

*City of Alexandria, Virginia*

---

WS  
11-27-06

MEMORANDUM

DATE: NOVEMBER 29, 2006

TO: THE HONORABLE MAYOR AND MEMBERS OF CITY COUNCIL

FROM: JAMES K. HARTMANN, CITY MANAGER 

SUBJECT: SCHOOLS TALKING POINTS FROM NOVEMBER 27, 2006, WORK SESSION

---

As requested by Council, attached are the talking points presented by School Board members at Monday night's joint work session. Also attached is the Elementary School Capacity Study discussed on Monday.

Attachments

cc: Mark Jinks, Deputy City Manager  
Bruce Johnson, Director, OMB  
Sandy Murphy, Budget Analyst, OMB

## Talking Points on Before and After School Services

For many years, the City of Alexandria has supported a dual system of providing before and after school care for elementary school aged children.

One program is offered through a sole source contract with The Campagna Center and provides both before (7:00 a.m. to 8:00 a.m.) and after school (2:35 p.m. to 6:00 p.m.) care at licensed and, in some cases, nationally accredited sites in all but one of the city's elementary schools. The City's dollars subsidize the cost of a sliding fee scale. Additional funding is derived from parent fees, federal child care assistance programs and contributions from The Campagna Center.

The FY 2007 ACPS Operating Budget includes \$96,728 of funding which supports The Campagna Center's school age child care program.

The second program is operated by the City's Department of Recreation, Parks and Cultural Activities at five neighborhood recreation centers adjacent to elementary schools, two free standing community centers and five elementary schools. Two sites, William Ramsay and Mount Vernon Recreation Centers offer licensed programs. Additionally, the Cora Kelly Recreation Center offers a non-licensed program and a fee-based licensed program for students ages five to eight. All the recreation sites provide a variety of after school activities, including sports and homework assistance, for which there is no charge. The Department of Recreation, Parks and Cultural Activities does not provide before school child care.

The primary difference between a licensed and non-licensed child care program is in the area of accountability. In licensed programs, children must be picked up in the afternoon by a parent or other responsible individual and they are not allowed to leave the program or walk home without supervision.

In the fall of 2003, City Manager Phil Sunderland appointed a Before and After School Advisory Group to study before and after school care in Alexandria and to make recommendations regarding improvements to the current system of services.

The Advisory Group included representatives of the Parks and Recreation Commission, The PTA Council, the NAACP, the Alexandria School Board, the Youth Policy Commission, the Tenants and Workers Support Committee, The Campagna Center, the Alexandria YMCA, parents, staff from ACPS, and City staff from the Department of Recreation, Parks and Cultural Activities, the Office of Management and Budget and Human Services.

The Advisory Group met monthly from February 2004 through February 2005.

In June 2004 the City contracted with Caliber Associates, Inc. to conduct a study of the current school age child care system, explore best practices, examine funding options, make recommendations to the Advisory Group and develop an evaluation design.

After completing extensive interviews and focus group discussions involving key stakeholders, Caliber Associates submitted its final report to City staff on October 25, 2004. The report called for the creation of one city wide model for delivery of before and after school care and included the following six recommendations:

- All city-funded before and after school programs should be licensed by the Virginia Department of Social Services.
- City wide program standards based on key curriculum component areas should be developed and adopted.
- The current city-school partnership should be expanded to facilitate more efficient and greater use of school space and coordinated with existing enrichment programs offered by the school division.
- A sliding fee scale for all city-funded programs which includes a scholarship system for the neediest families should be developed and implemented.
- A city wide out-of-school program office should be created and staffed with full time employees to ensure program coordination.
- The city should address the barrier of cultural differences by using a centralized/coordinated approach to reach underserved populations.

The Caliber summary report was present as a preliminary document to Alexandria residents at three town meetings held in February 2005 at Patrick Henry Elementary School, Jefferson-Houston School for Arts and Academics and Mount Vernon Community School.

The Before and After School Advisory Group met on February 23, 2005 to process the information learned from the town meetings and to identify areas of agreement and/or disagreement with the Caliber summary report. The Advisory Group agreed with five of the six recommendations of the Caliber report, but did not reach consensus on the topic of fees or the process for selecting vendors to provide school age child care services.

In January 2006, Ms. Debbie Anderson, an Alexandria City employee, was detailed to the Department of Human Services to serve as the Interim Coordinator for the Office of Out-of-School Time. Ms. Anderson was tasked with studying the recommendations from Caliber Associates and the Advisory Group to prepare a city staff response.

In three different sessions that occurred in July and August of this year, Ms. Anderson met with Cathy David, Kris Clark, and all thirteen elementary principals to discuss the status of before and after school care programs and to solicit their questions, comments and concerns regarding possible program improvements and enhanced collaboration between the City and ACPS.

## Talking Points on Preschool Education

The first years of life are the most crucial for assuring a child's healthy development--- socially, emotionally and intellectually.

Solid research demonstrates that quality early childhood education makes a positive difference in the lives of children who participate in such programs. There is a growing body of empirical evidence that points to the sustainable value of high quality preschool programs.

Economic evidence shows that investments in quality early childhood education have annual rates of return of 15 percent or more.

This research has resulted in a groundswell of support at the local, state and national levels for programs that provide increased access to preschool education for all families, with intensified efforts to provide services to low income children.

Of the 1018 children who enrolled in kindergarten in ACPS in the fall of 2005, 28% were reported by their parents as not having had a preschool experience and an additional 7% did not respond to the question.

In 2005, the Alexandria City Council and School Board passed a joint resolution requesting the Alexandria Early Childhood Commission (ECC) to develop a plan for increasing access to preschool opportunities in Alexandria.

On November 5, 2005 the ECC hosted a community dialogue on universal access to preschool. The ECC then appointed a planning committee to establish a work group to address the issue. The Chamber of Commerce agreed to act as a co-sponsor.

The Universal Access to Preschool Work Group met monthly between March and September of 2006. The final report of the Universal Access to Preschool Work Group with recommendations for increasing access to preschool opportunities in Alexandria was transmitted to the Mayor and City Council on October 24, 2006.

On the state level, Governor Mark Warner created the Virginia Early Learning Council in 2005. This was a task force of public and private leaders that completed an intensive inquiry concerning the current status of early childhood education in Virginia and made recommendations for improving existing programs. The Council concluded that "failure to adequately address the needs of children during the first few years of life puts Virginia at risk of falling behind in both educational and economic competition with other states and countries." The Council's final report included five goals with corresponding measurable objectives to guide the Commonwealth toward a vision of all children entering kindergarten healthy and ready to learn.

In January 2006, Governor Timothy Kaine, created the statewide Start Strong Council, which is composed of parents, educators, private and faith-based preschool providers, business leaders, and legislators. This Council is tasked with developing guidelines for enrolling more of Virginia's 4 year old children in high quality pre-K programs. Alexandria Councilman Rob Krupicka serves on the Start Strong Council.

Nationally, a high number of states to include North Carolina, South Carolina, Georgia, Florida, Illinois, Colorado, Hawaii, Oklahoma, New Jersey, Arkansas, and California, have launched extensive early childhood education efforts.

**T. C. WILLIAMS HIGH SCHOOL UPDATE**  
**Construction Project Update**  
**November 27, 2006**

1. The new building is approximately 70% complete. Building systems such as the electrical switchboards and mechanical pumping systems have been energized and started. The exterior "skin" of the building is being completed with the center section being the last portion to be made weather-tight. Interior finishes have been started. Painting, wall tile, ceiling grid and lockers are being installed as the first steps in the finishing process.
2. The project remains on schedule for a Spring 2007 substantial completion with staff and student occupancy in late Summer 2007.

Talking Points on Special Education Preschool  
And  
Jefferson-Houston Pre-School

1. **Special Education Preschool Program**

<b>Number of Students Enrolled in the Division's Three-Hour Special Education Preschool Program by School</b>		
<b>School</b>	<b>Number of Special Education Students enrolled</b>	<b>Number of Typically Developing Students* enrolled</b>
John Adams	69	9
Jefferson-Houston	34	3
Mount Vernon	4	1
<b>Total</b>	<b>107</b>	<b>13</b>

\* students not requiring special education services

2. **K-Prep Enrollment: 2004 - 2006**

<b>School</b>	<b>2004 Enrollment</b>	<b>2005 Enrollment</b>	<b>2006 Enrollment</b>
Mount Vernon	27	2*	0
Patrick Henry	22	23	27
Maury	6	22	27
Lyles-Crouch	32	30	40
Jefferson-Houston	12	16	16
George Mason	6	11	29
Douglas MacArthur	31	56	60
Charles Barrett	10	18	26
Cora Kelly	21	37	33
William Ramsay	25	52	60
James Polk	13	25	33
John Adams	32	49	25
Samuel Tucker	0	1**	0
<b>Total</b>	<b>237</b>	<b>342</b>	<b>376</b>

\* These two students transferred into Mount Vernon after September 6, 2005.

\*\* This student transferred into Tucker after September 6, 2005.

**3. 2007 Kindergarten Preparation Program enrollment projection**

Dr. Grymes is projecting that 406 students will be attending the 2007 Kindergarten Preparation Program. No additional funds will be needed to serve these additional 30 students.

**4. An update on the Title I Preschool at Jefferson-Houston**

- a. At the Title I meeting on Tuesday, January 31, 2006, Jefferson-Houston parents reaffirmed that they still wanted a Title I Preschool Program during the 2006-2007 school year.
- b. Prior to April 28, 2006, a Title I planning committee met four times and developed the preschool program. Four parents, three curriculum specialists (reading, math, and TAG), two special education preschool specialists, the principal of Jefferson-Houston, and the assistant superintendent for federal and state programs are members of the planning committee.
- c. FY 07 Title I, Part A funds are paying all costs (i.e., salaries, benefits, instructional supplies, and testing materials) associated with the preschool program at Jefferson-Houston. For FY 07, \$150,000 has been budgeted for the preschool program.
- d. Because Jefferson-Houston is a Title I Targeted Assistance School, the preschool program only serves at-risk students. Currently, there are 14 students enrolled in the program. Two students were dropped from the program when they moved to Fairfax.
- e. The preschool program started on August 14, 2006 to afford the preschoolers an opportunity to become familiar with school and routines before the other students returned in September.

**5. School division representatives on the Early Childhood Commission**

- a. School Board representative: Mrs. Blanche Maness
- b. Superintendent's representative: Dr. John Grymes
- c. Staff Support to Commission: Mrs. Kris Clark

## **Public Private Infrastructure and Education Act**

The success of the T. C. Williams HS Project can be traced directly to the use of the Public Private Infrastructure and Education Act (PPEA). This innovative law passed by the General Assembly in 2002 allowed public bodies to negotiate contracts for construction of facilities with qualified contractors creating a best value procurement in lieu of the traditional low bid contracting method.

The scope and complexity of the T.C. Williams HS Project provided the impetus to seek only qualified experienced contractors with a record of success on projects of this size. A method to attract and retain such a contractor was sought by the school administration to ensure project success. ACPS utilized the PPEA at the direction of Superintendent Perry with selection criteria and implementing procedures approved by the School Board.

This method of contracting was preceded by competitive negotiation with two highly qualified firms selected from nine respondents to our request for proposals.

The contractor selected, Hensel Phelps, demonstrated a clear understanding of our needs as defined in the selection criteria. The negotiation process allowed ACPS and the contractor to review the project plans jointly and reduce the initial overall cost of the construction project from \$92 million to \$87 million. A further discussion with the contractor resulted in their assumption of the design with its inherent risks alleviating ACPS of cost and time extension

exposure. These final negotiations resulted in a Guaranteed Maximum Price of \$88,575 million.

This collaborative method of procurement with all parties fully cognizant of the responsibilities and risks would not have been possible utilizing traditional procurement methods. The leadership demonstrated by the Superintendent, administrative staff and the School Board have all contributed to the current and future success of this project.

## **T. C. Williams High School Educational Program: Improved Student Achievement through Smaller Learning Communities**

The purpose of dividing the organizational structure of T. C. Williams High School into smaller learning communities or academies is to improve academic achievement and student engagement in school and in the community.

Each of the four larger academies will serve up to 500 students and their families. In addition to the teaching staff, each academy will be supported by an Academy Principal, two school counselors, one social worker, one half-time psychologist and a secretary.

One smaller academy will serve the Secondary Training and Education Program (STEP) as well as other high school completion programs, such as the GED program, the adult high school, and courses for English language learners who are above the age of 19 and need additional time to master English.

The 21<sup>st</sup> century brings to our students and staff much more complexity. The speed and quantity of information sharing compels us to educate all students at a much higher level than in the past.

Smaller learning communities focus on the 3 R's: rigorous instruction, strong relationships and relevance of content.

The academy structure is designed to ensure that there is at least one caring adult responsible for the success of the student - improving attendance, student learning and school climate.

The academy structure will help the T. C. community reach even higher academic goals:

- 90% or better pass all 11 end of course SOL tests
- 100% earn a high school diploma
- an individual plan for all struggling learners
- regular communication with every family
- 50% of our students enrolled in AP courses, with 70% of those scoring a 3 or above on AP tests (scores range from 1-5).
- 25% of our students earning at least one semester of college credit prior to high school graduation
- 60% of our students enrolled in multi-year career and technical education courses

- every student connected to the school or the city through participation in sports, extra-curricular activities, community service or employment

Students and teachers are currently assigned to academies for the purposes of academic support. When we move into the new facility, academy classrooms will be located near each other. This will improve communication and collaboration.

Through the use of wireless laptop technology and web-based collaborative learning software, students and teachers can continue their classroom discussions on a 24/7 basis. Students become engaged in higher levels of analysis and critical thinking. Even the quiet students have a voice when they participate online.

Assignment to an academy for academic support does not limit the courses a student may elect to take. The entire high school curriculum is available to any student who meets prerequisite requirements.

## TALKING POINTS ON THE STATE EFFICIENCY REVIEW

Virginia first developed the concept for the school efficiency review program in 2003.

Three pilot reviews were completed by the Virginia Department of Planning and Budget staff in 2004.

The program was codified in the Code of Virginia in 2005.

Since 2005, efficiency reviews have been conducted by private sector consultants with oversight and review provided by the Department of Planning and Budget for the State of Virginia.

All participating school divisions are volunteers.

The goal of the school efficiency review program is to ensure that non-instructional functions are running efficiently so that as much of the funding from the state as possible goes directly into the classroom.

The program identifies savings that can be gained in the school division through best practices in organization, service delivery, human resources, facilities, finance, transportation, and technology management.

Business practices in school divisions that appear to be more efficient than those found elsewhere are documented and shared in the review and with other school divisions across the state.

ACPS volunteered for the efficiency review program last fall but was not included in the efficiency reviews for the 2005-06 school year.

ACPS was placed on the waiting list for the 2006-07 school year and we were notified last month that our review would take place in early 2007.

The consultant that has been selected to conduct the efficiency review for ACPS is MGT of America, Inc.

MGT of America was the company chosen for 12 out of the past 16 efficiency reviews conducted by private sector consultants and include Clarke County, Bath County, Louisa County, Culpeper County, Isle of Wight County, Winchester City, York County, Dinwiddie County, Lancaster County, Smyth County, Campbell County, and Williamsburg-James City County.

MGT of America will be gathering data to assist them in preparing the most accurate and beneficial report for ACPS. This initial data gathering consists of three activities: the collection of divisional data through MGT's copyrighted data

request list, conducting an on-line survey of division teachers, school principals, and central office administrators, and making an initial visit to the division to conduct diagnostic interviews with division administrative personnel.

MGT of America will be conducting its kick-off meeting and diagnostic visit on January 29 and 30, 2007. At this meeting, a representative from the state's Department of Planning and Budget will outline its expectations for the efficiency review, ACPS will have the opportunity to ask questions regarding the efficiency review methodology and logistics, and MGT of America will be giving an overview of the review process.

A more in depth on-site visit will take place the week of February 19, 2007. The purpose of this visit is for the full team of consultants to take the information and data gathered previously and conduct an in-depth analysis in their respective division operations.

Also during the February site visit, the consultant will be conducting a community open house.

The final report from the consultant will be available after May 1, 2007.

## TALKING POINTS ON THE DEMOGRAPHIC STUDY

The study was undertaken in order to update our enrollment projections and to examine planned development in the City in order to derive an estimate of the number of students that would be generated by planned residential development.

The study was conducted last school year by DeJong and Associates, an educational planning firm, with the final report presented to the School Board in June 2006.

DeJong updated our enrollment projections for the next ten years based on enrollment as of September 2005. DeJong's projections indicate that between 2006-07 and 2015-16, ACPS enrollment will decline slightly by approximately 145 students.

DeJong also analyzed the planned residential development in the City. DeJong's build-out scenarios indicate that residential development planned and currently under review could yield 740 potential students.

The planned development at Potomac Yard, as currently configured, has the potential to yield another 198 students.

The biggest issue with the potential yield of students is that there is no definitive time frame for when these students will enter the Alexandria City Public Schools.

Once construction is completed, the development needs time to 'mature.' We do not know at what point in the maturing process the students will arrive in the schools.

The developments that could yield the 740 students will all be completed by 2008. Potomac Yard will be completed in approximately 8 to 10 years.

We will continue to monitor enrollment trends in ACPS as well as the students that are generated by new residential developments in the City to determine the effects on both our operating and CIP budgets.

## TALKING POINTS ON THE ACPS CAPACITY STUDY

The ACPS Elementary School Capacity Study details the results of a 16 month effort to determine an accurate enrollment capacity for each of the school division's 13 elementary schools when a standardized assignment of space is defined for each academic, administrative and support function that occurs in a school building.

This study was conducted in response to School Board discussions that took place in February 2005 regarding public school choice and the feasibility of open enrollment, as well as the need to identify pupil placement alternatives for possible future No Child Left Behind transfers.

The objectives of the Elementary School Capacity Study were:

- to define a standard program for ACPS elementary schools in which the appropriate amount of space needed to perform each academic, support and administrative function that occurs in an elementary school building is specified; and
- to apply the standard program specifications to each elementary school site to determine an optimal capacity range for enrollment, and to identify space availability for future pupil placement and specialized program needs.

The standard program space specifications were written with input from building principals and the appropriate central office staff.

The optimum capacity range of a school will change as programs are transferred from one school to another or as new programs are put in place either at individual school sites or on a division wide basis.

School by school space utilization data charts must be updated on an annual basis to provide current and accurate information about individual school sites.

A copy of the Elementary School Capacity Study is provided for your information.

Learning to Live • Loving to Learn



Alexandria City Public Schools

## Elementary School Capacity Study

June 2006

Rebecca L. Perry  
Superintendent

# Table of Contents

**Introduction.....page 1**

**School Capacity Glossary of Terms.....page 2**

**Standard Program for ACPS Elementary Schools.....page 4**

**Optimum Capacity Range for ACPS Elementary Schools.....page 7**

**ACPS Elementary Schools' Space Utilization.....page 8**

**Individual School Space Utilization Charts.....page 9**

# Introduction

Teaching and learning are the essence of the Alexandria City Public Schools (ACPS). Our goal of "*learning for all....whatever it takes*" guides all actions of the school division. We enthusiastically accept the challenge to ensure that every child masters a rigorous curriculum that embodies the highest standards ever expected of an elementary school aged student. Meeting this challenge requires the school division to put programs and resources in place that support the specific and varied learning needs of our students. These programs require space where students and teachers can work together to enable every child to achieve to his or her maximum potential.

To outside observers, it may appear that school buildings are "shrinking." Many ask why it is that a school that once served 800 elementary students is now considered "full" with a student population of 600 children. The answer is found by looking inside our school buildings to observe the changes that have occurred over time in the manner in which we deliver instruction to today's students. Lower class sizes enable teachers to provide more individualized attention to their students. Lower class sizes require more homeroom classrooms. Space is also needed to provide critical supplemental instruction in reading, mathematics, English as a Second Language, and special education services. Additionally, ACPS provides a variety of choices of excellent specialized programs to our families through a lottery system. The effective implementation of these programs requires additional space in their respective school buildings.

In February 2005, the School Board met in a work session to discuss options for school choice and the feasibility of an open enrollment process for school attendance in ACPS. As a result of these conversations and the increasing number of pupil placement alternatives created by the No Child Left Behind regulations, Superintendent Perry, at the request of the School Board, directed staff to conduct an analysis of elementary school capacity, with the objective of providing appropriate learning environments at all schools as well as identifying space availability for future pupil placement and specialized program needs.

Central office staff worked with building principals to define a "standard program" in which the appropriate amount of space needed to perform each academic and administrative function is specified. The standard program specifications were then applied to each elementary school building to determine an optimum capacity range of enrollment. This document details the results of this effort.

## **SCHOOL CAPACITY GLOSSARY OF TERMS**

### **BUILDING CAPACITY**

This term refers to how many students a school building can accommodate with a traditional K-5 instructional program. Building capacity is calculated by multiplying the number of full size classrooms in the building by the number of students a classroom is designed to accommodate. For example, if there are 32 full size classrooms in a school and each classroom is built for 24 students, the building capacity would be 768.

### **PROGRAM CAPACITY**

Program capacity defines the capacity of a school based upon the specific educational programs that are provided at a particular school site. Program capacity is calculated by multiplying the target class size (budgeted at 20 students in ACPS) by the number of full size classrooms remaining after space is provided to special education programs, ESL programs, TAG programs, art, music, and physical education programs, etc. For example, using the above example, 7 of 32 full size classrooms at a school are used for other activities: 1 for art; 1 for vocal music; 4 for ESL; and 1 for a special education preschool classroom. This leaves 25 homerooms for grades K-5, which results in a program capacity of 500 (25 homerooms times 20) students.

### **STANDARD PROGRAM**

The standard program outlines the appropriate amount of space that the school division determines should be dedicated to a specific instructional program or administrative function that occurs within a school building. For example, a traditional K-5 homeroom should have a full size classroom to accommodate an average of 20 students. ESL "pull out" classes should be taught in resource size classrooms that accommodate small groups (10-12) of students that rotate in and out of the space during the day. Each special education LAB program requires two full size or two large resource size (depending on program enrollment) classrooms and one additional resource size room to accommodate the needs of children at the primary (K-2) and intermediate (3-5) levels.

### **OPTIMUM CAPACITY**

Optimum capacity is defined as the capacity of a given school building when the standard program is in place given the constraints of that building (size of rooms, number of resource rooms, etc.). If a school has four ESL teachers and each teacher is assigned to a full size classroom and the standard program dedicates a half size classroom to each ESL teacher, the ESL program could be accommodated with only two full size classrooms (or 4 half size spaces). Applying a standard program to this school would result in an optimum capacity of 540 students, an increase of 40 students over the current program capacity.

**NOTE:** Newer buildings are designed with educational specifications that take into consideration newer program design (such as special education, art, music). Older buildings, typically, were designed for classroom and public areas. Newer buildings are

much more space efficient because special programs are considered in the planning process.

### **UTILIZATION FACTOR**

Education specification specialists recommend the use of a utilization factor in determining school capacity. The utilization factor is a percentage applied to the optimum capacity to account for the uneven distribution of students across grade levels and cohort groups. The recommended rate for elementary schools is 90% or a multiplying factor of .9.

### **OPTIMUM CAPACITY RANGE**

The optimum capacity range is a more realistic estimate of building capacity when the standard program is applied. The lower number is the product of the optimum capacity calculation and the utilization factor. The higher number in the range is the actual optimum capacity calculation. As an example, if a school has an optimum capacity of 600 students, the optimum capacity range would be 540 ( $600 \times .9$ ) to 600.

## STANDARD PROGRAM FOR ACPS ELEMENTARY SCHOOLS

### **Definition of a Standard Program:**

The standard program outlines the appropriate amount of space that the school division determines should be dedicated to a specific instructional program within a school building. For example, a traditional K-5 homeroom should have a full size classroom that is large enough to accommodate an average class size of 20 students. English as a Second Language “pull out” classes should be taught in resource size classrooms that accommodate small groups (10-12) of students that rotate in and out of the space during the day. Each special education LAB program requires two full size or two large resource size (depending on program enrollment) classrooms and one additional resource size room to accommodate the needs of children at the primary (K-2) and intermediate (3-5) levels.

### **Standard Room Sizes:**

The Virginia Department of Education guidelines for classroom spaces suggest an average class size of 39 square feet per kindergarten student and 32 square feet per student in grades one through five. The Alexandria School Board’s staffing formula is based on an average class size of 20 with an allowable range of 14 to 27. From these two data sources, the following suggested square footage for various types of instructional spaces was derived:

### **Full Size Classroom (FSC):**

Kindergarten: 780 to 975 square feet  
All others: 640 to 800 square feet

- Note: The average full size kindergarten classroom in ACPS is 906 square feet; The average full size classroom for grades one through five is 775 square feet

### **Resource size room (RR):**

Instructional space to serve up to 12 children - 320 – 384 square feet

### **Small Group/individual office space (SG/O):**

Instructional/counseling space to serve up to 5 children - approximately 160 square feet

**Assignment of Space to Academic/Support/Administrative function:**

Homeroom	-	full size classroom—with restrooms in K-2, if possible
Reading Resource	-	resource room
Math Resource	-	resource room
ESL Resource	-	resource room
Special Ed Resource	-	resource room
TAG	-	resource room/full size classroom (dependent on numbers of TAG identified children)
Art	-	full size classroom
Vocal Music	-	appropriate dedicated space—either full size classroom or stage/auditorium
Physical Education	-	appropriate dedicated space—either gym or large multipurpose room, with storage space and space for the teacher's desk
Instrumental Music	-	resource room for small group work with access to an auditorium, multi-purpose room, or full size classroom for full band/orchestra practice
Speech	-	Small group/individual office space
Occupational Therapy	-	Access to small group/individual office type space as needed
Physical Therapy	-	Access to resource room size space when present in the school building, and storage space for equipment
Counselor	-	small group/individual office space
Social Worker	-	small group/individual office space
Psychologist	-	small group/individual office space
Math Specialist	-	small group/individual office space
Health Room	-	space for nurse's desk, computer, and filing cabinets, two bays, secure storage, cabinets, sink, restroom and, if possible, a window for outside ventilation
Library/Media Center	-	reading room area
Library Office	-	small group/individual office space
Library Workroom	-	resource room size space
Computer Lab	-	full size classroom
Television Studio	-	resource room size space
TRT	-	small group/individual office space
Server Room	-	resource room size space
Family Resource Center	-	small group/individual office space
Performance Area	-	permanent or mobile stage
Cafeteria	-	appropriate dining area for students
Teacher Dining Room	-	resource room size space

### **Administrative Offices:**

- Reception Area
- Principal's Office - resource room size space
- Assistant Principal's Office - small group/individual office space
- Conference Room - room for large conference table accommodating ten people
- Textbook/supply Storage - space requirements vary with size of school
- Records storage - secure space for multiple filing cabinets
- Teacher Workroom - resource room size

### **Citywide Special Education Programs:**

- Autism class - full size classrooms
- Lab Program - 2 full size or 2 large resource size classrooms (depending on enrollment) for primary and intermediate level students and 1 resource room for outreach specialist
- Special Ed Preschool - full size classroom with restroom (if possible)
- Physically Disabled - full size classroom with restroom
- Life Skills program - 2 full size classrooms or 2 large resource size classrooms (depending on enrollment) for primary and intermediate students
- TMR program - full size classroom

### **Citywide Focus or Special Program Requirements:**

- Math Lab - full size classroom
- Dance Studio - equivalent of 1.5 full size classrooms
- Drama - full size classroom with access to stage area
- Science Lab - full size classroom
- Intersession Coordinator - small group/individual office space

### **Maintenance and Custodial Work:**

- Custodial supplies - resource room sized space (200-300 sq feet), depending on the size of the school
- Custodial equipment - storage area (approximately 150 square feet)
- Custodial closets - closet space with utility sink (one per floor)
- General storage - approximately 300 square feet of space

**OPTIMUM CAPACITY RANGE FOR APCS ELEMENTARY SCHOOLS**

<i>Schools</i>	<i># of current homerooms</i>	<i># of available homerooms</i>	<i>Optimum Capacity</i>	<i>Optimum Capacity with .9 Utilization Factor Applied*</i>	<i>Optimum Capacity Range</i>	<i>09/30/05 enrollment</i>	<i>Projected Enrollment</i>
JA	30	30	600	540	540 – 600	491	468
CB	12	13	260	234	234 – 260	225	221
PH	22	25	500	450	450 – 500	403	388
JHAA	16	19	380	342	342 – 380	271	266
CK	24	28	560	504	504 – 560	493	493
LCTA**	19	18***	315	284	284 – 315	286	311
DM	27	27	540	486	486 – 540	516	517
GM	19	20	400	360	360 – 400	345	358
MM	11	14	280	252	252 – 280	158	146
MVCS	26	32	640	576	576 – 640	437	440
JKP	23	27	540	486	486 – 540	423	407
WR	30	32	640	576	576 – 640	585	571
ST	30	28***	560	504	504 – 560	590	590
<b>TOTAL</b>	289	313	6215	5594	5594 - 6215	5223	5176

\* Education Specifications Specialists use this factor for elementary schools because of the unevenness among grade level populations.

\*\* Lyles-Crouch has mandated 1:15 teacher/student ratio for K-2 and 1:20 for 3-5.

\*\*\* Lyles-Crouch has one (1) home room and Samuel Tucker has two (2) in reduced size rooms.

### ACPS ELEMENTARY SCHOOLS' SPACE UTILIZATION

<i>id</i>	<i>ESL Room (full)</i>	<i>Reading Rooms (full)</i>	<i>Computer Rooms (ded)</i>	<i>Music Rooms (ded)</i>	<i>Sp Ed (res)</i>	<i>ESL Room (res)</i>	<i>Reading Rooms (res)</i>	<i>TAG Rooms (res)</i>	<i>Comm Use (full)</i>	<i>Multi-Purpose Room</i>	<i>Gyms</i>	<i>Auditorium</i>	<i>Comm Use (res)</i>	<i>Office Use (res)</i>	<i>Music Room (res)</i>	<i>Dance/Drama</i>	<i>Misc Use</i>	<i>TTS</i>
	0	0	1	2	6	5	5	0	2 2h	1	2	0	3	0	2	0	0	70
	1	1	1	0	6	0	1	0	0	0	1	1	0	0	1	0	0	29
	1	0	1	0	3	1	2	0	0	0	1	1	0	0	0	0	0	41
	0	3	1	1	7	1	2	0	4 4h	1	0	0	2	3	3	2	1	61
	2	2	1	0	1	0	2	0	1 1h	0	1	0	2	2	1	0	2	51
	0	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	1 k	29
	0	0	1	0	5	1	2	0	0	0	1	0	0	2	1	0	0	43
	1	0	1	0	5	0	1	0	0	0	1	0	0	0	1	0	0	33
	0	1	1	0	3	1	1	0	0	1	1	0	1	1	0	0	0	27
	3	4	2	0	4	0	1	0	3 2h, i	0	1	1	1	1	0	0	1	57
	2	1	1	1	1	1	0	0	1 i	1	0	0	0	2	1	0	1	44
	0	1	1	1	3	5	5	0	0	0	1	1	0	0	0	0	0	55
	0	0	1	2	3	3	2	1	0	1	1	0	0	0	0	0	3 2k	47
	<b>10</b>	<b>14</b>	<b>14</b>	<b>7</b>	<b>49</b>	<b>18</b>	<b>24</b>	<b>2</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>4</b>	<b>9</b>	<b>11</b>	<b>11</b>	<b>2</b>	<b>9</b>	<b>587</b>

**Key**

a = art room  
 v = vocal music  
 i = instrumental music  
 TAG = TAG

e = science  
 f = computer lab  
 g = math room  
 h = Headstart

i = parent resource center  
 j = elementary SRO  
 k = Lyles-Crouch has one (1) home room and Samuel Tucker two (2) in ¾ size rooms

**ACPS ELEMENTARY SCHOOL  
INDIVIDUAL SPACE UTILIZATION CHARTS  
2005-2006**

**JOHN ADAMS ELEMENTARY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<p>▶ <b>Number Full Size, Traditional Classrooms</b>          = <i>Number used for Home Rooms</i>          = <i>Number used for Special Education</i>          = <i>Number used for other curriculum</i>          = <i>Number used by Head Start</i></p>	<p><b>43</b>          30          9          2 (<i>Art, TAG</i>)          2</p>
<p>▶ <b>Number Resource Size Rooms</b>          = <i>Number used for Special Ed.</i>          = <i>Number used for ESL</i>          = <i>Number used for Reading</i>          = <i>Number used by Community</i>          = <i>Number used for Music</i></p>	<p><b>21</b>          6          5          5          3          2</p>
<p>▶ <b>Number Dedicated Music Rooms</b></p>	<p><b>2</b></p>
<p>▶ <b>Number Dedicated Computer Labs</b></p>	<p><b>1</b></p>
<p>▶ <b>Number Dedicated Gyms/Owned</b></p>	<p><b>2</b></p>
<p>▶ <b>Number Multipurpose Rooms/Cafeterias</b></p>	<p><b>1</b></p>
<p>▶ <b>Professional Support Staff Have Offices?</b></p>	<p><b>Yes</b></p>
<p>▶ <b>Number of Home Rooms Gained when Standard Program is Applied</b></p>	<p><b>0</b></p>
<p>▶ <b>Meets Standard Instructional Program?</b></p>	<p><b>Yes</b></p>

**CHARLES BARRETT ELEMENTARY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<p>▶ <b>Number Full Size, Traditional Classrooms</b>          = Number used for Home Rooms          = Number used for Special Education          = Number used for other curriculum          = Number used for ESL          = Number used for Reading</p>	<p><b>18</b> 12 2 2 (art and TAG) 1 1</p>
<p>▶ <b>Number Resource Size Rooms</b>          = Number used for Special Ed.          = Number used for Reading          = Number used for Music (Instrumental)</p>	<p><b>8</b> 6 1 1</p>
<p>▶ <b>Number Dedicated Computer Labs</b></p>	<p><b>1</b></p>
<p>▶ <b>Number of Auditoriums (Vocal Music)</b></p>	<p><b>1</b></p>
<p>▶ <b>Number of Dedicated Gyms/Owned</b></p>	<p><b>1</b></p>
<p>▶ <b>Professional Support Staff Have Offices?</b></p>	<p><b>Yes</b></p>
<p>▶ <b>Number of Home Rooms Gained when Standard Program is Applied</b>          (Convert 2 LD, 1 reading, and 1 ESL classroom to resource size rooms)</p>	<p><b>2</b></p>
<p>▶ <b>Meets Standard Instructional Program?</b></p> <p><u>NOTE:</u> Number of Resource Rooms above includes three (3) in trailer.</p>	<p><b>Yes</b></p>

**PATRICK HENRY ELEMENTARY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<p>▶ <b>Number Full Size, Traditional Classrooms</b>          = <i>Number used for Home Rooms</i>          = <i>Number used for Special Education</i>          = <i>Number used for other curriculum</i>            = <i>Number used for ESL</i></p>	<p><b>32</b>          22          5          4 (<i>Art, TAG, Vocal Music, Classsize Reduction</i>)          1</p>
<p>▶ <b>Number Resource Size Rooms</b>          = <i>Number used for Special Ed.</i>          = <i>Number used for ESL</i>          = <i>Number used for Reading</i></p>	<p><b>6</b>          3          1          2</p>
<p>▶ <b>Number Gyms/City Owned</b></p>	<p><b>1</b></p>
<p>▶ <b>Number of Dedicated Computer Labs</b></p>	<p><b>1</b></p>
<p>▶ <b>Number Auditoriums</b></p>	<p><b>1</b></p>
<p>▶ <b>Professional Support Staff Have Offices?</b></p>	<p><b>Yes</b></p>
<p>▶ <b>Number of Home Rooms Gained when Standard Program is Applied</b>  <i>Place 2 LD, Class size reduction, TAG, and ESL teachers in resource size rooms</i></p>	<p><b>3</b></p>
<p>▶ <b>Meets Standard Instructional Program?</b></p>	<p><b>Yes</b></p>

**JEFFERSON-HOUSTON SCHOOL FOR ARTS AND ACADEMICS  
CLASSROOM UTILIZATION 2005-2006**

<p>► <b>Full Size, Traditional Classrooms</b>          = Number used for Home Rooms          = Number used for Special Ed.          = Number used for other curriculum          = Number used for Head Start          = Number used for Reading</p>	<p><b>37</b>          16          11          3 (Art, TAG, Math)          4          3</p>
<p>► <b>Resource Size Rooms</b>          = Number used for Special Ed.          = Number used for ESL          = Number used for Reading          = Number used for Office use          = Number used for Music          = Number used for Community          = Number used for Miscellaneous</p>	<p><b>19</b>          7          1          2          3          3          2          1</p>
<p>► <b>Number Dedicated Music Rooms</b></p>	<p><b>1</b></p>
<p>► <b>Number Dedicated Dance/Drama Rooms</b></p>	<p><b>2</b></p>
<p>► <b>Number Dedicated Computer Labs</b></p>	<p><b>1</b></p>
<p>► <b>Number Dedicated Multipurpose Rooms</b></p>	<p><b>1</b></p>
<p>► <b>Professional Support Staff have Offices?</b></p>	<p><b>Yes</b></p>
<p>► <b>Number of Home Rooms Gained when Standard Program is Applied</b>  <i>Place 3 LD, 1 reading, and one math specialist in resource size rooms</i></p>	<p><b>3</b></p>
<p>► <b>Meets Standard Instructional Program?</b></p>	<p><b>Yes</b></p>

**CORA KELLY SCHOOL FOR MATH, SCIENCE & TECHNOLOGY  
CLASSROOM UTILIZATION 2005-2006**

<p>► <b>Number Full Size, Traditional Classrooms</b>          = <i>Number used for Home Rooms</i>          = <i>Number used for other curriculum</i>            = <i>Number used for Special Education</i>          = <i>Number used for Reading</i>          = <i>Number used for ESL</i>          = <i>Number used by Head Start</i></p>	<p><b>39</b>          24          7 (<i>Science (2), Math (2), TAG, Art, Vocal Music</i>)          3          2          2          1</p>
<p>► <b>Number Resource Size Rooms</b>          = <i>Number used for Special Ed.</i>          = <i>Number used for Reading</i>          = <i>Number for Office Use</i>          = <i>Number used for Music</i>          = <i>Number used for Miscellaneous</i>          = <i>Number used by Community</i></p>	<p><b>10</b>          1          2          2          1          2          2</p>
<p>► <b>Number of Gymnasiums/City Owned</b></p>	<p><b>1</b></p>
<p>► <b>Number of Dedicated Computer Labs</b></p>	<p><b>1</b></p>
<p>► <b>Professional Support Staff have Offices?</b></p>	<p><b>Yes</b></p>
<p>► <b>Number of Home Rooms Gained when Standard Program is Applied</b>    <i>Place LD, ESL, reading and TAG teachers in resource sized classrooms.</i></p>	<p><b>4</b></p>
<p>► <b>Meets Standard Instructional Program?</b>  <i>Cora Kelly has no Auditorium or Multi-Purpose Room with stage for performances. The school currently uses the Recreation Center owned gym for P.E. and must schedule other school functions with Rec Center staff.</i></p>	<p><b>No</b></p>
<p>► <i>NOTE: Number of Resource Size Rooms includes six (6) in two (2) trailers.</i></p>	

**LYLES-CROUCH TRADITIONAL ACADEMY  
CLASSROOM UTILIZATION 2005-2006**

<p>► <b>Number Full Size, Traditional Classrooms</b>          = <i>Number used for Home Rooms</i>          = <i>Number used for Special Education</i>          = <i>Number used for other curriculum</i>          = <i>Number used for Reading</i></p>	<p><b>22</b>  <i>18</i>  <i>1</i>  <i>2 (Art and Science)</i>  <i>1</i></p>
<p>► <b>Number of ¾ size rooms used as homerooms</b></p>	<p><b>1</b></p>
<p>► <b>Number Resource Size Rooms</b>          = <i>Number used for Special Ed.</i>          = <i>Number used for TAG</i>          = <i>Number used for Music</i>          = <i>Number used for Office Use</i></p>	<p><b>4</b>  <i>1</i>  <i>1</i>  <i>1</i>  <i>1</i></p>
<p>► <b>Number Dedicated Computer Labs</b></p>	<p><b>1</b></p>
<p>► <b>Number Multipurpose Rooms</b></p>	<p><b>1</b></p>
<p>► <b>Professional Support Staff Have Offices?</b></p>	<p><b>Yes</b></p>
<p>► <b>Number of Home Rooms Gained when Standard Program is Applied</b>          = <i>One (1) Home Room Is located in a ¾ sized room.</i></p>	<p><b>-1</b></p>
<p>► <b>Meets Standard Instructional Program?</b>          = <i>Vocal Music is located in a resource room and instrumental music lessons occur on stage space that is shared with P.E. One (1) home room is located in a ¾ size classroom.</i></p>	<p><b>No</b></p>

**DOUGLAS MACARTHUR ELEMENTARY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<p>▶ <b>Number Full Size, Traditional Classrooms</b>          = <i>Number used for Home Rooms</i>          = <i>Number used for Special Education</i>          = <i>Number used for other curriculum</i></p>	<p><b>31</b>          27          1          3 (<i>Art, TAG, Music</i>)</p>
<p>▶ <b>Number Resource Size Rooms</b>          = <i>Number used for Special Ed.</i>          = <i>Number used for ESL</i>          = <i>Number used for Reading</i>          = <i>Number used for Office Use</i>          = <i>Number used for Music</i></p>	<p><b>10</b>          4          1          2          2          1</p>
<p>▶ <b>Number Dedicated Computer Lab</b></p>	<p><b>1</b></p>
<p>▶ <b>Number Dedicated Gym/Multi-purpose Rooms/Owned</b></p>	<p><b>1</b></p>
<p>▶ <b>Professional Support Staff Have Offices?</b></p>	<p><b>Yes</b></p>
<p>▶ <b>Number of Home Rooms Gained when Standard Program is Applied</b></p>	<p><b>0</b></p>
<p>▶ <b>Meets Standard Instructional Program?</b></p>	<p><b>Yes</b></p>

**GEORGE MASON ELEMENTARY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<p>▶ <b>Number Full Size, Traditional Classrooms</b>          = <i>Number used for Home Rooms</i>          = <i>Number used for other curriculum</i>          = <i>Number used for ESL</i></p>	<p><b>24*</b>          19          3 (<i>Art, TAG, Vocal Music</i>)          1</p>
<p>▶ <b>Number Resource Size Rooms</b>          = <i>Number used for Special Ed.</i>          = <i>Number used for Reading</i>          = <i>Number used for Music</i></p>	<p>7          5          1          1</p>
<p>▶ <b>Number Dedicated Computer Labs</b></p>	<p>1</p>
<p>▶ <b>Number Dedicated Gyms/Multipurpose Rooms/Owned</b></p>	<p>1</p>
<p>▶ <b>Professional Support Staff Have Offices?</b></p>	<p>Yes</p>
<p>▶ <b>Number of Home Rooms Gained when Standard Program is Applied</b>  <i>Divide current double sized kindergarten into two full size classrooms</i></p>	<p>1</p>
<p>▶ <b>Meets Standard Instructional Program?</b></p>	<p>Yes</p>

\* One kindergarten classroom is a double room capable of being divided into two full size rooms.

**MAURY ELEMENTARY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<p>▶ <b>Number Full Size, Traditional Classrooms</b>          = <i>Number used for Home Rooms</i>          = <i>Number used for other curriculum</i>          = <i>Number used for Reading</i></p>	<p>17          11          5 (<i>Art, Music (2), Science, TAG</i>)          1</p>
<p>▶ <b>Number Resource Size Rooms</b>          = <i>Number used for Special Ed.</i>          = <i>Number used for ESL</i>          = <i>Number used for Reading</i>          = <i>Number used for Community (Parents)</i>          = <i>Number used for Office Use</i></p>	<p>7          3          1          1          1          1</p>
<p>▶ <b>Number Dedicated Computer Labs</b></p>	<p>1</p>
<p>▶ <b>Number Dedicated Gyms/Owned</b></p>	<p>1</p>
<p>▶ <b>Number Multipurpose Rooms/Cafeterias</b></p>	<p>1</p>
<p>▶ <b>Professional Support Staff Have Offices?</b></p>	<p>Yes</p>
<p>▶ <b>Number of Home Rooms Gained when the Standard Program is Applied</b>          = <i>Eliminate science room and place TAG and instrumental music teachers in resource rooms</i></p>	<p>3</p>
<p>▶ <b>Meets Standard Instructional Program?</b></p>	<p>Yes</p>

**MT. VERNON COMMUNITY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<p>▶ <b>Number Full Size, Traditional Classrooms</b>          = Number used for Home Rooms          = Number used for Special Education          = Number used for other curriculum          = Number used by Head Start          = Number used for ESL          = Number used for Reading          = Number used by Community</p>	<p><b>45</b> 26 5 4 (<i>Science, Art, TAG, Vocal Music</i>) 2 3 4 1</p>
<p>▶ <b>Number Resource Size Rooms</b>          = Number used for Special Ed.          = Number used for Reading          = Miscellaneous Use          = Number used for Offices          = Community Use</p>	<p><b>8</b> 4 1 1 1 1</p>
<p>▶ <b>Number Dedicated Computer Labs</b></p>	<p><b>2</b></p>
<p>▶ <b>Number of Auditoriums</b></p>	<p><b>1</b></p>
<p>▶ <b>Number of Gyms/City Owned</b></p>	<p><b>1</b></p>
<p>▶ <b>Professional Support Staff have Offices?</b></p>	<p><b>Yes</b></p>
<p>▶ <b>Number of Home Rooms Gained when Standard Program is Applied</b>          = Eliminate science and 1 community use room and place ESL, reading, LD specialists in resource sized rooms</p>	<p><b>6</b></p>
<p>▶ <b>Meets Standard Instructional Program?</b></p>	<p><b>Yes</b></p>

**JAMES K. POLK ELEMENTARY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<p><b>Number Full Size, Traditional Classrooms</b>          = Number used for Home Rooms          = Number used for Special Education          = Number used for other curriculum            = Number used for ESL          = Number used for Reading          = Number used by Community</p>	<p><b>35</b>          23          4          4 (Art, Science, TAG, 2nd Computer Lab)          2          1          1</p>
<p>▶ <b>Number Resource Size Rooms</b>          = Number used for Special Ed.          = Number used for ESL          = Number used for Office Use          = Number used for Music (Instrumental)          = Number used for miscellaneous</p>	<p><b>6</b>          1          1          2          1          1</p>
<p>▶ <b>Number Dedicated Music Rooms</b></p>	<p><b>1</b></p>
<p>▶ <b>Number Multipurpose Rooms</b></p>	<p><b>1</b></p>
<p>▶ <b>Number Dedicated Computer Labs</b></p>	<p><b>1</b></p>
<p>▶ <b>Professional Support Staff Have Offices?</b></p>	<p><b>Yes</b></p>
<p>▶ <b>Number of Home Rooms Gained when the Standard Program is Applied</b>          = Eliminate 2<sup>nd</sup> Computer Room and science room. Place ESL, LD and TAG teachers in resource rooms.</p>	<p><b>4</b></p>
<p>▶ <b>Meets Standard Instruction Program?</b></p>	<p><b>Yes</b></p>
<p><u>NOTE:</u> Two (2) trailers with two (2) full size and three (3) resource size classrooms included above.</p>	

**WILLIAM RAMSAY ELEMENTARY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<b>Number Full Size, Traditional Classrooms</b> = Number used for Home Rooms = Number used for Special Education = Number used for other curriculum = Number used for Reading	<b>38</b> 30 4 3 (Art, Science, TAG) 1
<b>➤ Number Resource Size Rooms</b> = Number used for Special Ed. = Number used for ESL = Number used for Reading	<b>13</b> 3 5 5
<b>➤ Number Auditoriums (Instrumental Music)</b>	<b>1</b>
<b>➤ Number Dedicated Computer Labs</b>	<b>1</b>
<b>➤ Number Gyms/City Owned</b>	<b>1</b>
<b>➤ Number Dedicated Music Rooms</b>	<b>1</b>
<b>➤ Professional Support Staff Have Offices?</b>	<b>Yes</b>
<b>➤ Number Home Rooms Gained When the Standard Program is Applied</b> = Consolidate TAG, Reading, and LD into Resource Room	<b>2</b>
<b>➤ Meets Standard Instruction Program?</b>	<b>Yes</b>

**SAMUEL W. TUCKER ELEMENTARY SCHOOL  
CLASSROOM UTILIZATION 2005-2006**

<p>▶ <b>Number Full Size, Traditional Classrooms</b>          = <i>Number used for Home Rooms</i>          = <i>Number used for other curriculum</i></p>	<p><b>30</b>          28          2 (<i>Art and Science</i>)</p>
<p>▶ <b>Number of ¾ Size Rooms Used for Homerooms</b></p>	<p><b>2</b></p>
<p>▶ <b>Number Resource Size Rooms</b>          = <i>Number used for Special Ed.</i>          = <i>Number used for ESL</i>          = <i>Number used for Reading</i>          = <i>Number used for TAG</i>          = <i>Number used for Math</i></p>	<p><b>10</b>          3          3          2          1          1</p>
<p>▶ <b>Number Dedicated Music Rooms</b></p>	<p><b>2</b></p>
<p>▶ <b>Number Gyms/Owned</b></p>	<p><b>1</b></p>
<p>▶ <b>Number Multipurpose Rooms/Cafeterias</b></p>	<p><b>1</b></p>
<p>▶ <b>Number Dedicated Computer Labs</b></p>	<p><b>1</b></p>
<p>▶ <b>Professional Support Staff Have Offices?</b></p>	<p><b>Yes</b></p>
<p>▶ <b>Number of Home Rooms Gained When Standard Program is Applied</b>          = <i>Two (2) Home Rooms in Reduced Size Rooms</i></p>	<p><b>-2</b></p>
<p>▶ <b>Meets Standard Instructional Program?</b>          = <i>Two (2) Home Rooms in ¾ Size Rooms</i>  <u>Note:</u> <i>Two (2) Head Start owned rooms not included in above numbers.</i></p>	<p><b>No</b></p>