

EDUCATIONAL IMPACT STATEMENT: The Proposed Re-Siting and Grade Expansion of M.S. 260 Clinton School for Writers and Artists (02M260) from a 6-8 to a 6-12 School in Building M868 Beginning in the 2015-2016 School Year

I. Summary of Proposal

Clinton School for Writers and Artists (02M260, “Clinton”) is an existing district middle school currently located in building M933 (“M933”) at 425 West 33rd Street, Manhattan, New York 10001, in Community School District 2 (“District 2”). Clinton currently enrolls students in sixth through eighth grade into its screened middle school program. Clinton is the only organization in M933.

The School Construction Authority (“SCA”) is presently constructing building M868, (“M868”) located at 10 East 15th Street, New York, NY 10003, with an expected occupancy date of September 2015. M868 has been designed to serve students in middle school and high school grades. The New York City Department of Education (“DOE”) temporarily sited Clinton in M933 in anticipation of its move to M868 and committed to an Educational Impact Statement (“EIS”) that would re-site Clinton to M868 following construction of the building.¹ This EIS fulfills that commitment. A “re-siting” means that students will attend classes in a different building than the one in which they attended classes the previous year. If this proposal is approved, Clinton will be re-sited to M868 and will grow to utilize both the middle school and high school seats in M868 beginning in 2015-2016.

This is a proposal to implement a “grade expansion” and a re-siting whereby Clinton will be re-sited from M933 to M868 prior to the beginning of the 2015-2016 school year. At M868, Clinton will gradually grow to serve students in sixth through twelfth grade beginning in the 2015-2016 school year. If this proposal is approved by the Panel for Educational Policy (“PEP”), Clinton will enroll its first ninth grade cohort in September 2015 during the school’s first year at M868 into its high school screened program.

The DOE also strives to ensure that all students in New York City have access to high-quality schools at every stage of their education. The DOE believes that the grade expansion of Clinton will increase access to high-quality high school seats in Manhattan. Such an expansion will build upon the growing success of Clinton, which has demonstrated a strong record of student performance in District 2. For example, the percent of students at Clinton scoring at Levels 3 and 4 on State English Language Arts (“ELA”) tests in 2011-2012 was in the 93rd percentile Citywide.

The proposal to expand Clinton was initiated by the school community. In March 2013, Clinton’s leadership team submitted a letter of intent to apply for a grade expansion, and in May 2013 a team composed of teachers and administrators submitted a formal application to the DOE. That application was supported by parents, the broader school community, the Community Educational Council of District 2, and multiple elected officials. This suggests a high level of satisfaction within the school, its parent body and the broader community, and the expectation that an expanded Clinton will meet the needs of children. In June 2013, DOE officials visited Clinton and conducted interviews with the applicant team, concluding that the school is well positioned to begin a successful grade expansion.

¹ The EIS temporarily siting Clinton in M933 can be found at: http://schools.nyc.gov/NR/rdonlyres/8B2CA4C5-DF6C-4DB2-A95F-D0C55941146D/84078/ClintonRevisedEIS_Final6210.pdf

The DOE strives to increase quality options for students. As part of the provisional approval process, the DOE evaluates each school's instructional capacity to serve the expanded school level by reviewing school expansion applications, conducting site visits, and facilitating panel interviews. Schools interested in expanding must have received at least a "C" on their most recent Progress Report to be eligible to apply to the grade reconfiguration process. Schools provisionally approved for expansion must receive at least a "C" in the Progress Report(s) released prior to their expansion in order to remain eligible. In the event that Clinton does not receive a C or better on the Progress Report(s) prior to its expansion, this proposed expansion will not be implemented. If this proposal is approved, the re-siting will occur even if the proposed expansion is not implemented. If the expansion is not implemented, the DOE may propose an alternate use of space in M868 that involves a significant change in school utilization, which would be the subject of a future EIS in accordance with Chancellor's Regulation A-190. For the purposes of this proposal, it is assumed that Clinton will be able to expand its grade levels from 6-8 to 6-12. This proposed re-siting will provide Clinton with facilities that are fully functionally accessible.

If this proposal is approved, Clinton will move to M868 and begin serving students in ninth grade in the 2015-2016 school year. Clinton will expand gradually, adding one grade level each year over a four-year period. The school will reach its full grade span of grades six through twelve in the 2018-2019 school year.

Secondary schools (offering grades six through twelve) typically serve three sections of students per grade. In the 2015-2016 school year, the first year of this proposal, Clinton will serve approximately 315-355 students in total, with three sections per grade in grades six through nine. At full scale, Clinton is expected to serve 555-625 students in total, with three sections per grade in grades six through twelve.

Students who reside in District 2 currently have the opportunity to select from a variety of middle schools and secondary schools within District 2 through the middle school application process. Students may also choose to apply to a range of middle schools with borough-wide or Citywide admissions priority. In addition, they may apply to charter schools in District 2 and throughout Manhattan through the charter lottery application process. Under this proposal, middle school students in District 2 will retain all of those options. If this proposal is approved, students will apply for enrollment in the high school grades of Clinton through the Citywide High School Admissions Process. Additional information about Clinton's programs and admissions policies is contained in Section III.A of this proposal.

II. Proposed or Potential Use of Building

There is sufficient space in M868 to accommodate Clinton's proposed grade expansion in 2015-2016 and beyond. Building M868 has a target capacity of 733 according to the Program of Requirements ("POR") that the building's construction and design is based on.² (The concepts of "capacity" and "utilization rate" are described below.)

The table below summarizes the grade span of Clinton over the course of six years in M868:³

² The School Construction Authority develops a Program of Requirements for all new construction buildings.

³ The table reflects only those grades served in the M868 building. Clinton is currently located in building M933 at 425 West 33rd Street, Manhattan, NY 10001 and will remain in building M933 for the 2014-2015 school year. Clinton currently serves students in grades six through eight and will serve students in grades six through eight in 2014-2015, as well.

Grade Spans

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
02M260	Clinton	-	-	6-9	6-10	6-11	6-12

The table below shows the total projected building enrollment and utilization for Clinton’s expansion in M868:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
02M260	Clinton	-	-	315 - 355	395 - 445	475 - 535	555 - 625
Total Building Enrollment⁴		-	-	315 - 355	395 - 445	475 - 535	555 - 625
Utilization⁵		-	-	43% - 48%	54% - 61%	65% - 73%	76% - 85%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE’s utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building’s target capacity would increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

⁴ The table reflects only those students served in the M868 building.

⁵ All references to building utilization rates in this document are based on target capacity data from the School Construction Authority’s Program of Requirements for building M868 and the 2013-2014 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

M868 is a new construction building, so building utilization rates in this document are based on target capacity data from the School Construction Authority's POR for building M868.

In the 2015-2016 school year, the first year of the proposed grade expansion, Clinton is projected to serve approximately 315-355 students in grades six through nine. Thus, M868 will have an approximate utilization rate of 43%-48% of target capacity for the 2015-2016 school year.

If this proposal is approved, Clinton will expand to serve approximately 75-85 ninth-grade students in 2015-2016. During the first year of expansion, Clinton will enroll a total of 315-355 students in grades six through nine. In 2018-2019, during the final year of Clinton's grade expansion, Clinton will serve approximately 555-625 students in grades six through twelve. At that point, M868 will have an estimated utilization rate between 76%-85% of target capacity.

There will be sufficient space to serve Clinton students in M868 pursuant to the DOE's Instructional Footprint (the "Footprint") during and after the grade expansion is completed, as described in further detail in Section III.B. In all years of this proposal, there will be excess space available to Clinton in M868.

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

A. Students

Impact on Current and Future Middle School Students at Clinton

This proposed re-siting could result in current sixth and seventh-grade students enrolled at Clinton and future middle school students who will be enrolled at Clinton in 2014-2015 having to travel to a different and potentially further school site in the 2015-2016 school year and beyond. M868 is located 1.6 miles away from Clinton's current site in M933, and it is one city block away from Manhattan's Union Square public transportation hub. Clinton's school leadership has shared news of the DOE's plan to re-site the school from M933 to M868 with the school community since the school began its temporary siting in M933. Therefore, the DOE does not anticipate significant travel hardship due to this proposed re-siting and expansion, since M868 is close to the central hubs of multiple modes of public transportation.

If this proposal is approved, Clinton will move to M868 and will begin serving high school students in September 2015.

Current eighth-grade students at Clinton will not have the option to remain at Clinton through the twelfth grade, as the expansion will not begin until the 2015-2016 school year. Therefore, during the High School Admission process for the 2014-2015 school year, current eighth-grade students at Clinton who meet promotional criteria will not have the option of remaining at Clinton for high school. Eighth-grade students in 2014-2015 and beyond will have the option to remain at the school through the twelfth grade. During the High School Admissions process for the 2015-2016 school year and beyond, eighth-grade students at Clinton will receive first priority for a ninth-grade seat at the school if they rank it on their High School Admissions application.

This proposal will not impact Clinton's current middle school admissions process. Clinton will continue to admit sixth-grade students through the District 2 middle school admissions process with a screened admission method.

Clinton currently admits prospective sixth-grade students into a screened program. In general, screened programs evaluate applicants based on their academic grades, standardized test scores, attendance, and

punctuality, in addition to other assessments. Clinton's screening criteria include a review of test scores, student interviews, teacher recommendations, writing and math assessments, and writing and art samples.

Through the middle school application process, students will be offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions processes. Information about all of these options is printed in each district's Middle School Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:⁶

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Zoned middle schools;
- K-8 schools with a zoned, screened, school-based application, or limited unscreened admissions method that have available seats for middle school students;
- 6-12 schools with a screened or limited unscreened admissions method for middle school students; and
- Schools with borough-wide or Citywide eligibility with school-based admissions or a screened admissions method.

In addition, screened and audition middle schools and alternative programs are offered through referrals. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

For further information about all of these options, please refer to the District 2 Middle School Choice Directory which can be found at <http://schools.nyc.gov/NR/rdonlyres/06C7611A-4AAE-451C-BD21-BF6A9C34E14B/0/201213D2MSD.pdf>. Please note that this directory is updated yearly.

Please visit the DOE website for general information about the middle school application process: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2014-2015 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2014-2015 school year will be available for students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a "new schools" application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with Individualized Education Programs ("IEPs"), with the exception of those recommended for placement in a District 75 school,⁷ are admitted to schools in the same manner as general

⁶ The District 2 Middle School Directory is available at: <http://schools.nyc.gov/NR/rdonlyres/06C7611A-4AAE-451C-BD21-BF6A9C34E14B/0/201213D2MSD.pdf>

⁷ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Enrollment Impact for Over-the-Counter (“OTC”) Students

Students who do not participate in the middle school application process may still enroll in a District 2 Middle School through over-the-counter (“OTC”) placement.

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 four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;⁸ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, 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. However, in many districts, students may simply report to their zoned middle school.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and, if space allows, adjusted in those schools where the admissions methods are limited unscreened or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student may return if the student so chooses.

Students with IEPs, with the exception of those recommended for a District 75 or a non-public school placement, will follow the same process as their non-disabled peers. The DOE will support schools by reviewing students’ IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education environment to the greatest extent possible.

In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Students who are ELL students are placed according to the same placement criteria as their English-speaking peers. Students requiring ELL services will continue to receive appropriate services at the middle school they attend.

⁸ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

If this proposal is approved, future eighth-grade students enrolled at Clinton will have the option to remain at the school through the twelfth grade. During the High School Admission process for the 2014-2015 school year, current eighth-grade students at Clinton who meet promotional criteria will not have the option of remaining at Clinton for high school. Beginning in the 2015-2016 school year, Clinton eighth-grade students will be given first priority for a ninth-grade seat at the school if they rank it on their High School Admissions application.

Enrollment Impact for Future High School Students—High School Admissions Process

If this proposal is approved, Clinton will admit prospective ninth-grade students into a screened program. Clinton plans to offer a rich, college-preparatory curriculum to students in its proposed high school grades. Students will have opportunities to take advanced coursework and will be divided into cohort advisories for academic, social, and emotional support; students will remain with those groups throughout their time in high school. Additionally, Clinton will continue to support students' development as writers and artists, working to produce and perform on a more sophisticated level than is possible in middle school. Clinton intends to grow its partnerships with local museums, dance companies and other non-profit organizations. Admissions preference for Clinton's high school program would be given to students in the following order:

- Continuing eighth grade students;
- Applicants who are residents or students in Manhattan;
- Applicants who are residents and students in New York City.

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to eight of the Specialized High Schools requiring the Specialized High School Admissions Test ("SHSAT"), as well as up to six studios at LaGuardia High School.

For high school admissions for the 2014-2015 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results at the in May.

For more information about the High School Admissions Process, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Enrollment Impact for Future High School Students—Over-the-Counter Placements

In addition to the High School Admissions Process, some students may receive a placement at Clinton through the over-the-counter (“OTC”) process.

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. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;⁹ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address, which schools have available seats and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/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 meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹⁰ international schools, and alternative programs are offered through referral.¹¹ 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 2012-2013 school year, 597 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Manhattan, the number of schools that admitted students during this period increased from 122 to 144.

⁹ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

¹⁰ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

¹¹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Clinton will offer first priority to its continuing eighth grade students.

Impact on Current and Future Program Offerings at Clinton

The DOE does not anticipate that this proposal will affect the academic programs, extracurricular activities, and community partnerships currently offered at Clinton. Clinton would continue to offer programming based on student interests, available resources, and staff support for those programs. The proposed expansion would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Clinton serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities are admitted to schools in the same manner as general education students. As Clinton phases in to serve students in high school grades, the school will work with parents to develop individualized education programs that are appropriate for all students requiring special education services. 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. Clinton will continue to meet the needs of its current and future students with disabilities in accordance with their IEPs.

English Language Learners are admitted to schools in the same manner as their general education peers. ELL students at Clinton will continue to receive mandated services in accordance with DOE policy. Currently, Clinton offers English as a Second Language (“ESL”) classes for ELL students. Under this proposal, Clinton will continue to offer mandated ELL services as the school expands to serve students in high school grades.

According to the 2012-2013 Middle School Directory and principal reported information, Clinton currently offers the following programs, partnerships, and extracurricular activities for its middle school students:¹²

¹² Compiled from the Middle School Directory available at: <http://schools.nyc.gov/NR/rdonlyres/06C7611A-4AAE-451C-BD21-BF6A9C34E14B/0/201213D2MSD.pdf>. For more updated information, refer to Clinton’s school Web site: <http://theclintonschool.net/drupal7/index.php>.

Programs:

- Specialized High School Admissions Prep
- Gallery Group
- Clinton School Journal
- Student Council
- Technology
- Staging a Musical

Partnerships:

- New York University
- Whitney Museum
- New York City Center
- Theater for a New Audience
- Dancing Classrooms
- Associated Press
- New York Civil Rights Coalition

Extra-curricular Activities:

- Boys Sports: Basketball, Soccer
- Girls Sports: Basketball, Soccer
- Co-ed Sports: Outdoor Track

B. Schools

Clinton is the only school in its current building, M933, and it is anticipated to be the only school in its newly constructed building, M868.

If this proposal is approved, there will be sufficient space in building M868 to accommodate Clinton pursuant to the Citywide Instructional Footprint (the “Footprint”) during and after Clinton’s proposed grade expansion. Please visit the DOE website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/ronlyres/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 elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are Self-Contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each Self-Contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve the Footprint assumes that students move from class to class and that rooms should be programmed at maximum efficiency. The Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room 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 room. Principals are asked to program their schools efficiently so that rooms can be used for multiple purposes throughout the course of the school day.

According to the POR dictating the facilities available at M868, there are a total of 26 full-size rooms,¹³ including 1 full-size trifacial science lab and 1 full-size science demonstration room, 2 half-size rooms,¹⁴ no quarter-size rooms¹⁵ and the equivalent of 9.75 full-size rooms of designed administrative/office space to be used by Clinton during and after its proposed grade expansion. Building M868 therefore has a total of 36.75 full-size equivalent (“FSE”) rooms for instructional and administrative use. The building also has the following common areas: a cafeteria, an auditorium, a library, a gymnasium and a medical suite.

Per the Footprint, in 2015-2016, during the first year of the proposed grade expansion, Clinton will be allocated 12 full-size rooms for instructional use. Each subsequent year, up to the 2018-2019 school year, Clinton will be allocated three additional full-size rooms to accommodate its increased enrollment and grade span.

There is sufficient space in M868 to accommodate Clinton’s new high school grades both during and after the expansion. After the school has received its baseline Footprint allocation in each year of this proposal, there will be excess space available for Clinton’s use.

The table below summarizes the baseline Footprint allocation of full-size instructional rooms for Clinton during its proposed grade expansion:

Baseline Footprint Allocation for Full-Size Classrooms							
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
02M260	Clinton School Writers & Artists	-	-	12	15	18	21
TOTAL		-	-	12	15	18	21
TOTAL TO BE ALLOCATED ROOMS IN EXCESS OF BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		-	-	26	26	26	26
TOTAL		-	-	14	11	8	5

Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms may be allocated for administrative purposes. If this proposal is approved, the Office of Space Planning will work with Clinton to ensure a smooth transition between M933 and M868.

There are currently no other proposed uses or plans for building M868 at this time.

Building Safety and Security

If this proposal is approved, Clinton will develop a safety and security plan for building M868 prior to the first day of school in September 2015. The DOE makes available the following supports to schools around safety and security:

- Best Practice Standards for Creating and Sustaining a Safe and Supportive School as a resource

¹³ Full-size classrooms have an area of 500 square feet or more.
¹⁴ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.
¹⁵ Quarter-size classrooms have an area of less than 240 square feet.

- 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, and
- Monitoring and certifying School Safety Plans annually.

C. Community

The proposal to expand Clinton was initiated by the school community. This suggests a high level of satisfaction within the school, its parent body and the broader community as well as the expectation that an expanded Clinton will suit the needs of the students attending Clinton. In June 2013, DOE officials visited Clinton and conducted interviews with the applicant team, concluding that the school is well positioned to successfully begin a grade expansion. The grade expansion of Clinton to serve students in grades six through twelve will create approximately 315-355 high-potential high school seats.

If this proposal is approved, the expansion of Clinton may have a small impact on enrollment at other District 2 high schools, since students who would have attended other high schools in the district may now attend Clinton. However, given small concentrations of Clinton students who have historically articulated to other receiving high schools, this proposal is not expected to have a material impact on any individual high school. The District 2 high schools to which Clinton students articulated in 2012-2013 are listed below (the table does not reflect students who left the system or articulated to schools outside of District 2). These high schools will admit the same number of students through the Citywide High School Admissions Process. However, these schools will likely enroll fewer students from Clinton and more students from other schools.

DBN	School Name	Grade Span 2013-2014	Grade Span at Scale	Number of Clinton Eighth Grade Students that Articulated in 2012-2013 ¹⁶	Total Number of Ninth Grade Students Served in 2012-2013 ¹⁷
02M305	The Urban Assembly Academy of Government and Law	9-12	9-12	1	91
02M376	NYC iSchool	9-12	9-12	1	132
02M411	Baruch College Campus High School	9-12	9-12	4	110
02M412	N.Y.C. Lab School for Collaborative Studies	9-12	9-12	8	135
02M413	School of the Future High School	6-12	6-12	2	115
02M414	N.Y.C. Museum School	9-12	9-12	1	146

¹⁶ Based on the 2011-2012 and 2012-2013 Audited Registers (as of October 31, 2011 and October 26, 2012, respectively).

¹⁷ 2012-2013 Audited Register (as of October 26, 2012)

02M416	Eleanor Roosevelt High School	9-12	9-12	3	132
02M418	Millennium High School	9-12	9-12	2	171
02M420	High School for Health Professions and Human Services	9-12	9-12	3	453
02M422	Quest to Learn	6-10	6-12	7	92
02M475	Stuyvesant High School	9-12	9-12	1	813
02M489	High School of Economics and Finance	9-12	9-12	1	235
02M519	Talent Unlimited High School	9-12	9-12	1	144
02M534	Harvest Collegiate High School	9-10	9-12	3	125
02M600	The High School of Fashion Industries	9-12	9-12	6	565
02M630	Art and Design High School	9-12	9-12	1	422

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M868.

IV. Enrollment, Admissions, and School Performance Information

Clinton (02M260)

Admissions Data

Current Admissions	Grades 6-8: District 2 Middle School Choice Process Admissions Method: Screened
Admissions During and After Re-Siting and Grade Expansion	Grades 6-8: District 2 Middle School Choice Process Admissions Method: Screened Grades 9-12: Citywide High School Admissions Process, priority to continuing 8 th grade students Admissions Method: Screened

Enrollment Data¹⁸

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment ¹⁹
2013-2014 (projections)	-	-	-	-	-	-	-	-
2014-2015 (projections)	-	-	-	-	-	-	-	-
2015-2016 (projections)	80-90	80-90	80-90	75-85	-	-	-	315-355
2016-2017 (projections)	80-90	80-90	80-90	80-90	75-85	-	-	395-445
2017-2018 (projections)	80-90	80-90	80-90	80-90	80-90	75-85	-	475-535
2018-2019 (projections)	80-90	80-90	80-90	80-90	80-90	80-90	75-85	555-625

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	22%
Percentage of ELLs	2%
Percentage of Students Eligible for Free or Reduced Lunch	37%

¹⁸ All figures are from the 2013-2014 Budget Register Projections.

¹⁹ Clinton will serve students in grades six through eight in another location in 2013-2014 and 2014-2015; the above table reflects enrollment in building M868 only.

²⁰ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

Clinton	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	B	A
Quality Review Score ²¹	UPF ²²	N/A ²³	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	69%	68%	74%
Math % Proficient (Levels 3 and 4)	79%	84%	80%
Other Key Performance Indicators			
Attendance Rate	96%	96%	96%
2012-2013 State Accountability Status²⁴	In Good Standing		

²¹ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

²² Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

²³ Not all schools receive a Quality Review every year.

²⁴ For more information about State Accountability, please visit <http://www.p12.nysed.gov/irs/accountability/>

V. Initial Costs and Savings

The estimated cost to relocate Clinton to M868 is \$48,629.70. This cost will include moving all existing materials and furniture from the current site.²⁵ The expansion of a school creates the need for one-time OTPS funding to cover any additional textbooks and supplies that may be required. The OTPS per capita allocation to offset these costs has historically been \$80 per student.²⁶ Since Clinton's grade expansion is expected to initially result in approximately 75-85 additional ninth grade seats, the DOE estimates that Clinton would receive a one-time award of approximately \$6,000 - \$6,800 in 2015-2016 based on projected registers.

If grade appropriate furniture is not available onsite, the school may receive additional furniture packages. In FY 2012, the cost of a furniture package for each elementary school class section was approximately \$6,000-\$7,000.²⁷ Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. This allocation is subject to approval by the Office of Space Planning.

The proposal should not otherwise affect the cost of instruction, although the operating budget will increase with the increase in enrollment. Most funding in schools' budgets is allocated on a per pupil basis, based on current by the Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, English language Learners (ELLs), and those with other supplemental academic needs.

Please refer to the FSF Guide²⁸ and FY14 School Allocation Memoranda²⁹ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Clinton. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

Clinton will need to hire additional teachers during its grade expansion as the total number of students enrolled in the school begins to increase in 2015-2016. The precise number of positions needed for the 2015-2016 school year would be determined once annual enrollment projections are released in the spring of 2015. Similarly, the number of new positions created to serve students in ninth grade would be determined based on annual enrollment projections available as the school grows to serve that grade. It is worth noting that teachers working in middle schools can be certified to teach childhood education (grades 1-6), middle childhood education (grades 5-9) or adolescent education (grades 7-12). Clinton currently employs teachers with different certifications and license areas. As the school expands to serve high school grades, Clinton will begin to hire more teachers with 7-12 certification who will be appointed under subject-specific licenses.

²⁵ Based on average per pupil re-siting costs provided by the Office of Space Planning.

²⁶ [FY14 School Allocation Memorandum 21: Other Than Personal Services "OTPS" for New Schools](#)

²⁷ Office of Space Planning Memorandum

²⁸ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

²⁹ The FY14 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

Administrative staff and non-pedagogical positions at Clinton may also be added over the course of the grade reconfiguration. Those decisions would be made at the school based on need and budgetary considerations.

B. Cost of Instruction

Clinton's proposed enrollment increases will result in budget increases. Please refer to the FSF Guide³⁰ and FY14 School Allocation Memoranda³¹ for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Clinton. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

C. Administration

Clinton may hire school supervisory and/or administrative personnel as needed as a result of its grade expansion.

D. Transportation

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

Clinton will be moving 1.6 miles away from its current site.

E. Other Support Services

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

VII. Building Information

Building data does not exist for M868, as the building is still under construction.

³⁰ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

³¹ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf