process is a citywide choice process. The High School

[9] As Global Enterprise and Columbus phases out, some students may technically be classified in grades "no longer served" at the school. This would occur in situations where current students were "held over" because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Global Enterprise and Columbus and would have access to appropriate courses to support their continued progress toward graduation.

[10] See footnote 9.

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, who are interested in attending a different school for tenth grade, may have already taken part in this process. If this proposal is approved in February 2011, there will be another opportunity for current ninth grade students to participate in the High School Admissions Process and apply to attend a different high school for tenth grade. Those interested in applying to attend a different school as a tenth grader in September 2011 should meet with a guidance counselor. In early February 2011, a new high school application called the New High Schools Choice Form will be available. Students interested in seeking a new tenth grade seat 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.

Students who are repeating the ninth grade as well as current tenth, eleventh and twelfth graders, 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 to ensure they are receiving the support they need to succeed and graduate. Students would also be encouraged to meet with their guidance counselor to review their progress toward graduation and consider applying to a Transfer School or enrolling in a YABC.

The proposed co-location of 11X509 would not impact the baseline space allocation of Collegiate Institute, Astor Collegiate or Pelham Prep. The co-location is not expected to have an impact on any programmatic offerings at these schools either.

The high schools located in X415 serve general education students and students with disabilities, including students currently enrolled in Collaborative Team Teaching ("CTT") and Self Contained ("SC") classes and receiving Special Education Teacher Support Services ("SETSS"). Upon admission, the schools work with parents to develop an individualized program that reflects the resources that the schools can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English language learners ("ELL") are enrolled and receiving English as a Second Language ("ESL") or transitional Bilingual services. Global Enterprise is the only school in X415 that currently offers a transitional Bilingual program in Spanish. All students enrolled in one of the schools on the Columbus High School Campus will continue to receive their mandated special education and/or ESL services if this proposal is approved.

A more detailed description of the potential impact that the phase-out of Global Enterprise would have on Bronx high school students is outlined in a separate EIS, also posted on December 20, 2010. Please visit the DOE's Website to access that EIS at: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals.

Impact on current 8th grade students

Students who are currently enrolled in the 8th grade and are interested in applying to 11X509 would participate in the High School Admissions Process this school year for a 9th grade seat in September 2011. The High School Admissions Process permits student applicants to list up to 12 high school programs in order of preference on his/her application.

There are three rounds to the High School Admissions Process:

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

Main Round: All 8th grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all 8th graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

Supplementary Round: Any student who is not matched in the Main Round would have 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.

Admissions to 11X509 would be open to any New York City student through the High School Admissions process. The school is proposed to have a Screened selection method. Students who have lived in the country for fewer than 4 years and are limited English proficient would be eligible to apply.

Although the deadline for submitting high school applications was December 3, 2010, if this proposal is approved by the PEP, students who are interested in applying to 11X509 would have the opportunity to submit a new admission application with revised school rankings in February 2011. This application would replace the previously submitted application and would be included as the student's application for the Main Round of the High School Admissions Process. Other new high schools designated to open throughout the city for the 2011-2012 school year will also be available for these students to consider.

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

The proposed co-location of 11X509 with Global Enterprise, Columbus, Collegiate Institute, Astor Collegiate, and Pelham Prep is not anticipated to impact current students attending any of the existing schools in building X415. As detailed above, current 8th grade students in all five boroughs would be eligible to apply to the new school through the citywide High School Admissions Process in February 2011. 11X509 would serve as an additional option in building X415 and would offer a rich and engaging academic program. Detailed information about new high schools is published annually in the new schools directory, available in print at DOE middle schools and Borough Enrollment Centers or on the DOE's Website: http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

B. Schools

Global Enterprise currently has a 2010-2011 enrollment projection of 460 students. If the proposal to phase-out Global Enterprise and this proposal to co-locate 11X509 in X415 are 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.

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%.[11] 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: [12]

[11] 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.

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

Scenario 1

School Name	DBN	Projected Enrollment				Admissions Method[13]
		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	Limited Unscreened
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	2,805-3,135	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.

[13] 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.

In 2014-2015, the building would enroll approximately 2,150-2,400 students, yielding an estimated building utilization of 79%.[14] 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:[15]

Scenario 2

School Name	DBN	Projected Enrollment				Admissions Method[16]
		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		2,555-2,910	2,355-2,710	2,250-2,605	2,150-2,400	N/A

[14] Based on enrollment at scale compared to 2009-2010 target building utilization.
[15] The enrollment estimates are based on a standard phase-in plan. This does not reflect the outcome of the annual Enrollment Projection process for schools.
[16] 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.

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.[17] 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.

[17] 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	11X508	N/A	4	8	12	16
Global Enterprise	11X541	16	11-13	7-9	4-6	N/A
Pelham Prep	11X542	16	16	16	16	16
P010X@Columbus	P010X	1	1	1	1	N/A
Number of Full Size Classrooms Allocated		**99**	**96-101**	**89-91**	**85-90**	**81**

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of 11X508 is intended to increase the number of high-quality educational options for all students across the city, and specifically in the Bronx.

As noted elsewhere in this document, and taken collectively with ongoing utilization changes in building X415, the proposal to phase out Columbus and Global Enterprise is not expected to yield net loss of seats in building X415. The approximately 223 9th grade seats[18] that would be lost if both Columbus and Global Enterprise were approved to be phased-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

[18] Based on 11.01.2010 unaudited register.

these schools—SCRL, New Day, Columbus, Global Enterprise, and MABL—were also proposed to be phased out last year.

If all eight of the phase-out proposals described above are approved by the PEP, the DOE will replace the seats lost in the Bronx with proposed new schools. Based on the November 1, 2010 Unaudited Register, the 8 schools proposed for phase-out are serving a total of 759 new ninth graders. However, these seats will be recovered in new schools. The DOE is planning to propose seven new high schools in the Bronx to open in September 2011 that will provide additional seats to Bronx students. Some of these schools will open in the same campuses of the schools that are proposed for phase-out while others will open in other campuses. Each of these new high schools will be proposed in an EIS and subject to PEP approval. All seven new schools will provide unscreened seats with no academic screen and are expected to serve approximately 830 new ninth grade students in 2011-2012. Students who have limited English proficiency and have been in the country for less than four years will be eligible to attend 11X509.

Additionally, given that SCRL, New Day, Columbus, Global Enterprise, and MABL were proposed to be phased-out last year, in January 2010, the DOE 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 and will grow to ultimately enroll students in grades 6-12 at scale, with capacity to serve about 80 new ninth graders in 2013-2014. And on the Stevenson Campus ("X450"), the DOE opened Bronx Bridges High School (08X432, "Bronx Bridges") in anticipation of the phase-out of SCRL. Bronx Bridges currently serves 78 new ninth grade students.

Lastly, in the Bronx this year, the capacity to serve high school students increased through the planned expansions of schools growing from serving grades 6-8 to 6-9 as part of a plan to serve students in grades 6-12. Additionally, some schools on the Morris Campus ("X400") and the new Mott Haven Campus ("X790") were able to increase their seat capacity due to the addition of available space when Bronx Leadership Academy II (07X527, "BLA II") moved from the Morris Campus to the new Mott Haven Campus. Of these 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 will have created the capacity for approximately 990 new ninth grade seats in the Bronx, which is more than enough to offset the 759 seats anticipated to be lost by the 8 proposed phase-outs. Factoring in new ninth grade seats that were made available by expanding capacity in existing schools this year, there would be capacity for approximately 1,510 seats.

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

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

IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are Global Enterprise High School, Christopher Columbus High School, Astor Collegiate Academy, Collegiate Institute for Math and Science, Pelham Preparatory Academy, P010X@Columbus, 11X508, and 11X509.

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

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:	0
Projected Enrollment at Scale:	0

Demographic Data

Percentage Students Receiving CTT or SC services[19]	13%
Percentage Students with Individual Education Plan[20]	19%
Percentage English Language Learner Students[21]	16%
Percentage of Students Eligible for Free or Reduced Lunch[22]	82%

School Performance Data

Global Enterprise High School[23]	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

Admissions Data

Current Admissions	Grade 9-12: High School Admissions Process Admissions Method: Zoned
Admissions after Phase-out Proposal in 2011-2012	Columbus is also being proposed for phase-out in another proposal.

[19] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[20] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[21] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[22] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.
[23] Source: Progress Report.

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	1135
Grades Served after Phase-Out Proposal in 2011-2012[24]	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[25]	19%
Percentage Students with Individual Education Plan[26]	25%
Percentage English Language Learner Students[27]	18%
Percentage of Students Eligible for Free or Reduced Lunch[28]	65%

[24] 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.
[25] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[26] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[27] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[28] 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[29]	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

[29] Source: 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[30]	12%
Percentage Students with Individual Education Plan[31]	20%
Percentage English Language Learner Students[32]	7%
Percentage of Students Eligible for Free or Reduced Lunch[33]	75%

[30] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[31] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[32] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[33] 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[34]	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

[34] Source: 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[35]	8%
Percentage Students with Individual Education Plan[36]	12%
Percentage English Language Learner Students[37]	2%
Percentage of Students Eligible for Free or Reduced Lunch[38]	80%

[35] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[36] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[37] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[38] 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[39]	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	B	A	A
Quality Review Score	WD		
Graduation Data			
Four-Year Graduation Rate	84%	73%	76%
Four-Year Regents Diploma Rate	69%	57%	67%
Six-Year Graduation Rate		97%	91%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	71%	93%	91%
Attendance Rate	86%	88%	92%
2010-2011 State Accountability Status	In Good Standing		

Pelham Preparatory Academy

Admissions Data

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

[39] Source: 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[40]	8%
Percentage Students with Individual Education Plan[41]	10%
Percentage English Language Learner Students[42]	3%
Percentage of Students Eligible for Free or Reduced Lunch[43]	74%

[40] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[41] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[42] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[43] 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[44]	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

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

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[45]	PK-12

[44] Source: Progress Report.
[45] 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.

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[46]

Percentage Students Receiving CTT or SC services[47]	100%
Percentage Students with Individual Education Plan[48]	100%
Percentage English Language Learner Students[49]	5%
Percentage of Students Eligible for Free or Reduced Lunch[50]	76%

[46] All demographic data is calculated as a percentage of total enrollment at P010X, including students that are not located with the X415 building.
[47] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[48] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[49] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[50] 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[51]	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade			A
Quality Review Score	WD	WD	
Performance Data			
Percentage of Standard Assessment Students at Level 2 or Above in ELA			39.7%
Percentage of Standard Assessment Students at Level 2 or Above in Math			58.9
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)			94.8%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)			98.5 %
Other Key Indicators			
Attendance Rate			84.0%
2010-2011 State Accountability Status			

11X509

Admissions Data

Current Admissions	9-12: High School Admissions Process Admissions Method: Screened, Open to students who have lived in the country for fewer than 4 years and are limited English Proficient
Admissions after Phase-out Proposal in 2011-2012	9-12: High School Admissions Process Admissions Method: Screened, Open to students who have lived in the country for fewer than 4 years and are limited English Proficient

[51] Source: 2009-2010 Progress Report

Enrollment Data

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

Demographic Data

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 performance data for the school.

V. Initial Costs and Savings

Once the phase-out of Global Enterprise 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 elementary grade 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.

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 11X509 will receive a fixed allocation of $80,000 during its first year. In addition, the school will receive approximately $451,559.88 in per pupil allocations. Beginning in its second year of operation, 11X509 will receive approximately $225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional $85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

The DOE does not anticipate that the co-location of 11X509 in X415 will have an impact on the pedagogical, administrative, and non-pedagogical personnel at Christopher Columbus High School, Astor Collegiate Academy, Collegiate Institute for Math and Science, Pelham Preparatory Academy, and P010X@Columbus. A more detailed description of the potential impact that the phase-out of Global Enterprise would have on the school's pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that was posted on December 20, 2010. Please visit the DOE's Website to access that EIS at: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals

11X509 would need to hire additional teachers during each year of the grade expansion as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created to serve students in ninth through twelfth grade would be determined based on annual enrollment projections available as the school grows to serve those grades.

All new district schools opening in campuses where an existing school is phasing-out must adhere to Article 18-D of the United Federation of Teachers contract. Article 18-D requires that if a sufficient number of displaced staff from the closing or phasing-out school apply, at least 50% of the new schools' pedagogical positions shall be selected from among the appropriately licensed most senior applicants from the closing or phasing-out school—in this case, Global Enterprise—who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary and paraprofessional positions are also subject to Article 18-D.

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. If the proposal to phase-out Global Enterprise High School is approved, for each student no longer on the Global Enterprise High School roster as the phase out is implemented, the school is expected to receive approximately $4,181 less in base per

pupil funding annually. 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 High School 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.

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 11X509 will receive a fixed allocation of $80,000 during its first year. In addition, the school will receive approximately $451,559.88 in per pupil allocations. Beginning in its second year of operation, 11X509 will receive approximately $225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional $85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

Please see "initial costs and savings" for additional information.

C. Administration

11X509 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

D. Transportation

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

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided in consistent with citywide policy.

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)