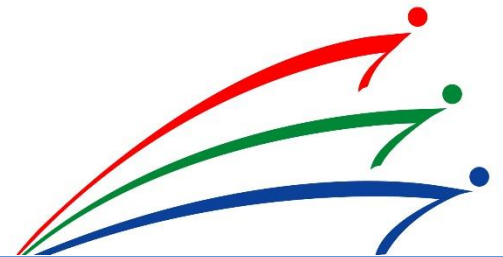


05/05/17

Building Capacity Update

ALBEMARLE COUNTY PUBLIC SCHOOLS



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PURPOSE

Building capacity calculations are a critical metric in facility planning to ensure schools have space adequate to deliver all aspects of their instructional program.

In 2013, the Albemarle County Public Schools School Board adopted a policy revision that modified the methodology to calculate capacity. The revision made three distinct changes: it created a variable classroom multiplier, it increased the number of specialty classrooms that are excluded from capacity calculations and it counted rooms in a more rigorous manner. The result was a calculation for each school that is more responsive and applicable to a school's specific population & program.

This proposed revision expands on those changes. While the current method does an adequate job of articulating the quantity of classrooms spaces, it does not articulate the quantity of other spaces in the building. In addition to classrooms, the instructional program requires smaller, auxiliary spaces for pull-out instruction and administrative functions. Examples include a school psychologist, ESOL instruction, or Family Support Workers who support the Bright Stars program. Each school has unique needs for these types of spaces based on both the size and demographics of their population. The era of the construction of each school is impactful as newer buildings were built with these types of spaces while older and smaller building do not.

The goals of this update were as follows:

- Continued refinement of our methodology to calculate building capacity to ensure we are planning for and providing optimum learning environments
- Quantify and articulate adequate auxiliary/small spaces outside of classrooms
- Ensure our planning tool is informed by instruction

PROCESS

To conduct the analysis, staff made site visits and interviewed principals at every school. A full inventory of the current use of every space in every building was made. This comprehensive approach allowed commonalities, differences, and other patterns of space utilization to become apparent. Based on those patterns, a list of common functions and space requirements were made. Special consideration was given for space utilization at over-enrolled schools and under-enrolled schools as both circumstances can influence how space is used that might not be consistent with desired practices. For example, at crowded schools instruction might occur in hallways. In under capacity schools, full size classrooms might be used as offices.

PROPOSED METHODOLOGY TO CALCULATE ELEMENTARY SCHOOL CAPACITY

<i>Proposed Method</i>	<i>Current Method</i>
Count the number of classrooms that could be used for a full class (up to 25 students)	Count the number of classrooms that could be used for a full class (up to 25 students)
Reduce for: <ul style="list-style-type: none"> • Art (1) • Music (1) (1.5¹ if enrollment > 600) 	Reduce for: <ul style="list-style-type: none"> • Art • Music • Gifted² • SPED Resource² • Title 1² • ESOL²
Count # of auxiliary spaces, match function with quantity, reduce classroom count by any deficit	n/a
Multiply Remaining Rooms by <ul style="list-style-type: none"> • 8 for Self-Contained SPED Classroom (VAAP) • 8 for SPED Pre-K (ECSE) • 18 for Pre-K • Classroom Multiplier³ for K -5 	Multiply Remaining Rooms by <ul style="list-style-type: none"> • 8 for Self-Contained SPED Classroom (VAAP) • 8 for SPED Pre-K (ECSE) • 16 for Pre-K • Classroom Multiplier for K -5

¹Additional classroom was not previously excluded in larger school despite having the additional staff for those specials

²Reduction based on enrollment/demographics. Functions do not require a full classroom, so they are addressed in the auxiliary space step in the proposed process.

³Varies by school. Method to calculate remains the same, but multiplier updated to reflect current staffing levels. Update only effects Brownsville, Murray, and Scottsville (See Appendix C).

Summary of Key Changes

- Quantification and impact of small-space requirements
- Elimination of specific exclusions for Gifted, SPED, Title & ESOL
- Inclusion of new programs with space impact: FLES, A-Base, B-Base
- Additional reduction for Art & Music space for larger schools
- Increased Pre-K classrooms capacity to 18 to reflect current standards
- Updated K-5 classroom multipliers to reflect current staffing levels
- Calculations reflect recent construction projects which created or eliminated rooms

AUXILIARY SPACE REQUIREMENTS

A key change in the proposed methodology is a reduction in the number of classrooms when these rooms are needed due to a deficit in auxiliary spaces. Based on the site visits and interviews with principals, the following spaces and functions are identified as a necessity based on the outlined parameters.

Table 1: Types of Auxiliary Spaces

Label	Size	Space Requirement Characteristics
Small	< 200sf	<ul style="list-style-type: none"> • Privacy or confidentiality required and/or • Needs to meet with no more than 4 students at a time and/or • Touch-down space required since majority of work is push-in instruction or • Administrative functions only (no students in space)
Medium	200 to 400 sf	<ul style="list-style-type: none"> • Needs to meet with small group of students (4-6) and/or • Touch-down space required since majority of work is push-in instruction or administrative functions only (no students in space) but can share space with others with staff of alternate schedules or similar work
Large	>400 sf	<ul style="list-style-type: none"> • Pull-out instruction for larger groups of students (10-12) and/or • Pull-out instruction for multiple small groups (4-6, ea) and/or • Space can be shared with staff of alternate schedules or similar work and/or • Needs differentiated spaces for up to 8 students (A-Base)

Table 2: Functions Required

Function	Minimum Space Required	Schools	Notes
PE Office	Small	All	Located in Gym
EDEP Office	Small	Exc: Greer, Meriwether, Murray	
Psychologist	Small	All	Can be shared with guidance or speech, common in smaller schools
Speech	Small or Medium	All	
Guidance	Small	All	
Teacher Lounge	Small/Medium/Large	All	Depends where it currently located, room with plumbing is required
Conference Room	Small or Medium	All	
Gifted	Large	Exc.: Schools <300, gifted is shared with library, art, or other space	

Family Support Workers	Small or Medium	Agnor-Hurt, Cale, Greer, Red Hill, Scottsville, Stone Robinson, Woodbrook	Small if Bright Star only, Medium if shared with K-5 FWW or Region 10
Second Guidance	Small	Brownsville, Cale, Greer	If > 625
Second AP Office	Small	Brownsville, Cale	If school has principal intern
FLES	Small	Cale, Meriwether Lewis, Woodbrook	Not private, just a workspace in a larger shared space if available
A Base	Large		Cannot be shared with another function
B Base	Large		Cannot be shared with another function
TDT/Region 10	Medium if F/R >20% (exc.BRN)	Exc. Broadus Wood, Hollymead, Meriwether, Murray	
SPED	If < 550, Large If >500, Medium x 2	ALL	
RTI and/or Title	2 areas *(exception BRN -3) If F/R >40%, 1 area* per 100 students	ALL	*Small or Medium = 1/ea; Large = 2/ea
ESOL	Small if hourly 1 area* per staff member	Exc. Scottsville	*Small or Medium = 1/ea; Large = 2/ea

Limitations/Omissions from Functions in Table 2:

- Identified space required for OT/PT (Space varied widely and was dependent on a particular student caseload)
- Identified space for instructional coaches and Client Service Specialist (CSS) (While not ideal, these staff seem to find locations through use of shared spaces, workrooms, or server rooms)
- Bookroom (While each school has a bookroom in some form it is not the long-term plan to maintain them, and there are alternative solutions including distributing the materials in classrooms or maintaining them centrally in the media center)
- PALS/Tutoring/Outside volunteers (varied by school and year to year)
- Autonomy of school administration for staffing decisions that have facility implications (i.e. additional intervention staff, combining positions, etc.)
- Teacher workrooms and principal offices are not included in the count of auxiliary spaces because their location and function are fixed and consistent across all schools.

PROPOSED METHODOLOGY TO CALCULATE MIDDLE SCHOOL CAPACITY

<i>Proposed Method</i>	<i>Current Method</i>
Count the number of classrooms that could be used for a full class (up to 30 students)	Count the number of classrooms that could be used for a full class (up to 30 students)
Reduce for: <ul style="list-style-type: none"> • SPED Resource • Gifted • Teacher Planning³ • <u>A-Base</u> • <u>B-Base</u> • <u>Health</u> 	Reduce for: <ul style="list-style-type: none"> • SPED Resource • Gifted • Computer Lab¹ • ESOL² • Teacher Planning³
Multiply Remaining Rooms by <ul style="list-style-type: none"> • 8 for Self-Contained SPED Classroom (VAAP) • <u>90 for gym*</u> • <u>30 for auxiliary gym*</u> • Classroom Multiplier⁵ for 6-8 	Multiply Remaining Rooms by <ul style="list-style-type: none"> • 8 for Self-Contained SPED Classroom (CBIP) • 20 for CTE⁴ • 50 for Gym • Classroom Multiplier for 6-8
Multiply by a utilization factor of 87.5% (7 out of 8 periods)	Multiply by a utilization factor of 87.5% (7 out of 8 periods)

¹Unassigned fixed computer labs no longer exists. Remaining labs are assigned to a class (i.e. Journalism) and should be counted in the capacity.

²At secondary schools, ESOL instruction is delivered as an assigned class and should be counted in the capacity.

³Teacher planning areas are excluded when a utilization factor of 7 out of 8 periods is used. This means that teachers would not have their classroom during their planning period and would need a place to go as teacher workrooms would not suffice. Previously the number of rooms varied by school. It is proposed that three rooms per school be excluded to allow one room per grade level.

⁴There are not capped enrollments for CTE classes at Middle Schools

⁵Varies by school. Method to calculate remains the same, but multiplier updated to reflect current staffing levels (only changes Sutherland)

***Changes to Gym Capacity**

The capacity of the gym was based on the state’s methodology and calculated at 50 students. In reality, schools are typically scheduling 3 sections at a time with about 30 students/ea. Instruction is delivered in the gym, outside, and a health classroom. The health classroom is now an exclusion from the classroom count since students using that space are counted in the gym. With the addition of the multipurpose space at Henley, the inclusion of a multiplier for an auxiliary gym is proposed to be included.

SUMMARY OF PROPOSED CAPACITY CHANGES

Elementary School	Capacity		Differences attributed to:					Net Difference	
	Current	Proposed	Multi-plier	Construc-tion	SPED/Pre-K	Art/ Music	Auxiliary		
Agnor-Hurt	564	558			12		-18	-6	-1%
Baker Butler	636	636		20		-20		0	0%
Broadus Wood	380	400					20	20	5%
Brownsville	744	761	36		2	-21		17	2%
Cale	694	679		19	4	-19	-19	-15	-2%
Crozet	350	331					-19	-19	-5%
Greer	578	574		18, 36	-4	-18	-36	-4	-1%
Hollymead	494	496			2			2	0%
Meriwether Lewis	407	420			13			13	3%
Murray	296	289	14				-21	-7	-2%
Red Hill	178	162			2		-18	-16	-9%
Scottsville	178	189	9	19	2			30	17%
Stone Robinson	540	570			-10		40	30	6%
Stony Point	244	236			-8			-8	-3%
Woodbrook	338	304			2		-36	-34	-10%
Yancey	142	144			2			2	1%
Elementary Total	6,763	6,768	59	112	19	-78	-107	5	-0.1%

Middle School	Capacity		Differences attributed to:					Net Difference	
	Current	Proposed	Multi-plier	SPED Comp. CTE ESOL	Construc-tion	Gym	Teacher Planning/ Utiliz. Factor*		
Burley	716	717				17	-16	1	0%
Henley	949	999		28	23	17	-18	50	5%
Jouett	733	717		-17		17	-16	-16	-2%
Sutherland	737	653	-28	-35		17	-38	-84	-11%
Walton	534	499		-35		17	-17	-35	-7%
Middle School Total	3,668	3,585	-28	-59	23	85	-105	-83	-2%

APPENDICES

Appendix A – Capacity Calculations by School

Appendix B – Auxiliary Space Requirements by School

Appendix C – Classroom Multipliers by School

Appendix A: Capacity Calculations by School

05/05/17

	Agnor-Hurt			Baker-Butler			Broadus Wood			Brownsville		
	CURRENT		PROPOSED	CURRENT		PROPOSED	CURRENT		PROPOSED	CURRENT		PROPOSED
Room Total	37		37	37		38	23		23	42		42
Art	(1)		(1)	(1)		(1.5)	(1)		(1)	(1)		(1.5)
Music	(1)		(1)	(1)		(1.5)	(1)		(1)	(1)		(1.5)
Gifted	(1)		0	(1)		0	(1)		0	(1)		0
SPED Resource	(1)		0	(1)		0	(1)		0	(1)		0
ESOL	(1)		0	0		0	0		0	0		0
Title 1	0		0	0		0	0		0	0		0
Auxiliary Deficit			(4)			(2)			(1)			(2)
	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>
SPED (SCC)	1	x 8 =	8	0	x 8 =	0	1	x 8 =	8	0	x 8 =	0
Pre-K	1	x 16 =	16	3	x 18 =	54	0	x 16 =	0	0	x 18 =	18
Pre-K SPED	0	x 8 =	0	0	x 8 =	0	1	x 8 =	8	1	x 8 =	8
K-5	30	x 18 =	540	28	x 18 =	504	31	x 20 =	620	20	x 20 =	400
BUILDING CAPACITY			564			558			636			636
<i>Difference</i>						-6			0			20
												17

	Cale			Crozet			Greer			Hollymead		
	CURRENT		PROPOSED	CURRENT		PROPOSED	CURRENT		PROPOSED	CURRENT		PROPOSED
Room Total	44		45	22		22	39		40	29		29
Art	(1)		(1.5)	(1)		(1)	(1)		(1.5)	(1)		(1)
Music	(1)		(1.5)	(1)		(1)	(1)		(1.5)	(1)		(1)
Gifted	(1)			(1)		0	(1)		0	(1)		0
SPED Resource	(1)		0	0		0	(1)		0	(1)		0
ESOL	(1)		0	0		0	(1)		0	0		0
Title 1	(1)		0	0		0	(1)		0	0		0
Auxiliary Deficit			(5)			(2)			(4)			(2)
	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>
SPED (SCC)	1	x 8 =	8	1	x 8 =	8	1	x 8 =	8	1	x 8 =	8
Pre-K	2	x 16 =	32	2	x 18 =	36	0	x 16 =	0	3	x 18 =	54
Pre-K SPED	1	x 8 =	8	1	x 8 =	8	0	x 8 =	0	1	x 8 =	8
K-5	34	x 19 =	646	33	x 19 =	627	18	x 19 =	342	17	x 19 =	323
BUILDING CAPACITY			694			679			578			574
<i>Difference</i>						-15			-19			-4
												2

Appendix A: Capacity Calculations by School

05/05/17

	Meriwether Lewis			Murray			Red Hill			Scottsville														
	CURRENT			PROPOSED			CURRENT			PROPOSED			CURRENT			PROPOSED								
Room Total	24			24			19			19			12			13								
Art	(1)			(1)			(1)			(1)			(1)			(1)								
Music	(1)			(1)			(1)			(1)			(1)			(1)								
Gifted	(1)			0			0			0			0			0								
SPED Resource	(1)			0			(1)			0			0			0								
ESOL	0			0			0			0			0			0								
Title 1	0			0			0			0			0			0								
Auxiliary Deficit				(2)						(2)						0								
	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>						
SPED (SCC)	1	x 8	= 8	0	x 8	= 0	1	x 8	= 8	1	x 8	= 8	0	x 8	= 0	0	x 8	= 0	0	x 8	= 0			
Pre-K	0	x 16	= 0	0	x 18	= 0	0	x 16	= 0	0	x 18	= 0	1	x 16	= 16	1	x 18	= 18	1	x 16	= 16	1	x 18	= 18
Pre-K SPED	0	x 8	= 0	0	x 8	= 0	1	x 8	= 8	1	x 8	= 8	0	x 8	= 0	0	x 8	= 0	0	x 8	= 0	0	x 8	= 0
K-5	19	x 21	= 399	20	x 21	= 420	14	x 20	= 280	13	x 21	= 273	9	x 18	= 162	8	x 18	= 144	9	x 18	= 162	10	x 19	= 190
BUILDING CAPACITY	407			420			296			289			178			162			178			208		
<i>Difference</i>				13						-7						-16						30		

	Stone Robinson			Stony Point			Woodbrook			Yancey														
	CURRENT			PROPOSED			CURRENT			PROPOSED			CURRENT			PROPOSED								
Room Total	33			33			18			18			25			25			11			11		
Art	(1)			(1)			(1)			(1)			(1)			(1)			(1)			(1)		
Music	(1)			(1)			(1)			(1)			(1)			(1)			(1)			(1)		
Gifted	(1)			0			0			0			0			0			0			0		
SPED Resource	(1)			0			(1)			0			(1)			0			(1)			0		
ESOL	0			0			0			0			0			0			0			0		
Title 1	0			0			(1)			0			(1)			0			0			0		
Auxiliary Deficit				0						(3)						(5)						(1)		
	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>	<u>Qty</u>	<u>Multiplier</u>	<u>Total</u>
SPED (SCC)	1	x 8	= 8	2	x 8	= 16	0	x 8	= 0	0	x 8	= 0	1	x 8	= 8	1	x 8	= 8	0	x 8	= 0	0	x 8	= 0
Pre-K	1	x 16	= 16	1	x 18	= 18	1	x 16	= 16	0	x 18	= 0	1	x 16	= 16	1	x 18	= 18	1	x 16	= 16	0	x 18	= 0
Pre-K SPED	2	x 8	= 16	2	x 8	= 16	0	x 8	= 0	1	x 8	= 8	1	x 8	= 8	1	x 8	= 8	0	x 8	= 0	0	x 8	= 0
K-5	25	x 20	= 500	26	x 20	= 520	12	x 19	= 228	12	x 19	= 228	17	x 18	= 306	15	x 18	= 270	7	x 18	= 126	8	x 18	= 144
BUILDING CAPACITY	540			570			244			236			338			304			142			144		
<i>Difference</i>				30						-8						-34						2		

Appendix A: Capacity Calculations by School

	Burley			Henley			Jouett		
	CURRENT		PROPOSED	CURRENT		PROPOSED	CURRENT		PROPOSED
Room Total	45		45	55		55	47		47
Computer	0		0	(1)		0	0		0
SPED Resource	(2)		(2)	(3)		(3)	(2)		(2)
Gifted	(1)		(1)	(1)		(1)	(1)		(1)
ESOL	0		0	0		0	(1)		0
A-Base	0		0	0		0	0		(1)
B-Base	0		0	0		0	0		(1)
Teacher Planning	(2)		(3)	(3)		(3)	(2)		(3)
Health			(1)			(1)			(1)
	Qty	Multiplier	Total	Qty	Multiplier	Total	Qty	Multiplier	Total
SPED (SCC)	1	x 8 =	8	1	x 8 =	8	1	x 8 =	8
CTE	1	x 20 =	20	0	x 20 =	0	2	x 20 =	40
Gym	1	x 50 =	50	1	x 90 =	90	1	x 50 =	50
Auxiliary Gym				0	x 30 =	0			
Academic	37	x 20 =	740	36	x 20 =	720			0
Utilization Factor		0.875			0.875			0.875	
BUILDING CAPACITY	716		717	949		999	733		717
Difference			1			50			-17

	Sutherland			Walton		
	CURRENT		PROPOSED	CURRENT		PROPOSED
Room Total	41		41	33		33
Computer	0		0	0		0
SPED Resource	(2)		(2)	(1)		(1)
Gifted	(1)		(1)	(1)		(1)
ESOL	0		0	0		0
A-Base	0		(1)	0		(1)
B-Base	0		(1)	0		(1)
Teacher Planning	(1)		(3)	(2)		(3)
Health			(1)			(1)
	Qty	Multiplier	Total	Qty	Multiplier	Total
SPED (SCC)	2	x 8 =	16	2	x 8 =	16
CTE	2	x 20 =	40	0	x 20 =	0
Gym	1	x 50 =	50	1	x 90 =	90
Auxiliary Gym				0	x 30 =	0
Academic	32	x 23 =	736	29	x 22 =	638
Utilization Factor		0.875			0.875	
BUILDING CAPACITY	737		653	534		499
Difference			-84			-35

Auxiliary Space Requirements by School

School	Classrooms	Figure Used in Capacity Calculation (Classroom Equivalent)				Key Functions																									
		Small <200sf	Medium 200sf - 400sf	Large >400sf	Deficit	1	2	3	4	5	6	7	8	9	10	11	12	K	A	B	T	S	R	E							
Agnor-Hurt	37	6	6	3	4	1	2	3	5	R	K	4	6	7	9	R	R	T	S	RR	E	E	A	B	8						
Baker-Butler	37	12	7	0	2	1	2	3	4	7	R	R	R	R	5	6	E	R	T*	S	S	A	8								
Broadus Wood	23	8	1	2	1	1	2	3	4	5	7	E	6	RR	S	8															
Brownsville	42	3	7	4	2	1	3	11	2	7	10	R	T	S	S	4	5	6	RR	A	8	E									
Cale	45	6	6	4	4	1	2	3	4	7	11	5	6	R	T	S	S	RE	RE	RE	RE	R	12	12	9	10	A	B	8		
Crozet	22	5	6	1	2	1	2	7	E	R	3	4	5	6	R	T	S	A	8												
Greer	40	11	7	3	4	1	3	4	6	E	E	R	R	R	10	11	5	7	9	E	T	S	S	K	RR	RE	E	E	A	B	8
Hollymead	29	5	6	1	2	1	2	3	E	R	4	5	6	7	R	K	S	A	8												
Meriwether Lewis	24	6	1	2	2	1	3	4	5	7	E	6	RR	S	A	8	12														
Murray	19	2	2	1	2	1	K	3	5	7	4	E	S	R	6	R															
Red Hill	13	4	3	0	3	1	2	6	E	3	5	7	K	4	9	T	RR	S													
Scottsville	13	6	3	2	0	1	2	3	4	5	6	7	9	T	RR	S															
Stone Robinson	34	5	5	4	0	1	2	3	9	E	4	5	7	T	6	8	RR	S													
Stony Point	18	6	1	0	3	1	2	3	4	5	7	6	B	S	R	R	T														
Woodbrook	25	3	0	3	5	1	5	7	6	8	S	2	3	4	RR	T	9	E	R	B	12										
Yancey	12	4	2	0	2	1	2	3	4	5	6	7	S	T	R	R															

Key Function

- 1 PE Office
- 2 EDEP Office
- 3 Psychologist
- 4 Speech
- 5 Guidance
- 6 Teacher Lounge
- 7 Conference Room
- 8 Gifted
- 9 Family Support Worker
- 10 PT Guidance
- 11 Second AP Office
- 12 FLES
- K K
- A A Base
- B B Base
- T TDT/Region10
- S SPED
- R RTI and/or Title
- E ESOL

Minimum Space Requirements

Located in Gym
 Exceptions: Greer, MWL, Murray...need to double check locations
 Unless shared with guidance or speech, common in smaller schools

or

or

or

or

Depends where it currently located, because often plumbing is associated with it

exception -schools <300, gifted space is shared with library, art or other space
 Small if Brights Stars only, Medium if shared with K-5 FSW or Region 1C

or

or

if >625

if >700 or has a principal intern

Not private, just a workspace in a larger shared space if available

or

or

Depends where it currently located, because plumbing & Equipment is associated with it

Cannot be shared

Cannot be shared

if F/R > 20%, exc. BRN

or

If < 550, Large ; If >500, Medium x 2

1 or 2 # of areas per space 2 areas *(exception BRN -3); If F/R >40%, 1 area* per 100 students

1 or 2 # of areas per space 1 area* per staff member; small if hourly

Classroom Multipliers by School

SCHOOL		17/18 Enrollment Number Used for Teacher Allocation	17/18 Differentiated FTE	17/18 Calculated Multiplier	Adjusted Classroom Multiplier	Previous Classroom Multiplier	Previous (2012/13) Multiplier
ELEMENTARY	AGNOR-HURT	498	7.89	18.22	18.0	18.0	18
	BAKER-BUTLER	591	3.85	19.92	20.0	20.0	20
	BROADUS WOOD	234	1.27	20.14	20.0	20.0	20
	BROWNSVILLE	756	2.66	20.53	21.0	20.0	20
	CALE	643	8.20	18.75	19.0	19.0	18
	CROZET	362	3.21	19.46	19.0	19.0	19
	GREER	645	12.02	17.77	18.0	18.0	17
	HOLLYMEAD	438	1.32	20.64	21.0	21.0	20
	MERIWETHER	447	1.26	20.68	21.0	21.0	20
	MURRAY	241	0.81	20.56	21.0	20.0	20
	RED HILL	150	2.59	17.99	18.0	18.0	18
	SCOTTSVILLE	183	2.54	18.56	19.0	18.0	18
	STONE ROBINSON	395	3.17	19.62	20.0	20.0	19
	STONY POINT	239	2.06	19.51	20.0	19.0	19
	WOODBROOK	309	4.83	18.26	18.0	18.0	18
YANCEY	150	3.28	17.28	17.0	17.0	17	
MIDDLE	BURLEY	542	5.12	20.31	20.0	20.0	21
	HENLEY	833	2.47	22.65	23.0	23.0	23
	JOUETT	532	6.14	19.88	20.0	20.0	20
	SUTHERLAND	554	2.29	22.36	22.0	23.0	23
	WALTON	425	3.26	20.47	20.0	20.0	20

Formulas:

CHANGE

ELEM.
$$\frac{\text{Enrollment} *}{(\text{Enrollment}*/21.3**) + (\text{Differential Staff FTE}/2)}$$

* Enrollment used for Teacher Allocation in the Budget Book

** Weighted Average of K-3 & 4-5 Class Size in Budget Book

*** Class Size Ratio in Budget Book

MIDDLE
$$\frac{\text{Enrollment} *}{\text{rollment}*/23.44***) +X] + (\text{Differential Staff FTE},$$

X= 1 for Burley, Jouett, Walton to accommodate for extra staff member