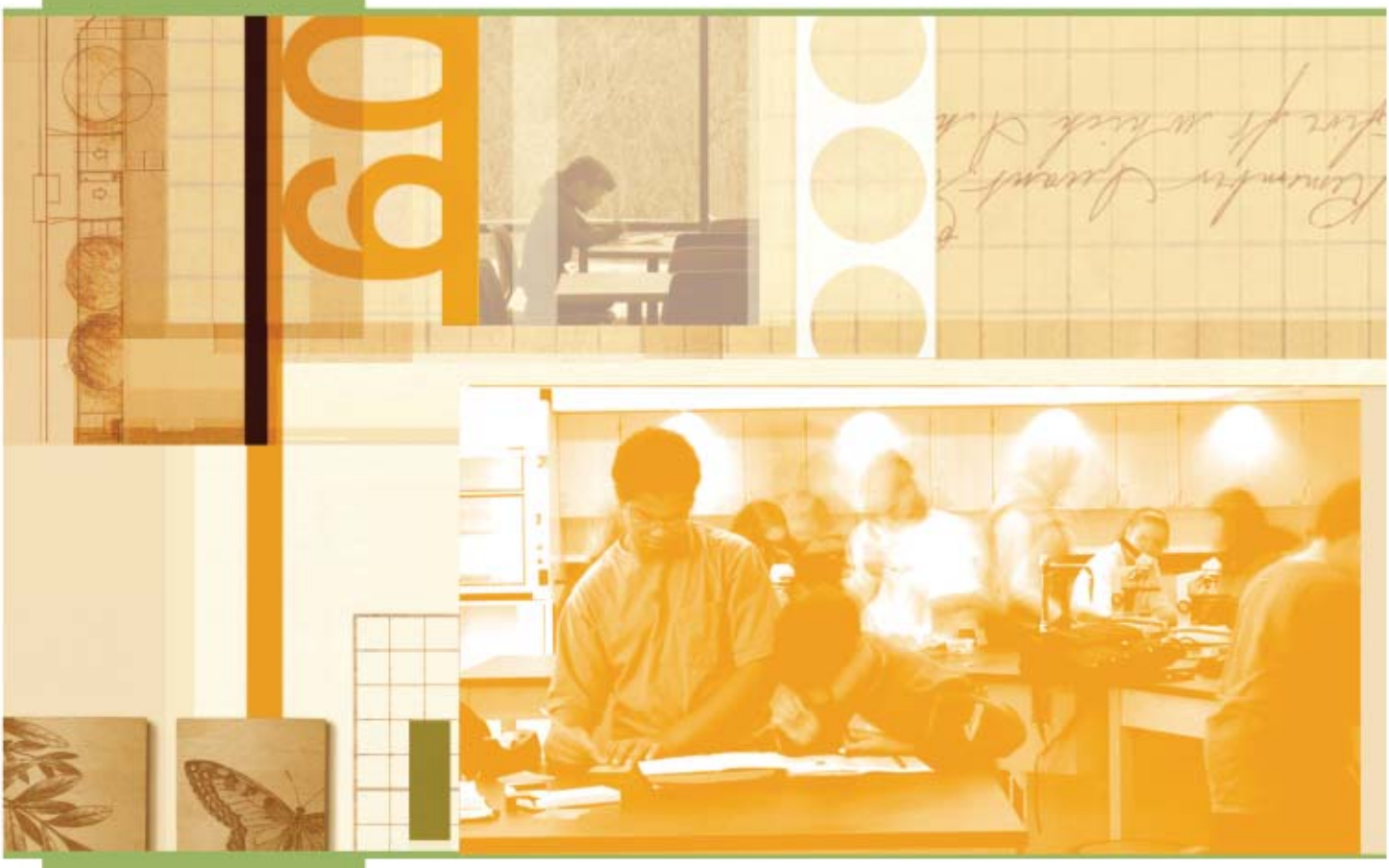
A World of Opportunities

Saint Paul Public Schools

Facilities Conditions and Educational Adequacy Assessment Summary

Submitted to
Saint Paul Public Schools

February 2009



HALLBERG ENGINEERING

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CUNINGHAM GROUP

Acknowledgments

Cuningham Group Architecture, P.A., would like to extend our appreciation to Saint Paul Public Schools for choosing the Cuningham team to conduct the Facilities Conditions and Educational Adequacy Assessment. We must thank the building principals, building engineers, teachers, the facility planning department, and the entire Saint Paul Public Schools staff who provided input, feedback, and guidance throughout this process.

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Project Team

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Assessment Methodology

The Saint Paul Public Schools districtwide assessment involved a seven-step assessment methodology to provide a comprehensive and consistent assessment. The steps included:

1. **Conduct Project Kickoff:** The Saint Paul Public Schools districtwide assessment began September 17th, 2008, with a kickoff meeting to establish goals and objectives for the assessment, along with a schedule of milestone activities.
2. **Establish Educational Adequacy Guidelines:** Prior to the educational adequacy assessments, the district organized an educational adequacy guidelines workshop that identified criteria to be used in the assessment. The workshop used district data and site-based staff focus groups over a three-day period.
3. **Orient School Principals:** School principals were informed of the overall assessment process in a districtwide principals meeting.
4. **Complete Data Gathering:** For the on-site assessments, the consultant team was organized into two assessment groups, one for the educational adequacy assessments, and one for the facilities condition assessments.

    1. The educational adequacy assessment teams were organized to assess each school and conduct an inventory of eight educational adequacy categories at each location.
    2. The facilities conditions assessment teams were organized to assess each building's general condition. Each team consisted of a senior and junior architect, a mechanical engineer and an electrical engineer.

    The teams visited each facility and completed data collection assessment forms identifying current deficiencies at each location, along with building systems and subsystems for each building with the estimated remaining life.

5. **Data Analysis and Cost Estimating:** Following the assessments, collected data was entered into the **M▪A▪P▪P▪S**™ assessment and capital planning database, where an internal quality assurance review was conducted by each of the assessment teams. Necessary revisions were made to the database.
6. **District Review:** Once the consultant team had reviewed the assessment results, data was reviewed by executive directors of education and facility planning staff to ensure quality and integrity of data. All comments were incorporated into this final report.
7. **Final Report:** Following a formal preliminary findings review meeting with executive directors of education and facility planning staff, this document was finalized and completed on February 13th, 2009.

Executive Summary

Saint Paul Public Schools (SPPS) owns and maintains over 7.3 million square feet of building area. On August 1st, 2008, Saint Paul Public Schools authorized a comprehensive districtwide assessment of its facilities. The assessment consisted of a capacity analysis, an educational adequacy assessment, a building condition assessment, and a review of all site and building systems with a life cycle renewal forecast. All of the collected data is housed in the **M▪A▪P▪P▪S**™ assessment database now maintained by the district facility planning staff.

Objectives

The broad objectives of the assessment were to:

- Assess educational adequacy for all instructional spaces districtwide;
- Identify cost to correct building condition and educational adequacy deficiencies districtwide;
- Provide data necessary to maintain all facilities in a safe and secure manner; and
- Understand future life cycle renewal requirements for the district's existing facility portfolio.

Facility Portfolio

In order to produce accurate data, a space inventory must be conducted. Cuningham Group achieved this by gathering the Saint Paul Public Schools site and floor plans. This data was correlated in the field during the initial stages of the assessment and then used throughout the remainder of the assessment to quantify deficiencies. The final results will be used for future facility management.

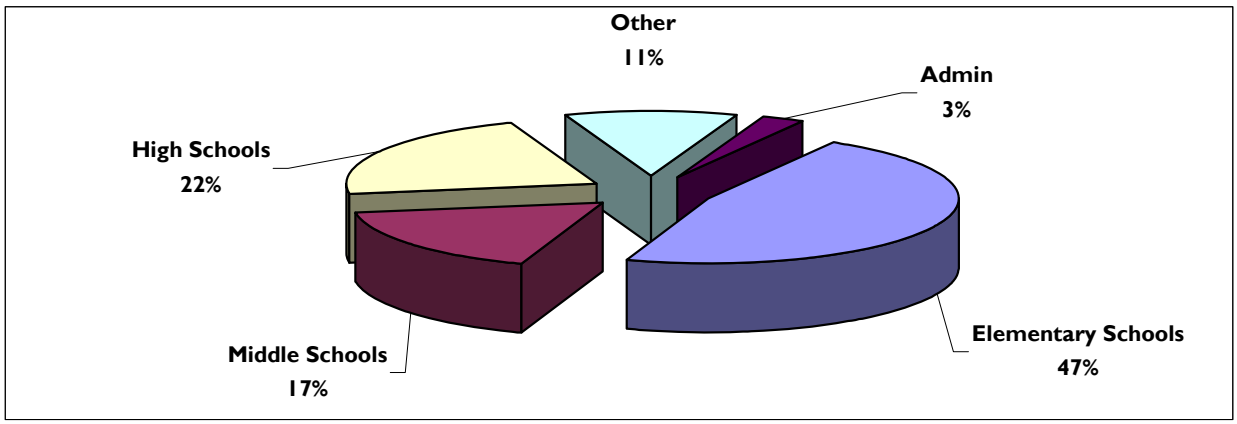
Educational Adequacy

Educational adequacy assessments compare all schools to ensure minimum guidelines are met. Of the eight educational adequacy categories, support for programs, technology, and instructional aids are the three highest cost categories. The total correctable educational adequacy deficiencies total $108.8 million.

Current Facilities Condition and Needed Repairs

The facilities condition assessment evaluates each building's overall condition, including its site, roof, structural integrity, the exterior building envelope, the interior, and the mechanical, electrical, and plumbing systems. The district has $208.9 million in current identified need, excluding the educational adequacy needs identified above, distributed across the 73 instructional and administrative campuses included in this assessment.

Current Deficiencies by School Type



Key Findings

This report represents summary-level findings for the Facilities Conditions and Educational Adequacy Assessment. The deficiencies identified in this assessment can be combined with district enrollment projections to provide an overall Facilities Master Plan that can be the basis for a districtwide capital improvement funding strategy.

Key findings from the assessment include:

- The Saint Paul Public Schools facility portfolio includes over 7.3 million square feet of space spread over 468 acres.

- There are 79 permanent buildings at Saint Paul Public Schools, with ages (based on original construction data and not accounting for additions to the main building over time) ranging between 1890 and 2007. Only 9 percent of these buildings were built in the last 25 years; 51 percent were constructed between 1953 and 1982, and 40 percent were constructed prior to 1953.

- Additionally, 17,250 square feet of space is contained in portable classroom buildings. These buildings total less than 1 percent of the district's total portfolio; this figure is low compared to many urban districts located in other parts of the country.

- Current facility condition costs, including general condition and educational adequacy deficiencies, total $317.7 million. Of that total, $208.9 million are related to the general condition of the site and buildings, while $108.8 million are related to educational adequacy deficiencies that contribute to functional equity districtwide.

- The identified costs are presented to include what are commonly referred to as "soft costs." These are costs that must be added to construction dollars to include general contractor overhead and markup, adjustments to local labor and material markets, professional design fees, administrative testing, permitting and legal fees, as well as escalation and contingencies. Total cost, including the soft costs, are used for the purpose of planning and budgeting.

- In addition to identified current deficiencies, the assessment collected information regarding site and building systems. These systems each have a projected life expectancy, at which point they may not be serviceable. When this occurs, an investment is generally required to replace these systems. The assessment forecasts that over the next five years, $60.2 million, stated in unescalated dollars, will be required for life cycle renewal.

- The Facility Condition Index (FCI) is a recognized formula that provides a general indicator of a building's health. This index is calculated by dividing the total repair costs into the total replacement costs for a like facility. The districtwide FCI for Saint Paul Public Schools is 15.1 percent, a figure that is low when compared to other similar districts.

Facility Portfolio

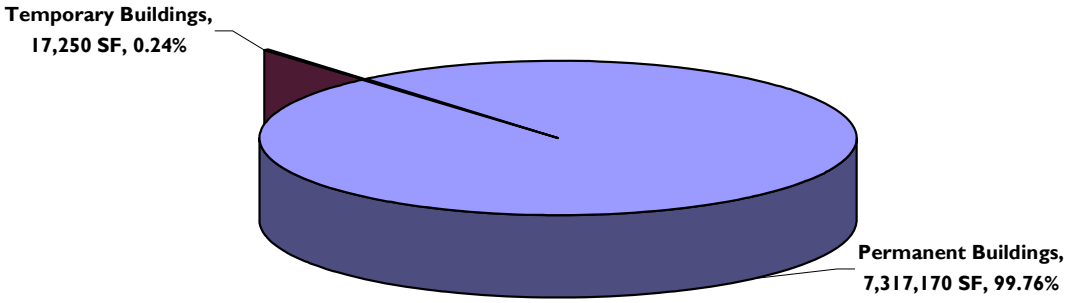
Facility Portfolio Overview

Saint Paul Public Schools currently manages approximately 7.3 million square feet of facilities on 468 acres of real estate. Combined, these facilities support a total enrollment of approximately 39,607 students. The inventory includes seven high schools, eight middle schools, 43 elementary schools, and 10 other educational campuses with alternative grade configurations. Five administrative sites were also included in the assessment. The following summary of facilities by campus type identifies the total count and area of permanent space versus temporary space. The district has less than one percent of its overall facility portfolio in temporary facilities. This figure is a very low figure, which reflects positively on the district. The following pie chart represents the magnitude of difference between the quantity of permanent building square footage and temporary building square footage.

District Facilities by Type

School/Facility Type	Campuses	Permanent Buildings		Temporary Buildings	
		Count	Sq Ft	Count	Sq Ft
Elementary Schools	43	43	3,117,466	13	10,500
Middle Schools	8	9	1,039,649	5	3,750
High Schools	7	12	1,935,900	3	2,250
Other Educational Configurations	10	10	861,564	0	-
Administrative Support	5	5	362,591	1	750
Total	**73**	**79**	**7,317,170**	**22**	**17,250**

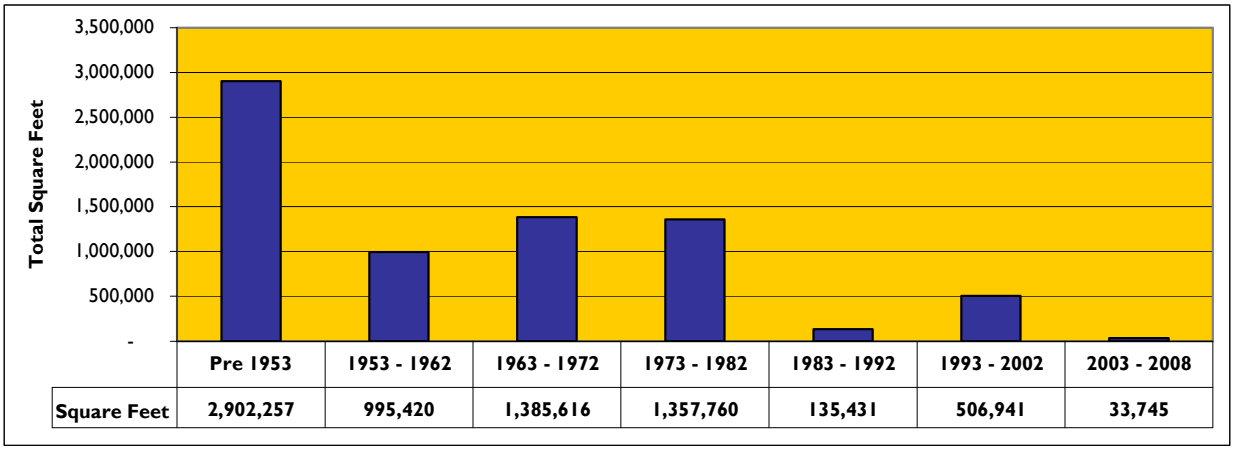
Permanent vs. Temporary Space



Building Age

Of the 7.3 million square feet of permanent building space, only 9 percent of the district's portfolio was constructed within the last 25 years. A total of 40 percent of the district portfolio was built prior to 1953, with 24 buildings constructed prior to 1926 and one building constructed prior to 1900. Just over 51 percent of the district's portfolio was constructed between 1953 and 1982. The buildings in this 30-year range are, for the most part, buildings that will need both current deficiency correction as well as life cycle replacement of building systems, which, in many cases, have reached or will reach the end of their serviceable lives in the near future. The chart on the following page depicts the oldest age of the building and, in some cases, may not depict additions made to a building over the course of several years.

Building Age by Age Bracket

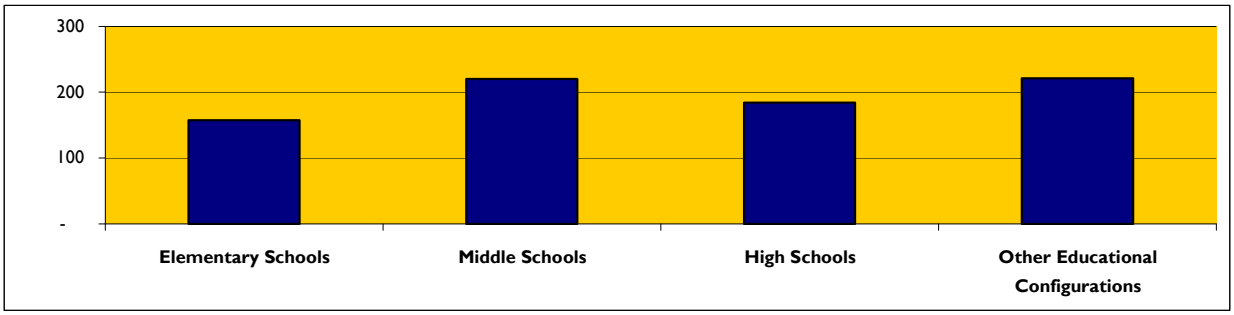


Square Feet Per Student

At Saint Paul Public Schools, there are 68 school facilities with a total of 6.95 million square feet of permanent building space housing 38,874 students. There are an additional 733 students housed in space not owned by the district for a total 2008 enrollment of 39,607. This averages out to 179 gross square feet per student. This figure includes total square feet at a campus as well as gymnasiums, media centers, cafeterias, administrative offices, and other building support spaces. The following chart indicates the breakdown of students, permanent square footage, and square feet per student for each type of school.

Square Feet per Student

School Type	Type	# of Schools	# of Students	Permanent SqFt	Sq Ft/ Student
Elementary Schools		43	19,754	3,117,466	**158**
Middle Schools		8	4,728	1,039,649	**220**
High Schools		7	10,499	1,935,900	**184**
Other Educational Configurations		10	3,893	861,564	**221**
Total		**68**	**38,874**	**6,954,579**	**179**



Educational Adequacy

Educational adequacy, defined as the degree to which a school's facilities can adequately support the instructional mission and methods, is an essential yet often overlooked element in many districts' attempts to prepare aging facilities for a 21st-century educational paradigm.

The Eight Categories of Educational Adequacy

To comprehensively assess educational effectiveness, it is first necessary to understand the components that affect the instructional or teaching program. These components can generally be formulated into standards or guidelines and bridge the gap between the architectural programs from which schools are built and the district's educational standards. There may be numerous criteria that contribute to educational adequacy; however, they fall into eight major categories:

1. **Capacity:** Ability of core facilities to meet needs of the student population. It is critical to consider the programs at a particular campus and the impact these programs have on classroom inventory and student teaching stations. It is also important to evaluate the use of permanent versus temporary structures.

2. **Support for Programs:** Provision of special spaces or classrooms that support specific curriculum offerings such as music, sports, science, and technology programs.

3. **Technology:** Presence of infrastructure, data distribution/storage, and equipment within classroom and laboratory settings. This will also include local area network cabling, video distribution systems, electrical outlets, and projection or video display screens.

4. **Supervision and Security:** Extent to which physical configurations help or hinder building operation and include both passive and physical security.

5. **Instructional Aids:** Presence of necessary equipment within teaching spaces including teacher storage, student storage, writing and tack surfaces, sinks, demonstration tables, and fixed audio/video equipment.

6. **Physical Characteristics:** Primarily size and shape of individual teaching spaces.

7. **Learning Environment:** Degree to which learning areas are comfortable, well-lit, odor-free, controllable, and quiet.

8. **Relationship of Spaces:** Proximity of instructional spaces to support areas like libraries, restrooms, and student dining and recreational areas.

These eight categories set the stage for data collection and subsequent data-generated computer analysis. At any school, there are certain things that can be resolved or upgraded, and there are specific things that cannot realistically be resolved without spending more than the replacement value of a structure. For instance, electrical outlets can be added, flooring materials can be changed, and data ports can be installed. However, it is generally cost prohibitive to reconfigure a building's layout, expand a classroom to house five extra students, or move a library. Therefore, the eight categories are used to identify "deficiencies" that can be repaired or upgraded, and "inadequacies" that simply impact a building's learning environment and should be considered when making decisions that will affect the long-term utilization of a particular facility.

The following chart compares the costs associated with the eight educational adequacy categories among the different school types. The total correctable educational adequacy costs are $108.8 million. The questions for school renovation are twofold. First, what can and must be done to bring a particular school to a standard of adequacy that meets educational and instructional needs? And second, at what point does a school's inability to meet educational and instructional needs suggest that it should be altogether replaced?

Educational Adequacy Crosstab

Building System	Educational Adequacy ES	MS	HS	Other	Admin	Total
Capacity	$ -	$ -	$ -	$ -	$ -	$ -
Support for Programs	$ 3,821,829	$ 871,250	$ 2,208,184	$ 1,176,061	$ -	$ **8,077,323**
Technology	$ 21,643,288	$ 4,305,524	$ 8,455,933	$ 4,819,723	$ -	$ **39,224,469**
Security and Supervision	$ 8,416,118	$ 1,422,032	$ 2,462,641	$ 2,030,527	$ -	$ **14,331,319**
Instructional Aids	$ 21,744,834	$ 3,928,995	$ 7,682,897	$ 4,471,124	$ -	$ **37,827,850**
Physical Characteristics	$ -	$ 746,591	$ -	$ -	$ -	$ **746,591**
Learning Environment	$ 3,181,809	$ 592,127	$ 1,641,914	$ 1,027,993	$ -	$ **6,443,843**
Relationship of Spaces	$ 727,974	$ 499,087	$ 725,184	$ 241,728	$ -	$ **2,193,972**
Total	$ **59,535,853**	$ **12,365,605**	$ **23,176,753**	$ **13,767,156**	$ -	$ **108,845,367**

These two questions are the basis for an educational adequacy study and are often overlooked in the building condition assessment process. Over the last four years, educational adequacy improvement allocation has run between 20-25 percent of the total bond funding requirement for several districts surveyed by Magellan. At Saint Paul Public Schools, the educational adequacy cost is 34 percent of the total identified deficiencies. It is critical to consider not only the building condition but also the educational adequacy in any assessment. It is no longer enough to provide a sound building; schools must also be an educationally effective learning environment. The educational adequacy assessment process parallels the building condition assessment process.

To establish guidelines, a draft set of guidelines based on Saint Paul Public Schools existing standards and educational specifications were developed. We then asked that a committee of Saint Paul Public Schools staff be formed to review the draft standards and make recommendations. The committee was comprised of principals from elementary schools, middle schools, high schools, and other grade configuration schools, as well as leaders and directors from curriculum, technology, special education, vocational programs, music, art, athletics, and other departments. Once standards were established, the consultant team then refined assessment procedures and developed collection tools.

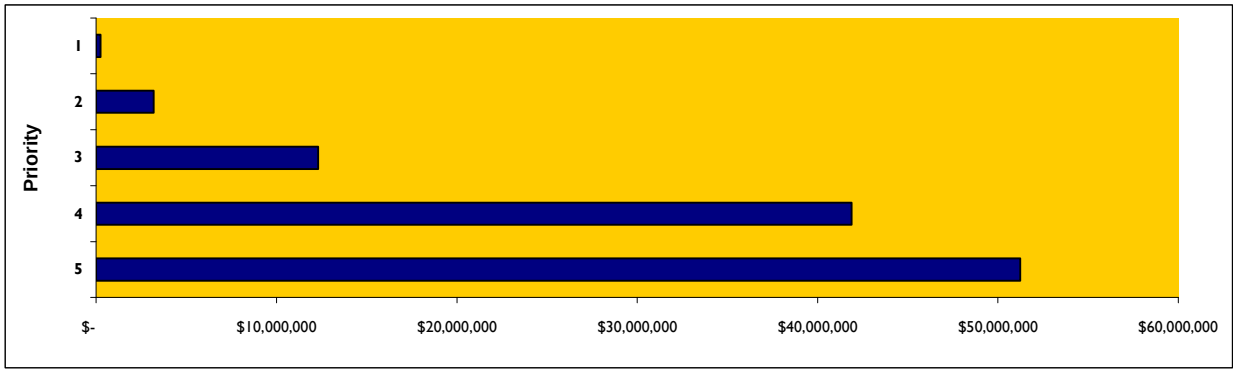
Educational Adequacy Assessment

With standards established and collection vehicles developed, the team conducted the educational adequacy assessments. After checking in at the main office, the surveyor conducted a 10- to 15-minute interview with the principal and building engineer of the school. The interview included questions about the general layout of the school pertaining to safety and security, bus and parent drop-off areas, and other operational-based information. After the initial principal and building engineer interview, the surveyor set out to complete the remainder of the educational adequacy assessment by gathering various pieces of information pertaining to the site and exterior of the school facility, number/type of playgrounds, number/type of playfields/athletic fields, and general characteristics of all buildings and structures. The assessor then finished the educational adequacy assessment by surveying all classrooms, any instructional spaces, and the core areas (cafeteria, library, auditorium, and gymnasiums).

Districtwide Crosstab by Priority by Educational Adequacy Category

	Facility Condition Assessment Priority					
Building System	1	2	3	4	5	Total
Capacity	$ -	$ -	$ -	$ -	$ -	$ -
Support for Programs	$ -	$ 22,019	$ -	$ 44,433	$ 8,010,871	$ **8,077,323**
Technology	$ -	$ -	$ 5,476,965	$ 21,735,675	$ 12,011,829	$ **39,224,469**
Security and Supervision	$ 233,982	$ 2,282,641	$ 6,837,055	$ -	$ 4,977,640	$ **14,331,319**
Instructional Aids	$ -	$ 882,658	$ -	$ 16,197,102	$ 20,748,090	$ **37,827,850**
Learning Environment	$ -	$ -	$ -	$ 3,155,168	$ 3,288,675	$ **6,443,843**
Physical Characteristics	$ -	$ -	$ -	$ 746,591	$ -	$ **746,591**
Relationship of Spaces	$ -	$ -	$ -	$ -	$ 2,193,972	$ **2,193,972**
Total	$ **233,982**	$ **3,187,318**	$ **12,314,020**	$ **41,878,968**	$ **51,231,078**	$ **108,845,367**

Total Cost by Priority



Conclusion

The educational adequacy assessment is a standards-based approach with a foundation in consistency and objectivity. The data collected is entered into the computer, and a computer match is executed to compare the school inventory to the districtwide standards. Whenever a deficiency is identified, a deficiency correction and corresponding cost estimate is prepared. Saint Paul Public Schools currently has $108.8 million in identified educational adequacy deficiencies.

Building Condition Assessment

The building condition assessment at Saint Paul Public Schools was a comprehensive evaluation that assessed both current deficiencies and building system life cycles. Life cycle analysis typically looks at the ages of systems in a building to forecast system replacement as it reaches the end of its serviceable life. A comprehensive assessment looks at existing deficiencies that require correction based on an assigned priority. An example of a life cycle system replacement might be a roof with a 20-year life that has been in place for 25 years and is in need of replacement. An example of a current deficiency might include a broken lighting fixture or a drainage problem on the site.

A building condition assessment evaluates the general health of physical facilities by identifying and prioritizing deficiencies that require correction for long-term use of the campus. Observations are typically organized into civil, architectural, structural, mechanical, electrical, plumbing, and roofing disciplines. At the conclusion of the building assessment, renovation requirements are collected into renovation costs for each campus facility.

Prior to on-site assessments, Magellan conducted an orientation meeting. This meeting informed school principals and building engineers of the overall assessment program, gave them key dates, conveyed to them what was expected of them once the survey team was on site, and provided an avenue for questions and answers. Each visit was scheduled approximately one week in advance of the actual visit. On the scheduled survey day, the assessment team arrived on site and registered with the campus office. Members of the team wore photo-ID cards at all times. A brief meeting was held with the school principal or designee to discuss the facility and gather survey data. After the meeting, the assessment team began the facility survey.

Survey teams walked the facilities individually or, if the school principal desired, were escorted around the campus. All members of the survey team recorded existing conditions, identified problems and deficiencies, documented corrective action and quantities, and identified the priority of the repair. Published checklists and definitions were used for consistency and completeness of the data among the different survey teams. Digital photos were taken at the school to better identify significant deficiencies. Following the assessment, a separate data entry team entered the identified deficiencies, using a specific code structure to ensure accuracy, into the assessment and capital planning database.

Life cycle data for all 12 building systems, listed on page 18, were also entered for each of the existing systems, subsystems, type, age, and condition to formulate the life expectancy of the various systems. With the current deficiencies entered into the database, estimates using the latest cost numbers were applied to develop the various facilities' current deficiencies.

Soft Costs and Replacement Cost Models

For planning and budgeting purposes, facility assessments customarily add a soft cost multiple onto deficiency repair cost estimates. This soft cost multiple accounts for a markup that districts typically incur when contracting for renovation and construction services. The soft costs typically include items like contractor overhead and markup, labor and material escalation, professional fees, district administrative costs including testing, permitting, legal and advertising fees, as well as contingencies and inflation to the midpoint of construction. All stated costs in this assessment include a soft cost markup for planning and budgeting purposes. These are estimates, and costs will vary at the time of construction.

Existing School Improvement Priority Levels

A listing of existing facility deficiencies was compiled for all facilities in the district's portfolio. Deficiencies were prioritized according to five priority levels:

- **Priority 1: Mission Critical Concerns (Current)**
  Deficiencies or conditions that may directly affect the school's ability to remain open or deliver the educational curriculum. These deficiencies typically include items related to buildings safety, code compliance, severely damaged or failing building components, and other items that require near-term correction.
- **Priority 2: Indirect Impact to Educational Mission (1 Year)**
  Items found that, if not addressed in the near term, may progress to a Priority 1 item. These include poor roofs that, if they deteriorate further, will cause deterioration of integral building systems.
- **Priority 3: Short -Term Conditions (2-3 Years)**
  These items are deficiencies that are necessary to the mission of the school but may not require immediate attention. These items should be considered as necessary improvements requiring incorporation in order to maximize efficiency and usefulness of the facility. Priority 3 items could include additions to schools, site improvements, and improvements to other important systems.
- **Priority 4: Long-Term Requirements (3-5 Years)**
  Items or systems which are likely to require attention within the next five years or would be considered an enhancement to the instructional environment. The enhancements may be aesthetic or may provide greater functionality. Examples include cabinets, finishes, paving, removal of abandoned equipment, and educational enhancement associated with special programs.
- **Priority 5: Enhancements**
  These items are deficiencies that are aesthetic in nature or are considered enhancements. Typical deficiencies in this priority may include repainting, recarpeting, improved signage, or other items that provide for an improved facility environment. These items may be optional to the district, but are generally included under a comprehensive renovation project plan.

In the following chart, the types of building systems are listed with the amount represented in dollars, by priority. These amounts include both educational adequacy as well as facility condition-related deficiencies.

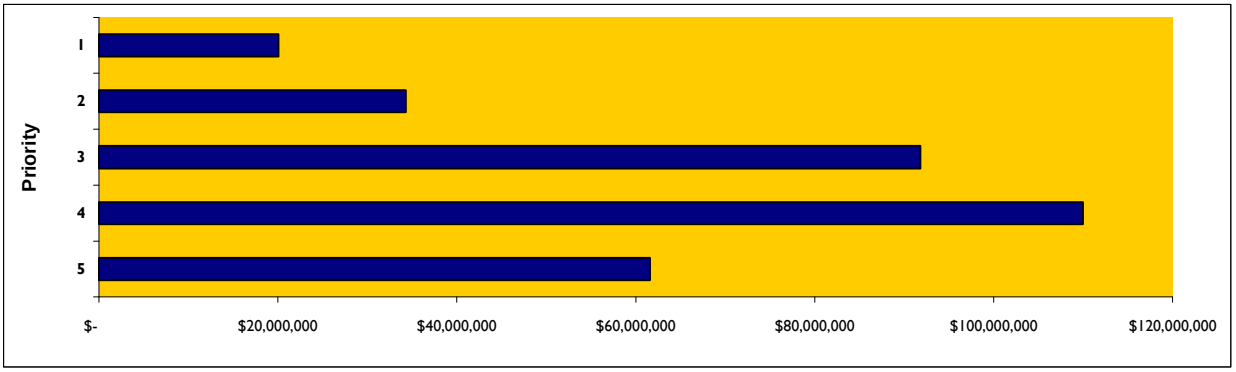
Building systems are divided into 12 industry-standard building systems, with multiple subsystems and subsystem types. The 12 systems include:

- Site
- Roofing
- Exterior
- Structural
- Interior
- A/C & Heating
- Plumbing
- Electrical
- Fire and Life Safety
- Technology
- Stairs and Elevators
- Specialties

Districtwide Crosstab by Priority by System

Building System	Facility Condition Assessment Priority 1	2	3	4	5	Total
Site	$ 9,602	$ 118,620	$ 3,492,682	$ 12,636,187	$ 15,594,912	**$ 31,852,004**
Roofing	$ 10,946,460	$ 234,361	$ 1,235,048	$ 57,570	$ -	**$ 12,473,439**
Exterior	$ 298,786	$ 252,537	$ 67,008	$ -	$ 99,450	**$ 717,780**
Structure	$ 652,946	$ 3,827,394	$ 3,343,357	$ 355,469	$ 577,797	**$ 8,756,963**
Interior	$ 182,261	$ 689,639	$ 32,508,324	$ 17,744,164	$ 6,262,546	**$ 57,386,933**
HVAC	$ 83,177	$ 21,043,035	$ 20,023,393	$ 9,705,952	$ 853,377	**$ 51,708,934**
Plumbing	$ 1,531,277	$ 6,317,086	$ 2,409,299	$ 12,219,554	$ 2,627,344	**$ 25,104,561**
Electrical	$ 208,845	$ 25,095	$ 19,085,085	$ 7,350,256	$ 2,225,995	**$ 28,895,276**
Technology	$ 3,190	$ -	$ 5,722,919	$ 29,812,474	$ 10,001,226	**$ 45,539,809**
Fire and Safety	$ 5,460,789	$ 984,292	$ 3,110,985	$ -	$ 4,428,709	**$ 13,984,775**
Stairs and Elevators	$ 55,197	$ 801,943	$ -	$ 1,923,952	$ -	**$ 2,781,092**
Specialties	$ 655,103	$ -	$ 818,516	$ 18,147,118	$ 18,896,179	**$ 38,516,916**
Other						**$ -**
Total	**$ 20,087,632**	**$ 34,294,001**	**$ 91,816,616**	**$ 109,952,696**	**$ 61,567,536**	**$ 317,718,481**

Total Cost by Priority

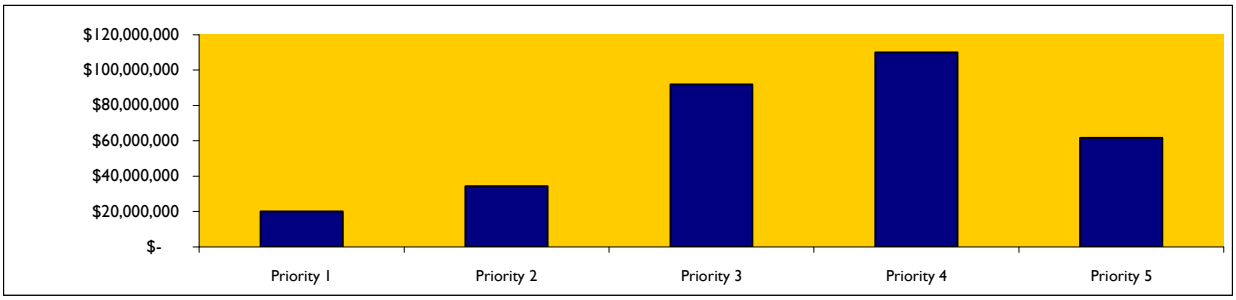


The following chart depicts the types of schools or facilities with the amount represented in dollars, by priority. These amounts include both educational adequacy as well as facility condition-related deficiencies.

Campuswide Renovation Cost by Priority

Type	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Total
Schools						
Elementary Schools	$ 9,353,268	$ 13,532,042	$ 40,299,575	$ 52,630,723	$ 33,154,782	$ 148,970,390
Middle Schools	$ 2,669,280	$ 9,957,366	$ 16,751,451	$ 19,919,838	$ 5,941,536	$ 55,239,471
High Schools	$ 1,913,462	$ 8,149,920	$ 22,854,317	$ 21,716,142	$ 14,497,440	$ 69,131,281
Other Configurations	$ 2,352,391	$ 1,911,283	$ 10,232,967	$ 13,653,228	$ 7,762,089	$ 35,911,958
Total Schools	**$ 16,288,401**	**$ 33,550,611**	**$ 90,138,310**	**$ 107,919,931**	**$ 61,355,847**	**$ 309,253,100**
Other District Facilities						
Administrative Support	$ 3,799,231	$ 743,390	$ 1,678,306	$ 2,032,765	$ 211,689	$ 8,465,381
Total Other Facilities	**$ 3,799,231**	**$ 743,390**	**$ 1,678,306**	**$ 2,032,765**	**$ 211,689**	**$ 8,465,381**
Grand Total	**$ 20,087,632**	**$ 34,294,001**	**$ 91,816,616**	**$ 109,952,696**	**$ 61,567,536**	**$ 317,718,481**

Campus Wide Renovation Cost by Priority



Facility Condition Index

The Facility Condition Index (FCI) is a widely used indicator that provides a relative scale of the overall condition of a given facility or group of facilities within a facility portfolio. The index is derived by dividing the total repair cost, including educational adequacy and site-related repairs, into the total replacement cost for the set of facilities. Based on previous district experience and consultation with district staff, the following scale was implemented:

- Less than 5% — Best
- 6% to 10% — Good
- 11% to 20% — Average
- 21% to 30% — Below Average
- 31% to 50% — Poor
- 51% to 65% — Very Poor
- Greater than 65% — Replacement Candidate

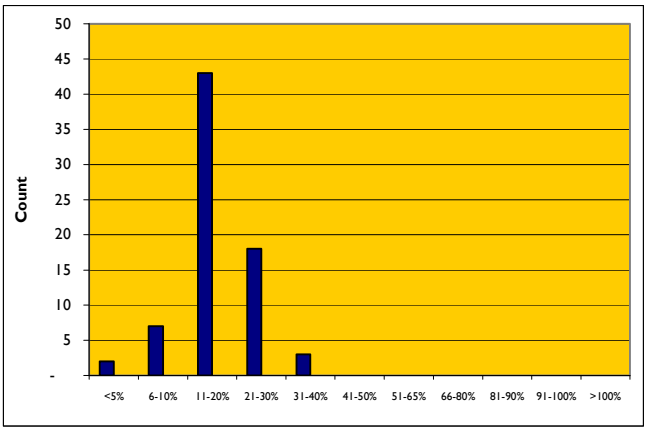
At Saint Paul Public Schools, the total current deficiencies districtwide equal $317.7 million, while the overall estimated portfolio replacement value is estimated to be $2.1 billion. Given these figures, the

districtwide FCI is 15.1 percent and is considered, for the most part, to reflect districtwide facilities in better than average condition for a large urban district. By way of comparison, comparable assessments at other districts have ranged from 19 percent at Houston Independent School District following a ten-year bond program and $1.5 billion in spending, to 21 percent at Miami-Dade County Public Schools, to 39 percent at Portland Public Schools, to a high of 80 percent at Cleveland Municipal School District, where 92 of their 120 schools met the state's threshold for complete replacement.

A campus-level FCI encompasses the real estate and the combination of all structures belonging to that campus. The following chart indicates that no campuses fall in a range above 65 percent indicating that there are no campuses in such disrepair that a total replacement would be warranted.

Districtwide Facility Condition Index (FCI) by Site Location

FCI		Campuses	Area
<5%	Best	2	149,713
6-10%	Good	7	1,045,090
11-20%	Average	43	4,674,428
21-30%	Below Average	18	1,413,678
31-40%	Poor	3	34,261
41-50%	Poor	-	-
51-65%	Very Poor	-	-
66-80%	Replacement	-	-
81-90%	Replacement	-	-
91-100%	Replacement	-	-
>100%	Replacement	-	-
Total		73	7,317,170



Existing School Improvement Categories

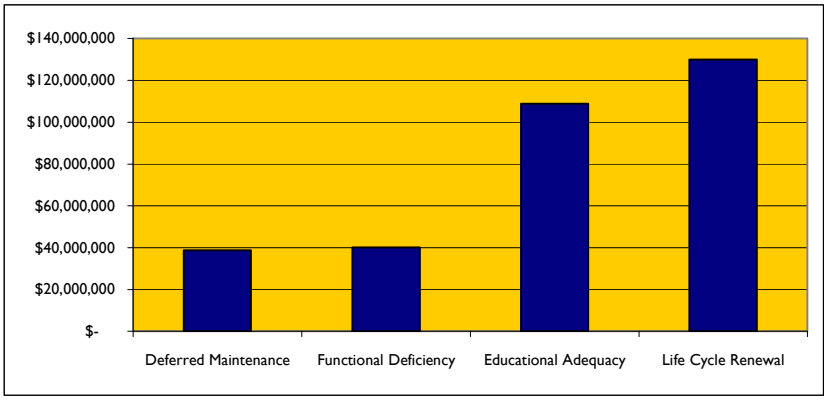
Magellan has categorized the types of costs associated with Saint Paul Public Schools facilities. The different types of categories utilized are:

- **Deferred Maintenance** - Deferred Maintenance is planned work which corrects deficiencies which have been postponed beyond the regular life expectancy of the system / facility.
- **Functional Deficiency** - Deficiency that has failed before its expected life.
- **Educational Adequacy** - Deficiency that is based on accommodating one of the eight educational adequacy categories.
- **Life Cycle Renewal** - Current deficiency, requiring replacement, that has reached or exceeded its serviceable life. These are current only, and do not include forecasted renewals.

The chart on the following page describes the total cost by category by priority of the Saint Paul Public Schools' facilities. The life cycle renewal category tops the list at $129.9 million, most commonly as older systems have reached the end of their life. Not surprisingly, the next largest category concerning current deficiencies is educational adequacy at $108.8 million.

Districtwide by Category

Building System	Total
Deferred Maintenance	$ 38,807,122
Functional Deficiency	$ 40,151,432
Educational Adequacy	$ 108,845,367
Life Cycle Renewal	$ 129,914,560
Total	**$ 317,718,481**



An additional crosstab shows the building system deficiencies by school type, excluding the educational adequacy deficiency costs, totalling $208.9 million.

Building Condition Crosstab (Excludes Educational Adequacy)

Building System	Building Condition ES	MS	HS	Other	Admin	Total
Site	$ 9,152,976	$ 4,116,411	$ 5,078,650	$ 2,109,405	$ 738,734	**$ 21,196,176**
Roofing	$ 5,974,307	$ 1,177,219	$ 202,547	$ 1,477,928	$ 3,641,438	**$ 12,473,439**
Structural	$ 124,531	$ 390,778	$ 164,050	$ 16,181	$ 22,242	**$ 717,781**
Exterior	$ 4,433,473	$ 2,032,181	$ 1,400,808	$ 788,375	$ 102,125	**$ 8,756,963**
Interior	$ 21,454,040	$ 9,790,080	$ 9,297,516	$ 9,280,202	$ 234,177	**$ 50,056,016**
Mechanical	$ 17,342,006	$ 13,752,853	$ 13,853,286	$ 3,947,516	$ 1,471,197	**$ 50,366,858**
Electrical	$ 8,407,302	$ 3,790,611	$ 4,753,498	$ 376,707	$ 1,278,050	**$ 18,606,167**
Plumbing	$ 11,291,173	$ 3,446,455	$ 5,907,903	$ 1,935,281	$ 805,974	**$ 23,386,787**
Fire and Life Safety	$ 2,372,676	$ 769,819	$ 1,402,085	$ 681,763	$ 134,193	**$ 5,360,536**
Technology	$ 456,575	$ 6,248	$ 565,514	$ 247,558	$ 12,498	**$ 1,288,392**
Stairs and Elevators	$ 1,976,571	$ 195,133	$ 265,461	$ 338,356	$ 5,571	**$ 2,781,092**
Specialties	$ 6,448,908	$ 3,406,077	$ 3,063,214	$ 945,528	$ 19,180	**$ 13,882,906**
Total	**$ 89,434,537**	**$ 42,873,865**	**$ 45,954,531**	**$ 22,144,801**	**$ 8,465,379**	**$ 208,873,114**

Life Cycle Renewal

The final component of the assessment is the life cycle renewal forecast. The life cycle of building systems and components plays a major role in properly developing a long-range master facilities plan. Facilities are divided into 12 industry-standard building systems, with multiple subsystems and subsystem types. The 12 systems include:

- Site
- Roofing
- Exterior
- Structural
- Interior
- A/C & Heating
- Plumbing
- Electrical
- Fire and Life Safety
- Technology
- Stairs and Elevators
- Specialties

During the evaluation of each building, the assessment team identifies each system, subsystem components and subsystem type, and the unit of measure for each system. Each component of the building was researched for the year the component was originally installed and/or replaced and evaluated for maintenance quality. With these descriptors, Magellan calculates the remaining life and its expected year of expiration. Once the expected life is established, a forecast for funding in unescalated dollars is determined for replacement of that system component once it reaches the end of its serviceable life.

A life cycle assessment approach is, in essence, a different philosophy or approach from a comprehensive assessment. The consultant team has included both approaches so that a district can understand both current need as well as projected need. The identified current deficiencies total $317.7 million, and the next five-year life cycle renewal forecast adds $60.2 million to this figure. The chart on page 19 summarizes the 2008 current need, plus life cycle renewal forecasted need for the assessment years 2009 to 2013, totalling $377.9 million. The following chart depicts the next five years' life cycle renewal forecast allocated across each of the 12 building systems.

Districtwide 5-Year Life Cycle Forecast

	Life Cycle Forecast Year					
Building System	2009	2010	2011	2012	2013	Total
Site	$ -	$ 79,056	$ 124,141	$ 2,668,384	$ 596,294	**$ 3,467,875**
Roofing	$ 243,895	$ 255,401	$ 138,147	$ 677,989	$ 2,496,024	**$ 3,811,457**
Structure	$ -	$ -	$ -	$ -	$ -	**$ -**
Exterior	$ 2,510	$ 6,440	$ 925,619	$ 97,610	$ 4,655	**$ 1,036,834**
Interior	$ 314,739	$ 5,298,641	$ 1,934,179	$ 11,968,782	$ 3,560,676	**$ 23,077,017**
HVAC	$ 5,300	$ 85,657	$ 411,826	$ 470,997	$ 9,016,782	**$ 9,990,563**
Electrical	$ -	$ 109,717	$ 3,361,661	$ 120,416	$ 10,150,075	**$ 13,741,869**
Plumbing	$ -	$ 33,608	$ 104,843	$ 128,843	$ 145,005	**$ 412,299**
Fire and Safety	$ -	$ 3,630	$ 1,710,115	$ 1,368,490	$ 272,347	**$ 3,354,582**
Technology	$ -	$ -	$ -	$ -	$ -	**$ -**
Stairs and Elevators	$ -	$ 106,000	$ 37,100	$ -	$ -	**$ 143,100**
Specialties	$ -	$ 4,240	$ -	$ 59,360	$ 1,061,603	**$ 1,125,203**
Other	$ -	$ -	$ -	$ -	$ -	**$ -**
Total	**$ 566,444**	**$ 5,982,390**	**$ 8,747,631**	**$ 17,560,872**	**$ 27,303,461**	**$ 60,160,798**

Current Deficiencies and Life Cycle Forecast

The chart below presents the combined current facility condition and educational adequacy deficiencies, along with a five-year life cycle renewal forecast projecting future cost through the year 2013. The chart is organized by campus type, with the first column indicating the 2008 facility deficiencies for existing facility conditions and educational adequacy deficiencies. The remaining columns project life cycle renewal forecasts through the next five years for building systems that are expected to reach the end of their serviceable lives and require replacement. Combining the current need with the next five years of anticipated life cycle renewal forecast, the district can anticipate $377.9 million in facility-related improvements. These figures exclude any expansion for classroom additions or new construction for additional enrollment growth. The three-year, five-year, and total column totals are highlighted, as these are typical planning horizons for districts similar in size to Saint Paul Public Schools.

Building Condition and Educational Adequacy Deficiencies with 5-Year Life Cycle Renewal Forecast

System	Current 2008		Year 1 2009	Year 2 2010	Year 3 2011	Year 4 2012	Year 5 2013	Total
Elementary Schools								
Current Deficiencies	$	89,434,540	60%					$ 89,434,540
Educational Adequacy Deficiencies	$	59,535,851	40%					$ 59,535,851
Life Cycle Renewal Forecast			$ 249,195	$ 3,868,557	$ 3,193,680	$ 8,554,287	$ 9,293,945	$ 25,159,664
Total Cummulative	$	148,970,391	$ 149,219,586	$ 153,088,143	$ 156,281,823	$ 164,836,110	$ 174,130,055	$ 174,130,055
Middle Schools								
Current Deficiencies	$	42,873,863	78%					$ 42,873,863
Educational Adequacy Deficiencies	$	12,365,606	22%					$ 12,365,606
Life Cycle Renewal Forecast			$ -	$ 279,835	$ 542,237	$ 2,124,787	$ 3,934,206	$ 6,881,065
Total Cummulative	$	55,239,469	$ 55,239,469	$ 55,519,304	$ 56,061,541	$ 58,186,328	$ 62,120,534	$ 62,120,534
High Schools								
Current Deficiencies	$	45,954,532	66%					$ 45,954,532
Educational Adequacy Deficiencies	$	23,176,753	34%					$ 23,176,753
Life Cycle Renewal Forecast			$ 317,249	$ 1,000,813	$ 1,398,402	$ 4,313,146	$ 10,560,350	$ 17,589,960
Total Cummulative	$	69,131,285	$ 69,448,534	$ 70,449,347	$ 71,847,749	$ 76,160,895	$ 86,721,245	$ 86,721,245
Other Educational Configurations								
Current Deficiencies	$	22,144,801	62%					$ 22,144,801
Educational Adequacy Deficiencies	$	13,767,156	38%					$ 13,767,156
Life Cycle Renewal Forecast			$ -	$ 264,638	$ 3,613,312	$ 1,701,606	$ 2,251,078	$ 7,830,634
Total Cummulative	$	35,911,957	$ 35,911,957	$ 36,176,595	$ 39,789,907	$ 41,491,513	$ 43,742,591	$ 43,742,591
Administrative Support								
Current Deficiencies	$	8,465,379	100%					$ 8,465,379
Educational Adequacy Deficiencies	$	-	0%					$ -
Life Cycle Renewal Forecast			$ -	$ 568,547	$ -	$ 867,046	$ 1,263,882	$ 2,699,475
Total Cummulative	$	8,465,379	$ 8,465,379	$ 9,033,926	$ 9,033,926	$ 9,900,972	$ 11,164,854	$ 11,164,854
Total Need	$	317,718,481	$ 566,444	$ 5,982,390	$ 8,747,631	$ 17,560,872	$ 27,303,461	$ 377,879,279
Cumulative	$	317,718,481	$ 318,284,925	$ 324,267,315	$ 333,014,946	$ 350,575,818	$ 377,879,279	

School/Facility Condition Summary

The following charts provide a summary for each school or facility with the age, 2008 enrollment, square feet area, identified total deficiencies, and Facility Condition Index. Then the five-year life cycle renewal projection is added for a total deficiency cost by school. Refer to pages 25-26 for school program names by facility.

School/Facility Summary

School/Facility Name	Age	10/1/2008 Enroll	Total Permanent Square Feet	Total Deficiency Cost	FCI	5-Year Life Cycle Forecast	Total Deficiency + Life Cycle
Elementary Schools							
Adams Elementary	1923	706	67,139	$ 5,329,290	27.4%	$ 600,967	$ 5,930,257
Ames Elementary	1916	325	57,966	$ 3,921,197	23.3%	$ 140,235	$ 4,061,432
Battle Creek Elementary	1964	608	74,583	$ 5,889,154	27.0%	$ 1,366,064	$ 7,255,218
Bruce F. Vento Elementary	1970	504	101,231	$ 4,258,827	14.5%	$ 276,907	$ 4,535,734
Chelsea Heights Elementary	1932	413	62,545	$ 2,316,990	12.8%	$ 764,136	$ 3,081,126
Cherokee Heights Elementary	1925	388	97,011	$ 3,871,177	13.8%	$ 614,955	$ 4,486,132
Como Park Elementary	1924	641	131,154	$ 5,427,798	14.3%	$ 989,130	$ 6,416,928
Crossroads Elementary	1999	834	130,112	$ 2,789,019	7.4%	$ 432,680	$ 3,221,699
Dayton's Bluff Elementary	1973	351	88,242	$ 4,584,154	17.9%	$ 198,462	$ 4,782,616
Eastern Heights Elementary	1929	389	69,002	$ 3,452,413	17.3%	$ 1,110,016	$ 4,562,429
Farnsworth Elementary	1922	486	62,000	$ 3,516,577	19.4%	$ 419,021	$ 3,935,598
Four Seasons Elementary	1973	353	44,818	$ 1,870,428	14.4%	$ 467,023	$ 2,337,451
Franklin Elementary	1952	373	55,165	$ 3,480,376	21.8%	$ 881,736	$ 4,362,112
Frost Lake Elementary	1964	613	67,903	$ 3,452,738	17.5%	$ 350,380	$ 3,803,118
Galtier Elementary	1973	341	60,917	$ 2,005,819	11.4%	$ 270,883	$ 2,276,702
Groveland Park Elementary	1921	449	52,939	$ 1,953,615	12.7%	$ -	$ 1,953,615
Hancock Elementary	1953	597	66,539	$ 3,547,112	18.4%	$ 647,245	$ 4,194,357
Harriet Bishop Elementary	1961	726	83,305	$ 4,057,615	16.8%	$ 999,755	$ 5,057,370
Hayden Heights Elementary	1924	342	71,236	$ 4,740,961	23.0%	$ 308,616	$ 5,049,577
Highland Park Elementary	1952	437	49,591	$ 2,018,427	13.9%	$ 263,446	$ 2,281,873
Highwood Hills Elementary	1974	420	75,403	$ 5,691,387	26.0%	$ 947,619	$ 6,639,006
Horace Mann Elementary	1930	388	51,201	$ 2,306,881	15.5%	$ 443,224	$ 2,750,105
J.J. Hill Elementary	1974	474	64,898	$ 3,002,187	15.8%	$ 455,314	$ 3,457,501
Jackson Elementary	1923	531	52,451	$ 2,299,356	15.1%	$ 995,301	$ 3,294,657
John A. Johnson Elementary	1911	381	125,513	$ 1,361,907	3.7%	$ 268,714	$ 1,630,621
Linwood Elementary	1922	315	48,378	$ 2,496,476	17.7%	$ 228,987	$ 2,725,463
Longfellow Elementary	1974	249	63,443	$ 3,458,444	18.8%	$ 117,623	$ 3,576,067
Mounds Park Elementary School	1924	673	103,397	$ 4,003,175	13.4%	$ 1,755,178	$ 5,758,353
Nokomis Elementary	1958	456	46,503	$ 2,149,243	15.9%	$ 504,906	$ 2,654,149
North End Elementary	1970	304	82,912	$ 5,195,664	21.6%	$ 1,173,595	$ 6,369,259
Parkway Elementary	1925	489	73,573	$ 5,662,004	26.6%	$ 1,291,384	$ 6,953,388
Phalen Lake Elementary	1930	614	77,899	$ 3,390,317	15.0%	$ 391,538	$ 3,781,855
Prosperity Heights Elementary	1952	338	46,764	$ 2,969,638	21.8%	$ 483,671	$ 3,453,309
Randolph Heights Elementary	1915	399	50,392	$ 2,887,322	19.7%	$ 326,078	$ 3,213,400
Riverview Elementary	1953	256	48,906	$ 2,530,361	17.9%	$ 334,267	$ 2,864,628
Roosevelt Elementary	1923	497	78,538	$ 5,444,780	23.9%	$ 861,778	$ 6,306,558
Sheridan Elementary	1956	266	44,528	$ 3,440,806	26.7%	$ 178,293	$ 3,619,099
St. Anthony Park Elementary	1953	464	60,805	$ 2,873,524	16.2%	$ 415,008	$ 3,288,532
Webster Elementary	1925	705	149,605	$ 5,965,237	13.8%	$ 702,949	$ 6,668,186
Wellstone Elementary (RiverFront)	1890	666	123,878	$ 3,203,212	8.9%	$ 735,270	$ 3,938,482
Wheelock School	1962	94	16,339	$ 1,442,647	30.5%	$ 60,688	$ 1,503,335
Maxfield Elementary	1954	386	71,334	$ 2,395,203	11.6%	$ 614,432	$ 3,009,635
Mississippi Elementary	1952	513	67,408	$ 2,316,933	11.9%	$ 772,190	$ 3,089,123
43		**19,754**	**3,117,466**	**148,970,391**		**25,159,664**	**174,130,055**

School/Facility Summary

School/Facility Name	Age	10/1/2008 Enroll	Total Permanent Square Feet	Total Deficiency Cost	FCI	5-Year Life Cycle Forecast	Total Deficiency + Life Cycle
Middle and Junior High Schools							
Battle Creek Middle	1971	615	144,543	$ 9,006,373	21.8%	$ 475,287	$ 9,481,660
Cleveland Middle	1925	456	116,120	$ 6,703,437	20.3%	$ 403,277	$ 7,106,714
Hazel Park Middle	1956	519	105,489	$ 5,115,423	17.1%	$ 160,630	$ 5,276,053
Highland Park Junior High	1957	764	135,431	$ 8,755,839	22.6%	$ 234,888	$ 8,990,727
Humboldt Junior High	1909	287	127,197	$ 7,336,614	20.3%	$ 2,853,777	$ 10,190,391
Murray Junior High	1925	800	127,793	$ 6,374,731	17.5%	$ 779,824	$ 7,154,555
Ramsey Junior High	1924	600	98,491	$ 5,339,933	19.1%	$ 1,204,678	$ 6,544,611
Washington Middle	1926	687	184,585	$ 6,607,119	12.6%	$ 768,704	$ 7,375,823
8		**4,728**	**1,039,649**	**55,239,469**		**6,881,065**	**62,120,534**
High Schools							
Arlington Senior High	1996	1,135	376,829	$ 5,672,919	5.1%	$ 2,156,898	$ 7,829,817
Central Senior High	1912	2,091	347,922	$ 12,156,790	11.9%	$ 1,356,432	$ 13,513,222
Como Park Senior High	1954	1,474	220,444	$ 8,716,153	13.4%	$ 3,349,830	$ 12,065,983
Harding Senior High	1963	2,052	266,318	$ 13,380,231	17.1%	$ 1,830,037	$ 15,210,268
Highland Park Senior High	1963	1,471	220,787	$ 12,009,175	18.4%	$ 1,119,159	$ 13,128,334
Humboldt Senior High	1976	726	230,829	$ 10,838,373	16.0%	$ 1,039,793	$ 11,878,166
Johnson Senior High	1963	1,550	272,771	$ 6,357,644	7.9%	$ 6,737,811	$ 13,095,455
7		**10,499**	**1,935,900**	**69,131,285**		**17,589,960**	**86,721,245**
Other Educational Configurations							
Bridge View	1973	205	49,392	$ 3,173,826	22.6%	$ 688,275	$ 3,862,101
Creative Arts	1936	95	24,139	$ 1,794,335	25.3%	$ 126,510	$ 1,920,845
Gordon Parks High	2007	405	33,745	$ 646,086	6.5%	$ -	$ 646,086
Homecroft	1921	26	54,934	$ 2,849,030	17.9%	$ 261,265	$ 3,110,295
Hubbs Lifelong Learning Center	1966	-	42,600	$ 1,890,468	15.1%	$ 882,903	$ 2,773,371
Jefferson/Open	1922	371	64,874	$ 2,090,367	11.3%	$ 26,445	$ 2,116,812
Monroe	1926	397	147,532	$ 5,599,987	13.1%	$ 888,722	$ 6,488,709
Riverside	1924	13	16,122	$ 1,684,145	36.7%	$ 589,165	$ 2,273,310
Rondo Education Center	1978	2,091	339,177	$ 10,420,599	10.6%	$ 3,548,985	$ 13,969,584
Wilson - International Academy / LEAP	1924	290	89,049	$ 5,763,114	22.0%	$ 818,364	$ 6,581,478
10		**3,893**	**861,564**	**35,911,957**		**7,830,634**	**43,742,591**
Administrative and Support Facilities							
1780 W. Seventh Street/Transportation Building	1965	-	24,200	$ 150,856	2.8%	$ 44,249	$ 195,105
Administration Building	1971	-	87,960	$ 1,481,518	7.4%	$ 1,840,298	$ 3,321,816
Central Serv. Station	1960	-	1,800	$ 141,872	34.8%	$ 9,207	$ 151,079
District Service Facility	1954	-	228,836	$ 6,376,949	12.3%	$ 743,628	$ 7,120,577
Student Placement Center	1936	-	19,795	$ 314,184	7.0%	$ 62,093	$ 376,277
5		**-**	**362,591**	**8,465,379**		**2,699,475**	**11,164,854**
TOTAL		**38,874**	**7,317,170**	**$ 317,718,481**	**15.1%**	**$ 60,160,798**	**$ 377,879,279**

Note: Enrollment data includes all students at building location.

Capacity Summary

The capacity of a school determines whether the school building is able to house the students enrolled and programs offered in that particular school. Capacity is impacted by:

- Number, type, and utilization of classrooms; and
- Size of the cafeteria and kitchen, library, and gymnasium space

Every school has an enrollment capacity that the school can support in permanent space. When the school exceeds that enrollment, then operational constraints must be implemented. Operational constraints may include such changes as waiting lists, repurposing of currently utilized space or a review of class size standards.

Classroom Capacity Process

In each school building, all rooms originally designed as classrooms were assessed. The current use of the classroom was documented and the student capacity of the classroom calculated. The classroom capacities were totaled for the school and a utilization rate was applied. This resulted in the total fixed capacity for the school building. (see charts on pages 23 and 24).

Utilization Rate

Utilization is a limiting rate that accounts for times when a classroom is not being used during the day for student instruction. Examples include teacher planning periods, floating teachers, scheduling, special use instructional spaces such as art rooms, and enrollment inefficiencies. A utilization rate of 95% was used for elementary schools. A utilization rate of 75% was used for secondary schools.

Functional Capacity

Functional capacity is the sum of all permanent or temporary classroom space used for student instruction, multiplied by the utilization rate for that school building type (elementary or secondary). This is the capacity of the school building as it is currently being utilized based on enrolled students and program offerings.

Fixed Capacity

Fixed capacity is the sum of all permanent classroom space in a school building, whether it is used for student instruction or not, multiplied by the utilization rate for that school building type (elementary or secondary). Examples of classrooms not used for student instruction include; rooms repurposed for parent/volunteer rooms, teacher reference or planning spaces, offices, and storage.

Student Stations

Student station is a unit of measure for the number of students assignable to a particular classroom. Saint Paul Public Schools standards for the amount of student per classroom by grade level is:

20 Students -	Pre-K through K	55 SF/Student	1,100 SF
25 Students -	Grade 1 through Grade 6	34 SF/Student	850 SF
27 Students -	Grade 7 through Grade 8	32 SF/Student	864 SF
30 Students -	Grade 9 through Grade 12	32 SF/Student	960 SF
10 Students -	Special Education	60 SF/Student	600 SF

The following charts depict functional, temporary and permanent capacity compared to all students enrolled in a school building as of 10/01/2008. Refer to pages 25-26 for school program names by facility.

Capacity Summary

School Name	Grades Served	Functional Capacity: Permanent Space Capacity	Functional Capacity: Temporary Space Capacity	Functional Capacity: Total Capacity	Fixed Capacity: Permanent Space Capacity	10/01/08 Enroll	Functional Capacity: Surplus/ (Deficit)	Fixed Capacity: Surplus/ (Deficit)
Elementary Schools								
Adams Elementary	KG - 6	530	-	**530**	**530**	706	(176)	(176)
Ames Elementary	PK - 6	324	-	**324**	**395**	325	(1)	70
Battle Creek Elementary	KG - 6	489	-	**489**	**513**	608	(119)	(95)
Bruce F. Vento Elementary	PK - 6	726	-	**726**	**726**	504	222	222
Chelsea Heights Elementary	KG - 6	487	-	**487**	**559**	413	74	146
Cherokee Heights Elementary	PK - 6	482	-	**482**	**529**	388	94	141
Como Park Elementary	PK - 6	753	-	**753**	**801**	641	112	160
Crossroads Elementary	PK - 6	659	-	**659**	**802**	834	(175)	(32)
Dayton's Bluff Elementary	PK - 6	506	-	**506**	**554**	351	155	203
Eastern Heights Elementary	PK - 6	387	-	**387**	**434**	389	(2)	45
Farnsworth Elementary	PK - 4	405	-	**405**	**428**	486	(81)	(58)
Four Seasons Elementary	PK - 6	338	-	**338**	**504**	353	(15)	151
Franklin Elementary	KG - 6	494	-	**494**	**494**	373	121	121
Frost Lake Elementary	KG - 6	548	-	**548**	**619**	613	(65)	6
Galtier Elementary	PK - 6	389	-	**389**	**413**	341	48	72
Groveland Park Elementary	KG - 6	405	-	**405**	**452**	449	(44)	3
Hancock Elementary	KG - 6	536	-	**536**	**583**	597	(61)	(14)
Harriet Bishop Elementary	PK - 6	588	-	**588**	**683**	726	(138)	(43)
Hayden Heights Elementary	PK - 6	594	-	**594**	**594**	342	252	252
Highland Park Elementary	KG - 6	319	24	**343**	**319**	437	(94)	(118)
Highwood Hills Elementary	PK - 6	540	-	**540**	**540**	420	120	120
Horace Mann Elementary	KG - 6	343	-	**343**	**343**	388	(45)	(45)
J.J. Hill Elementary	PK - 6	375	-	**375**	**613**	474	(99)	139
Jackson Elementary	PK - 6	348	-	**348**	**348**	531	(183)	(183)
John A. Johnson Elementary	PK - 6	391	-	**391**	**439**	381	10	58
Linwood Elementary	KG - 3	230	-	**230**	**277**	315	(85)	(38)
Longfellow Elementary	PK - 6	338	-	**338**	**504**	249	89	255
Maxfield Elementary	PK - 6	503	-	**503**	**526**	386	117	140
Mississippi Elementary	KG - 6	563	-	**563**	**635**	513	50	122
Mounds Park Elementary School	PK - 6	712	-	**712**	**736**	673	39	63
Nokomis Elementary	PK - 6	351	-	**351**	**375**	456	(105)	(81)
North End Elementary	PK - 6	497	-	**497**	**734**	304	193	430
Parkway Elementary	KG - 6	532	-	**532**	**579**	489	43	90
Phalen Lake Elementary	PK - 6	678	-	**678**	**702**	614	64	88
Prosperity Heights Elementary	PK - 6	293	-	**293**	**293**	338	(45)	(45)
Randolph Heights Elementary	PK - 6	294	-	**294**	**365**	399	(105)	(34)
Riverview Elementary	KG - 6	275	-	**275**	**370**	256	19	114
Roosevelt Elementary	KG - 6	565	-	**565**	**684**	497	68	187
Sheridan Elementary	KG - 6	309	-	**309**	**309**	266	43	43
St. Anthony Park Elementary	KG - 6	450	-	**450**	**498**	464	(14)	34
Webster Elementary	PK - 6	833	-	**833**	**928**	705	128	223
Wellstone Elementary (RiverFront)	PK - 6	568	-	**568**	**687**	666	(98)	21
Wheelock School	PK	111	-	**111**	**135**	94	17	41
		20,060	**24**	**20,084**	**22,554**	**19,754**	**330**	**2,800**

Capacity Summary

School Name	Grades Served	Functional Capacity: Permanent Space Capacity	Functional Capacity: Temporary Space Capacity	Functional Capacity: Total Capacity	Fixed Capacity: Permanent Space Capacity	10/01/08 Enroll	Functional Capacity: Surplus/ (Deficit)	Fixed Capacity: Surplus/ (Deficit)
Middle and Junior High Schools								
Battle Creek Middle	7 - 8	742	36	**778**	**742**	615	163	127
Cleveland Middle	5 - 8	541	-	**541**	**578**	456	85	122
Hazel Park Middle	7 - 8	603	-	**603**	**641**	519	84	122
Highland Park Junior High	7 - 8	782	50	**832**	**819**	764	68	55
Humboldt Junior High	7 - 8	567	-	**567**	**586**	287	280	299
Murray Junior High	7 - 8	682	-	**682**	**682**	800	(118)	(118)
Ramsey Junior High	7 - 8	620	-	**620**	**620**	600	20	20
Washington Middle	7 - 8	648	-	**648**	**667**	687	(39)	(20)
		5,183	**86**	5,270	5,333	**4,728**	**542**	**605**
High Schools								
Arlington Senior High	9 - 12	1,865	-	**1,865**	**1,903**	1,135	730	768
Central Senior High	9 - 12	1,694	-	**1,694**	**1,713**	2,091	(397)	(378)
Como Park Senior High	9 - 12	1,190	-	**1,190**	**1,209**	1,474	(284)	(265)
Harding Senior High	9 - 12	1,544	-	**1,544**	**1,563**	2,052	(508)	(489)
Highland Park Senior High	9 - 12	1,093	61	**1,154**	**1,093**	1,471	(318)	(378)
Humboldt Senior High	9 - 12	1,090	-	**1,090**	**1,146**	726	364	420
Johnson Senior High	9 - 12	1,283	-	**1,283**	**1,302**	1,550	(267)	(248)
		9,760	**61**	9,821	9,929	**10,499**	**(679)**	**(571)**
Other Educational Configurations								
Bridge View	KG - 12	203	-	**203**	**251**	205	(2)	46
Homecroft	EC and 6-12	185	-	**185**	**375**	26	159	349
Hubbs Lifelong Learning Center	Age 19+	370	-	**370**	**370**	-	370	370
Creative Arts	9 - 12	101	-	**101**	**101**	95	6	6
Gordon Parks High	9 - 12	214	-	**214**	**214**	405	(191)	(191)
Jefferson/Open	KG - 12	441	-	**441**	**441**	371	70	70
Monroe	PK and 4-8	557	-	**557**	**599**	397	160	202
Wilson - International Academy / LEAP	9 - 12	451	-	**451**	**488**	290	161	198
Riverside	Age 19+	59	-	**59**	**59**	13	46	46
Rondo Education Center	PK - 8	1,871	-	**1,871**	**2,204**	2,091	(220)	113
		4,452	**-**	4,452	5,102	**3,893**	**559**	**1,209**
TOTAL		**39,455**	**171**	39,626	42,917	**38,874**	**752**	**4,043**

2008-2009 School Program and Facility Name

2008 - 2009 Saint Paul Public Schools Program	Facility
	Elementary Schools
Adams Spanish Immersion Magnet School	Adams Elementary
Ames Elementary School	Ames Elementary
Battle Creek Environmental Magnet School	Battle Creek Elementary
Chelsea Heights Elementary School	Chelsea Heights Elementary
Cherokee Heights West Side School of Excellence	Cherokee Heights Elementary
Como Park Elementary School	Como Park Elementary
Crossroads Montessori School	Crossroads Elementary
Crossroads Science School	Crossroads Elementary
Dayton's Bluff Achievement Plus Elementary School	Dayton's Bluff Elementary
Eastern Heights Elementary School	Eastern Heights Elementary
Aerospace Program at Farnsworth Elementary School	Farnsworth Elementary
Four Seasons A+ Elementary School	Four Seasons Elementary
Franklin Music Magnet School	Franklin Elementary
Frost Lake Magnet School	Frost Lake Elementary
Galtier Math, Science, and Technology Magnet School	Galtier Elementary
Groveland Park Elementary School	Groveland Park Elementary
Hancock-Hamline University Collaborative Magnet School	Hancock Elementary
Expo for Excellence Magnet at Harriet Bishop	Harriet Bishop Elementary
Hayden Heights Elementary School	Hayden Heights Elementary
Highland Park Elementary School	Highland Park Elementary
Highwood Hills Elementary School	Highwood Hills Elementary
Horace Mann Elementary School	Horace Mann Elementary
Jackson Preparatory Magnet School	Jackson Elementary
J.J. Hill Montessori Elementary School	J.J. Hill Elementary
John A. Johnson Achievement Plus Elementary School	John A. Johnson Elementary
A+ Arts Program at Linwood	Linwood Elementary
Longfellow Humanities Magnet School	Longfellow Elementary
Maxfield Magnet School of Academic Excellence	Maxfield Elementary
Mississippi Creative Arts Magnet School	Mississippi Elementary
American Indian Magnet at Mounds Park	Mounds Park Elementary School
World Cultures Magnet at Mounds Park	Mounds Park Elementary School
Nokomis Montessori Magnet School	Nokomis Elementary
University Academics for Boys and Girls at North End Elementary School	North End Elementary
L'etoile du Nord French Immersion at Parkway	Parkway Elementary
Phalen Lake Hmong Studies Magnet	Phalen Lake Elementary
Prosperity Heights Elementary School	Prosperity Heights Elementary
Randolph Heights Elementary School	Randolph Heights Elementary
Riverview West Side School of Excellence	Riverview Elementary
Roosevelt West Side School of Excellence	Roosevelt Elementary
Sheridan Elementary School	Sheridan Elementary
St. Anthony Park Elementary School	St. Anthony Park Elementary
Bruce F. Vento Elementary School	Bruce F. Vento Elementary
Webster Magnet School	Webster Elementary
Paul and Sheila Wellstone Elementary School	Wellstone Elementary (RiverFront)
Wheelock Early Education	Wheelock School

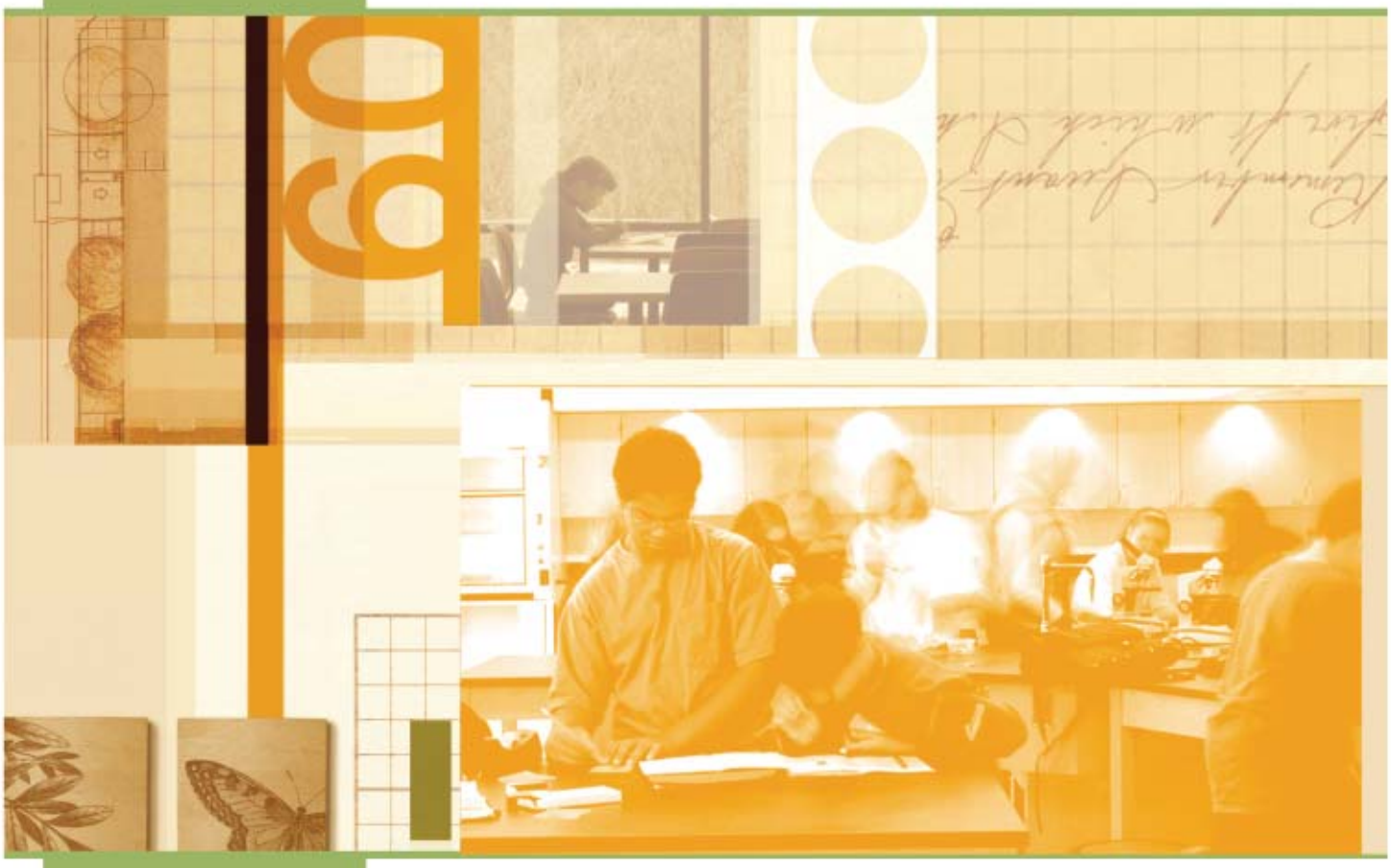
2008-2009 School Program and Facility Name

2008 - 2009 Saint Paul Public Schools Program	Facility
	Middle and Junior High Schools
Battle Creek Middle School	Battle Creek Middle
Aerospace Program at Cleveland Middle School	Cleveland Middle
Hazel Park Middle School Academy	Hazel Park Middle
Highland Park Junior High School	Highland Park Junior High
Humboldt Middle School	Humboldt Junior High
Murray Junior High School	Murray Junior High
Ramsey Junior High School	Ramsey Junior High
Washington Technology Magnet School	Washington Middle
	High Schools
Arlington Senior High School	Arlington Senior High
Central Senior High School	Central Senior High
Como Park Senior High School	Como Park Senior High
Harding Senior High School	Harding Senior High
Highland Park Senior High School	Highland Park Senior High
Humboldt Senior High School	Humboldt Senior High
Johnson Senior High School	Johnson Senior High
	Other Educational Configurations
Bridge View (Special Ed School)	Bridge View
Creative Arts High School (ALP)	Creative Arts
Gordon Parks High School (ALC)	Gordon Parks High
Homecroft	Homecroft
Hubbs Lifelong Learning Center	Hubbs Lifelong Learning Center
Open School at Jefferson	Jefferson/Open
A+ Arts Program at Monroe	Monroe
Riverside	Riverside
Benjamin E. Mays International Magnet School at Rondo Education Center	Rondo Education Center
Capitol Hill Magnet at Rondo Education Center	Rondo Education Center
Museum Magnet at Rondo Education Center	Rondo Education Center
International Academy/LEAP	Wilson School
	Administrative and Support Facilities
1780 W. Seventh Street/Transportation	1780 W. Seventh Street/Transportation Building
Student Placement Center	Student Placement Center
Administration Building	Administration Building
Central Serv. Station	Central Serv. Station
District Service Facility	District Service Facility

Notes

A World of Opportunities

Saint Paul
Public Schools



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