



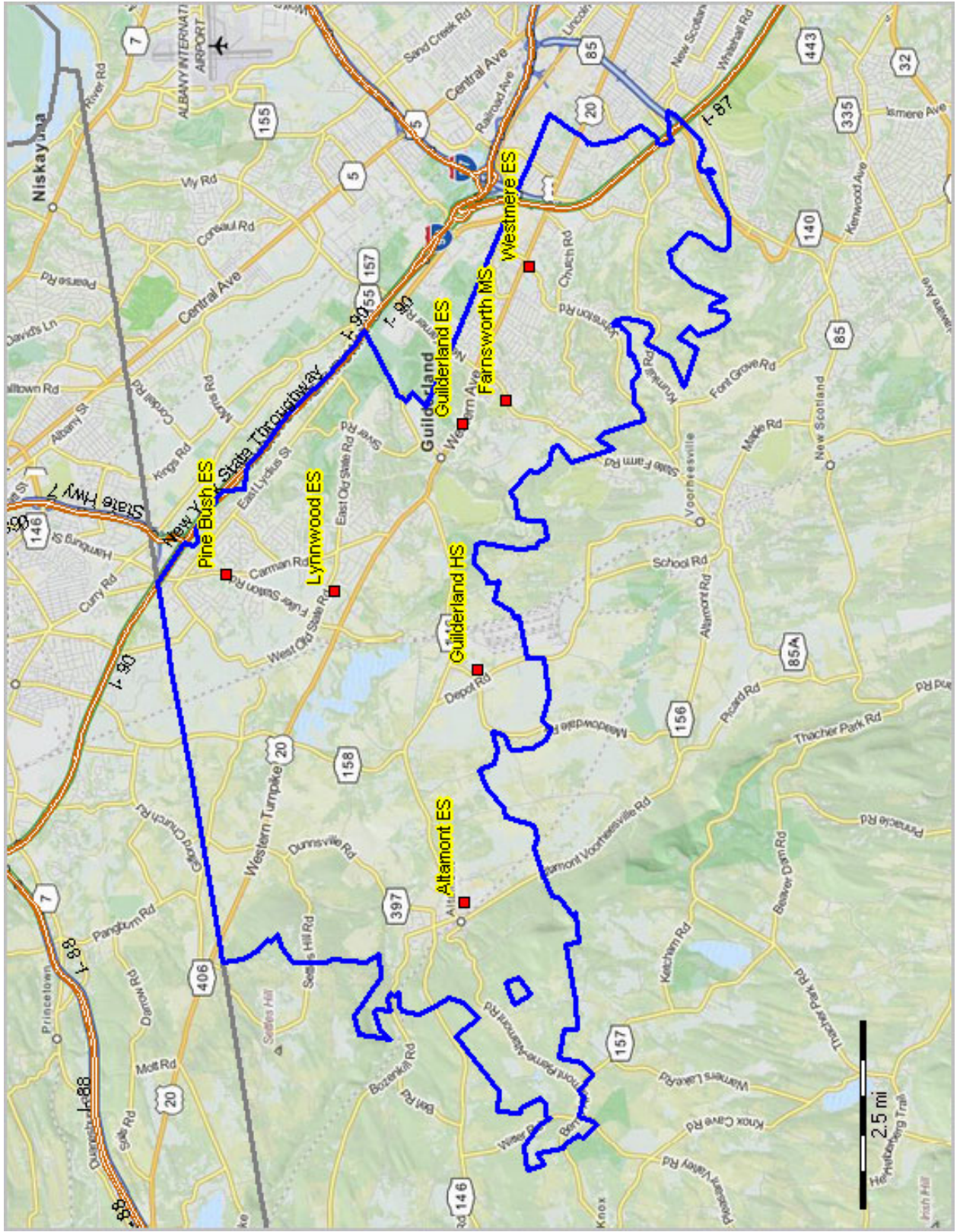
**PUPIL CAPACITY ANALYSIS
OF EACH SCHOOL BUILDING OF
THE GUILDERLAND
CENTRAL SCHOOL DISTRICT:**

**KINDERGARTEN
THROUGH
GRADE 12**

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

February 2014

*“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.”*

TABLE OF CONTENTS

PUPIL CAPACITY ANALYSIS OF EACH SCHOOL BUILDING OF THE GUILDERLAND CENTRAL SCHOOL DISTRICT:

GRADES KINDERGARTEN THROUGH GRADE 12

<i>Summary of the Pupil Capacity of Each School Building 2013-2014</i>	<i>i</i>
Purpose of the School Buildings Pupil Capacity Study	1
Background about School Building Capacity and Program/Facility Planning	1
Definition of Pupil Capacity Terms	3
Calculation of Building Aid Units and Pupil Capacity for Elementary Schools	5
2013-2014 Guilderland Elementary Instructional Support Space	7
Calculation of Building Aid Units and Pupil Capacity for Special Education	8
Calculation of Building Aid Units and Pupil Capacity for Secondary Schools	9
Building Aid	11
Guilderland School District Guidelines Governing Class Size	13
Detailed Pupil Capacity Analysis of ALTAMONT ELEMENTARY	15
Detailed Pupil Capacity Analysis of GUILDERLAND ELEMENTARY	18
Detailed Pupil Capacity Analysis of LYNNWOOD ELEMENTARY	21
Detailed Pupil Capacity Analysis of PINE BUSH ELEMENTARY	24
Detailed Pupil Capacity Analysis of WESTMERE ELEMENTARY	27
Detailed Pupil Capacity Analysis of FARNSWORTH MIDDLE SCHOOL	30
Detailed Pupil Capacity Analysis of GUILDERLAND HIGH SCHOOL	35

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**Summary of the Pupil Capacity of Each Guilderland CSD School Building
2013-2014**

School Building	2013-2014 Enrollment (October 1, 2013)	2013-2014 Pupil Capacity K-12 (Not including space rented to BOCES for regional shared programs or to the Early Childhood Center.)	Total Pupil Capacity Used in 2013-2014 As Per Class Size Goals	Remaining Pupil Capacity Available in 2013-2014 As Per Class Size Goals		Guilderland Grade Level Pupil Capacity of Space Currently Rented to BOCES or the Pre-School Early Childhood Center
		Operating Capacity Given how the Program is Implemented/Deployed in the <u>Current School Year</u> Guided by the Local District Class Size Goals	Percentage	Estimated Additional Pupil Enrollment that Could be Served Now	% of Pupil Capacity Not Now Used	
Altamont Elementary	290	318-385	75.3%-91.2%	28 to 95 pupils	8.8%-to 24.7%	0
Guilderland Elementary	576	546-672	85.7%-105.5%	-30 to 96 pupils	above by 5.5% to under by 14.3%	0
Lynnwood Elementary	404	396-476	84.9%-102%	-8 to 72 pupils	above by 2% to under by 15.1%	84-100
Pine Bush Elementary	396	417-509	77.8%-95%	21 to 113 pupils	5% to 22.2%	147-175
Westmere Elementary	445	468-576	77.3%-95.1%	23 to 131 pupils	4.9% to 22.7%	84-100
Total K-5:	2111	2145-2618	80.6%-98.4%	34 to 507 pupils	1.6% to 19.4%	315 to 375 pupils
Farnsworth Middle School			70%-			
Total 6-8:	1141	1527-1631	75.7%	386 to 490 pupils	25.3% to 30%	24-26
High School			79.7%-			
Total 9-12:	1736	2128-2179	81.6%	392 to 443 pupils	18.4% to 20.3%	26-27
Total K-12:	4988	5800-6428	77.6%-86%	812 to 1440 pupils	14% to 22.4%	365 to 458 pupils

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 Guilderland School District are utilized in the 2013-2014 school year to deliver *the current 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 deploy efficiently that program within the educational facilities drives 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 (by county)* 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 exceed \$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 are 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 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. Guilderland has seven school buildings.

For 2013-2014, five elementary school buildings serve Kindergarten through grade five. A middle school serves grades 6 through 8; and a high school building serves 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 2013-2014 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 in 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 are 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

2013-2014 GUILDERLAND ELEMENTARY INSTRUCTIONAL SUPPORT SPACES LISTED BY THE PRINCIPALS

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. The chart below details the spaces assigned to implement the instructional support resources in each of the elementary school buildings for 2013-2014.

SUPPORT SERVICE/ PROGRAM	ALTAMONT ELEM.	GUILDERLAND ELEM.	LYNNWOOD ELEM.	PINE BUSH ELEM.	WESTMERE ELEM.
Library	1907	2320	2100	2000	2835
Computer Lab				820	763
Computer Lab and Speech	743				270/270
Music					780
Music	821	700	850	830	739
Instrumental music	806	700	310	830	364
Physical Education	2520	8000	4000	5845	3758
Physical Education					2400
Cafeteria	2413	3720	2000	2660	4760
Stage	680	900	1070	740	560
Nurse	300	445	350	308	374
Psychologist	119	230	137	246	96
Speech	Shared 743				
Speech	140	400	128	322	268
Social Worker	370	350	280	345	?
Remedial Services (AIS)-Math		760	280	820	763
Reading Intervention		97			
Reading Intervention		87			
ESL Instruction		750	117	475	414
OT/PT	821	470	770	345	783
Art	1047	870	760	770	780
Faculty Workroom	730	870	588	840	763
Reading Teachers	784	720	840	1160	723
Reading Teachers					723
IST/Conference Room	223	270	770		789
Special Needs Resource	730	750	730	830	763
Special Needs Resource	730	430		480	783
Copy room	277		163		88
BOCES RENTAL INSTRUCTIONAL SUPPORT			720		120
BOCES RENTAL INSTRUCTIONAL SUPPORT			263		470
BOCES RENTAL INSTRUCTIONAL SUPPORT					434

CALCULATION OF BUILDING AID UNITS AND PUPIL CAPACITY FOR SPECIAL EDUCATION

The BAU's for special education classrooms are 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. Either the Teaching Station Method or the Pupil Station Method is applied to determine the building Aid Units and pupil capacity for a secondary school, 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 that 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
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 qualifies 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 including 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.

Multiplying the total Building Aid 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 may be 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 2013-2014 regional cost factor for Albany County is designated as 1.0449 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. Guilderland qualifies for a building aid ratio of up to .648 in 2013-2014. In addition, Guilderland 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.

GUILDERLAND 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 in place between the Guilderland Board of Education and the Guilderland Teacher Association addresses class size. It states:

ARTICLE 11 CLUSTERING, INTER-AGE GROUPINGS, CLASS SIZE

- 11.1 *The present clustering and/or inter-age grouping projects may be extended. Teacher involvement shall be on a voluntary basis. In no event shall the introduction of such projects result in the termination of a teacher.*
- 11.2 *Except in those classrooms where the above projects are underway, an attempt will be made to maintain class size as follows:*
- *Elementary (K-5) 20-30 students*
 - *Middle School (6-8) 20-30 students*
 - *High School (9-12) 15-30 students*
 - *Secondary Physical Education Classes: no more than 35 students. The average class size for any individual teacher shall not exceed 32.*
- 11.3 *At such time as the average class size in a particular building, based upon enrollment as of the last Friday in September, exceeds 24 in Kindergarten, 25 in Grade 1, or 26 in each of Grades 2 and 3, a teaching assistant shall be employed to assist the teacher or teachers of the grade level in excess of such average on the basis of one (1) assistant for each two (2) classes and on the basis or two (2) hours availability in the forenoon and two (2) additional hours availability in the afternoon, the deployment of which teaching assistant(s) shall be with the concurrence of the teacher or teachers of the same grade level and the building principal, lacking such concurrence, shall be at the direction of the building principal.*

The Guilderland Board of Education and Administration have identified district class size goals that **guide** the implementation and delivery of the program. The goals are used when possible as determined solely by the Board and the Administration. These district class size goals are used by the study to modify the state-rated capacity calculations to determine the *functional operating* capacity of the buildings.

Kindergarten, grades 1, 2	18-23 pupils
Grades 3, 4, 5	21-25 pupils
Grades 6, 7, 8	24-26 pupils
Grades 9-12	26-27 pupils Flexibility is exercised on a case-by-case basis regarding class sizes for advanced course offerings at the high school.

The following pages outline the detailed pupil capacity analysis for each of the Guilderland Central School District school buildings. The analyses reflect the implementation of the instructional program for 2013-2014 as reported by each principal, the class size guidelines of the Guilderland School District, and the space size and capacity definitions promulgated by the State Education Department.

Three 2013-2014 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 and how the buildings are used in 2013-2014 to implement the program.
2. A second *operating pupil capacity* calculation reflects the class size guidelines in the current Teachers' Contract with the school district and how the buildings are used in 2013-2014 to implement the program.
3. 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.

**ALTAMONT
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2013	
• Grades K-5 including Special Needs Self-contained	290

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/13**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2013-2014:**

OPERATING CAPACITY	
PRE-KINDERGARTEN	
Full-day: 0; Half-day: 0	
GRADES K-5	
District Class Size Goals: 294-361	
Teachers' Contract Guidelines: 300-450	
SPECIAL EDUCATION	
24	
Special Education BOCES Rental	
0	
TOTAL OPERATING CAPACITY GRADES K-5	
As per District Class size goals: 318-385	
As per Teachers' Contract: 324-474	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	0
GRADES K-5	384
SPECIAL EDUCATION	24
ESTIMATED TOTAL BUILDING AID UNITS	408

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2013-2014 PROGRAM
<i>OPERATING CAPACITY AS PER LOCAL DISTRICT CLASS SIZE GOALS</i>	<i>UNDER BY 28 to 95 PUPILS OR BY 8.8% TO 24.7%</i>
<i>OPERATING CAPACITY AS PER TEACHERS' CONTRACT</i>	<i>UNDER BY 34 to 184 PUPILS OR BY 10.5% TO 38.8%</i>

CAPACITY ANALYSIS ALTAMONT 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 GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	405	924	18-23	20-30	27
Kindergarten	406	924	18-23	20-30	27
Kindergarten	409	746*	18-23	20-30	26
Grade 1	403	743*	18-23	20-30	26
Grade 1	404	743*	18-23	20-30	26
Grade 2	402	746*	18-23	20-30	26
Grade 2	408	743*	18-23	20-30	26
Grade 3	203	730*	21-25	20-30	25
Grade 3	207	730*	21-25	20-30	25
Grade 3	208	730*	21-25	20-30	25
Grade 4	201	730*	21-25	20-30	25
Grade 4	205	730*	21-25	20-30	25
Grade 5	202	730*	21-25	20-30	25
Grade 5	204	730*	21-25	20-30	25
Grade 5	209	730*	21-25	20-30	25
TOTAL GRADES K-5			294-361	300-450	384

ALTAMONT ELEMENTARY SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
8:1:1	400	448*	8	8
8:1:1	401	448*	8	8
8:1:1	304	806	8	8
TOTAL SPECIAL EDUCATION			24	24

ALTAMONT 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	107-108	1907
Computer Lab		
Computer Lab and Speech	407	743
Music		
Music	306	821
Instrumental music	307	806
Physical Education	302	2520
Physical Education		
Cafeteria	105	2413
Stage	Stage	680
Nurse	102-102a	300
Psychologist	200-D	119
Speech	Shared 407	Shared 743
Speech	200c	140
Social Worker	104	370
Remedial Services (AIS)-Math		
Reading Intervention		
Reading Intervention		
ESL Instruction		
OT/PT	305	821
Art	303	1047
Faculty Workroom	211	730
Reading Teachers	106	784
Reading Teachers		
IST/Conference Room	103	223
Special Needs Resource	206	730
Special Needs Resource	210	730
Copy room	104-A	277
BOCES RENTAL INSTRUCTIONAL SUPPORT		
BOCES RENTAL INSTRUCTIONAL SUPPORT		
BOCES RENTAL INSTRUCTIONAL SUPPORT		

**GUILDERLAND
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2013

• Grades K-5 including Special Needs Self-contained	576
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**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/13**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2013-2014:**

OPERATING CAPACITY
PRE-KINDERGARTEN
Full-day: 0; Half-day: 0
GRADES K-5
District Class Size Goals: 546-672
Teachers' Contract Guidelines: 560-840
SPECIAL EDUCATION
0
Special Education BOCES Rental
0
TOTAL OPERATING CAPACITY GUILDERLAND GRADES K-5
As per District Class size goals: 546-672
As per Teachers' Contract: 560-840
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS
PRE-KINDERGARTEN 0
GRADES K-5 731
SPECIAL EDUCATION 0
ESTIMATED TOTAL BUILDING AID UNITS 731

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2013-2014 PROGRAM
<i>OPERATING CAPACITY AS PER LOCAL DISTRICT CLASS SIZE GOALS</i>	<i>OVER BY 30; UNDER BY 96 PUPILS OR BY +5.5% TO -14.3%</i>
<i>OPERATING CAPACITY AS PER TEACHERS' CONTRACT</i>	<i>OVER BY 16; UNDER BY 264 PUPILS OR BY +2.9% TO -31.4%</i>

CAPACITY ANALYSIS GUILDERLAND 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 GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	101	720*	18-23	20-30	25
Kindergarten	102	700*	18-23	20-30	24
Kindergarten	301	1070	18-23	20-30	27
Kindergarten	302	1070	18-23	20-30	27
Grade 1	201	750*	18-23	20-30	26
Grade 1	202	750*	18-23	20-30	26
Grade 1	702	760*	18-23	20-30	26
Grade 1	703	970	18-23	20-30	27
Grade 1	704	995	18-23	20-30	27
Grade 2	203	750*	18-23	20-30	26
Grade 2	205	750*	18-23	20-30	26
Grade 2	206	750*	18-23	20-30	26
Grade 2	705	750*	18-23	20-30	26
Grade 2	706	750*	18-23	20-30	26
Grade 3	601	750*	21-25	20-30	26
Grade 3	602	750*	21-25	20-30	26
Grade 3	603	750*	21-25	20-30	26
Grade 3	604	750*	21-25	20-30	26
Grade 4	501	870	21-25	20-30	27
Grade 4	502	750*	21-25	20-30	26
Grade 4	503	750*	21-25	20-30	26
Grade 4	504	750*	21-25	20-30	26
Grade 4	606	750*	21-25	20-30	26
Grade 5	406	870	21-25	20-30	27
Grade 5	505	750*	21-25	20-30	26
Grade 5	506	750*	21-25	20-30	26
Grade 5	507	750*	21-25	20-30	26
Grade 5	508	750*	21-25	20-30	26
TOTAL GRADES K-5			546-672	560-840	731

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

GUILDERLAND 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	102+105	2320
Computer Lab		
Computer Lab and Speech		
Music		
Music	104	700
Instrumental music	106	700
Physical Education	145	8000
Physical Education		
Cafeteria	122	3720
Stage	Stage	900
Nurse	141	445
Psychologist	711	230
Speech		
Speech	710	400
Social Worker	600	350
Remedial Services (AIS)-Math	701	760
Reading Intervention	712	97
Reading Intervention	713	87
ESL Instruction	204	750
OT/PT	709	470
Art	404	870
Faculty Workroom	402	870
Reading Teachers	103	720
Reading Teachers		
IST/Conference Room	127	270
Special Needs Resource	707	750
Special Needs Resource	708	430
Copy room		
BOCES RENTAL INSTRUCTIONAL SUPPORT		
BOCES RENTAL INSTRUCTIONAL SUPPORT		
BOCES RENTAL INSTRUCTIONAL SUPPORT		

**LYNNWOOD
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2013	
• Grades K-5 including Special Needs Self-contained	404

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/13**

OPERATING CAPACITY	
PRE-KINDERGARTEN	
Full-day: 0; Half-day: 0	
GRADES K-5	
District Class Size Goals: 354-434	
Teachers' Contract Guidelines: 360-540	
SPECIAL EDUCATION	
42	
Special Education BOCES Rental	
32	
TOTAL OPERATING CAPACITY GUILDERLAND GRADES K-5	
As per District Class size goals: 396-476	
As per Teachers' Contract: 402-582	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	0
GRADES K-5	476
GUILDERLAND SPECIAL EDUCATION	42
BOCES RENTAL SPECIAL EDUCATION	32
ESTIMATED TOTAL BUILDING AID UNITS	550

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2013-2014 PROGRAM
<i>OPERATING CAPACITY AS PER LOCAL DISTRICT CLASS SIZE GOALS</i>	<i>OVER BY 8; UNDER BY 72 PUPILS OR BY +2% TO -15.1%</i>
<i>OPERATING CAPACITY AS PER TEACHERS' CONTRACT</i>	<i>OVER BY 2; UNDER BY 178 PUPILS OR BY +.5% TO -30.6%</i>

CAPACITY ANALYSIS LYNNWOOD 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 GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	111	970	18-23	20-30	27
Kindergarten	112	970	18-23	20-30	27
Grade 1	156	760*	18-23	20-30	26
Grade 1	159	940	18-23	20-30	27
Grade 1	114	780	18-23	20-30	27
Grade 2	110	770	18-23	20-30	26
Grade 2	113	780	18-23	20-30	27
Grade 2	108	770	18-23	20-30	27
Grade 3	157	780	21-25	20-30	27
Grade 3	404	770	21-25	20-30	27
Grade 3	405	770	21-25	20-30	27
Grade 4	406	770	21-25	20-30	27
Grade 4	409	770	21-25	20-30	27
Grade 4	407	770	21-25	20-30	27
Grade 5	500	730*	21-25	20-30	25
Grade 5	501	730*	21-25	20-30	25
Grade 5	504	730*	21-25	20-30	25
Grade 5	505	730*	21-25	20-30	25
TOTAL GRADES K-5			354-434	360-540	476

LYNNWOOD SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
15:1:2	154	770	15	15
12:1:2	109	770	12	12
15:1:1	503	730*	15	15
BOCES 12:1:3	153	770	12	12
BOCES 12:1:3	152	770	12	12
BOCES 8:1:3	151	770	8	8
TOTAL SPECIAL EDUCATION			74	74

LYNNWOOD 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	118	2100
Computer Lab		
Computer Lab and Speech		
Music		
Music	412	850
Instrumental music	200	310
Physical Education	307	4000
Physical Education		
Cafeteria	306	2000
Stage	305	1070
Nurse	106a	350
Psychologist	155	137
Speech		
Speech	116	128
Social Worker	507	280
Remedial Services (AIS)-Math	506	280
Reading Intervention		
Reading Intervention		
ESL Instruction	201	117
OT/PT	408	770
Art	410	760
Faculty Workroom	203	588
Reading Teachers	117	840
Reading Teachers		
IST/Conference Room	107	770
Special Needs Resource	502	730
Special Needs Resource		
Copy room	155A	163
BOCES RENTAL INSTRUCTIONAL SUPPORT	158	720
BOCES RENTAL INSTRUCTIONAL SUPPORT	411	263
BOCES RENTAL INSTRUCTIONAL SUPPORT		

**PINE BUSH
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2013

• Grades K-5 including Special Needs Self-contained	396
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**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/13**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2013-2014:**

OPERATING CAPACITY	
PRE-KINDERGARTEN	
Full-day: 0; Half-day: 0	
GRADES K-5	
District Class Size Goals: 417-509	
Teachers' Contract Guidelines: 420-630	
SPECIAL EDUCATION	
0	
Special Education BOCES Rental	
24	
Pre-School Early Childhood Center Rental	
District Class Size Goals: 105-125	Teachers' Contract Guidelines: 100-150
TOTAL OPERATING CAPACITY GUILDERLAND GRADES K-5	
As per District Class size goals: 417-509	
As per Teachers' Contract: 420-630	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	0
GRADES K-5	567
SPECIAL EDUCATION	0
BOCES RENTAL SPECIAL EDUCATION	24
EARLY CHILDHOOD CENTER RENTAL	135
ESTIMATED TOTAL BUILDING AID UNITS	726

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2013-2014 PROGRAM	
<i>OPERATING CAPACITY AS PER LOCAL DISTRICT CLASS SIZE GOALS</i>	<i>UNDER BY 21 to 113 PUPILS OR BY 5% TO 22.2%</i>	
<i>OPERATING CAPACITY AS PER TEACHERS' CONTRACT</i>	<i>UNDER BY 24 to 234 PUPILS OR BY 5.7% TO 37.1%</i>	

CAPACITY ANALYSIS PINE BUSH 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 GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	403	780	18-23	20-30	27
Kindergarten	407	920	18-23	20-30	27
Kindergarten	400	920	18-23	20-30	27
Grade 1	401	820	18-23	20-30	27
Grade 1	402	820	18-23	20-30	27
Grade 2	105	820	18-23	20-30	27
Grade 2	106	820	18-23	20-30	27
Grade 2	107	830	18-23	20-30	27
Grade 3	101	820	21-25	20-30	27
Grade 3	102	820	21-25	20-30	27
Grade 3	103	830	21-25	20-30	27
Grade 3	104	830	21-25	20-30	27
Grade 4	205	830	21-25	20-30	27
Grade 4	206	820	21-25	20-30	27
Grade 4	208	830	21-25	20-30	27
Grade 5	201	830	21-25	20-30	27
Grade 5	202	820	21-25	20-30	27
Grade 5	203	820	21-25	20-30	27
Grade 5	204	830	21-25	20-30	27
VACANT	207	820	21-25	20-30	27
VACANT	303	820	21-25	20-30	27
TOTAL GRADES K-5			417-509	420-630	567

PINE BUSH SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
BOCES 12:1	100	830	12	12
BOCES 12:1	404	780	12	12
TOTAL SPECIAL EDUCATION			24	24

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
ECEC Rental	300	830	21-25	20-30	27
ECEC Rental	301	820	21-25	20-30	27
ECEC Rental	302	820	21-25	20-30	27
ECEC Rental	304	820	21-25	20-30	27
ECEC Rental	305	830	21-25	20-30	27
TOTAL CLASSROOM RENTAL TO ECEC			105-125	100-150	135

PINE BUSH 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	708	2000
Computer Lab	406	820
Computer Lab and Speech		
Music		
Music	605	830
Instrumental music	502-503	830
Physical Education	Gym	5845
Physical Education		
Cafeteria	Cafeteria	2660
Stage	Stage	740
Nurse	Nurse	308
Psychologist	603	246
Speech		
Speech	602	322
Social Worker	504	345
Remedial Services (AIS)-Math	405	820
Reading Intervention		
Reading Intervention		
ESL Instruction	500	475
OT/PT	606	345
Art	408	770
Faculty Workroom	Faculty	840
Reading Teachers	501	1160
Reading Teachers		
IST/Conference Room		
Special Needs Resource	200	830
Special Needs Resource	601	480
Copy room		
BOCES RENTAL INSTRUCTIONAL SUPPORT		
BOCES RENTAL INSTRUCTIONAL SUPPORT		
BOCES RENTAL INSTRUCTIONAL SUPPORT		

**WESTMERE
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2013	
• Grades K-5 including Special Needs Self-contained	445

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/13**

OPERATING CAPACITY
PRE-KINDERGARTEN
Full-day: 0; Half-day: 0
GRADES K-5
District Class Size Goals: 468-576
Teachers' Contract Guidelines: 480-720
SPECIAL EDUCATION
0
Special Education BOCES Rental
36
TOTAL OPERATING CAPACITY GUILDERLAND GRADES K-5
As per District Class size goals: 468-576
As per Teachers' Contract: 480-720
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS
PRE-KINDERGARTEN 0
GRADES K-5 636
SPECIAL EDUCATION 0
BOCES RENTAL SPECIAL EDUCATION 36
ESTIMATED TOTAL BUILDING AID UNITS 672

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2013-2014 PROGRAM
<i>OPERATING CAPACITY AS PER LOCAL DISTRICT CLASS SIZE GOALS</i>	<i>UNDER BY 23 to 131 PUPILS OR BY 4.9% TO 22.7%</i>
<i>OPERATING CAPACITY AS PER TEACHERS' CONTRACT</i>	<i>UNDER BY 35 to 315 PUPILS OR BY 7.3% TO 43.8%</i>

CAPACITY ANALYSIS WESTMERE 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 GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	109	1130	18-23	20-30	27
Kindergarten	110	1182	18-23	20-30	27
Kindergarten	115	1834	18-23	20-30	27
Kindergarten	117	789	18-23	20-30	27
Kindergarten	118	789	18-23	20-30	27
Grade 1	111	789	18-23	20-30	27
Grade 1	112	789	18-23	20-30	27
Grade 1	119	789	18-23	20-30	27
Grade 2	124	763	18-23	20-30	26
Grade 2	125	763	18-23	20-30	26
Grade 2	132	763	18-23	20-30	26
Grade 2	133	763	18-23	20-30	26
Grade 3	127	763	21-25	20-30	26
Grade 3	128	763	21-25	20-30	26
Grade 3	129	763	21-25	20-30	26
Grade 3	130	763	21-25	20-30	26
Grade 4	146	783	21-25	20-30	27
Grade 4	147	988	21-25	20-30	27
Grade 4	149	802	21-25	20-30	27
Grade 4	150	802	21-25	20-30	27
Grade 5	202	854	21-25	20-30	27
Grade 5	205	854	21-25	20-30	27
Grade 5	212	723	21-25	20-30	25
Grade 5	213	738	21-25	20-30	25
TOTAL GRADES K-5			468-576	480-720	636

WESTMERE SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
BOCES 8:1:1	114	789	8	8
BOCES 8:1:1	116	789	8	8
BOCES 12:1:1	152	802	12	12
BOCES 8:1:1	151	802	8	8
TOTAL SPECIAL EDUCATION			36	36

WESTMERE 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	120	2835
Computer Lab	122	763
Computer Lab and Speech	210-211	270/270
Music	141	780
Music	201	739
Instrumental music	159	364
Physical Education	106	3758
Physical Education	143	2400
Cafeteria	207	4760
Stage	Stage	560
Nurse	Nurse	374
Psychologist	Psychologist	96
Speech		
Speech	210	268
Social Worker	144	150
Remedial Services (AIS)-Math	126	763
Reading Intervention		
Reading Intervention		
ESL Instruction	107	414
OT/PT	144	783
Art	161	780
Faculty Workroom	123	763
Reading Teachers	203	723
Reading Teachers	204	723
IST/Conference Room	113	789
Special Needs Resource	131	763
Special Needs Resource	145	783
Copy room	160	88
BOCES RENTAL INSTRUCTIONAL SUPPORT	217	120
BOCES RENTAL INSTRUCTIONAL SUPPORT	154	470
BOCES RENTAL INSTRUCTIONAL SUPPORT	153	434

**FARNSWORTH
MIDDLE SCHOOL**

Total Enrollment as of October, 2013	
• Elementary grade 6 and Special Needs Self-contained	375
• Secondary grades 7-8 and Special Needs Self-contained	766
Total enrollment 6-8	1141

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/13**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2013-2014:**

OPERATING CAPACITY	
GRADE 6	
AS PER DISTRICT CLASS SIZE GOALS	336-364
AS PER TEACHERS' CONTRACT	280-420
SECONDARY GRADES 7-8	
PUPIL STATION METHODOLOGY	
AS PER DISTRICT CLASS SIZE GOALS	(1513-200)/1.16 = 1131
	(1601-200)/1.16 = 1207
AS PER TEACHERS' CONTRACT	(1046-200)/1.16 = 729
	(1717-200)/1.16 = 1385
GUILDERLAND SPECIAL EDUCATION	60
Special Education BOCES Rental	12
ESTIMATED TOTAL OPERATING CAPACITY GRADES 6-8 AS PER DISTRICT CLASS SIZE GOALS	1527-1631
ESTIMATED TOTAL OPERATING CAPACITY GRADES 6-8 AS PER TEACHERS' CONTRACT	1069-1865
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
GRADES 6	378
GRADES 7-8	(1769-200)/1.16 = 1352
GUILDERLAND SPECIAL EDUCATION 6-8	60
BOCES RENTAL SPECIAL EDUCATION	12
ESTIMATED TOTAL BUILDING AID UNITS 6-8	1802

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES 6-8 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2013-2014 PROGRAM
<i>OPERATING CAPACITY AS PER LOCAL CLASS SIZE GOALS</i>	<i>UNDER BY 386 to 490 PUPILS OR BY 25.3% TO 30%</i>

CAPACITY ANALYSIS MIDDLE SCHOOL ELEMENTARY GRADE 6

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

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Grade 6	106	780	24-26	20-30	27
Grade 6	107	780	24-26	20-30	27
Grade 6	108	780	24-26	20-30	27
Grade 6	109	780	24-26	20-30	27
Grade 6	305	780	24-26	20-30	27
Grade 6	306	780	24-26	20-30	27
Grade 6	307	190	24-26	20-30	27
Grade 6	308	770	24-26	20-30	27
Grade 6	401	770	24-26	20-30	27
Grade 6	402	770	24-26	20-30	27
Grade 6	403	770	24-26	20-30	27
Grade 6	404	770	24-26	20-30	27
Grade 6	408	770	24-26	20-30	27
Grade 6	409	770	24-26	20-30	27
TOTAL GRADE 6			336-364	280-420	378

CAPACITY ANALYSIS MIDDLE SCHOOL SECONDARY GRADES 7 AND 8: Pupil Station Method for a junior high having 30 or more teaching stations

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Technology	504	1780	20-20	15-20	20
Technology	505	1400	18-18	15-18	18
Technology	506	1140	15-15	15-15	15
Technology	507	1360	18-18	15-18	18
Technology	508	1650	22-22	15-22	22
TV Studio	556	1080	15-15	15-15	15
Band	512	1120	24-26	15-30	18
Orchestra	514	1000	24-26	15-30	16
Choral Music	513	2350	24-26	15-30	47
Music	510	830	24-26	15-30	30
Music	511	800	24-26	15-30	30
Foreign Language	201	800	24-26	15-30	30
Foreign Language	203	780	24-26	15-30	30
Foreign Language	205	780	24-26	15-30	30
Foreign Language	252	800	24-26	15-30	30
Foreign Language	253	860	24-26	15-30	30

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Foreign Language	254	840	24-26	15-30	30
Foreign Language	257	880	24-26	15-30	30
Foreign Language	258	870	24-26	15-30	30
Foreign Language	259	840	24-26	15-30	30
Science	102	1030	24-26	15-30	30
Science	104	1030	24-26	15-30	30
Science	301	1030	24-26	15-30	30
Science	303	1030	24-26	15-30	30
Science	405	1030	24-26	15-30	30
Science	406	1030	24-26	15-30	30
Science	407	1030	24-26	15-30	30
Health	156	860	24-26	15-30	30
Health	157	870	24-26	15-30	30
Math	103	1030	24-26	15-30	30
Math	304	790	24-26	15-30	30
Math	456	775	24-26	15-30	29
Math	459	760	24-26	15-30	29
Social Studies	152	840	24-26	15-30	30
Social Studies	153	820	24-26	15-30	30
Social Studies	353	850	24-26	15-30	30
Social Studies	357	870	24-26	15-30	30
Social Studies	451	780	24-26	15-30	30
Social Studies	454	780	24-26	15-30	30
Social Studies	455	775	24-26	15-30	29
Social Studies	457	775	24-26	15-30	29
ELA	110	780	24-26	15-30	30
ELA	151	840	24-26	15-30	30
ELA	154	810	24-26	15-30	30
ELA	351	820	24-26	15-30	30
ELA	352	850	24-26	15-30	30
ELA	356	870	24-26	15-30	30
ELA	452	780	24-26	15-30	30
ELA	453	780	24-26	15-30	30
ELA	458	775	24-26	15-30	29
Art	500	1280	24-26	15-30	25
Art	501	1240	24-26	15-30	25
Art	502	1240	24-26	15-30	25
Physical Education	800	6600-2 stations	64	64	60
Physical Education	801	3725	32	32	30
Physical Education	802	3415	32	32	30
Family & Consumer Science	559	980	19-19	15-19	19

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Family & Consumer Science	560	980	19-19	15-19	19
Library	550-552	7590; Reading area 1590	63	63	63
Classroom	550	820	24-26	15-30	30
Classroom	551	770	24-26	15-30	29
RAW TOTAL GRADES 7-8			1513-1601	1046-1807	1769

*Denotes classrooms under state minimum recommended square footage

MIDDLE SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
12:1	155	820	12	12
12:1	204	780	12	12
12:1	209	790	12	12
12:1	255	350*	12	12
12:1	256	710*	12	12
BOCES 12:1:1	562	1050	12	12
TOTAL SPECIAL EDUCATION			72	72

GRADES 6-8 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
ELEMENTARY GRADE 6		
Art	503	1200
Computer Lab	105	760
Music	509	810
Gym	800	2535
Special Education Resource Room	309	770
MIDDLE SCHOOL GRADES 6-8		
Computer Lab	251	800
Computer Lab	553	700
Computer Lab	554	700
Computer Lab	555	700
Cafeteria	520	8600
Stage	521	2300
Library	552	6000

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
MIDDLE SCHOOL GRADES 6-8		
Guidance	230	260
AIS	207	1040
AIS	208	1040
OT/PT	200	830
ESL	206	1040
Special Education Resource Room	100	820
Special Education Resource Room	158	350
Special Education Resource Room	159	780
Special Education Resource Room	220	320
Special Education Resource Room	300	820
Special Education Resource Room	302	1030
Special Education Resource Room	354	360
Special Education Resource Room	355	750
Special Education Resource Room	358	820
Special Education Resource Room	359	820
Special Education Resource Room	434	1030
Special Education Resource Room	502	1280
Special Education Resource Room	562	1050
Special Education Resource Room	565	530
Enrichment	101	500
Enrichment	202	780
Social Worker	235	160
Counselor	435	150
Counselor	558	590
Planetarium	557	455
Security	630	215
“Reading Place”	563	1300
“Reading Place”	564	500
Teacher Workroom	137	690
Teacher Workroom	232	725
Teacher Workroom	233	365
Teacher Workroom	337	365
Teacher Workroom	340	665
Teacher Workroom	420	340
Teacher Workroom	484	130
Conference Room	136	330
Conference Room	533	365
Conference Room	534	335
Nurse	549	630
Vacant (former CES office)	539	550

GUILDERLAND HIGH SCHOOL

Total Enrollment as of October, 2013	
<ul style="list-style-type: none"> • Secondary grades 9-12 and Special Needs Self-contained 	
Total enrollment 9-12	1736

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/13**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM
FOR 2013-2014:**

OPERATING CAPACITY	
PUPIL STATION METHODOLOGY	
SECONDARY 9-12 CLASSROOMS	(2627-200)/1.16 = 2092
District Cass Size Goals	(2686-200)/1.16 = 2143
2092-2143	
SECONDARY 9-12 CLASSROOMS	(1682-200)/1.16 = 1277
As per Teachers’ Contract	(2939-200)/1.16 = 2361
1277-2361	
GUILDERLAND SPECIAL EDUCATION	36
Special Education BOCES Rental	24
ESTIMATED TOTAL OPERATING CAPACITY GRADES 9-12 DISTRICT CLASS SIZE GOALS	2128-2179
ESTIMATED TOTAL OPERATING CAPACITY GRADES 9-12 AS PER TEACHERS’ CONTRACT	1313-2397
SED ‘RATED’ CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
GRADES 9 – 12 CLASSROOMS	(2714-200)/1.16 = 2167
GUILDERLAND SPECIAL EDUCATION	36
BOCES RENTAL SPECIAL EDUCATION	24
ESTIMATED TOTAL BUILDING AID UNITS 9-12	2227

UNDER OR OVER TOTAL BUILDING OPERATING PUPIL CAPACITY	CURRENT GRADES 9-12 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2013-2014 PROGRAM	
<i>OPERATING CAPACITY AS PER LOCAL CLASS SIZE GOALS</i>	<i>UNDER BY 392 to 443 PUPILS OR BY 18.4% TO 20.3%</i>	

CAPACITY ANALYSIS GUILDERLAND HIGH SCHOOL: Pupil Station Method for a senior high having 23 or more teaching stations

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Art	22	1321	26-27	15-30	25
Art	23	1245	26-27	15-30	25
Art	24	1342	26-27	15-30	25
Art	25	1261	26-27	15-30	25
Music	16	560	26-27	15-30	22
Band	7	1895	26-27	15-30	30
Vocal Music	9	212	8-8	8-8	8
French	35	802	26-27	15-30	30
French	37	796	26-27	15-30	30
French	39	799	26-27	15-30	30
French	41	797	26-27	15-30	30
Spanish	36	797	26-27	15-30	30
Spanish	603	890	26-27	15-30	30
Spanish	605	890	26-27	15-30	30
Spanish	607	890	26-27	15-30	30
German	43	805	26-27	15-30	30
Chemistry	301	1196	26-27	15-30	24
Chemistry	303	1128	26-27	15-30	23
Chemistry	305	1197	26-27	15-30	24
Chemistry	310	1544	26-27	15-30	24
Chemistry	402	1505	26-27	15-30	24
Chemistry	410	667	26-27	15-30	13
Physics	401	912	26-27	15-30	18
Physics	403	667	26-27	15-30	13
Physics	404	843	26-27	15-30	16
Physics	409	667	26-27	15-30	13
Biology	2	1089	26-27	15-30	21
Biology	302	1327	26-27	15-30	24
Biology	304	877	26-27	15-30	17
Biology	306	765	26-27	15-30	15
Biology	308	1211	26-27	15-30	24
Biology	408	1102	26-27	15-30	22
Earth Science	6	1268	26-27	15-30	30
Earth Science	8	1100	26-27	15-30	30
Earth Science	10	1133	26-27	15-30	30
Earth Science	12	1093	26-27	15-30	30
Earth Science	14	1114	26-27	15-30	30
Earth Science	405/406	1158	26-27	15-30	30
Intg Science	4	1112	26-27	15-30	30
Gen. Science	407	1000	26-27	15-30	30
Health	621	802	26-27	15-30	30
SS	606	758	26-27	15-30	29

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
SS	609	765	26-27	15-30	29
SS	619	802	26-27	15-30	30
SS	705	890	26-27	15-30	30
SS	708	765	26-27	15-30	29
SS	710	765	26-27	15-30	29
SS	713	765	26-27	15-30	29
SS	714	765	26-27	15-30	29
SS	715	770	26-27	15-30	29
SS	716	865	26-27	15-30	30
SS	717	770	26-27	15-30	29
SS	718	655	26-27	15-30	25
SS	719	770	26-27	15-30	29
SS	731	690	26-27	15-30	26
English	608	758	26-27	15-30	29
English	610	856	26-27	15-30	30
English	615	958	26-27	15-30	30
English	617	885	26-27	15-30	30
English	701	890	26-27	15-30	30
English	703	890	26-27	15-30	30
English	707	890	26-27	15-30	30
English	712	765	26-27	15-30	29
English	721	765	26-27	15-30	29
English	723	785	26-27	15-30	30
English	725	885	26-27	15-30	30
English	727	800	26-27	15-30	30
English	729	800	26-27	15-30	30
Math	103	841	26-27	15-30	30
Math	105	683	26-27	15-30	26
Math	106	1330	26-27	15-30	30
Math	107	683	26-27	15-30	26
Math	108	682	26-27	15-30	26
Math	109	682	26-27	15-30	26
Math	110	682	26-27	15-30	26
Math	111	682	26-27	15-30	26
Math	112	683	26-27	15-30	26
Math	113	683	26-27	15-30	26
Math	114	682	26-27	15-30	26
Math	116	682	26-27	15-30	26
Math	203	897	26-27	15-30	30
FOCUS Alt Ed	706	765	15-15	12-12	29
FOCUS Alt Ed	709	775	15-15	12-12	29
FOCUS Alt Ed	702A-B	725	15-15	12-12	27
FOCUS Alt Ed	711A-B	750	15-15	12-12	28
Technology	1A-B	2003	24-24	15-24	24

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY AS PER LOCAL DISTRICT GOALS	OPERATING CAPACITY AS PER THE TEACHERS' CONTRACT	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Technology	3	1383	18-18	15-18	18
Technology	5	826	11-11	11-11	11
Business	204	666	26-27	15-30	19
Business	205	1317	26-27	15-30	24
Business	206	666	26-27	15-30	19
Library-reading area	Library	9375; Reading area 2310	92	92	92
Phys Ed	East Gym (2 station)	8105	64	64	60
Phys Ed	West Gym (4 station)	20,321	128	128	120
Choreography	LGI A	1850	32	32	30
Dance	LGI B	1849	32	32	30
RAW TOTALS 9-12			2627-2686	1682-2939	2714

GUILDERLAND HIGH SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
12:1:2	20	858	12	12
12:1:2	33	931	12	12
12:1:2	504	797	12	12
BOCES 12:1:2	21	898	12	12
BOCES 12:1:2	34	516*	12	12
TOTAL SPECIAL EDUCATION			60	60

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	Small Café	1801
	Large Café	3995
	New Café	3299
Senior Lounge	Senior Lounge	559
Yearbook	Yearbook	753
School Store	Store	515
Stage/Auditorium	Aud	8503
Weight Room	Weight Room	1859
West Computer Lab	Computer Lab	1591
East Computer Lab	Computer Lab	1654
ESL	601	890
Nurse	27	838
Learning Center	101	1054
Reading	613	1543
Faculty Workroom	102	841
Faculty Workroom	602	531
Science Faculty Workroom	Sci Fac Rm	645
Testing Room	504A	200
Testing	604	1390
Learning Center	611	765
Special Ed. Resource Room	30	631
Special Ed. Resource Room	32	492
Special Ed. Resource Room	207	667
Special Ed. Resource Room	600	581
Special Ed. Resource Room	612	657
Special Ed. Resource Room	623	689
Special Ed. Resource Room	700	580
Library	Library	9375
Media Center	Media Center	1353
Guidance/Social Worker/ Psychologist	500	2114