

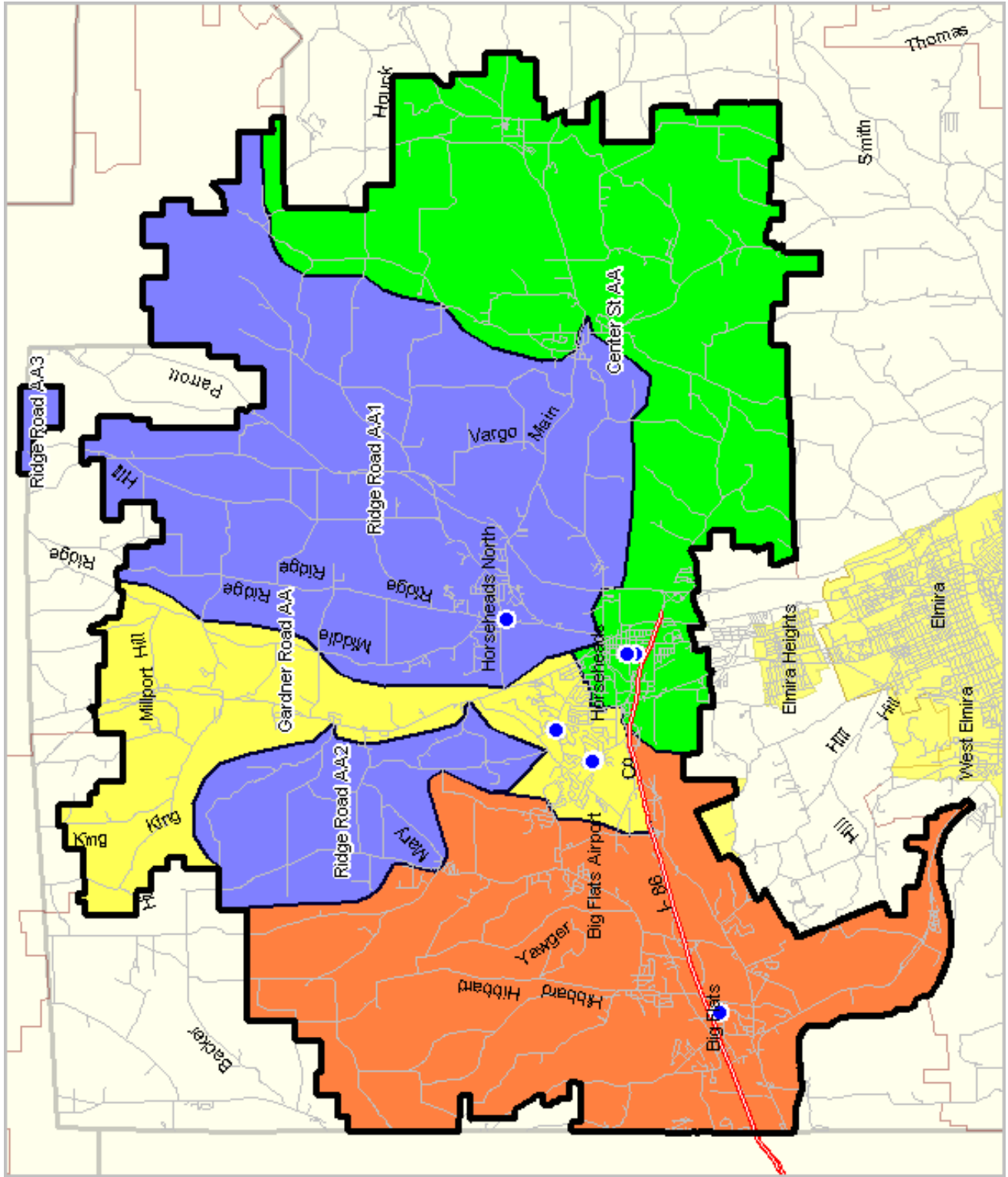
**PUPIL CAPACITY ANALYSIS
OF EACH SCHOOL BUILDING OF
THE HORSEHEADS
CENTRAL SCHOOL DISTRICT:**

**Pre-KINDERGARTEN
THROUGH
GRADE 12**

***A TOOL TO HELP PLAN AND DISCUSS
THE FUTURE***

April 2013

*“Custom tools and research to aid a school district in defining a vision and
decision options for serving students in the future.”*



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Dr. Paul M. Seversky

*“Custom tools and research to aid a school district in defining a vision and
decision options for serving students in the future.”*

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Summary of the Pupil Capacity of Each Horseheads CSD School Building 2012-2013

School Building	2012-2013 Enrollment (October 1, 2012)	2012-2013 Pupil Capacity K-12 (Current Pre-K classroom space accounted for and not part of K-12 pupil capacity calculations.)			Total Pupil Capacity Used in 2012-2013 As Per Minimum Class Size Goals	Remaining Pupil Capacity Available in 2012-2013 As Per Class Size Goals
		(BOCES rental)	As per district class size goals and current grade level class section assignment	Total Resulting from reassignment of support space to serve a class section—not including rented BOCES space		
Ridge Road Elementary	367	0	452	+23 = 475	77.3%	108 22.7%
Center Street Elementary	307	24	351	351	87.5%	44 12.5%
Gardner Road Elementary	440	0	481	+69 = 550	80%	110 20%
Big Flats Elementary	437	0	468	+69 = 537	81.4%	100 18.6%
Total K-4:	1551	24	1752	1913	81.1%	362 18.9%
Horseheads Intermediate and Middle School						
Grades 5-6	666	0	700	700	95.1%	34 4.9%
Grades 7-8	640	16	742	742	86.3%	102 13.7%
Total 5-8:	1306	16	1442	1442	90.6%	136 9.4%
Horseheads High School	1251	0	1594	1594	78.5%	343 21.5%
Total 9-12:	1251	0	1594	1594	78.5%	343 21.5%
Total K-12:	4108	40	4788	4949	83%	841 17%

PURPOSE OF THE SCHOOL BUILDINGS PUPIL CAPACITY STUDY

This study provides a school building pupil capacity assessment that first documents how the instructional spaces in all of the school buildings of the Horseheads School District are utilized in the 2012-2013 school year to deliver *the current pre-kindergarten through grade twelve program including special education*. Second, it provides an assessment of pupil capacity of each building measured against local district goals for grade level class sizes and measured against State Education Department building aid unit capacity guidelines for instructional space.

The study is instructionally focused on the current year implementation of the educational program within the school buildings of the district. It does not provide technical or qualitative evaluation regarding architectural specifications, design, construction or management of the facilities. The best source for such infrastructure analysis is the architect for the district.

The protocol to accomplish the school building pupil capacity assessment is an analysis of each instructional space compared to a New York State Education Department defined room schedule of minimum spaces necessary to house a district's educational program for a given number of pupils. 'Number of pupils' is benchmarked to local class size contractual definitions, if any, and local school district class size goals.

BACKGROUND ABOUT THE ROLE OF PUPIL CAPACITIES OF SCHOOL BUILDINGS AND PROGRAM/FACILITY PLANNING*

The instructional program envisioned by the district and how best to efficiently deploy that program within the educational facilities drive the analysis of school building pupil capacity. The Commissioner of Education must approve plans and specifications for capital construction projects undertaken by public schools and BOCES. Such construction may include new buildings, additions, and alterations/reconstruction of facilities. Eligibility for new construction as well as state building aid to help in funding a facility project is determined through an assessment of

**Information outlined, quoted, and discussed is sourced to the New York State Education Department Office of Facilities Planning documents.*

information contained in the school district's Facilities Needs Assessment summary, enrollment projections, Instructional Space Review form, floor plans of actual and proposed use of space, as well as the required curriculum and the specific educational programs offered by the district.

The calculated pupil capacity number based on the program to be implemented represents a factor that is then used by the SED to determine a maximum 'aid ceiling' for proposed facility project construction and related incidental expenditures upon which NYS Building Aid is computed.

This 'aid ceiling' calculation is the total project expenditure amount *up to* which the State of New York will provide building aid.

An estimate of building aid equals the calculated *maximum cost allowances* derived for both the construction contracts and for incidental costs or the actual costs incurred, *whichever is less*, multiplied by the district's Building Aid Ratio at the time a project is approved. A district may expend beyond the maximum cost allowance. However, such expenditure beyond the calculated maximum cost allowances for contracts and incidental expenses will receive no state building aid and thus would be fully funded by the local taxpayers.

The Maximum Cost Allowance is determined by three factors: the *Building Aid Units (BAU)* assigned to the project by grade level or category within existing space and proposed new space; the *Construction Cost Index* that is in effect the month the general construction contract is signed; and a *Regional Cost Factor* for the fiscal year that the project contracts are signed.

The purpose of Building Aid is to help ensure that each school district provides suitable and adequate facilities to accommodate the students and programs of the district and that the allocation of building aid is done in an equitable manner regardless of the wealth or location of the school district in the State. Therefore, new buildings, additions to existing facilities, and major alterations to existing facilities must meet specific standards pertaining to the type, size and number of teaching stations, as well as building code requirements. Existing facilities must meet health and safety regulations, and reconstruction of existing facilities must meet building code requirements.

A project is not eligible for building aid unless the construction costs of the project equal or exceeds \$10,000 excluding incidental costs.

The determination of the eligibility for Building Aid is a result of an assessment that *compares district-wide pupil enrollment projections with the efficient operating pupil capacity of existing school buildings to determine building needs*. The tool for a pupil capacity assessment is a room schedule of minimum spaces necessary to house a district's educational program for a given number of pupils.

DEFINITION OF TERMS RELATED TO PUPIL CAPACITY OF SCHOOL FACILITIES AND DETERMINING BUILDING AID

- **ORIGINAL CAPACITY**

This represents the total number of pupils the original building, or total complex in the case of additions, was designed to accommodate. This number is the operational capacity of the building or complex when it was constructed and was the basis for the determination of minimum size of the site. The original capacity factor is not germane since current pupil capacity is based on the current program offered in the facilities of the school district.

- **STATE-RATED 'CAPACITY'—BUILDING AID UNITS**

The measure for the state-rated capacity is called *Building Aid Units (BAU's)*. The BAU's assigned to a particular building is computed using space standards established by the Commissioner. Using these standards, the total anticipated pupil enrollment by grade levels ***across the district*** is compared to the actual number of Building Aid Units assigned by formula to the classrooms ***in all the buildings*** that serve specific grade levels of those pupils. When new buildings, additions, or major renovations are planned, the total projected pupil enrollments for the grade levels to be housed in a specific new/renovated building is compared to the total number of Building Aid Units generated by the classrooms in all district buildings proposed to deliver the program to the same grade levels.

Therefore, regardless of the grade level configuration of specific school buildings in the district, state-rated capacity allowed for the district as a whole is viewed as total K-6 elementary pupils

to be served; total secondary 7-8 or 7-9 and total 9-12 or 10-12 pupils (if a separate building (s) for junior high or middle school or senior high exist in the district); and/or total 7-12 pupils to be served if separate buildings do not exist for secondary pupils.

In the case of the Horseheads School District for 2012-2013, there are four elementary school buildings that serve Pre-K through grade four. There is an intermediate school that serves grades 5 and 6; a middle school that serves grades 7 and 8; and a high school building that serve grades 9 through 12.

It is important to note that *a change in room use to deliver the program may result in a change in Building Aid Units assigned and pupil capacity as per the established SED space standards.* The pupil capacity analyses offered in this study are benchmarked to the program use of the spaces by the building principals to deliver the program in the 2012-2013 school year.

- **OPERATING CAPACITY**

This measure reflects the total number of pupils a building can reasonably and efficiently house *based on the district's educational program and class size policy as per formal Board of Education policy and/or teacher contract language* and the number, square footage size, and the program delivery use of the rooms in that building. The operating capacity of a building is computed using the space standards established by the Commissioner to define state-rated capacity *modified* by any differences due to the district's documented educational program delivery model and/or formal class size policy or contract language.

Using these standards, the total pupil enrollment by grade levels *across the district* is compared to the number of Building Aid Units assigned by formula to the classrooms *in all the buildings* that serve specific grade levels of those pupils *modified* by formal class size practice as found in board policy or written teacher contract clauses. When new buildings, additions, or major renovations are planned that create classrooms, the total operating capacity BAU's projected for the grade levels to be served in a specific new/renovated building is compared to the total operating capacity BAU's in all district buildings proposed to deliver the program to the same grade levels.

When determining a building aid ceiling allowance for a facility project, the total of the K-6 BAU's calculated as the district's K-6 operating capacity cannot exceed the projected K-6 enrollment five years from now. The total grades 7-8 BAU's calculated based on the middle school locations cannot exceed the projected grades 7 and 8 enrollment eight years from now. The total grades 9-12 BAU's calculated based on the two high school locations cannot exceed the projected grades 9 through 12 enrollment ten years from now.

- **“FUNCTIONAL CAPACITY”**

Functional Capacity is a term not in SED regulations regarding school facilities. It is used in the study to describe the result of planning for a flexibility factor of unassigned pupil capacity as a district develops its ongoing long range plan for program delivery in the schools of the district. If a district supersedes *district-wide* the number of classrooms necessary to house projected enrollment K-6 and 7-12, then the district receives no building aid on ‘excess’ classrooms that are built. Normally, SED project managers are granted some discretion of approving an aid ceiling for a facility project without deductions for excess capacity if the operating capacity of the project is within 10% of the projected enrollment. The availability of up to 10% additional pupil capacity over the estimated enrollment projection is often used in planning by a district to ensure enough flexibility in implementing the instructional program and to accommodate unforeseen enrollment and/or to encourage additional program offerings.

CALCULATION OF BUILDING AID UNITS FOR ELEMENTARY SCHOOLS

The SED does not endorse any one particular class size. Class size is at the discretion of the Board of Education of each school district. When defining state-rated capacity the Building Aid Units for a new or an existing elementary school is determined by assigning 27 BAU to each 770 square foot classroom used for grades 1-6 and to each 900 square foot kindergarten or pre-kindergarten room. The operating capacity is the same as state-rated capacity (Building Aid Units) *unless* formal board policy or union contract language exists that limits the number of students in a classroom to less than 27 for Pre-K through grade 6. When such policy or contract language is in place, the lesser number will be used to define the **operating** pupil capacity of the elementary classrooms grades Pre-K through grade 6 in all of the buildings in the district as a whole. The higher state-rated

capacity (Building Aid Units) is used by SED to define potential building aid ceilings for each school building.

In an existing elementary building, the BAU of a room over 550 square feet, but less than 770 square feet is determined by dividing the area of the room by 28.5 square feet per pupil and assigning the whole number without rounding up. Rooms of less than 550 square feet are not included in BAU calculations. Only classrooms for Pre-Kindergarten through grade 6 are counted for BAU in an elementary school. It is assumed by the State that the aid ceiling calculated by multiplying the BAU's times a cost index will be sufficient to provide for both classrooms and all ancillary spaces including instructional support spaces like a library, cafeteria, gymnasium, and auditorium. Normally, the aid ceiling for an elementary school will be sufficient for most reconstruction projects and possibly for a small addition. There is the possibility for BAU's (called 'supplemental' or 'special case' BAU) to be increased for an elementary project to build a new building or an addition that might include a library, cafeteria, gymnasium, auditorium and teacher-parent conference rooms only on an 'as needed' basis. An alternative method to determine BAU's for an elementary addition is the square foot method. The gross area for grades K-6 in the existing building is divided by 100. Then, the BAU are determined for the entire complex including existing and proposed as described above. The second factor is subtracted from the first. The result is the BAU of the addition for the purpose of determining maximum cost allowances. The square foot method for elementary schools may have application when a proposed building does not contain classrooms which produce BAU. *The Room Schedule of Minimum Spaces and Sizes for Elementary Schools* (source: NY SED Office of Facility Planning) is reported below.

MINIMUM ROOM SIZES – required for new buildings and additions; recommended for new spaces created within existing space.

General

- a. Spaces in new buildings and additions which are required to house a district's educational program shall meet the size standards listed below. Where no square footage (sq. ft.) is listed, the size may be as determined locally.
- b. In every case, listed square footage means minimum, net, clear, new educational space.
- c. Newly-created spaces in alterations to existing school buildings should attempt to meet the size standards insofar as possible or practical.
- d. Criteria to determine the number of spaces necessary is also included below.

Elementary School

- a. Classrooms --
 - 1. Grades 1-6 770 sq. ft.

(27 BAU/room)
 2. Pre-kindergarten/kindergarten.....900 sq. ft.
 (27 BAU/room)

b. Library 900 sq. ft.
 (1 thru 12 classroom buildings -- none required)
 (13 plus classroom buildings -- 1 required)

c. Physical Education - gymnasium 36' x 52'
 (1 and 2 classroom buildings -- none required)
 (2 thru 14 classroom buildings -- 1 required)
 (1 thru 14 additional classrooms -- 1 additional)

d. Special Education	Max. Pupil Capacity	Min. Classroom Size
Student/Teacher/Ratio		
12:1 or 15:1	12 or 15	770 sq. ft.
12:1:1	12	770 sq. ft.
6:1:1	6	450 sq. ft.
8:1:1	8	550 sq. ft.
12:1+3:1	12	900 sq. ft.
Resource Room	----	300 sq. ft.

NOTE: Provide ancillary space equivalent to at least ¼ of the area of a special education classroom for each special education classroom being constructed, either as part of the new classroom or other designated space.
 Preschool: 50 sq. ft. per student or 60 sq. ft. for classroom serving non-ambulatory students (maximum of 12 students per room).

NOTE: Approval may be given for classrooms less than 50 sq. ft. per student if other areas of the building are allocated for preschool recreational or instructional use.

- e. Usual ancillary spaces --
1. Administration
 2. Adult Education
 3. Auditorium or multi-purpose room
(number of fixed seats, or 36' x 52' usual, 7 sq. ft./person)
 4. Art Room (usual)770 sq. ft.
 5. Cafeteria and Kitchen
(36'x52' usual, 15 sq. ft./person)
(operating capacity of building divided by number of servings)
 6. Computer Lab
 7. Conference Room
 8. Gifted and Talented
 9. Grounds Maintenance
 10. Health Suite
 11. Music Room (usual) 770 sq. ft.
 12. Music Practice room(s) -- small, individual
 13. Remedial Rooms
 14. Resource Rooms
 15. Storage
 16. Swimming Pool -- 25 meters x 7 ft. lanes
 17. Teachers' room(s)
 18. Toilets -- individual and/or gang

CALCULATION OF BUILDING AID UNITS AND PUPIL CAPACITY FOR SPECIAL EDUCATION

The BAU's for special education classrooms is determined by assigning the BAU and pupil capacity based on the disabilities of the students (i.e. 15:1, 12:1, 12:1:1, 12:1+3:1, 8:1, 6:1). Only classrooms are counted for BAU in K-6 buildings and in 7-12 buildings. It is assumed by the State that the aid ceiling calculated by multiplying the BAU's times a cost index will be sufficient to provide for both classrooms and all ancillary spaces including resource rooms and other spaces that may be needed to provide appropriate spaces for special education students.

CALCULATION OF BUILDING AID UNITS AND PUPIL CAPACITY FOR SECONDARY SCHOOLS

A secondary school is a new or existing building housing any or all grades above sixth grade. When a school houses both elementary and secondary pupils, the Building Aid Units and pupil capacities are determined separately for the elementary versus the secondary spaces. The Building Aid Units and pupil capacity for a secondary school is determined by either of two methods: the Teaching Station Method or the Pupil Station Method, dependent on the size of the school.

Teaching stations are considered to be:

1. Agricultural shop, including an agricultural classroom.
2. Art room (each).
3. Business education rooms (each).
4. Home and Careers (homemaking) (each, if 1000 sq. ft. or more).
5. Technology (industrial arts) shop (each).
6. Mechanical drawing room (each).
7. Music room (each, if 770 sq. ft. or more).
8. Physical education/gymnasium (each, if standard size).
9. Recitation classroom/interchangeable classroom (each).
10. Science general, earth or advanced (i.e. biology, physics, chemistry).
11. Study hall (each, if 770 sq. ft., or more, and cafeteria/study hall, if so labeled and used).
12. Swimming pool.

The Teaching Station Method applies to:

- Junior High Schools having 29 or fewer teaching stations.
- Junior/Senior High Schools having 25 or fewer teaching stations.
- Senior High Schools having 22 or fewer teaching stations.

For Junior High Schools with 29 or fewer teaching stations, the total number of teaching stations used only for English, social studies, mathematics, languages, health education and general or earth science (not biology, chemistry, or physics) is calculated. This total is multiplied by 30. The result is the Building Aid Units. The same calculation of teaching stations with the same criteria is done for Junior/Senior High Schools having 25 or fewer teaching stations. The total number of defined teaching stations is then multiplied by 33. The result is the BAU. For Senior High Schools with 22 or fewer teaching stations, the total number of teaching stations used only for English, social studies, mathematics, languages, and health education is calculated. This total (**X**) is used in the formula: $8(7X - 12)$. The result is the BAU.

The Pupil Station Method applies to:

- Junior High Schools having 30 or more teaching stations.
- Junior/Senior High Schools having 26 or more teaching stations.
- Senior High Schools having 23 or more teaching stations.

The total number of pupil stations in a building is determined by first dividing the net square foot area of each of the rooms in the building that are listed in the “Pupil Stations” chart below by the listed square feet per pupil allowance to calculate the pupil stations in each room. The results of the pupil station calculations for each room are totaled not exceeding the maximums listed in the “Pupil Stations” chart. Then, the calculation continues by subtracting 200 from the total pupil stations calculated for the building, and dividing the remainder by 1.16. The resulting number of pupil stations is the Building Aid Units total of the building for calculating building aid ceiling. Note that the operating pupil capacity by the pupil station method is computed using the same method as outlined, but *modified* by any differences due to the district’s educational program and/or maximum class sizes which are clearly outlined in formal board policy and/or in teacher contract clauses.

Pupil Stations Chart

ROOM	SQUARE FEET PER PUPIL	MAXIMUM # OF PUPIL STATIONS
Agriculture shop and classroom	75	20
Art	45	25
Business or computer classrooms		
• Distributive education	50	20
• Office/secretarial/typing/keyboarding	35	24
• Computer classroom	35	24
Home and careers	50	24
Technology (industrial arts)	75	24
Mechanical drawing	35	25

ROOM	SQUARE FEET PER PUPIL	MAXIMUM # OF PUPIL STATIONS
Library—reading room only	25	Not to exceed 15% of PS total for recitation classrooms
Music		
• Classroom	25	30
• Instrumental	25	(area of room/25) x .4
• Vocal	20	(area of room/20) x .4
Physical education		
• Gymnasium	Per station	30
• Swimming pool	Per station	30
Recitation classroom		
• Interchangeable classroom	26	30
• Open planned classroom	30	-----
Science		
• General, earth	30	30
• Advanced—biology, chemistry, physics	50	24
Study hall	16.5	Not to exceed 40% of PS total for recitation classrooms
• Cafeteria/study hall (if so labeled and used)	16.5	Area of room/16.5) x .7 Not to exceed 40% of PS total for recitation classrooms

CALCULATION OF BUILDING AID UNITS AND PUPIL CAPACITY FOR SECONDARY SCHOOL ADDITIONS

The Building Aid Units of the existing building are calculated by applying the appropriate “Teaching Station” or “Pupil Station” method. Next, the BAU of the total building including the existing and the addition is calculated. The BAU calculation for the existing building is subtracted from the BAU calculated for the entire proposed complex. The result is the Building Aid Units assigned for the addition to the existing building. An alternative method to determine BAU’s for a secondary school addition is the square foot method. The gross area for grades 7-9 or 7-12 (10-12) in the existing building is divided by 100 or 125 respectively. Then, the BAU are determined for the entire complex including existing and proposed as described above. The second factor is subtracted from the first. The result is the BAU of the addition for the purpose of determining maximum cost allowances. The square foot method for secondary schools may have application when a proposed building does not contain classrooms which produce BAU.

BUILDING AID

Regardless of the building aid for which a district may qualify, total expenditures for capital construction are limited to the amount properly authorized by either a district vote of the public in a referendum or as part of the annual budget vote. In specific circumstances, a declaration of an ordinary contingent expense by a Board of Education also can authorize facility work that qualifies for building aid. There are additional avenues for the Big Five City School Districts.

The formula for determining estimated building aid for a new building, addition, reconstruction and/or alteration is described below.

Building Aid Units are calculated using the rules and guidelines described earlier. The total Building Aid Units are multiplied by a *construction cost index* resulting in a dollar total called the *maximum cost allowance*. The construction cost index is prepared by the New York State Labor Department which represents the cost of labor and materials. It varies monthly. Each set of grade levels qualify for a factor of the monthly construction cost index. Grades K-6 qualify for 1.0 times the current index; grades 7-9 qualify for 1.4 times the current index; and 7-12 (10-12) qualifies for 1.5 times the index. Special Education housed in a separate facility qualifies for 2 times the index, while special education students served in a building with regular education students qualify for 3 times the index.

The index has two parts: one for *construction costs*, and one for *incidental costs*. Construction costs are normally those expenditures for labor and materials to accomplish the project. Incidental costs are expenditures for site purchase, grading or improvement of the site, original furnishings or equipment, professional fees both design, construction management, and legal, and other miscellaneous incidental costs such as insurance and general administrative costs during construction. Generally, the maximum cost allowance for incidentals is 25% of the maximum cost allowance for construction for secondary schools and special education, and 20% for elementary schools. Further, in the case of a project having construction of a new addition, as well as reconstruction or alterations of an existing building, a separate maximum cost allowance is determined for the construction costs and for the incidental costs for both the addition and the reconstruction or alterations separately. The month the district signs the major contract for the work proposed under each particular project determines what construction index amount is used to compute actual Building Aid.

The result of multiplying the total Building Units by category (i.e. K-6, 7-9, 7-12, or 10-12 as applicable, special education integrated, and special education stand alone) times the construction cost index results in a total called *the maximum cost allowance*. An allowance is determined separated for new construction as well as renovation and/or reconstruction for each project by

building in a school district with multiple projects even though the projects were approved by the public in one referendum. The maximum cost allowances for new versus existing BAU and contracts versus incidental costs, are *adjusted* by the district's *regional cost factor*. The regional cost factor is used to compensate for higher construction costs in various geographical areas of the State. No part of the State can have a regional cost factor less than 1.0. The current 2012-2013 regional cost factor for Chemung County is designated as 1.0 by the SED.

To determine the *estimated building aid* a district will receive for a project, the maximum cost allowance adjusted by the regional cost factor is multiplied by the *district's building aid ratio*. The district building aid ratio represents a fixed percentage determined annually for each individual school district in the State. The ratio is based on the full value of property in the district and the number of students in the district and reflects the wealth of the school district. Normally, the standard building aid ratio varies from 0% in the wealthiest districts to as high as 95% in the poorest districts in the State. Horseheads qualifies for an aid ratio of up to .803. In addition, Horseheads was allocated an amount through a new facility grant type aid under a 2006 legislative program called *Excel*. *Excel Aid* may be used towards the local share of a facility project that is approved by SED as meeting the purposes of the special building aid program.

The actual building aid a district will ultimately receive is determined when the *final cost report* for an approved project is filed with the SED when the project is completed. If the documented actual expenses allowed for construction and incidentals are equal to, or less than the adjusted maximum cost allowances for construction and incidentals, the district will receive building aid equal to its building aid ratio times those documented expenditures. If the final documented expenses in either the construction or incidental categories exceed the adjusted maximum cost allowances provided to the district for those categories before the project began, there is no penalty. However, the building aid ratio will be applied only to the adjusted maximum cost allowances and not to the total expenditures the district documents by category in the final cost report.

HORSEHEADS SCHOOL DISTRICT GUIDELINES GOVERNING CLASS SIZE

The analyses in this study of the capacities of the school buildings first reviewed to see if there is board policy or teacher contract language that would modify the calculation of *operating capacity* from the calculation of state-rated capacity. The contract between the Horseheads Board of Education and the Horseheads Teacher Association includes Article VIII which addresses class size. It states:

Article VIII; Class Size

A. Middle and High Schools

1. Class sizes are established at 25. If computers are used to establish class size maximums, the computer will be set at the established maximum of 25. Lab class size shall be limited by the number of student stations as determined by the Department. The reference to class sizes ranging from 20-25 at the Middle School and High School means that this is a goal. A good faith effort will be made to reach this goal. It is understood that a class size of 19 does not mean that a section must be dropped. A class size of 26 does not mean that a section must be added. It is recognized that there are special situations where these class sizes are not applicable; e.g. chorus, band, physical education, etc. In the event of a student adding or dropping a class, and thereby creating a situation where the above class size goals are not realized, the district may request that a teacher accept additional student(s) over 25 into his/her class. Such request and the agreement to the request must be in writing.
2. The building principal shall make every reasonable effort to balance individual teaching loads. The principal may take into consideration requests by teachers for a particular teaching assignment.

B. Elementary Academic Classroom

The District has established these class size guidelines:

<u>Grade Level</u>	<u>Number of Students</u>
Kindergarten – Grade 3	23
Grades 4 – 6	25

Whenever any section exceeds these guidelines by one (1) student, the principal shall attempt to bring the class size within the guidelines within ten school days. If the principal is unable to bring the class within the class-size guidelines, the District shall hire either a teaching assistant or teacher aide.

Whenever any section exceeds these guidelines by two (2) students and facilities are available within that school, the District shall, if economically feasible, create an additional section. After February 1st. of a school year education considerations such as the effect of a change of teacher and the portion of the school year remaining may be considered in determining other alternatives to address the work load problem.

C. Special Education Classes

Class sizes shall be governed by the “regulations of the Commissioner of Education”. If a typically self-contained special education student participates in two or more core academic subjects in the same general education classroom at the elementary level, the student will be counted on the general education classroom enrollment roster for the purposes of class size.

- D. Individual building planning teams or teachers in collaboration with the building principal have the right to review and establish alternatives to the class sizes set forth in this Article provided, however, no alternative shall require the hiring of additional staff more the layoff of the current staff. It is expressly understood that if an alternative is proposed that is outside the guidelines in this Article, that the District and the Association will meet to negotiate the impact and feasibility of the proposal.

The Horseheads class size guidelines are used by the study to modify the state-rated capacity calculations to determine the *operating* capacity of the buildings.

Pre-Kindergarten	18 pupils
Kindergarten through grade 3	23 pupils
Grade 4 through grade 6	25 pupils
Grade 7 through grade 12	25 pupils

The following pages outline the detailed pupil capacity analysis for each of the Horseheads Central School District buildings. The analyses reflect the implementation of the instructional program for 2012-2013 as reported by each principal, the class size guidelines of the Horseheads School District, and the space size and capacity definitions promulgated by the State Education Department.

Two 2012-2013 school year pupil capacity measurements are provided in the analysis charts:

1. The *operating pupil capacity* calculation reflects the class size goals of the district.
2. The *estimated building aid units* calculation reflects what likely would guide the determination of building aid allocation to the district in the case of a facility project.

**RIDGE ROAD
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2012	
• Grades K-4 including Special Needs Self-contained	367

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2012-2013:**

OPERATING CAPACITY	
PRE-KINDERGARTEN	
Full-day: 18; Half-day: 36	
GRADES K-4	
District Guidelines: 422	
SPECIAL EDUCATION	
30	
Special Education BOCES Rental	
0	
TOTAL OPERATING CAPACITY GRADES K-4	
District Guidelines: 452	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	27
GRADES K-4	486
SPECIAL EDUCATION	30
ESTIMATED TOTAL BUILDING AID UNITS	516

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES K-4 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2012-2013 PROGRAM	
<i>OPERATING CAPACITY AS PER LOCAL CLASS SIZE GOALS</i>	<i>UNDER BY 85 PUPILS OR BY 18.8%</i>	
<i>Potential reassignment of support space to serve a grade level section class:</i>	<i>Plus 23</i>	

CAPACITY ANALYSIS RIDGE ROAD ELEMENTARY SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Pre-Kindergarten	103	820	18	27
Kindergarten	108	940	23	27
Kindergarten	109	820	23	27
Kindergarten	106	940	23	27
Kindergarten	104	940	23	27
Grade 1	107	820	23	27
Grade 1	105	820	23	27
Grade 1	114	770	23	27
Grade 2	125	800	23	27
Grade 2	126	800	23	27
Grade 2	127	800	23	27
Grade 3	128	800	23	27
Grade 3	129	800	23	27
Grade 3	130	800	23	27
Grade 3	132	800	23	27
Grade 4	131	800	25	27
Grade 4	134	800	25	27
Grade 4	133	800	25	27
Grade 4	136	800	25	27
TOTAL GRADES K-4			422	486

RIDGE ROAD SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
15:1:1	124	800	15	15
15:1:1	115	770	15	15
TOTAL SPECIAL EDUCATION			30	30

RIDGE ROAD ELEMENTARY INSTRUCTIONAL SUPPORT SPACE

Instructional support space in an elementary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary building(s) in the district do have assigned space.

The shaded support services below are identified by the principal as services that could be served in other spaces thus allowing the current space to be used for direct grade level class section instruction, if needed. If the space is used to deliver direct instruction, the pupil capacity of the building increases.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	113	2270
Computer Lab	123	800
Computer Lab		
Vocal Music	119	770
Strings Music	111	153
Instrumental music	121	430
Physical Education	Gym	3550
Cafeteria/auditeria	Auditeria	2500
Stage	Stage	600
Nurse	102c	320
Psychologist	122b	150
Speech/Language therapy	120	252
Speech/Language therapy (BOCES)		
Social Worker	102B	280
Social Worker (BOCES)		
UST Screening Room	102A	132
Remedial Services (AIS)	117	770
Remedial Reading		
Resource Math		
OT/PT	116	770
OT/PT		
Art	118	770
Faculty Workroom	Faculty/102D	230/180
Faculty Lunchroom	Faculty	370
Conference Room	122A	470
Special Needs Resource		
Special Needs Resource		
Autism Spectrum Disorder Classroom		
ESL/Resource	122C	200
TV station		Part of library
DATA Room		

**CENTER STREET
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2012	
• Grades K-4 including Special Needs Self-contained	307

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2012-2013:**

OPERATING CAPACITY	
PRE-KINDERGARTEN	
Full-day: 18; Half-day: 36	
GRADES K-4	
District Guidelines: 351	
SPECIAL EDUCATION HCSD	
0	
Special Education BOCES Rental	
24	
TOTAL OPERATING CAPACITY GRADES K-4	
District Guidelines: 351	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	27
GRADES K-4	399
SPECIAL EDUCATION	24
ESTIMATED TOTAL BUILDING AID UNITS (not including BOCES rental space)	450

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES K-4 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2012-2013 PROGRAM	
<i>OPERATING CAPACITY AS PER LOCAL CLASS SIZE GOALS</i>		<i>UNDER BY 44 PUPILS OR BY 12.5%</i>

CAPACITY ANALYSIS CENTER STREET ELEMENTARY SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Pre-Kindergarten	102	1000	18	27
Kindergarten	104	1000	23	27
Kindergarten	105	1000	23	27
Kindergarten	107	1000	23	27
Grade 1	115	740*	23	25
Grade 1	110	740*	23	25
Grade 1	112	740*	23	25
Grade 2	114	800	23	27
Grade 2	118	800	23	27
Grade 2	121	800	23	27
Grade 3	120	800	23	27
Grade 3	122	800	23	27
Grade 3	123	800	23	27
Grade 4	206	800	25	27
Grade 4	205	800	25	27
Grade 4	207	800	25	27
TOTAL GRADES K-4			351	399

CENTER STREET SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
8:1:1 BOCES rental	125	800	8	8
8:1:1 BOCES rental	103	850	8	8
8:1:1 BOCES rental	203	800	8	8
TOTAL SPECIAL EDUCATION			24	24

CENTER STREET ELEMENTARY INSTRUCTIONAL SUPPORT SPACE

Instructional support space in an elementary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary building(s) in the district do have assigned space.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	Lib	1500
Computer Lab	116	800
Computer Lab	117	740
Vocal Music	101	850
Strings Music	200 (shared-ESL, Speech, contract sub)	800
Instrumental music	108 (shared with BOCES Social worker)	250
Physical Education	Gym	3700
Cafeteria/auditeria	109	2510
Stage	stage	700
Nurse	106c	x
Psychologist	psyc	x
Speech/Language therapy	Speech	130
Speech/Language therapy (BOCES)		
Social Worker	Soc wk	120
Social Worker (BOCES)	208	800 (400 storage)
UST Screening Room		
Remedial Services (AIS)	202	800
Remedial Reading		
Multi-use instructional support	119	500
OT/PT	204	800
OT/PT		
Art	209	800
Faculty Workroom		x
Faculty Lunchroom		
Conference Room		
Special Needs Resource	201	800
Special Needs Resource	113	740
Autism Spectrum Disorder Classroom		
ESL		
TV station		
DATA Room		

**GARDNER ROAD
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2012	
• Grades K-4 including Special Needs Self-contained	440

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2012-2013:**

OPERATING CAPACITY	
PRE-KINDERGARTEN	
Full-day: 0; Half-day: 0	
GRADES K-4	
District Guidelines: 445	
SPECIAL EDUCATION HCSD	
36	
Special Education BOCES Rental	
0	
TOTAL OPERATING CAPACITY GRADES K-4	
District Guidelines: 481	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	0
GRADES K-4	513
SPECIAL EDUCATION	36
ESTIMATED TOTAL BUILDING AID UNITS	549

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES K-4 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2012-2013 PROGRAM
<i>OPERATING CAPACITY AS PER LOCAL CLASS SIZE GOALS</i>	<i>UNDER BY 41 PUPILS OR BY 8.5%</i>
<i>Potential reassignment of support space to serve a grade level section class:</i>	<i>Plus 69</i>

CAPACITY ANALYSIS GARDNER ROAD ELEMENTARY SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	100	1023	23	27
Kindergarten	102	1023	23	27
Kindergarten	104	1023	23	27
Kindergarten	106	1050	23	27
Grade 1	112	851	23	27
Grade 1	114	851	23	27
Grade 1	111	845	23	27
Grade 1	115	843	23	27
Grade 2	204	799	23	27
Grade 2	206	799	23	27
Grade 2	209	805	23	27
Grade 3	202	804	23	27
Grade 3	203	804	23	27
Grade 3	307	800	23	27
Grade 3	305	800	23	27
Grade 4	302	804	25	27
Grade 4	304	805	25	27
Grade 4	311	800	25	27
Grade 4	309	800	25	27
TOTAL GRADES K-4			445	513

GARDNER ROAD SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
12:1:1	108	847	12	12
12:1:1	113	845	12	12
12:1:1	205	802	12	12
TOTAL SPECIAL EDUCATION			36	36

GARDNER ROAD ELEMENTARY INSTRUCTIONAL SUPPORT SPACE

Instructional support space in an elementary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary building(s) in the district do have assigned space.

The shaded support services below are identified by the principal as services that could be served in other spaces thus allowing the current space to be used for direct grade level class section instruction, if needed. If the space is used to deliver direct instruction, the pupil capacity of the building increases.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	Lib	2114
Computer Lab support <i>Fast Forward</i>	107	845
Computer Lab	300	800
Vocal Music	303	1066
Strings Music	201 (shared)	1038 (shared)
Instrumental music	Stage	850
Physical Education	Gym	4270
Cafeteria/auditeria	x	3242
Stage	x	850
Nurse	x	484
Psychologist	D1	384
Speech/Language Therapy	B2	180
Speech/Language Therapy	B1	72
Social Worker	A1	156
Social Worker (BOCES)		
UST Screening Room		
Remedial Services (AIS)	200 (shared)	800 (shared)
Remedial Reading	207	805
Resource Math		
OT/PT	109	845
OT/PT		
Art	201	1038
Faculty Workroom	A2/B3/C3	88/72/72
Faculty Lunchroom	x	400
Conference Room	x	204
Special Needs Resource	110	851
Special Needs Resource	306	802
Autism Spectrum Disorder Classroom		
ESL	C1	80
TV station	200 (shared)	804 (shared)
DATA Room		

**BIG FLATS
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2012	
• Grades K-4 including Special Needs Self-contained	437

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2012-2013:**

OPERATING CAPACITY	
PRE-KINDERGARTEN	
Full-day: 18 Half-day: 36	
GRADES K-4	
District Guidelines: 468	
SPECIAL EDUCATION HCSD	
0	
Special Education BOCES Rental	
0	
TOTAL OPERATING CAPACITY GRADES K-4	
District Guidelines: 468	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	27
GRADES K-4	540
SPECIAL EDUCATION	0
ESTIMATED TOTAL BUILDING AID UNITS	567

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES K-4 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2012-2013 PROGRAM
<i>OPERATING CAPACITY AS PER LOCAL CLASS SIZE GOALS</i>	<i>UNDER BY 31 PUPILS OR BY 6.6%</i>
<i>Potential reassignment of support space to serve a grade level section class:</i>	<i>Plus 69</i>

CAPACITY ANALYSIS BIG FLATS ELEMENTARY SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Pre-Kindergarten	101	794	18	27
Kindergarten	100	945	23	27
Kindergarten	102	945	23	27
Kindergarten	104	945	23	27
Kindergarten	105	794	23	27
Grade 1	203	877	23	27
Grade 1	207	877	23	27
Grade 1	209	887	23	27
Grade 1	211	877	23	27
Grade 2	204	881	23	27
Grade 2	206	881	23	27
Grade 2	208	881	23	27
Grade 2	210	881	23	27
Grade 3	304	758*	23	27
Grade 3	306	806	23	27
Grade 3	308	806	23	27
Grade 3	311	791	23	27
Grade 4	310	806	25	27
Grade 4	312	806	25	27
Grade 4	313	780	25	27
Grade 4	315	790	25	27
TOTAL GRADES K-4			468	540

BIG FLATS SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
TOTAL SPECIAL EDUCATION			0	0

BIG FLATS ELEMENTARY INSTRUCTIONAL SUPPORT SPACE

Instructional support space in an elementary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary building(s) in the district do have assigned space.

The shaded support services below are identified by the principal as services that could be served in other spaces thus allowing the current space to be used for direct grade level class section instruction, if needed. If the space is used to deliver direct instruction, the pupil capacity of the building increases.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	Lib	1440
Computer Lab	303	750
Computer Lab	200	465
Vocal Music	201	985
Strings Music	301	750
Instrumental music		
Physical Education	Gym	3770
Cafeteria/auditeria	X	2500
Stage	X	500
Nurse	X	X
Psychologist	307	468
Speech/Language Therapy		
Speech/Language Therapy	A-15	330
Social Worker	?	168
Social Worker (BOCES)	VACANT	80
UST Screening Room		
Remedial Services (AIS)	301	750
Remedial Reading	205	877
Resource Math		
OT/PT	302	752
OT/PT		
Art	202	881
Faculty Workroom		X
Faculty Lunchroom		
Conference Room		
Special Needs Resource	305	757
Special Needs Resource		
Autism Spectrum Disorder Classroom	300	752
ESL	A-14	120
TV station	309	349
DATA Room	103	794

HORSEHEADS INTERMEDIATE AND MIDDLE SCHOOLS

Total Enrollment as of October, 2012	
• Elementary grades 5-6 and Special Needs Self-contained	666
• Secondary grades 7-8 and Special Needs Self-contained	640
Total enrollment 5-8	1306

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2012-2013:**

OPERATING CAPACITY	
GRADES 5-6	
CLASSROOMS	700
SECONDARY GRADES 7-8	
PUPIL STATION METHODOLOGY	
CLASSROOMS	$(954-200)/1.16 = 650$
SPECIAL EDUCATION HCSD	
Special Education BOCES Rental	16
ESTIMATED TOTAL OPERATING CAPACITY GRADES 5-8	1442
SED ‘RATED’ CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
GRADES 5-6	758
GRADES 7-8	$(1077-200)/1.16 = 756$
SPECIAL EDUCATION 5-8	108
ESTIMATED TOTAL BUILDING AID UNITS 5-8 (not including BOCES rental space)	1622

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES 5-8 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2012-2013 PROGRAM
<i>OPERATING CAPACITY AS PER LOCAL CLASS SIZE GOALS</i>	<i>UNDER BY 136 PUPILS OR BY 9.4%</i>

CAPACITY ANALYSIS INTERMEDIATE ELEMENTARY GRADES 5-6

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Grade 5	304	775	25	27
Grade 5	305	775	25	27
Grade 5	306	775	25	27
Grade 5	307	775	25	27
Grade 5	308	775	25	27
Grade 5	309	775	25	27
Grade 5	310	900	25	27
Grade 5	311	775	25	27
Grade 5	314	900	25	27
Grade 5	320	775	25	27
Grade 5	322	775	25	27
Grade 5	324	775	25	27
Grade 6	317	775	25	27
Grade 6	318	775	25	27
Grade 6	312	900	25	27
Grade 6	319	775	25	27
Grade 6	321	775	25	27
Grade 6	325	775	25	27
Grade 6	326	775	25	27
Grade 6	327	775	25	27
Grade 6	330	1020	25	27
Grade 6	401	790	25	27
Grade 6	407	906	25	27
Grade 6	409	906	25	27
Grade 6	411	906	25	27
Grade 6	413	906	25	27
Grade 6	415	906	25	27
Grade 6	417	906	25	27
TOTAL GRADES 5-6			700	758

**CAPACITY ANALYSIS HORSEHEADS CENTRAL MIDDLE SCHOOL
SECONDARY GRADES 7 AND 8**

*Denotes classrooms under state minimum recommended square footage

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
ENGLISH	104	775	25	30
ENGLISH	106	775	25	30
ENGLISH	108	780	25	30
ENGLISH	109	775	25	30
ENGLISH	115	775	25	30
SOCIAL STUDIES	100	775	25	30
SOCIAL STUDIES	103	775	25	30
SOCIAL STUDIES	107	775	25	30
SOCIAL STUDIES	117	775	25	30
SOCIAL STUDIES	121	775	25	30
SOCIAL STUDIES	123	775	25	30
LIBRARY READING AREA	LIB	1000	40	40
MATH	102	775	25	30
MATH	105	775	25	30
MATH	112	780	25	30
MATH	119	775	25	30
SCIENCE	211	860	25	28
SCIENCE	213	900	25	30
SCIENCE	215	860	25	28
SCIENCE	217	860	25	28
SCIENCE	219	860	25	28
SCIENCE	209	860	25	28
HEALTH	212	780	25	30
FOREIGN LANG	208	780	25	30
FOREIGN LANG	210	780	25	30
ART	116	1200	25	25
ART	118	1200	25	25
FAMILY & CONSUMER SCIENCE	214	1170	23-25	23
FAMILY & CONSUMER SCIENCE	216	1170	23-25	23
VOCAL MUSIC/GEN MUSIC	227	1170	25	30

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
INTERMED VOCAL MUSIC	225	1160	25	23
INSTRUMENTAL MUSIC	403	960	15-25	15
INSTRUMENTAL MUSIC	400	2162	34	34
ORCHESTRA	405	770	12-25	12
TECHNOLOGY	125	1960	24-25	24
TECHNOLOGY	127	1160	15-25	15
TECHNOLOGY	129	970	12-25	12
HMS LIVE TV STUDIO		500	6	6
PHYS ED		9200	25	30
PHYS ED		11650	25	30
RAW TOTALS GRADES 7-8			954	1077

*Denotes classrooms under state minimum recommended square footage

HORSEHEADS INTERMEDIATE/ MIDDLE SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
8:1:1 (BOCES)	302	775	8	8
12:1:1	300	775	12	12
15:1:1	316	900	15	15
15:1:1	323	775	15	15
8:1:1 (BOCES)	99	400*	8	8
12:1:1	101	775	12	12
15:1:1	200	775	15	15
15:1:1	204	775	15	15
8:1:1	202	775	8	8
TOTAL SPECIAL EDUCATION			108	108

GRADES 5-8 INSTRUCTIONAL SUPPORT SPACE

Instructional support space in an elementary/secondary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections or grade level subject sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level or subject section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level/subject classroom.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
INTERMEDIATE GRADES 5 AND 6		
School Psychologist		169
School Social Work Assistant		169
Special Ed Resource Room	301	775
Special Ed Resource Room	303	775
Art	313	840
Art	315	1000
Computer Lab	320	1020
Vocal Music	401	1020
Instrumental Music	332	960
Orchestra Instrumental Music	405	440
Instrumental Music Instruction	Office B	153
PE Office	Office A	153
Speech	Speech	352
Remedial Reading/AIS	Lib conf 2	400
Library	Lib	2370
Physical Education	Gym	9000
Cafetorium		3300
Stage		850
MIDDLE SCHOOL GRADES 7-8		
Golf instruction		2800
Adaptive PE		4900
Large Group Instruction	LGI	1780
Library Media Center		6430
Cafetorium		4490
Stage		1130
OT/PT	223	775
Math Lab	110	780
Math Lab	220	350
Math Lab	199	350
Math work room	106A	455
Language work room	206A	312
Special Ed Resource Room	111	775
Special Ed Resource Room	113	775
Study Hall	120	800
Computer Lab	201	860
Computer Lab	218	775
In School Suspension	333	784
Reading Lab	222	450

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Autism Spectrum Disorder Classroom	221	350
Community Resource Officer		100
Psychologist		100
Guidance		360
Social Work Assistant		120
Social Work Assistant		420
Social Work Assistant		100
AIS and Instructional Support	300A	400
Test Center	212A	350

HORSEHEADS HIGH SCHOOL

Total Enrollment as of October, 2012	
<ul style="list-style-type: none"> • Secondary grades 9-12 and Special Needs Self-contained 	
Total enrollment 9-12	1251

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2012-2013:**

OPERATING CAPACITY PUPIL STATION METHODOLOGY	
SECONDARY 9-12 CLASSROOMS	(1978-200)/1.16 = 1532
SPECIAL EDUCATION HCSD	62
Special Education BOCES Rental	0
ESTIMATED TOTAL OPERATING CAPACITY GRADES 9-12	1594
SED ‘RATED’ CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
GRADES 9 – 12 CLASSROOMS	(2071-200)/1.16 = 1612
SPECIAL EDUCATION	62
ESTIMATED TOTAL BUILDING AID UNITS 9-12	1674

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES 9-12 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2012-2013 PROGRAM
<i>OPERATING CAPACITY AS PER LOCAL CLASS SIZE GOALS</i>	<i>UNDER BY 343 PUPILS OR BY 21.5%</i>

Please note that the above pupil capacity analysis of the high school does not include the spaces currently used for district office services. There may be some scenario options for grade level configurations and use of the building identified in the study that likely would allocate the district offices space to serve pupils instructionally. In the case of such options, the pupil capacity of the district offices space will be reported.

CAPACITY ANALYSIS HORSEHEADS HIGH SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Art	151	1700	25	25
Art	153	860	25	19
Art	155	1000	25	22
Art	157	1000	25	22
Home and Careers	212-214	1080	21-25	21
Home and Careers	207	990	19-25	19
Home and Careers	216	690	13-25	13
Band		2500	40	40
Choir		1700	34	34
Instrumental Strings	Round Room	1000	16-25	16
Foreign language	269	770	25	29
Foreign language	271	770	25	29
Foreign language	273	1150	25	30
Foreign language	276	770	25	29
Foreign language	280	770	25	29
Physics	114	1370	25	24
Physics	210	990	25	19
Chemistry	112	1370	25	24
Chemistry	118	980	25	19
Chemistry	120	980	25	19
Biology	100	1000	25	20
Biology	101	1100	25	22
Biology	102	1000	25	20
Biology	111	800	25	16
Biology	105	1370	25	24
Earth Science	108	1370	25	30
Earth Science	113	600	25	20
Earth Science	115	930	25	30
Earth Science	117	930	25	30
Earth Science	224	600	20-25	20
Health	200	990	25	30
Health	201	670	25	25
Health	204	990	25	30
SS	254	770	25	29
SS	256	770	25	29
SS	258	770	25	29
SS	261	1200	25	30
SS	263	1100	25	30

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
SS	262	800	25	30
SS	274	770	25	29
SS	265	770	25	29
SS	266	770	25	29
SS	267	770	25	29
SS	268	770	25	29
SS	270	770	25	29
SS	272	770	25	29
English	158	1040	25	30
English	159	800	25	30
English	160	800	25	30
English	161	800	25	29
English	162	800	25	30
English	163	800	25	30
English	164	650	25	25
English	165	650	25	25
English	168	800	25	30
English	170	800	25	30
English	172	1160	25	30
Math	213	690	25	26
Math	215	690	25	26
Math	217	800	25	30
Math	218	830	25	30
Math	219	800	25	30
Math	221	600	25	23
Math	222	830	25	30
Math	223	830	25	30
Math	226	600	25	23
Math	227	800	25	30
Math	230	800	25	30
Technology	154	1200	25	16
Technology	156	1200	25	16
Technology	150	2000	25	24
Business	107	600	25	17
Business	109	800	25	22
Business	211	690	25	19
Library-reading area	Lib	1000	40	40
Phys Ed	North	7000	25	30
Phys Ed	South	7400	25	30
Phys Ed-pool		7800	25	30
Multipurpose Classroom	278	770	25	29
RAW TOTALS 9-12			1978	2071

*Denotes classrooms under state minimum recommended square footage

HORSEHEADS HIGH SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
12:1:1	152	600*	12	12
12:1 ASD	301	1250	12	12
15:1:1	257	650*	15	15
15:1:1	203	670*	15	15
8:1:1	253	650	8	8
TOTALS SPECIAL EDUCATION			62	62

GRADES 9-12 INSTRUCTIONAL SUPPORT SPACE

Instructional support space in a secondary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level subject section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Cafeteria		7600
Rehearsal Room		1500
Exercise Bike Room		700
Stage/Auditorium		10,600
Weight Room		2000
Aux Gym		3000
Guidance		x
Social Worker	202	368
Computer Lab	167	700
Computer Lab	209	990
Computer Lab	260	860
ELL Support	220	368
OT/PT/Speech-Hearing	225	400
Psychologist	250	600
Social Worker	259	400
Nurse’s Office		x
Yearbook	166	500
Test Center	252	770
Resource Room	206	690
Resource room	228	400
Resource Room –Asperger’s/ASD	251	650
Resource Room	255	650
Resource Room	264	700
Faculty Room		500

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Student Activity Center	SAC	1250
Multi-media Center		2200
Library		6200
Conference Room		1000
Educational Support Services		900