

Learning to Live • Loving to Learn



Alexandria City Public Schools

Elementary School Capacity Study

October 2008

**Dr. Morton Sherman
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
(not yet complete, waiting for formula driven teacher numbers)

ACPS Elementary Schools' Space Utilization.....page 8
(not yet complete, waiting for formula driven teacher numbers)

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

Introduction

Teaching and learning are the essence of the Alexandria City Public Schools (ACPS). Our goal of “*ensuring higher achievement for each and every student*” guides all actions of the school division. We enthusiastically accept the challenge to ensure that each and 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. Space is needed to provide critical supplemental instruction in reading, mathematics, English Language Learning, 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.

With increased enrollment in the 08-09 school year and increased projections for the 09-10 school year, Dr. Sherman has asked that the capacity study be revisited with an eye for capturing more space in our existing buildings. A secondary goal was to remove all trailers from ACPS elementary school sites. Given that directive, the standard program was redefined with regard to

dedicated computer labs in each school. In a wireless environment, schools can be responsive to student technology needs with computer carts available for classroom use. Consequently, dedicated computer labs are no longer part of the standard program. In schools where labs can be returned to homeroom space that change has been noted. For some schools the labs are in resource space or in space not conducive to being a homeroom. These schools would maintain their computer lab for the 09-10 school year and conversions would be decided on a case by case basis.

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 Language Learners “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
ELL 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 (no longer part of the standard program if a school has laptop carts and wireless access to the internet)
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
- 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

**ACPS ELEMENTARY SCHOOL
INDIVIDUAL SPACE UTILIZATION CHARTS
2008-2009**

October, 2008

**JOHN ADAMS ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>▶ Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for Special Education = Number used for other curriculum = Number used by Head Start =Number used for ELL = Number used for ACPS Preschool =Number used for Reading</p>	<p>48 29 7 2 (Art, TAG) 3 2 5 0</p>
<p>▶ Number Resource Size Rooms = Number used for Special Ed. = Number used for ELL = Number used for Reading =Number used for Preschool</p>	<p>13 5 2 4 2</p>
<p>▶ Number Dedicated Music Rooms</p>	<p>2 (full size)</p>
<p>▶ Number Dedicated Computer Labs</p>	<p>1 (full size)</p>
<p>▶ Number Dedicated Gyms/Owned (1 full sized, 1 auxiliary)</p>	<p>2</p>
<p>▶ Number Multipurpose Rooms/Cafeterias</p>	<p>1</p>
<p>▶ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>▶ Number of Home Rooms Gained when Standard Program is Applied Convert 5 full classrooms to 10 resource rooms. Move special ed (7), TAG (1), ELL (2) to resource rooms. That will capture 5 full size rooms. Convert computer lab to homeroom space. Relocate textbook services and the records storage.</p>	<p>8 full</p>
<p>▶ Meets Standard Instructional Program?</p>	<p>Yes</p>

Note: 8 classrooms gained if dual language program is moved out of JA to another elementary school.

**CHARLES BARRETT ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>▶ Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for Special Education = Number used for other curriculum = Number used for ELL</p>	<p>18 14 1 2 (Art and TAG) 1</p>
<p>▶ Number Resource Size Rooms = Number used for Special Ed. = Number used for Reading = K resource rooms)</p>	<p>10 (includes 3 trailer rooms) 6 (2 rooms in trailer, OT, SP) 2 (1 room in trailer) 2</p>
<p>▶ Number Dedicated Computer Labs Computer Lab is resource size space</p>	<p>1</p>
<p>▶ Number of Auditoriums (Band & Vocal Music) ▶ Band/Orchestra part time in rec center</p>	<p>1</p>
<p>▶ Number of Dedicated Gyms/Owned</p>	<p>1</p>
<p>▶ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>▶ Number of Home Rooms Gained when Standard Program is Applied Convert 2 full size classrooms to 4 resource rooms. Put special ed (1), TAG (1), ELL (1), Reading (2 share) in resource rooms. Put OT (1), Speech (1) into K resource rooms. This takes all classes out of 3 trailer rooms and creates 1 new homeroom space. If computer lab were converted a resource size teaching space would result.</p>	<p>1 full</p>
<p>▶ Meets Standard Instructional Program? <u>NOTE:</u> Number of Resource Rooms above includes three (3) in one trailer.</p>	<p>Yes</p>

**PATRICK HENRY ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>▶ Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for Special Education = Number used for other curriculum = Number used for ELL =Number used for Head Start =Number used for Reading</p>	<p>33 19 5 3 (<i>Art, TAG, Vocal Music</i>) 2 1 3</p>
<p>▶ Number Resource Size Rooms = Number used for Special Ed. = Number used for Reading = Number used for ELL = Number used for Community Service Board</p>	<p>5 2 1 2 1</p>
<p>▶ Number Gyms/City Owned</p>	<p>1</p>
<p>▶ Number of Dedicated Computer Labs</p>	<p>1 (full size)</p>
<p>▶ Number Auditoriums ▶ Band orchestra on stage</p>	<p>1</p>
<p>▶ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>▶ Number of Home Rooms Gained when Standard Program is Applied <i>Convert 6 full size classrooms to 12 resource rooms for special education (5), TAG (1), ELL (2) and reading (3) resource. Gain 6 full size rooms. Relocate Head Start.</i></p>	<p>7</p>
<p>▶ Meets Standard Instructional Program?</p>	<p>Yes</p>

**JEFFERSON-HOUSTON ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>► Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for Special Ed. = Number used for other curriculum = Number used for Head Start = Number used for Reading = Number used for Preschool = Science Lab = Number empty</p>	<p>38 15 5 4 (Art, TAG, Math, Science) 4 1 4 1 4</p>
<p>► Resource Size Rooms = Number used for Special Ed. = Number used for ESL = Number used for Reading = Number used for Office use =Number used for Community (Parent Resource Coordinator) =Number used for (ITS Storage) =Number used for Music</p>	<p>17 7 1 2 3 1 1 2</p>
<p>► Number Dedicated Dance/Drama Rooms</p>	<p>2 (full size)</p>
<p>► Number Dedicated Computer Labs</p>	<p>1 (resource size)</p>
<p>► Number Dedicated Gym/Multipurpose Rooms</p>	<p>1</p>
<p>► Professional Support Staff have Offices?</p>	<p>Yes</p>
<p>► Number of Home Rooms Gained when Standard Program is Applied <i>Convert dance, drama, science to homerooms (3). Convert 3 full size rooms into 6 resource rooms to gain 3 full size rooms. Total rooms gained –6.</i></p>	<p>10 (includes 4 empty rooms)</p>
<p>► Meets Standard Instructional Program?</p>	<p>Yes</p>

**CORA KELLY SCHOOL FOR MATH, SCIENCE & TECHNOLOGY
CLASSROOM UTILIZATION 2008-2009**

<p>► Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for other curriculum = Number used for Special Education = Number used for Autism = Number used for Reading = Number used for ELL = Number used by Head Start</p>	<p>39 22 8 (Science (2), Math(2), TAG, Art, Vocal Music) 2 2 2 2 1</p>
<p>► Number Resource Size Rooms = Number for Office Use = Number for Math Lab (room 22) = Number used for Music = Number used for Storage =Number used by Community =Number used for Special Education =Number used for Reading</p>	<p>14 (includes 6 in trailer) 7 1 1 (Trailer) 1 (Trailer) 1 (Trailer) 2 (Trailer) 1 (Trailer)</p>
<p>► Number of Gymnasiums/City Owned</p>	<p>1</p>
<p>► Number of Dedicated Computer Labs</p>	<p>1 (full size)</p>
<p>► Professional Support Staff have Offices?</p>	<p>Yes</p>
<p>► Number of Home Rooms Gained when Standard Program is Applied Convert 6 full classrooms to 12 resource rooms for ELL (2), Special education (2), reading (2), TAG (1) and put band, OT, PT, Speech in resource space inside building. Gain 2 full size classrooms. Relocate Headstart and eliminate Math office and computer lab to regain 3 more full size classrooms. Move Student Assistance Program to city space. Eliminate storage. Remove trailers.</p>	<p>5</p>
<p>► Meets Standard Instructional Program? Cora Kelly has no Auditorium or Multi-Purpose Room with stage for performances. The school currently uses the Recreation Dept owned gym for P.E. and must schedule other school functions with Rec Dept staff.</p>	<p>No</p>
<p>► <u>NOTE</u>: Number of Resource Rooms includes six (6) in two trailers.</p>	

**LYLES-CROUCH TRADITIONAL ACADEMY
CLASSROOM UTILIZATION 2008-2009**

<p>▶ Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for other curriculum</p>	<p>21 20 1 (Art)</p>
<p>▶ Number Resource Size Rooms = Number used for Special Ed. = Number used for TAG = Number used for Reading = Number used for Music = 1 Home Room (Room 215)</p>	<p>6 2 1 1 1</p>
<p>▶ Number Dedicated Computer Labs</p>	<p>1 (full size)</p>
<p>▶ Number Gym/Multipurpose Rooms</p>	<p>1</p>
<p>▶ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>▶ Number of Home Rooms Gained when Standard Program is Applied <i>Convert computer lab to homeroom</i></p>	<p>1</p>
<p>▶ Meets Standard Instructional Program? = Vocal Music is located in a resource room and instrumental music lessons occur on stage space that is shared with P.E. T.V. studio is on stage.</p>	<p>No</p>

**DOUGLAS MACARTHUR ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>▶ Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for other curriculum</p>	<p>31 28 3 (<i>Art, TAG, Music</i>)</p>
<p>▶ Number Resource Size Rooms = Number used for Special Ed. = Number used for ESL = Number used for Reading = Number used for Office Use = Number used for Music 1 Homeroom is in resource space</p>	<p>14 5 2 2 3 1</p>
<p>▶ Number Dedicated Computer Lab*</p>	<p>1 (full size)</p>
<p>▶ Number Dedicated Gym/Multi-purpose Rooms/Owned</p>	<p>1</p>
<p>▶ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>▶ Number of Home Rooms Gained when Standard Program is Applied Convert computer lab to homeroom*</p>	<p>1</p>
<p>▶ Meets Standard Instructional Program?</p>	<p>Yes</p>

**GEORGE MASON ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>▶ Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for other curriculum = Number used for ESL =Number used for Special Ed</p>	<p>24 20 2 (Art, TAG) 1 1</p>
<p>▶ Number Resource Size Rooms = Number used for Special Ed. = Number used for Reading = Number used for Music</p>	<p>7 4 2 2 1 New Multi-purpose room off library</p>
<p>▶ Number Dedicated Computer Labs</p>	<p>1 (resource)</p>
<p>▶ Number Dedicated Gyms/Multipurpose Rooms/Owned</p>	<p>1</p>
<p>▶ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>▶ Number of Home Rooms Gained when Standard Program is Applied <i>Convert a full size room to 2 resource rooms. Move special education and ELL. Regain 1 full size classroom.</i> <i>(Note: TAG classes are too large for a resource room)</i></p>	<p>1</p>
<p>▶ Meets Standard Instructional Program?</p>	<p>Yes</p>

**MAURY ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>▶ Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for other curriculum = Number used for Literacy =Number used for Special Ed</p>	<p>19 14 3 (Art, Music (1), Science, TAG, Math) 1 1</p>
<p>▶ Number Resource Size Rooms = Number used for Special Ed. = Number used for ESL = Number used for Reading = TAG</p>	<p>7 3 (OT, PT, LD) 1 1 1</p>
<p>▶ Number Dedicated Computer Labs</p>	<p>1 (full size)</p>
<p>▶ Number Dedicated Gyms/Owned</p>	<p>1</p>
<p>▶ Number Multipurpose Rooms/Cafeterias ▶ Band & orchestra on stage</p>	<p>1</p>
<p>▶ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>▶ Number of Home Rooms Gained when the Standard Program is Applied =Eliminate Science room (1). 1 homeroom (rm.23) is a resource room. Convert 1 full size to 2 resource for literacy and music to gain 1 full size. Convert computer lab to homeroom.</p>	<p>3</p>
<p>▶ Meets Standard Instructional Program?</p>	<p>Yes</p>

**MT. VERNON COMMUNITY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>▶ Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for Special Education = Number used by Life Skills = Number used for other curriculum = Number used by Head Start = Number used by Network Preschool = Number used by Preschool = Number used for ELL = Number used for Reading</p>	<p>46 28 4 3 4 (<i>Science(1), Art, TAG, Vocal Music</i>) 2 1 1 2 1</p>
<p>▶ Number Resource Size Rooms = Number used for Special Ed. = Number used for Reading = Miscellaneous Use = Number used for Math = Community Use</p>	<p>9 3 2 1 1 1</p>
<p>▶ Number Dedicated Computer Labs Located in library – not appropriate homeroom space</p>	<p>1 (full size)</p>
<p>▶ Number of Auditoriums</p>	<p>1</p>
<p>▶ Number of Gyms/City Owned</p>	<p>1</p>
<p>▶ Professional Support Staff have Offices?</p>	<p>Yes</p>
<p>▶ Number of Home Rooms Gained when Standard Program is Applied <i>Convert 4 full size classrooms (4 special education, 1 TAG, 2 ELL, 1 reading to 8 resource rooms. Gain 4 full size. Eliminate science lab (1). Relocate Preschool (1).</i></p>	<p>6</p>
<p>▶ Meets Standard Instructional Program?</p>	<p>Yes</p>

**JAMES K. POLK ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for Special Education = Number used by ESL = Number used for other curriculum = Number used for Reading</p>	<p>34 (includes 2 full size trailer rooms) 26 2 2 (Trailer) 3 (Art, TAG, 2nd Computer Lab) 1</p>
<p>➤ Number Resource Size Rooms = Number used for Special Ed. (speech) = Number used for ELL = Number used for PEP Offices = Number used for Music = Math</p>	<p>7 (3 resource trailer rooms) 1 1 (Trailer) 2 (Trailer) 2 1</p>
<p>➤ Number Dedicated Music Rooms</p>	<p>1</p>
<p>➤ Number Gym/Multipurpose Rooms</p>	<p>1</p>
<p>➤ Number Dedicated Computer Labs</p>	<p>2 (full size)</p>
<p>➤ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>➤ Number of Home Rooms Gained when the Standard Program is Applied = Convert 2 computer labs to 4 resource rooms. Convert 2 full size classrooms to 4 resource rooms. This will create 8 new resource rooms to house 3 ELL classes, from the trailers, one TAG, 1 reading, 1 orchestra, 1 band from basement space. Put vocal music behind stage in classroom, a room currently housing band. Relocate PEP offices. This creates 2 more full size classrooms and eliminates all classes in trailers and basement.</p>	<p>2</p>
<p>➤ Meets Standard Instruction Program?</p> <p><u>NOTE:</u> Two (2) trailers with two (2) full size and three (3) resource size classrooms included above.</p>	<p>Yes</p>

**WILLIAM RAMSAY ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for Special Education = Number used for other curriculum = Number used for ELL</p>	<p>37 30 4 2 (Art, TAG) 1</p>
<p>➤ Number Resource Size Rooms = Number used for Special Ed. = Number used for ESL = Number used for Reading =Number used for Math</p>	<p>13 2 5 5 1</p>
<p>➤ Number Auditoriums (Instrumental Music)</p>	<p>1</p>
<p>➤ Number Dedicated Computer Labs Full size room</p>	<p>1</p>
<p>➤ Number Gyms/City Owned</p>	<p>1</p>
<p>➤ Number Dedicated Music Rooms</p>	<p>1 (resource)</p>
<p>➤ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>➤ Number Home Rooms Gained When the Standard Program is Applied = Convert 3 full size rooms into 6 resource rooms for Special Ed (4), TAG (1) and ELL (1) to gain 3 full size rooms. Convert computer lab to homeroom.</p>	<p>4</p>
<p>➤ Meets Standard Instruction Program?</p>	<p>Yes</p>

Note: Science Lab shared with City Nature Center, not ACPS space.

**SAMUEL W. TUCKER ELEMENTARY SCHOOL
CLASSROOM UTILIZATION 2008-2009**

<p>▶ Number Full Size, Traditional Classrooms = Number used for Home Rooms = Number used for other curriculum</p>	<p>30 28 2 (Art, Science)</p>
<p>Number of $\frac{3}{4}$ size rooms used for Home Rooms</p>	<p>1</p>
<p>▶ Number Resource Size Rooms = Number used for Special Ed. = Number used for ESL =Number used for Reading =Number used for TAG =Title 1 Math</p>	<p>10 3 3 3 1 1</p>
<p>▶ Number Dedicated Music Rooms</p>	<p>2 (full size)</p>
<p>▶ Number Gyms/Owned</p>	<p>1</p>
<p>▶ Number Multipurpose Rooms/Cafeterias</p>	<p>1</p>
<p>▶ Number Dedicated Computer Labs</p>	<p>1 (full size)</p>
<p>▶ Professional Support Staff Have Offices?</p>	<p>Yes</p>
<p>▶ Number of Home Rooms Gained When Standard Program is Applied End Title 1 math program and gain 1 resource room. Convert computer lab to homeroom space.</p>	<p>1 (resource room) 1 (full size)</p>
<p>▶ Meets Standard Instructional Program? =Two homerooms in reduced size classrooms <u>Note:</u> Two (2) Head Start owned rooms not included in above numbers.</p>	<p>No</p>