

Option A		
Grade Alignment:		
K-6, 7-9, 10-12		
Options:	Pros:	Cons:
<p>A-1</p> <p>(1) 10-12 building <i>590-720 students/building</i></p> <p>(1) 7-9 building <i>630-670 students/building</i></p> <p>(4) K-6 buildings <i>average +/- 375 students/building</i></p>	<ul style="list-style-type: none"> • No disruption to the current situation • Lessening exposure to at-risk behaviors • Can chose what work not to do 	<ul style="list-style-type: none"> • Operational Costs (long term) • Transportation of acceleration & enrichment • Credit recovery for 9th graders • Controlling/balancing class size at ES's • Renovation in 4 or 5 buildings (less East Pike) • Unused capacity at the Jr/Sr HS
<p>A-2</p> <p>(1) 10-12 building <i>590-720 students/building</i></p> <p>(1) 7-9 building <i>630-670 students/building</i></p> <p>(3) K-6 buildings <i>average +/- 500 students/building</i></p>	<ul style="list-style-type: none"> • Potential for Operational Savings • Lessening exposure to at-risk behaviors • Can chose what work not to do • Better able to control/balance class size at ES's • Minimal secondary disruption 	<ul style="list-style-type: none"> • Closing of ES can be disruptive • Transportation of acceleration & enrichment • Credit recovery for 9th graders • Controlling/balancing class size at ES's • Renovation in 4 or 5 buildings (less East Pike) • Unused capacity at the Jr/Sr HS
<p>A-3</p> <p>(1) 10-12 building <i>590-720 students/building</i></p> <p>(1) 7-9 building <i>630-670 students/building</i></p> <p>(2) K-6 buildings <i>average +/- 750 students/building</i></p>	<ul style="list-style-type: none"> • No secondary disruption • Greater opportunity for operational savings • Less sharing of specialist 	<ul style="list-style-type: none"> • Largest K-6 size • Redistricting transportation to two ES's • Community concern regarding closing 2 ES's • Potential increase to transportation costs

<h1 style="margin: 0;">Option B</h1>		
<p>Grade Alignment:</p> <h2 style="margin: 0;">K-5, 6-8, 9-12</h2>		
Options:	Pros:	Cons:
<p style="text-align: center;">B-1</p> <p>(1) 9-12 building <i>800-950 students/building</i></p> <p>(1) 6-8 building <i>630-650 students/building</i></p> <p>(4) K-5 buildings <i>average +/- 325 students/building</i></p>	<ul style="list-style-type: none"> • maintain small school benefits (school culture; neighborhood identity) • expanding the middle school philosophy/practices • opening opportunities for Grade 9 students (available at the SH) 	<ul style="list-style-type: none"> • possible operational costs • costs of needed renovation at all elementaries and the SH • disruption for students in Grades 6 and 9
<p style="text-align: center;">B-2</p> <p>(1) 9-12 building <i>800-950 students/building</i></p> <p>(1) 6-8 building <i>630-650 students/building</i></p> <p>(3) K-5 buildings <i>average +/- 435 students/building</i></p>	<ul style="list-style-type: none"> • Culture change to MS may be positive • Potential for Operational Savings • 9-12 beneficial for graduation credits • Advantage for 9th graders who participate in high school activities • Benefits for 6th graders (acceleration) • Brings all 6th graders together 	<ul style="list-style-type: none"> • Disruption K-12 • Less flexibility for teacher certification • Adjusting to MS concept (initially) • K-5 schools • Still maintaining 5 buildings
<p style="text-align: center;">B-3</p> <p>(1) 9-12 building <i>800-950 students/building</i></p> <p>(1) 6-8 building <i>630-650 students/building</i></p> <p>(2) K-5 buildings <i>average +/- 650 students/building</i></p>	<ul style="list-style-type: none"> • Potential for Operational Savings (4 buildings) • Culture change to MS may be positive • No/minimal sharing of specialists • 9-12 beneficial for graduation credits • Advantage for 9th graders who participate in high school activities • Benefits for 6th graders (acceleration) • Brings all 6th graders together • Class size mgmt benefit 	<ul style="list-style-type: none"> • Potential adversity to losing two buildings • Disruption K-12 • Renovations needed at at least 3 buildings • Adjusting to MS concept (initially) • K-5 schools

<h1 style="margin: 0;">Option C</h1>		
<p>Grade Alignment:</p> <h2 style="margin: 0;">K-4, 5-8, 9-12</h2>		
Options:	Pros:	Cons:
<p style="text-align: center;">C-1</p> <p>(1) 9-12 building <i>800-950 students/building</i></p> <p>(1) 5-8 building <i>780-840 students/building</i></p> <p>(3) K-4 buildings <i>average +/- 365 students/building</i></p>	<ul style="list-style-type: none"> • Using JH capacity • Use SH capacity • Teacher certification issues easier to manage • All 9th grade benefits • All 6th grade benefits • Where acceleration begins – can now be accommodated more easily • May result in transportation savings if bell schedules are adjusted to accommodate. 	<ul style="list-style-type: none"> • Big educational alignment change (all grade levels) • Emotion of closing one school • Adjust to 5/6, 7/8 program (middle?, intermediate?, junior HS?)
<p style="text-align: center;">C-2</p> <p>(1) 9-12 building <i>800-950 students/building</i></p> <p>(1) 5-8 building <i>780-840 students/building</i></p> <p>(2) K-4 buildings <i>average +/- 550 students/building</i></p>	<ul style="list-style-type: none"> • Balance class size in ES • Potential for operational savings • 9th grader benefits • 6th grader benefits • 5th grader benefits • Swimming in 5th grade • Using JH & SH Capacity 	<ul style="list-style-type: none"> • Close 2 ES's (Community & Borough Issue) • Philosophy change (middle? Intermediate? JH?) THIS COULD BE A PRO OR CON

Quick Reference						
<i>existing building data</i>						
	BFES	DEES	EPES	HMES	JHS	SHS
<i>Current Grades</i>	K-6	K-6	K-6	K-6	8-9	10-12
<i>Planning Capacity (80% of FTE)¹</i>	480/384 ²	240 ³	420	280	960	1,050
<i>Current Population (November 2009)</i>	479	301	397	287	670	719
<i>Approximate Building Area (SF)</i>	52,000	38,700	64,700 ⁴	46,000	182,000	209,600
<i>Area (SF) per Student</i>	108.6	128.6	163.0	160.3	271.6	291.5
<i>Year Built</i>	1954	1955	1966	1908	1925	1963
<i>Age (years)</i>	56	55	44	102	85	47
<i>Last Comprehensive Work</i>	1954	1955	1999	1985	2006	1991
<i>Elapsed Time (years)</i>	56	55	11	25	4	19
<i>Facility Condition Index⁵</i>	59	61	26	78	17	50
<i>Approximate Site Size (acres)</i>	20	3.5	20	1.6	5.5	29.5

Notes:

1. To convert FTE or "maximum capacity" to a number that is closer to the actual functional capacity a factor of 80% is used for the purposes of this study. This factor is a starting point and will vary for each school district and may vary by grade level and building.
2. Due to the small rooms at Franklin (approximately 80% of suggested size), usable capacity is closer to 20% less; or a Planning Capacity of 384.
3. Does not include the existing modular classrooms. If these four classrooms were included the Planning Capacity would be 320.
4. Area excludes District Administration Office.
5. Facility Condition Index Key
 - a. 0-20 = Excellent; General Maintenance Only
 - b. 20-40 = Good; Minor Repairs/Upgrades
 - c. 40-60 = Moderate; Moderate Repairs/Upgrades
 - d. 60-80 = Fair; Major Repairs/Upgrades
 - e. 80-100 = Poor; Major Repairs/Upgrades or Replacement