

**GADSDEN HIGH SCHOOL**

**UTILIZATION AND PROGRAM of**  
**SPACES**

**FINAL DRAFT**

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Prepared by  
**Donald Kelly**  
Education Consultant

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## **EXECUTIVE SUMMARY**

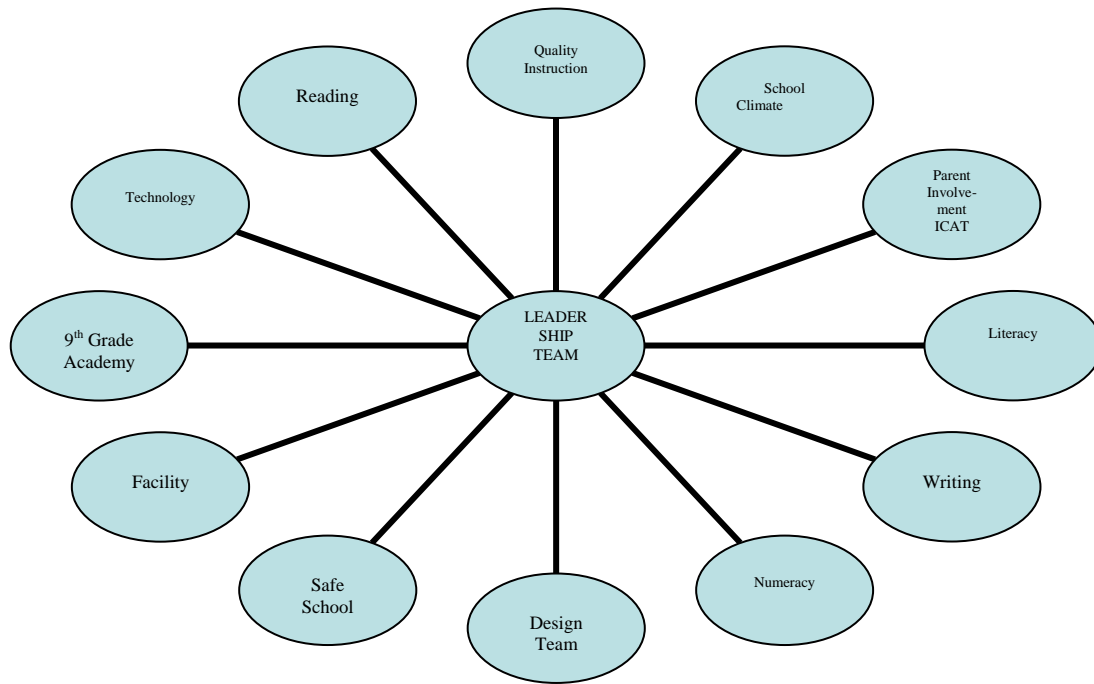
Educational specifications are concerned with persons, activities, and program requirements to be housed at the site, not architectural solutions. Functional school buildings are a product of an educational planning process that leads to a design that organizes all activity and space around students and teachers and the work they do. Good design of any school pays attention to vision, educational standards and performance criteria, and includes the activities for translating those standards into learning, the spaces needed, and the relationship between those spaces and persons using the spaces. This program is not intended to absolutely qualify or quantify the user's needs, wants or wishes, these will continue to be refined and integrated as the design process proceeds.

The intent of the design process for Gadsden High School is to create a facility by remodeling, refurbishment, and the creation of new spaces that will transform the educational experience and subsequent lifelong opportunities of its students through the utilization of the most current research, best practices and up to date technology.

The program presented in this document represents a compilation of design parameters and educational space requirements for the renovation, refurbishment, and partial replacement of existing facilities that do not meet adequacy standards as specified by the PSFA Adequacy Planning Documents. The developmental and planning process is a hybrid model, combining the Utilization Study of the campus and modified steps from the PSFA Educational Specifications Resource Document released 2/3/09. The process used the committee structure currently operative at the district and school building level, in lieu of the committee structure suggested in the Education Specification Process Guide. An additional overlay of committees and communication structures were counterproductive to this planning process and the instructional program of the school. The existing committees meet on a regular basis and were available to the planning consultant and the architects during the process. The structure is organized to form small work groups by program area to provide necessary input to the planning process.

The existing committee structure:

- District level instructional and strategic planning group(s) (Associate Superintendent and school leadership representatives)
- Building level committees at Gadsden High School
  - Formal leadership and management teams
  - Departmental teams organized by content area
  - Southern Regional Education Board "High Schools that Work" committees
  - Educational Plan for Student Success implementation teams
  - Goal teams for continuous school improvement organized as shown in the following diagram:



To accommodate the existing budget and district requirements the Gadsden High School project will be planned, constructed, equipped, and occupied in two or more phases. The phasing of the project necessitates continuous analysis of the educational program implemented with emphasis on the fact that all desired amenities and spaces are not reasonable to expect in the initial phase.

Immediate construction priorities are:

- Demolition and construction of a new Career/Technology Center (Trades Complex)
- Construction of an Administrative Complex with Library and Counseling Center
- Complete upgrade or new construction of science facilities
- Refurbishment and remodel of spaces vacated by new construction

## **DISTRICT INFORMATION**

### **District Priorities and Goals**

#### **Educational Philosophy**

The Gadsden School Board believes that it must provide a planned educational program, through continuous improvement of its schools that affords the opportunity for and holds high expectations for each student to realize maximum development as an individual and as a contributing member of our democratic society. The educational program should develop in each student:

- Creative and analytical thinking;
- An appreciation of those intrinsic values that are conducive to a full and rewarding life;
- An understanding of the changing workplace and his role within;
- An appreciation of, compliance with, and respect for the rules and regulation of society;
- A positive attitude toward family life and our country.

#### **Board Vision**

- To provide each student the tools they need to have an enriched and successful life

#### **Board Goals**

- Encourage student, parental and community involvement in all aspects of the education process.
- Students will increase their achievement in reading and language arts through participation in dual language.
- Students will increase their achievement in the accountability subjects of reading, math, science, and social studies based upon the annual achievement target goals established by the State of New Mexico.
- Support the development of advance placement programs and higher order thinking skills.
- Support the EPSS goals relating to school safety, attendance, parental involvement, student health, and increased graduation rates.
- Integrate the use of technology in all aspects of the instructional program.
- Maximize financial resources to better serve students and community.
- Provide quality facilities that support student needs.
- Maintain a high quality education staff and provide professional development to support high student standards and achievement.
- Create a work environment that promotes and supports a high level of morale for all staff thus positively increasing student achievement.

## **GADSDEN HIGH SCHOOL MISSION STATEMENT**

We the parents, staff, students, and community members of Gadsden High School believe that all students can learn and succeed. By communicating high expectations, we will create a positive atmosphere and provide opportunities for all. Our curriculum will be varied so as to prepare all students to succeed. This education will enhance their personal strengths and will build self-esteem. Gadsden High School will provide a safe, stable, innovative, and well staffed environment to accomplish this educational mission.

## **EDUCATIONAL PLAN FOR STUDENT SUCCESS (EPSS)**

### **GOALS/INSTRUCTIONAL PRIORITIES**

Gadsden High School's Educational Plan for Student Success has three main focal points as prescribed by the state for schools under corrective action status:

1. Continuous Improvement Strategic Plan for Reading and Literacy
2. Continuous School Improvement Plan for Mathematics
3. Continuation of the Parent Outreach Ambassadors Program

Target goals have been established under each focal point, collaborative teams have been formed to implement the school improvement goals, and responsibility for the implementation of the plan has been assigned to specific individuals to carry out the intervention programs and provide accountability.

## **GADSDEN INDEPENDENT SCHOOL DISTRICT DEMOGRAPHICS**

Gadsden Independent School District consists of twenty-three educational facilities, two administrative facilities, and two counties covering an area of 1,400 square miles. The district educates approximately 14,200 students in programs for pre-school through the 12<sup>th</sup> grade. There are three pre-schools, fourteen elementary schools, three middle schools, and four high schools.

Gadsden High School is located in a rural setting about five miles outside of Anthony, New Mexico, at the intersection of Washington Street and Highway 28. The school serves the communities of San Miguel, Mesquite, LaMesa, Vado, Berino, DelCerro, and Anthony. The original building was constructed in the 1930's and several additional buildings have been added to the campus. The campus is situated on approximately 65 acres of land that includes a football stadium, playing fields, and a swimming pool.

## **SCHOOL ENROLLMENT INFORMATION**

Population growth trends for the district from 1990-2000 show a 4.2% increase in enrollment. The increase in enrollment from 2000-2008 indicates consistent enrollment growth to be 1.7%. Cohort survival data for this period projected in the 2006 Master Plan substantiates the 1.7% growth to be continuous and steady through 2015. The plan suggests that the mid-range growth projection of 2.1% be used as the basis for school projects in the district. This number can be supported by increasing birth rates and the fact that 30.7% of the population is in the 5-19 year old age range. If in-migration rates continue to increase and current efforts to retain dropouts are successful, an additional 150-200 student increase in enrollment could be possible.

## **GADSDEN HIGH SCHOOL GENERAL CURRICULUM AND INSTRUCTION MODEL**

The Gadsden High School operates on a 4 X 4 block schedule model with A-B options available in certain curricular areas and grade levels. An “A” and “B” day schedule operates on alternating days and students will typically take six courses, three on an “A” day and three on a ”B” . Over a two week period a student will attend five 90 minute classes in each subject. The 4 X 4 block system requires that students take four classes every day first semester and four different classes every day second semester. With eight classes per year possible, students will have the opportunity to take more classes over a four year period, with the possibility of earning 32 credits. Due to this organizational structure the Utilization Study template required by PSFA has been modified to fit a 4 X 4 block schedule.

The benefits of this type of scheduling:

- provides more instructional time;
- supports interdisciplinary experiences;
- provides a vehicle to improve instruction and learning;
- provides in-depth, uninterrupted experiences resulting in less lesson fragmentation;
- allows students more intense focus on subject matter;
- better meets the needs of different learning styles and teaching styles;
- provides flexibility to coordinate special programs in academic and non-academic areas;
- facilitates the use of community as a learning resource;
- eliminates unnecessary, unstructured passing times between classes;
- improves attendance and reduces discipline referrals and failure rates;
- provides increased individualized teacher-student interaction.

This type of schedule is beneficial to students who want to take additional electives, need more time in selected areas, want more opportunities for advanced classes, need remedial classes and tutorials, and/or need to repeat classes to meet graduation requirements. This model of scheduling allows for more time on task in the instructional process and saves time on passage from class to class. Reduced passing periods allows for more teaching time and reduces the number of discipline issues created by having fewer students in the hallways.

In block schedules teachers teach fewer students per day on 90 minute time blocks. However, they will still see the same number of students per year as in other traditional scheduling models (160-180 students per day). Block scheduling creates the potential for more instructional time over a four year period than period day schedules.

A modified Freshman Academy Model is in place which is designed to be a transition from the family groupings of the typical middle school to the more focused academic program of the comprehensive high school. The passage of middle grade students to high school is the most difficult transition point in education. This organization pattern hopes to reduce drop-out rates and improve academic achievement by establishing closer ties with the students, parents and the school.

## **CURRICULUM ORGANIZATION PATHWAYS**

The high school curriculum is organized around sixteen Career Clusters that are carefully coordinated with appropriate course selections and descriptions. The following list of Career Clusters is derived from the State of New Mexico Career Clusters Initiative of 2006:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Art, A/V, and Communication
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Information Technology
- Human Services
- Law, Public Safety, Corrections and Security
- Manufacturing

Orientation and tutoring are provided to all students in the selection of appropriate career pathways and course work leading to meeting the graduation requirements and entry skills into various careers. The faculty is divided into Individualized Career Advisement Teams (ICAT), with each faculty member having a case management load of approximately 15 students. The goal of these teams is to provide each student and their parent(s) with individualized planning for the pre-registration and career planning process. The teams provide opportunities for students, parents, and faculty advisors to share responsibility for career and educational development through the completion of the four year plan and the comprehensive Next Step Plan. The teams meet eight times per semester, or as needed. Each faculty team member provides continuity of advisement to the 15 students assigned to the ICAT. All coursework is planned around the State of New Mexico Educational Standards and Competencies.

Many of the sixteen career pathways are articulated with Dona Ana Branch Community College and New Mexico State University, providing students with the option of earning college level credit while in high school.

## **SCHOOL DEMOGRAPHIC DATA**

The 2008-2009 forty day count produced the following student demographic data:

Total student count: 1744

- Freshmen: 512
- Sophomores: 431
- Juniors: 395
- Seniors: 406

Approximately 14.5%, or 253 students are identified as special needs students (Includes all exceptionalities).

98% of the student body is bused

48% of student body is classified as ELL (English Language Learners)



**Characteristics of the instructional program delivery at Gadsden High School:**

- 116 teachers deliver 335 classes per day ;
  - 150 Core Academic
  - 41 Career Technical Education
  - 12 Visual/Performing Arts
  - 52 Electives/Other
  - 26 Physical Education
  - 54 Special Education
- 15,070 student credit hours per day.
- Teacher contacts average 82 students per semester, or 164 student contacts per year.

**GRADUATION REQUIREMENTS 2009-2010**  
**26 CREDITS minimum to graduate.**

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Minimum	5 credits to move on to 10 <sup>th</sup> grade	12 credits to move on to 11 <sup>th</sup> (2 periods to recover credit)	19 credits to move on to 12 <sup>th</sup> (3 periods to recover credit)	<b><u>26 credits to graduate</u></b> (4 periods to recover credit)
Maximum	6	14	22	30

9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 Grade	
Semester1 3 credits	Semester2 3 credits	Semester3 4 credits	Semester 4 4 credits	Semester 5 4 credits	Semester 6 4 credits	Semester 7 4 credits	Semester8 4 credits
Govt.Econ	PE	US Hist	ForeignLang	World Hist	ForeignLang II	Elective	Elective
IS I	Elective	IS II	Elective	English III	ACT/SAT Prep***	NM Hist	Elective
<i>English I*</i>	<i>English I*</i>	English II	**Expository Writing	Algebra II	Elective	English IV	Elective
<i>Algebra I*</i>	<i>Algebra I*</i>	Geometry	Elective	IS III	Elective	Trig/Statists	Elective

**\*Double Block: 9<sup>th</sup> Grade Year: English I, Algebra I, Ramp up, Read 180**

**\*\* Required for all Sophomores**

**\*\*\* Required for all Juniors**

State of New Mexico graduation requirements have changed to include four years of math, three and one half years of social science, one career tech class, four years of English, and three years of science. In addition, students must take one advanced placement course, honors, college or internet- based course. Gadsden High School currently exceeds the state graduation requirement of 23 hours.

**SPACE UTILIZATION CHART  
GADSDEN HIGH SCHOOL**

High School Utilization Study  
November, 2008

**POPULATION:**

9<sup>th</sup> Grade Student Count: 512

10<sup>th</sup> Grade Student Count: 431

11<sup>th</sup> Grade Student Count: 395

12<sup>th</sup> Grade Student Count: 406

Total Student Count: 1,744

Special Needs Student Count: 253 (Approximately 14.5%)

Approximate Staff Count: 134

**SPACES NOT MEETING ADEQUACY STANDARDS**

Rm#	Clrm	Adeq	BLOCK 1	8:45-10:22		BLOCK 2	10:23-11:55		BLOCK 3	12:01-2:07		BLOCK 4	2:13-3:45		% of
	NSF	Y/N	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	UTILIZ
102	670	N	Algebra 2	Zanotelli	15	Algebra 1/Tut	Zanotelli	10	Algebra 1	Zanotelli	7	Alg/Work	Zanotelli	12	100
103	866	N	Physics	Contaldo	19	Prep	Contaldo		Physics	Contaldo	20	Integr.Sci	Contaldo	22	75
104	1365	Y	Biology	Lam	11	Biology	Lam	29	Prep	Lam		Biology	Lam	26	75
105	1136	Y	Prep	Lundsford		Nutrition I	Lundsford	29	Child Dev	Lundsford	22	Child Dev	Lundsford	25	75
106	900	Y	I-CAT	Lerma	14	T Cad 2	Lerma	12	TCad 1	Lerma	15	Prep/Aide	Lerma	1	75
109A	270	N	SpEd	Barreras		SpEd	Barreras		SpEd	Barreras		Open			75
109B	270	N	SpEd	Beidler		SpEd	Beidler		SpEd	Beidler		SpEd	Beidler		100
121	634	N	English 3	Wall	30	English 3	Wall	25	English 3	Wall	24	Lit/Mythology	Wall	23	100
122	891	Y	Span/NonNat	Sanchez	25	Span/NonNat	Sanchez	14	Span/Non	Sanchez	22	Prep/Aide	Sanchez		75
124	907	Y	Span/NatSpkr	Jaraba	27	Prep	Jaraba		Span/NatSpker	Jaraba	16	Span/NatSpkr	Jaraba	20	75
125	907	Y	SpEd	Holguin	3	SpEd	Holguin	7	SpEd	Holguin	6	SpEd	Holguin	7	100
126	931	Y	ESL	Moreno	8	Prep	Moreno		English 2	Moreno	14	ESL	Moreno	13	75
127	907	Y	French 1	Smith	24	Prep	Smith		French 1	Smith	19	French 1	Smith	20	75
128	620	Y	Tutorial	Gamboa	8	English 4	Gamboa	9	English 4	Gamboa	9	Prep/Basket	Bamboa		75
129	597	Y	Integrated Sci	Goodman	9	Prep	Goodman		Tutorial	Goodman	10	Integrated Sci	Goodman	10	75
132	512	N	NM History	Morales	24	USGov/Econ	Morales	23	NM History	Morales	25	NM History	Morales	24	100
137	512	N	Span/NonNat	Zapien	24	Prep	Zapien		Span/NonNat	Zapien	14	Span/NonNat	Zapien	8	75
140	620	Y	English 4	Velez	1	English3	Velez	1	English 1 / 2	Velez	2	Prep	Velez		75
141	561	N	Life Skills	Lopez	25	Prep	Lopez		Life Skills	Lopez	25	Softball	Lopez	17	75
142	552	N	ESL	Zemek	14	Prep	Zemek		ESL	Zemek	9	English 2	Zemek	8	75
143	549	N	Intro Law	Marquez	29	Law 1	Marquez	16	Prep	Marquez		Law	Marquez	9	75
147	506	N	Biology	Carr	16	Int. Science	Carr	9	Astronomy	Carr	10	Prep	Carr		75
148	636	N	French 2	Ortiz	19	French 2	Ortiz	22	Prep	Ortiz		Hon.French	Ortiz	20	75
153	549	Y	English 1,2,4	Van Dam	5	Int. Science	Van Dam	5	NM History	Van Dam	5	ComSk/Aide	Van Dam	4	100
154	592	N	NM History	Stemsrud	24	Prep	Stemsrud		NM History	Stemsrud	24	WrldHist/Geo	Stemsrud	27	75
155	4691	Y	Girls Bball	Letz	12	Tennis	Letz	13	Prep	Letz		Gymnast 1 / 2	Letz	15	75
200	800	Y	LifeMathSk	Torres	2	JobTr/Life Sk	Torres	4	LA/Life Sk	Torres	8	Wrk/ComLvng	Torres	10	100
			<b>SUBTOTAL</b>		<b>388</b>			<b>228</b>			<b>306</b>			<b>321</b>	<b>81%</b>

Rm#	Clrm	Adeg	BLOCK 1	8:45-10:22		BLOCK 2	10:23-11:55		BLOCK 3	12:01-2:07		BLOCK 4	2:13-3:45		% of
	NSF	Y/N	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	UTILIZ
201	742	N	Prep	Alvarado	14	Geometry	Alvarado	28	Geometry	Alvarado	18	Algebra 1	Alvarado	26	100
202	802	Y	ROTCIII	TBA	13	ROTC 1 & IV	TBA	11	Open			ROTC I& IV	TBA	14	75
203	782	Y	ROTC 3	Arms	13	ROTC 1	Arms	12	ROTC 1	Arms	12	ROTC 4	Arms	18	100
206	750	N	Prep	Gonzales J.		Hon.Calc	Gonzales J.	7	Hon.Calc	Gonzales J.	21	Algebra 2	Gonzales J.	30	75
207	972	Y	Hon.Algebra	Goodin	26	Hon.Trig	Goodin	19	Algebra 2	Goodin	26	Prep	Goodin		75
208/9	724/65	N	Nutrition 1	Pena	29	Culinary Arts	Pena	20	Culinary Arts	Pena	13	Prep	Pena		75
213	730	N	IntegratedSci	Roth	25	Integrated Sci	Roth	24	IntegratedSci	Roth	28	IntegratedSci	Roth	24	100
214	962	Y	Prep	Fowle		Algebra 2	Fowle	22	Algebra 2	Fowle	23	Algebra 2	Fowle	27	75
215	906	Y	Geometry	Franzak	23	Geometry	Franzak	28	Prep	Franzak		Geometry	Franzak	27	75
216	750	N	IntegratedSci	Chavez L.	26	Integrated Sci	Chavez L.	26	IntegratedSci	Chavez L.	28	Prep	Chavez L.		75
220	649	N	IntegratedSci	Harper	20	Integrated Sci	Harper	26	Prep	Harper		Boy/Bball	Harper	15	75
221	926	N	IntegratedSci	Moore	20	Integrated Sci	Moore	26	IntegratedSci	Moore	24	IntegratedSci	Moore	23	100
222	992	N	Prep	Chavez G.		Integrated Sci	Chavez G.	26	College S	Chaves G.	15	IntegratedSci	Chavez G.	27	75
223	708	N	IntegratedSci	Romero	23	Chemistry	Romero	24	Chemistry	Romero	25	IntegratedSci	Romero	22	100
226	861	N	IntegratedSci	Holshausen	20	Prep	Holzhauser		IntegratedSci	Holzhauser	26	IntegratedSci	Holzhauser	21	75
227	185	Y	Off Campus	Martinez D	3	Student Aide	Martinez D.	3	Off Campus	Martinez D	14	Off Campus	Martinez D	24	100
228	361	Y	Student Aide	Martinez D	2	Student Aide	Martinez D	3	Student Aide	Martinez D	4	Student Aide	Martinez D	4	100
229	1035	N	Biology	Palmer	25	Prep	Palmer		Chemistry	Palmer	28	Biology	Palmer	28	75
230	1035	N	Prep	Ramos R.		Astronomy	Ramos R.	23	IntegratedSci	Ramos R.	17	Biology	Ramos R.	28	75
231	654	N	Geometry	Garcia	16	Algebra 1	Garcia	14	Geometry	Garcia	15	RampUp	Garcia	15	75
232	666	N	Prep	Mora		Phys/Ex 1	Morales	7	Phys/Ex 1	Mora	10	Phys/Ex	Mora	12	75
233	641/56	N	Open			Open			Culinary Arts	Anderson	9	Cul.Arts 2	Anderson	11	50
236	715	Y	US Gov	Aguilar	1	English 2	Aguilar	2	Tutorial	Aguilar	4	Prep	Aguilar		75
241	755/24	Y	Girls/Vball	Rosen	39	PE	Rosen	32	PE	Rosen	22	Prep	Rosen		75
242	625	N	Span/NonNat	Rios	31	Span/NonNat	Rios	29	Prep	Rios		Boys Soccer	Rios	9	75
243	625	N	Prep	Muro		Span/Nat	Muro	29	Span/NonNat	Muro	26	Span/NonNat	Muro	28	75
250B	1590	Y	Marketing	Ramos	14	Marketing	Ramos	17	Prep	Ramos		Marketing	Ramos	18	75
250C		Y	Data/Mgt	Gonzales	9	Prep	Gonzales		Accounting 1	Gonzales	6	Comp/App	Gonzales	26	75
275	5599	Y	LibraryAides	Grubaugh	3	Library	Grubaugh	4	Library	Grubaugh	5	Library	Grubaugh	5	100
300	805	Y	USGov/Econ	Yanez	23	US Gov/Econ	Yanez	29	Prep	Yanez		Baseball	Yanez	30	75
301	805	Y	Prep	Hite		Algebra 1	Hite	30	Algebra 1	Hite	28	Open			50
303	805	Y	Prep	Pineda		English 1	Pineda	29	English 1	Pineda	30	English 1	Pineda	28	75
304	820	Y	Prep	Perea		English 1	Perea	29	Hon English	Perea	13	English 1	Perea	22	75
305	865	Y	English 1	Lennox	21	Aide	Lennox	1	English 1	Lennox	10	ESL	Lennox	17	75
306	1102	Y	Prep	Hernandez		Journ/NewsP	Hernandez	18	Journ/YrBk	Hernandez	14	Journ/YrBk	Hernandez	28	75
307	805	Y	RampUp	Howard	23	Prep	Howard		RampUp	Howard	24	RampUp	Howard	24	75
308	805	Y	Girls Soccer	Altamirano	30	US Gov/Econ	Altamirano	26	USGov/Econ	Altamirano	27	Prep	Altamirano		75
309	805	Y	English 1	Abler	5	English 3	Abler	13	Open			Open			50
311	805	Y	Algebra	Salaz	24	Prep	Salaz		Algebra 1	Salaz	26	Algebra 1	Salaz	22	75
			<b>SUBTOTAL</b>		<b>514</b>			<b>637</b>			<b>591</b>			<b>653</b>	<b>78%</b>

Rm#	Clrm	Adeq	BLOCK 1	8:45-10:22		BLOCK 2	10:23-11:55		BLOCK 3	12:01-2:07		BLOCK 4	2:13-3:45		% of
	NSF	Y/N	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	UTILIZ
312	805	Y	Read 180	Torres	12	Read 180	Torres	14	Read 180	Torres	13	Prep	Torres		75
313	805	Y	Prep	Alvarado		Algebra 1	Alvarado	29	Hon/Geo	Alvarado	12	Algebra 1	Alvarado	24	75
314	805	Y	English 1	Luera	23	Prep	Luera		English	Luera	27	English 1	Luera	21	75
315	805	Y	ESL 3	Monsivais	20	ESL 3	Monsivais	23	ESL 3	Monsivias	19	Prep	Monsivais		75
319	130	Y	St Aide	Dickson	1	St Aide	Dickson	1	St Aide	Dickson	1	St Aide	Dickson	1	100
320	805	Y	Prep	Jordon		Hon/Geom	Jordon	31	Geometry	Jordon	26	Geometry	Jordon	20	75
321	925	Y	Prep	Simmons		HonEnglish 4	Simmons	34	English 4	Simmons	15	English 4	Simmons	27	75
322	805	Y	English 4	Orozco	26	English 4	Orozco	24	English 4	Orozco	15	English 4	Orozco	27	100
325	805	Y	English 1	Hernandez	7	Open			Open			English 2	Hernandez	15	50
326	805	Y	Prep	Valtierra		English 2	Valtierra	21	English 1	Valtierra	12	English 2	Valtierra	22	75
328	805	Y	SpNatSpkr	Leahy	21	Prep	Leahy		SpNatSpkr	Leahy	22	SpNatSpkr	Leahy	15	75
330	805	Y	English 1	Gage	16	Prep	Gage		English 1	Gage	15	English 2	Gage	23	75
331	1401	Y	Int.Theater	Cordova	18	Drama 1,2,3	Cordova	24	Int.Theater	Cordova	15	Open			75
332	805	Y	English 2	Foote	25	English 2	Foote	23	English 3	Foote	27	Prep	Foote		75
333	805	Y	English 3	Melendrez	25	ComSkills	Melendrez	20	ComSkills	Melendrez	25	ComSkills	Melendrez	24	100
334	805	Y	Open			Student Aide	Vermillion	4	Open			Open			50
336	805	Y	English 3	Spain	25	English 3	Spain	21	HonEnglish	Spain	26	English 3	Spain	27	100
337	805	Y	HonSpan	Mendoza	21	honSpan	Mendoza	19	Prep	Mendoza		HonSpan 3	Mendoza	26	75
339	805	Y	Geometry	Li	22	Geometry	Li	25	Geometry	Li	19	Prep	Li		75
340	805	Y	English 2	Carter	27	Prep	Carter		English 2	Carter	27	English 1	Carter	18	75
341	805	Y	LifeSksMath	Lawrence	8	WorkJPTLA	Lawrence	6	Life Skills	Lawrence	9	Work/Campus	Lawrence	2	100
344	1427	Y	Ind/Technqs	Miller	20	Chorus	Miller	15	Prep	Miller		Chorus	Miller	18	75
345	914	Y	USGov/Econ	Campbell	28	USGov/Econ	Campbell	27	USGov/Econ	Campbell	28	USGov/Econ	Campbell	22	100
346	805	Y	Open			Open			St Aide	Honecutt	1	St Aide	Honeycutt	1	50
347	805	Y	Tutorial	Kalkward	1	St Aide	Kalkwarf	1	PE 2	Kalkwarf	20	Football	Kalkwarf	25	100
400	313	N	PE	Allred	29	Prep	Allred		Wt.Train	Allred	13	Prep			50
401	765	Y	PE	Perea T.	31	Wt.Train	Perea T.	27	Girls PE	Perea T	16				75
402	197	N	Girls Bball	Reyes	17	Fit/Arob	Reyes	11	Open			Ath.Training	Reyes	29	75
403	841	Y	Ath.Training	Mora	10	Open			Open			Football	Hite	30	50
412	739/16	Y	Open			Open			PE/Wt.Tr.	Schmidt/Perea	44	PE/Health	Perez/Sch	23	50
504	1600	Y	Div/Occup 1	Ulibarri-Kl	11	ComSkills	Ulibarri-Kl	21	Prep	Ulibarri-Kl		Tutorial	Ulibarri-Kl	12	75
505	1042	N	Intro.Auto	Arnold	28	Animal Sci	Arnold	10	Intro.Auto	Arnold	14	Intro Agricul	Arnold	14	100
506	1042	N	Energ/Tech	Myers	15	Electronics	Myers	12	Intro.Auto	Myers	17	Electronics	Myers	15	100
510	2222	Y	Mrch/B/Flags	Villa	54	Con/B/Mu/Th	Villa	15	Open			Open			50
550	1422	Y	Art 2	Arredondo	20	Art 1	Arredondo	20	Art 2	Arredondo	16	Prep	Arredondo		75
551	1426	Y	Mobility	Martin	5	JTP/Com/Lvn	Martin	6	Social Dev	Martin	6	Social Dev	Martin	1	100
554	3721	N	Wood shop	Cornish		Intervention	Cornish		Intervention	Cornish		Intervention	Cornish		75
562	1144	Y	Prep	Hamilton		Floriculture	Hamilton	25	Floriculture	Hamilton	10	Work Exp	Hamilton	1	75
			<b>SUBTOTAL</b>		<b>566</b>			<b>509</b>			<b>510</b>			<b>483</b>	<b>77%</b>

Rm#	Clrm	Adeq	BLOCK 1	8:45-10:22		BLOCK 2	10:23-11:55		BLOCK 3	12:01-2:07		BLOCK 4	2:13-3:45		% of
	NSF	Y/N	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	CLASS	TEACHER	#ST	UTILIZ
563	870	Y	Prep	Rystad		Metal Fab	Rystad	20	Metal Fab	Rystad	20	Struc/Const	Rystad	16	75
564	4253	NA	Storage Sp	Old Wood		Shop now	Used for		Storage etc.						NA
567	2523	Y	DRAFTING	LAB		USED	ACROSS		VOCATIONAL	CLASSES					75
568	561	N	Art 1	Hartman	22	Prep	Hartman		Art 1	Hartman	16	Art 1	Hartman	21	75
569		Y	Open	Provencia		Nurse/Asst 1	Provencia	15	Intro.Health	Provencia	8	Open			50
580	4287	N	Auto Tech	Enriquez	13	Auto Tech 2	Enriquez	17	Auto Tech 4	Enriquez	17	Prep	Enriquez		75
601	791	Y	Psych	Medina	22	USGov/Econ	Medina	22	Psych	Medina	22	USGov/Econ	Medina	17	100
600	791	Y	Prep	Dixon		WrldHist/Geo	Dixon	30	WrldHist/Geo	Dixon	27	St Aide	Dixon	1	75
602	763	Y	NM Hist	Gomez	25	UNHist/Geog	Gomez	24	USHist/Geog	Gomez	22	Prep	Gomez		100
603	763	Y	Wrld Hist	Grace	28	Wrld HistGeo	Grace	22	NM Hist	Grace	26	NM Hist	Grace	26	100
605	317	Y	St Aide	Harper	1	St Aide	Harper	2	Open			St Aide	Harper	1	75
608			Open			Open			Open			Open			0
609	765	Y	Prep	Rodriguez		USHist/Econ	Rodriguez	12	NM Hist	Rodriguez	14	WrldHistGeo	Rodriguez	3	75
610	1577	Y	TCAD	Munoz	9	Cloth/Sew	Munoz	22	Cloth/Sew	Munoz	18	Prep	Munoz		75
611	780	Y	WrldHistGeo	Burciaga	26	NM Hist	Burciaga	24	WrldHistGeo	Burciaga	29	Prep	Burciaga		75
619		Y	St Aide	Munoz	1	Open			Open			Open			25
650	1161	Y	Prep	Schaid		USHis/Econ	Schaid	27	USGov/Econ	Schaid	25	WrldHistGeo	Schaid	30	75
651	772	Y	US Hist/Geo	Green-Wall	10	Tutorial	Green-Wall	12	WrldHistGeo	Green-Wall	12	Prep	Green-Wall		75
652	763	Y	USHist/Geo	Jacks	27	Prep			US Hist/Geo	Jacks	27	Sociology	Jacks	19	75
653	1146	Y	Bus/Comp	Castillo-Q	17	Bus/Comp 2	Castillo-Q	18	Bus.Law	Castillo-Q	14	Prep	Castillo-Q		75
659	1109	Y	English 4	Galvan	27	English 2	Galvan	23	English 2	Galvan	18	English 2	Galvan	24	100
660	1248	Y	H/USHist/Geo	Thornley	28	Prep	Thornley		H/USHist/Geo	Thornley	12	USHist/Geo	Thornley	23	75
Ccent	216	N	Bridge 1	Miller	12	DACCorient	Miller	42	DACCorient	Miller	1	DACCorient	Miller	1	100
Ccent	116	N							DACCorient	Miller M	1				25
Ccent	99	N	Aide	Provencia	2	Aide	Provencia	2	Aide	Provencia	2	Aide	Provencia	2	100
Ccent	122	N	Peer Counsel	Provencia	6	Peer Dev.	Provencia	10	Aide	Provencia	2	Aide	Provencia	2	100
750	637	N	Security			Security			Security			Security			100
753	833	N	ISS			ISS			ISS			ISS			100
904-906	3661	Y	SCHOOL	BASED		HEALTH	CLINIC								100
			<b>SUBTOTAL</b>		<b>276</b>			<b>344</b>			<b>333</b>			<b>186</b>	<b>84%</b>
			<b>TOTAL</b>		<b>1744</b>			<b>1718</b>			<b>1740</b>			<b>1643</b>	<b>80%</b>

The 80% total utilization figure does not include the teacher prep period.

## **SPACE DEFICIENCIES IDENTIFIED**

**Classroom deficiencies identified by the New Mexico State Adequacy Standards sections 6.27.30.12-6.27.30.18 are as follows:**

Main Building/Original

Rooms: 102, 103, 104, 105, 109 A & B, 121, 132, 137, 141, 142, 143, 147, 148, & 154

North Building

Rooms: 201,206, 207, 208, 209, 213,216, 220, 221,222, 223, 226, 229,230, 231, 232,233, 242, & 243

Academic Building

None

Boy's Gymnasium -Weight Room (408), Seating capacity, lockers,( 401, 404, 410, 412)

Girl's Gymnasium (Lockers)

Counselor's Suite (No privacy for student interventions, needs complete replacement)  
(820, 821, 822, 823)

Careers and Technical Education (Trades)

Auto (580-581) (505 - 506)

Agriculture (564) (566) (567)

Art (568)

Metal Fabrication ) (563)

Wood/Construction (No program-space used for storage) (554) (564)

Clothing/Sewing/Fashion Design (609) (610)

Culinary Arts/Nutrition (105, 206, 207, 208, & 209)

Floriculture (562)

Science Classrooms & Labs mentioned above: (103, 104, 213, 216, 220, 221, 222, 223, 226, 229, & 230)

Computer Labs (250)

Intervention/ISS (753 & 755)

Security (750)

Forty-six spaces currently used to implement the existing curriculum do not meet minimum adequacy standards.

## GADSDEN HIGH SCHOOL PROGRAMMED SPACE SUMMARY

<b>Program Area</b>	<b>Existing Square Footage</b>	<b>Adequacy Standards</b>
Academic Core	42,303	53,800
Special Education	13,948	16,610
Administrative Spaces	10,800	9,945
Media Center Spaces	10,352	8,675
Computer Lab	1,598	1,500
Visual Arts Spaces	1,983	3,070
Music Spaces	3,639	4,730
Performing Arts	1,404	2,966
Career/Technical(Trades)	24,810	33,125
Special Courses/Electives	16,708	18,000
Physical Education Spaces	36,009	26,300
Student Dining Spaces	26,219	17,786
<b>Subtotal</b>	<b>189,773</b>	<b>196,507</b>
Building Services(30%)	56,932	58,952
<b>Total Programmed Area</b>	<b>246,705 sf</b>	<b>255,014sf</b>

### EXISTING SQUARE FOOTAGE

<b># of Students in school</b>	<b>Total SF divided by # of Students</b>	<b>SF per Student</b>
<b>1744 ( 40 day)</b>	<b>246,705</b>	<b>142</b>
<b>2000 capacity</b>	<b>246,705</b>	<b>123</b>

### ADEQUACY STANDARDS

<b># of Students in school</b>	<b>Total SF divided by # of Students</b>	<b>SF per Student</b>
<b>1744 (40 day)</b>	<b>255,014</b>	<b>146</b>
<b>2000 capacity</b>	<b>255,014</b>	<b>127</b>

### EXISTING CAMPUS SPACE TO SUPPORT CURRENT ENROLLMENT (capacity 2000)

<b>Permanent Structures</b>	<b>258,928 sf</b>
<b>Portables</b>	<b>26,250 sf</b>
<b>Barracks</b>	<b>10,069 sf</b>
<b>Total</b>	<b>295,301 sf</b>

### TOTAL CAMPUS SPACE NEEDS TO SUPPORT 2,000 STUDENTS

**300,000 Sq. Ft. Using Adequacy Standards # at 150 Sq. Ft. per student**

## TEACHING AND PROGRAMMED SPACE SUMMARY

Teaching Spaces and Programmed Areas	Number of Classrooms	Classes Per Day	Existing Space	Adequacy Space Guidelines
<b>ACADEMIC CORE -CLASSROOMS</b>				
Language Arts	16	45	13,120 sf	14,400 sf
Social Studies	14	40	11,277 sf	12,600 sf
Science ( Storage 6 @250 sf)	Lab/Clrm/comb11	33	9,951 sf	16,900 sf
Math	11	32	7,955 sf	9,900 sf
<b>TOTALS</b>	<b>52</b>	<b>150</b>	<b>42,303 sf</b>	<b>53,800 sf</b>
<b>CAREER/TECHNICAL ED (TRADES)</b>				
Business	1 + 2 Labs	9	2,736 sf	4,080 sf
Family Studies/Culinary Arts	3 + 2 Labs	17	6,759 sf	7,085 sf
Automotive Technology	1 + 1 Lab	5	5,329 sf	5,410 sf
Agriculture/Floriculture/Greenhouse	2 + 1 Lab	5	2,186 sf	5,650 sf
Metal Fabrication/Welding	1 + 1 Lab	3	2,523 sf	4,150 sf
Construction Trades	1 + 1 Lab	2	4,235 sf	4,900 sf
Electronics/Robotics	1	2	1,042 sf	1,850 sf
<b>TOTALS</b>	<b>9 + 8 Labs</b>	<b>41</b>	<b>24,810 sf</b>	<b>33,125 sf</b>
<b>VISUAL/PERFORMING ARTS</b>				
Art	2	6	1,983 sf	3,070 sf
Drama	1 + Black Box	3	1,404 sf	2,966 sf
Band	1	2	2,222 sf	3,290 sf
Chorus	1	3	1,417 sf	1,440 sf
<b>TOTALS</b>	<b>5 + Black Box</b>	<b>14</b>	<b>7,026 sf</b>	<b>10,766 sf</b>
<b>OTHER/ELECTIVE COURSES</b>				
Modern Language	8	23	6,201 sf	7,200 sf
Program for Acquisition of Language	6	14	4,718 sf	5,400 sf
ROTC	2	7	1,584 sf	1,800 sf
DACC/Nursing/Bridge	Varies	6	1,682 sf	1,200 sf
Nursing/Health	1 + Lab	2	2,523 sf	2,400 sf
<b>TOTALS</b>	<b>17 + 1 Lab</b>	<b>52</b>	<b>16,708 sf</b>	<b>18,000 sf</b>
<b>SPECIAL EDUCATION</b>				
Self Contained	5	18	3,227 sf	3,850 sf
Electives	2	4	2,112 sf	1,800 sf
D Level Classroom	2	7	1,169 sf	1,800 sf
Storage 2 @ 150	2		75 sf	300 sf
Resource	2	2	1,426 sf	1,800 sf
Inclusion	7	23	5,839 sf	6,300 sf
Conference Room	1		100 sf	200 sf
Offices 4 @ 120	4			480 sf
Kitchenette 1 @ 80				80 sf
<b>TOTALS</b>	<b>18</b>	<b>54</b>	<b>13,948 sf</b>	<b>16,610 sf</b>



**PHYSICAL EDUCATION/ATHLETICS**

Teaching Spaces and Programmed Areas	Number of Classrooms	Classes Per Day	Existing Space	Adequacy Space Needs
Physical Education Classes	7 plus 3 gyms	11	7 stations 3 gyms 33,471 sf	20,000 sf 3,000 sf for bleachers
Weight Training	1	4	1,500 sf	2,400 sf
Athletic Training	2	1	841 sf	Not funded
Gymnastics	1	1	Gym	NA
Physiology/Exercise	1	1	197 sf	900 sf
Athletics Girls Basketball Volleyball Boys Basketball Soccer (Girls and Boys) Football Baseball Softball Wrestling		8	3 Gyms & Playing fields	NA
<b>TOTALS</b>	<b>15</b>	<b>26</b>	<b>36,009 sf</b>	<b>26,300 sf</b>

The physical education and athletic programs are housed in three different areas (facilities) scattered across the campus. The following tables provide a breakdown of the spaces in each facility and are summarized in the above table.

Programmed Areas and Teaching Spaces	Number of Spaces	Existing Space
<b>GYMNASIUM NORTH BUILDING</b>		
Gymnasium	1	10,212 sf
Stage	1	1,505 sf
Classroom	1	715 sf
Classroom	1	666 sf
Locker Rooms: Boys	1	776 sf
Girls	1	779 sf
Offices 2 @ 136 ea	2	272 sf
Lobby / Concessions	2	533 sf
<b>TOTAL NET AREA</b>	<b>10</b>	<b>15,458 sf</b>
<b>GYMNASIUM MAIN BUILDING</b>		
<b>Programmed area</b>	<b>Number of Spaces</b>	<b>Existing Spaces</b>
Gymnasium	1	4,691 sf
Girls' Locker Room	1	677 sf
Office	1	132 sf
Concession	1	163 sf
Restroom	1	196 sf
<b>TOTAL NET AREA</b>	<b>5</b>	<b>5,859 sf</b>
<b>GYMNASIUM STADIUM AREA</b>		
Gymnasium	1	7,442 sf
Weight Room	1	1,369 sf
Boys' Locker Rooms (2 - 739sf & 758sf)	2	1,497 sf
Girls' Locker Rooms (2 - 746sf & 765sf)	2	1,511 sf
Offices (2 - 144sf & 19sf)	2	335 sf
<b>TOTAL NET AREA</b>	<b>8</b>	<b>12,154 sf</b>

**Total square footage of the combined facilities: 36,090sf.**

## PROGRAM AREA DESCRIPTIONS/COMMENTS

ACADEMIC CORE -CLASSROOMS	Number of Classrooms	Classes Per Day	Existing Space	Adequacy Space
Language Arts	16	45	13,120 sf	14,400 sf
Social Studies	14	40	11,277 sf	12,600 sf
Science 11 Clrm/Lab @ 1,400 (Storage 6 @ 250sf)	Lab/Clrm/comb11	33	9,951 sf	16,900 sf
Math	11	32	7,955 sf	9,900 sf
<b>TOTALS</b>	<b>52</b>	<b>150</b>	<b>42,303 sf</b>	<b>53,800 sf</b>

### Comments:

**Courses offered:** English I-V, Honors English, Newspaper, Yearbook, Communication Skills, Read 180 Lab, English Inclusion, Geometry, Algebra 1, Algebra 2, Honors Geometry, Honors Calculus, Honors Trigonometry, Ramp-up, I Can Learn Algebra, Integrated Science, Physics, Biology, Honors Biology, Chemistry, Anatomy, Physiology, New Mexico History, World History/Geography, Government and Economics, U.S. History, World History, Sociology, Psychology, Honors U.S. History, Introduction to Law, and Law I. *Courses offered during 2008-2009 academic year, course menu and complete curricular index in attachments.*

**Activities anticipated:** Individual, small, and large group activities, project-based learning, computer assisted instruction and research, demonstrations, lecture, materials storage, and planning and preparation activities.

**Relationships to other departments:** Proximity to Library Media Center, Administration and Counseling and easy access to Special Education locations for inclusion classes and academic support.

The 52 academic (core) classrooms are needed to deliver the existing curricular content. These rooms are used for language arts, mathematics, social studies and science. Each academic classroom provides space (900 sq. ft.) for up to 30 students and a teacher. Ideally language arts, social studies should be located in close proximity. Math and science classrooms should be situated to support a math science small learning community or academy structure in the future reorganization of the school facility. The academic classrooms should be designed so that classrooms can be added (modified or rearranged) in the future in a logical and functional way.

Academic classrooms should reflect the interdisciplinary concept of the small learning communities' organizational structure. It is suggested that the classrooms be constructed (renovation) with the following four features in mind:

1. Effectiveness of utilization
2. Flexibility of utilization
3. Attractiveness of facilities, furniture, equipment, and displays
4. Economy of operation

The typical activities of the academic classroom must include flexibility in seating arrangements so that students interact with the teacher and each other. From time to time seats may be moved into rows, in small groupings, or turned to form a large circle.

Whiteboards, tack boards, projection screens, maps, charts, and a wide variety of audiovisual and computer technology are frequently used in these spaces. Adequate wiring, screens, and room darkening options are required.

Academic classrooms are the environment for more than 50% of the typical student's time. In spite of the similarity of their requirements, classrooms should have some distinctive design or décor to distinguish them from others and bring variety, beauty and interests into each student's day. Variation might be introduced in configuration, orientation, color and furnishings.

Standard Provisions for each Academic Core Classrooms: Standard features from Adequacy Standards Planning Guide p. 17.

- 150 sf of fixed storage
- Teacher wardrobe 52cf
- Cabinets and file storage 70cf
- 15 linear feet of bookcases 3 feet high
- 2 electrical outlets per wall
- Computer networking (minimum 4 outlets)
- 1 Ceiling mounted projection screen
- 1 TV/DVD monitor wall mounted
- 1 wall clock
- Intercom system and phone line
- 2 4x12 white boards
- 2 4x8 mounted tack boards

### **SCIENCE CLASSROOMS/LABORATORIES**

Physical Science, Biology, Integrated Science, Chemistry, Anatomy, and Physiology are offered and require eleven science laboratory/classrooms at 1,400 Sq. Ft. each. In addition to the laboratory/classroom space 250 Sq. Ft. should be added for secure storage and lab prep. Provision should be made for student work stations for 30 students. Preparation rooms, secure chemical storage, shared lecture facilities and office space for planning should be considered in the design process. If windows are not available to provide sunlight for growing plants, special plant lights should be made available over some of the counter space. An alternative would be to create a greenhouse space to be used by all teachers and students. Lockable cabinets should be provided in each classroom.

A teaching station should be provided with a portable demonstration laboratory table. The teaching stations should also have appropriate media and A/V capabilities. A minimum of six computer drops should be available in each classroom space. In addition, technology capable of delivering virtual lab sessions should be considered. Sink and gas areas are to be provided in each laboratory space. Hot and cold water should be provided in the sinks and gas and electricity located in the counter stations. A safe storage room is to be provided adjacent to the science laboratory space. All appropriate and required safety features should be installed in each laboratory/classroom.

A complete renovation is recommended for the science classrooms. As spaces are vacated as a result of new construction, replacing the existing science facilities should become a priority.

CAREER/TECHNICAL ED	Number of Classrooms	Classes Per day	Existing Space	Adequacy Space Allocation
<b>** Business</b>	<b>1 + 2 Labs</b>	<b>9</b>	<b>2,736 sf</b>	<b>4,080 sf</b>
Computer Lab (2 @ 1,400)	2	6		2,800 sf
Office 2@ 100	2			200 sf
Storage				180 sf
Classroom	1	3		900 sf
<b>Family Studies/Culinary Arts</b>	<b>3 + 2 Labs</b>	<b>16</b>	<b>6,759 sf</b>	<b>7,085 sf</b>
Culinary Arts Lab	1	5		1,800 sf
Restaurant/Classroom	1			900 sf
Storage/Laundry				413 sf
Sewing/Clothing Lab	1	3		1,500 sf
Fitting Room 2 @72	2			144 sf
Office	1			100 sf
Storage	1			64 sf
Child Development/Teacher Cadet	1	4		1,200 sf
Storage				64 sf
Nutrition Classroom/Teacher Cadet	1	4		900 sf
<b>Automotive Technology</b>	<b>1 + 1 Lab</b>	<b>5</b>	<b>5,329 sf</b>	<b>5,410 sf</b>
Lab with minimum of 4 bays	1	5		2,400 sf
Bench area	1			900 sf
Classroom	1			750 sf
Tool Area	1			210 sf
Equipment storage	1			150 sf
Office	1			100 sf
Exterior Covered/Optional	1			900 sf
<b>Agriculture/Floriculture</b>	<b>2 + 1 Lab</b>	<b>5</b>	<b>2,186 sf</b>	<b>5,650 sf</b>
Lab	1	2		2,500 sf
Classroom	1			750 sf
Office	1			100 sf
Storage	1			200 sf
Floriculture/Horticulture	1	3		1,200 sf
Greenhouse	1			900 sf
<b>Metal Fabrication/Welding Technology</b>	<b>1 + 1 Lab</b>	<b>3</b>	<b>2,523 sf</b>	<b>4,150 sf</b>
Welding/forge area				1,200 sf
Machine tool area				800 sf
Bench Area				800 sf
Pattern making				200 sf
Materials/project/supply storage				900 sf
Finish area				150 sf
Office				100 sf
<b>Construction Trades</b>	<b>1 + 1 Lab</b>	<b>1</b>	<b>4,235 sf</b>	<b>4,900 sf</b>
Lab Space	1			2,400 sf
CAD classroom/Drafting	1			900 sf
Material Storage	1			300 sf
Project Storage	1			400 sf
Supply Storage	1			200 sf
Office	1			100 sf
Outdoor area	1			600 sf
<b>Electronics/Robotics</b>	<b>1</b>	<b>2</b>	<b>1,042 sf</b>	<b>1,850 sf</b>
<b>TOTALS</b>	<b>9 + 8 Labs</b>	<b>41</b>	<b>24,810 sf</b>	<b>33,125 sf</b>

**Comments:** The utilization study supports the demolition of the existing Career/Trades Complex and recommends a new Trades Complex to house Family Studies/Culinary Arts,

Automotive Technology, Agriculture/Floriculture, Metal Fabrication/Welding, Construction Trades, and Electronics/Robotics. \*\* The Business component can be updated and refurbished in the existing Business Complex. The Health/Nursing programs should also be configured in the Trades Building.

Consideration should be given to setting aside acreage to support the agricultural/horticultural/floriculture programs. A greenhouse is a necessary addition to this space.

**Courses offered:** Data Management, Accounting, General Computer Applications, Business Law, Marketing, Culinary Arts I-III, Nutrition, Child Development, Teacher Cadet Work Campus, Life Skills, Basic Clothing, Introduction to Auto, Auto Tech I-III, Animal Science, Introduction to Agriculture, Floriculture, Electronics/Robotics, Metal Fabrication, and Structural Construction. *Course offerings 2008-2009, complete course index in attachments.*

**Activities Anticipated:** Lecture, demonstration, individual and large project fabrication and welding activity, cooking projects, major storage needs, and outdoor project work and fabrication.

**Relationships to other Departments:** Configured into a career technology complex with easy access for delivery of supplies and the movement of large projects. Noise factors major consideration for location. Proximity to Food Services and computer labs.

VISUAL/PERFORMING ARTS	Number of Classrooms	Classes Per day	Space Allocation
<b>Art</b>	<b>2</b>	<b>6</b>	<b>3,070 sf</b>
Creative/Visual Arts Studios	2	6	2,800 sf
Storage 2 @ 150			300 sf
Office			100 sf
Kiln area/ceramic storage			170 sf
<b>Performing Arts</b>	<b>1</b>	<b>3</b>	<b>2,966 sf</b>
Classroom	1		1,200 sf
Black Box Theater (43' x 32')	1		1,376 sf
Changing Room 2@120			240 sf
Storage			150 sf
<b>Band</b>	<b>1</b>	<b>2</b>	<b>3,290 sf</b>
Band room	1	2	1,800 sf
Instrument storage			500 sf
Instrument repair with sink			150 sf
Uniform/Flags storage			400 sf
Practice room individual 2@60	2		120 sf
Group practice	1		200 sf
Office	1		120 sf
<b>Chorus</b>	<b>1</b>	<b>3</b>	<b>1,440 sf</b>
Classroom	1	3	1,200 sf
Storage	1		120 sf
Office	1		120 sf
<b>TOTALS</b>	<b>5 + Black Box Stage Area</b>	<b>14</b>	<b>10,766 sf</b>

**Comments:** Consideration should be given to upgrading and refurbishing the Band and Chorus spaces in master planning the campus.

**Courses Offered:** Art I-II, Introduction to Theater, Drama Stage I-II, Stage Acting I-II, Chorus, Marching Band, Music Theory, Individual Technique, and Flags .*Course offerings for 2008-2009 school year, complete course menu in attachments.*

**Anticipated Activities:** Lecture, demonstration, small group ensemble work, individual practice areas, instrument storage,

**Relationship to other Departments:** Proximity to playing fields and parking lot space for marching band practice, near or located adjacent to Career/Technology Center.

OTHER/ELECTIVE COURSES	Number of Classrooms	Classes Per day	Existing Space	Adequacy Space
Modern Language	8	23	6,201 sf	7,200 sf
Program for Acquisition of Language	6	14	4,718 sf	5,400 sf
ROTC	2	7	1,584 sf	1,800 sf
DACC/Nursing/Bridge	Varies	6	1,682 sf	1,200 sf
** Nursing/Health	1 + Lab	2	2,523 sf	2,400 sf
<b>TOTALS</b>	<b>17 + 1 Lab</b>	<b>52</b>	<b>16,708 sf</b>	<b>18,000 sf</b>

**Comments:**

**Courses offered:** French I-III, Honors French, Native Spanish, Non-Native Spanish, Honors Spanish, ESL I-III, Listening and Understanding, English 1-2, Speaking and Writing, Read 180 Lab, U.S. Government and Economics, Integrated Science, ROTC I-IV, Nursing Assistant I-III, Dona Ana Community College credit courses. *Complete course menu in attachments.*

**Anticipated Activities:** Multimedia, computer assisted instruction, small group activity, project based work and lab space for demonstration for health based coursework.

**Relationship to other departments:** Proximity to core academic classrooms, Library Media Center, easy access to outdoor spaces for ROTC marching and drill practice.

\*\*The Nursing/Health programs should be placed in the new Trades Complex.

SPECIAL EDUCATION	# of Classrooms	Classes Per Day	Existing Space	Adequacy Space
Self Contained	5	18	3,227 sf	3,850 sf
Electives	2	4	2,112 sf	1,800 sf
D Level Classroom	2	7	1,169 sf	1,800 sf
Storage 2 @ 150			75 sf	300 sf
Resource	2	2	1,426 sf	1,800 sf
Inclusion	7	23	5,839 sf	6,300 sf
Conference Room			100 sf	200 sf
Offices 4 @ 120				480 sf
Kitchenette 1 @ 80				80 sf
<b>TOTALS</b>	<b>18</b>	<b>54</b>	<b>13,948 sf</b>	<b>16,610 sf</b>

**Comments:**

Data provided by the district identifies 253 special needs students currently enrolled, inclusive of all exceptionalities. Specific planning will be required to comply with the New Mexico State Performance Plan to improve services for students with exceptionalities. The

Special Education Director for the district has projected the following campus needs by 2012:

- Automatic door openers.
- Braille signage and accessible pathways for 6-12 Blind/Vision impaired students.
- Fire alarms for approximately 17 Deaf/Hearing impaired students.
- Improved access for 12-16 Multiply Disabled/Mentally impaired students needing electric and manual walkers and wheelchairs.
- Improved wheelchair access for 3 Traumatic Brain Injured students

**Courses offered:** Inclusion English I-III, World History, New Mexico History, U.S. Government, Life Skills, Communication Skills, Integrated Science, Astronomy, Algebra 1, Geometry, Work Campus, Government and Economics(Resource), New Mexico History (Resource), Spanish Native Speakers, Spanish Non Native Speakers, Tutorial, and Print Shop Self contained-Life Skills, Academic Skills, and Developmental Skills.

**Anticipated activities:**

**Self-contained Classrooms:** These classrooms provide services to students who require a more restrictive environment and a smaller teacher to student ratio. As IDEA-B requires a school offer a continuum of services to students based on their individual needs, it is imperative that we make provisions for these classrooms. Each self-contained classroom can service 8-15 students depending on the severity of their academic needs.

**Developmental Classrooms:** These classrooms are a form of self-contained, but serve students with severe and profound disabilities. These students may be non-ambulatory and require diaper changes or bathing due to incontinence. As a result, more space is required for these classrooms. A washer and dryer are necessary to clean student clothes and towels as well as teach students functional skills. As many of these students are heavy and need to be lifted, the classroom also needs to include space for a lifting system.

More square footage is required for these students to accommodate wheelchairs and the adults needed to work with them. These rooms may house up to 8 students.

**Resource Classrooms:** These classrooms provide services for students with minimal or moderate needs. The students come and go depending on which subjects with which they require assistance. The population will constantly change as students come in for help in research, writing assignments, and test-taking. At one time there may be as many as 20-25 students with each working on a different assignment. At other times there may be fewer students. There are usually several teachers or educational assistants on hand to work with the students. Space is required to accommodate materials for all grade levels and subjects as well as computers for student use.

**Therapy rooms:** IDEA requires the provision of speech and language services, physical therapy services, occupational therapy services and psychological services. These therapists often require private areas for the administration of these therapies.

**Offices:** staff members required to meet the needs of students with special needs require office space instead of a classroom. Social workers provide case management and counseling

services for students. Gifted coordinators also work with several student caseloads and monitor student progress, so can work from an office as we

**Relationship to other departments:** Proximity to School Based Health Clinic, School Nurse, Central Administration, Core Academic classrooms, easy access to drop-off distribution points.

**PHYSICAL EDUCATION**

Teaching Spaces and Programmed Areas	Number of Classrooms	Classes Per Day	Existing Space	Adequacy Space Needs
Physical Education Classes	7 plus 3 gyms	11	7 stations 3 gyms 33,471 sf	20,000 sf 3,000 sf for bleachers
Weight Training	1	4	1,500 sf	2,400 sf
Athletic Training	2	1	841 sf	Not funded
Gymnastics	1	1	Gym	NA
Physiology/Exercise	1	1	197 sf	900 sf
Athletics Girls Basketball Volleyball Boys Basketball Soccer (Girls and Boys) Football Baseball Softball Wrestling		8	3 Gyms & Playing fields	NA
<b>TOTALS</b>	<b>15</b>	<b>26</b>	<b>36,009 sf</b>	<b>26,300 sf</b>

**Comments:** The physical education and athletic program is spread across three gymnasiums located at various points on the campus. The facilities are all in need of serious upgrades and perhaps replacement or demolition of the Boy’s Gymnasium closest to the football field and track. Reorganization of the program facilities should be considered.

**Courses offered:** Physical Education I-II, Girl’ Basketball, Tennis, Gymnastics, Athletic Training, Physiology/Exercise, Weight Training I-II, Volleyball, Football, Basketball, Soccer,

**Activities anticipated:** Team and individual sports, competitive events, facilities shared by P.E., Health, extra-curricular activities, community events, and all school meetings and events (none of the existing facilities will seat the entire student body at one time).

**Relationship to other departments:** Band, ROTC, Playing fields, and parking areas for community access.



**THE ADMINISTRATION BUILDING IS CURRENTLY OUT TO BID.**

**ADMINISTRATION**

<b>Administration and Support Spaces</b>	<b>Number of Spaces</b>	<b>Existing Spaces</b>	<b>Adequacy Space Needs</b>
<b>ADMINISTRATION</b>			
Principal's Office	1	176 sf	150 sf
Assistant Principal's Office	4	725 sf	630 sf
Reception	1	500 sf	400 sf
Secretary Area	2	414 sf	500 sf
Records Storage Vault	1	97 sf	100 sf
General Storage	1	131 sf	200 sf
Staff Restroom	1	64 sf	TARE
<b>Subtotal</b>	<b>11</b>	<b>2,107 sf</b>	<b>1,980 sf</b>
<b>COUNSELING</b>			
Counselor's Office(currently 1 large space)	6	1600 sf	720 sf
Reception area	1	NA	100 sf
Career Center	1	NA	300 sf
Conference Room	1	NA	150 sf
Testing Room	1	50 sf	50 sf
Storage	1	75 sf	40 sf
Vault	1	119 sf	40 sf
<b>Subtotal</b>	<b>12</b>	<b>1,844 sf</b>	<b>1,400 sf</b>
<b>STUDENT HEALTH</b>			
Nurse's Office	1	523 sf	
Isolation Rooms	2	96 sf	
Storage	1	48 sf	
<b>Subtotal</b>	<b>4</b>	<b>667 sf</b>	<b>1,000 sf</b>
<b>HEALTH BUILDING</b>			
<b>Student Based Health Clinic</b>			
Nursing	1	590 sf	
Laboratory/Pharmacy			160 sf
Exam Room	1	138 sf	2 @ 80/160 sf
Treatment Rooms	2	840 sf	200 sf
Training Room	1	304 sf	
Offices	2	481 sf	4@ 100/400 sf
Conference/Counseling room			120 sf
Waiting/reception	1	130 sf	120 sf
Storage (Records/General)			125 sf
Toilet room			60 sf
<b>Subtotal</b>	<b>8</b>	<b>2,483 sf</b>	<b>1,345 sf</b>
<b>FACULTY LOUNGE /WORKROOM</b>			
Faculty Lounge	2	484 sf	800 sf
Parent Center(.5 capacity of school)	1	664 sf	1,000 sf
Workroom / Mailroom	1	134 sf	800 sf
Staff Restroom	2	128 sf	TARE
<b>Subtotal</b>	<b>6</b>	<b>1,410sf</b>	<b>2,600 sf</b>
<b>Administration and Support Services</b>	<b>Number of Spaces</b>	<b>Existing Spaces</b>	<b>Adequacy Spaces</b>
<b>SECURITY</b>			
Office	1	637 sf	120 sf
<b>ISS INTERVENTION</b>			
Rooms	2	1,652 sf	1,500 sf
<b>TOTAL AREA</b>	<b>41</b>	<b>10,800sf</b>	<b>9,945 sf</b>

**Comments:** The administrative space provides for activities including Guidance, Counseling and Special Student Services concerned with the operation of the school. This area should be located near the main entrance to the school where it is easily accessible for the visitor and close to the parking area. This is a public area where visitors will come during the school day. The administrative offices should be accessed directly through the administrative reception area. There needs to be provisions for computer terminals and networking of computers within each office and work station in the administrative space. There also needs to be provision for connection of these computers to the school server(s). Telephone outlets need to be provided for each office, conference room and work station.

Restrooms and coat rooms should be provided for the staff working in this complex. It is desirable to have windows into all the office spaces within the administrative area if at all possible.

The relationship between the counseling offices and the administration area should allow for easy access between these areas. Windows should be provided in offices, conference rooms and work spaces to allow good visibility/supervision. Blinds should be provided to allow privacy.

### **Main Office**

The main administrative office is composed of the office/reception/waiting area, the principal's office, assistant principal's offices, the secretary's office, a workroom, conference room, mail room and staff restrooms.

The office/reception/waiting area must provide space for a receptionist who will handle contacts with the public, faculty and students. Work space for a secretary and two student aides and waiting space for six to eight visitors should be provided. The communications system for the school is located in this space. The office needs to be designed so that secretaries are visible and accessible to each other.

The principal's office should be accessible from within the main office area as well as directly from the main corridor or commons area. Space should be provided within this office to accommodate planning meetings involving seven or eight people plus the normal office furniture. The main entrance to the school should be visible from the principal's office.

### **Attendance**

The attendance area should have access to the main corridor system in the commons area. The attendance office should have an outside access door to the corridor as well as a counter window into the corridor. It may be located adjacent to the counselor's office. The corridor outside this window should be designed in such a way as to provide space for 30 to 40 students waiting in line, and adequate seating for 6 to 8 students.

A records room is to be provided near or adjacent to the attendance office. These spaces need to be accessible to the counselors and other office staff and should provide security for the protection of student confidentiality. Student records will be stored in fire-proof and lockable files in the records room. A small conference room should be available for file review and discussion.

This space should be separate from the main office and the attendance area, but in the same vicinity so visitors can be easily directed to it. This space should include a reception area/waiting room, space for a registrar, work space for a secretary, and space for up to 10 students/adults. Adequate space should be allowed in the suite to support a small career center with a minimum of four computer drops. A conference room for small group counseling is required.

### **Counseling Center**

This space should be separate from the main office and the attendance area, but in the same vicinity so visitors can easily be directed to the space. A reception area,/waiting room, space for a registrar, work space for a secretary, and space for up to 10 students/adults should be included. Adequate space should be allowed in the suite to support a small career center with a minimum of four computer drops. A conference room for small group counseling is required.

### **Health Center**

Planned activities for the Health Center include maintaining student health records, treating minor injuries, conferring with students and parents individually and in small groups, conducting health screening activities, immunizations and conferring with other health professionals, teachers and administrators. A separate waiting/reception area should be provided and could house the health assistant to the nurses. Any meetings with large groups will be held in the conference room which will be shared with the other support personnel and administration.

The Health Facility will be located near the attendance office. The Health Facility will be staffed by a nurse and a health assistant. It will consist of two sub-areas: the office and the sick rooms. Ill students will need to rest in this area. There should be two sick rooms, one for males, the other for females. Each of the sick rooms should have a bathroom facility. The boys' bathroom should have 1 toilet, 1 urinal, and one sink. The girls' bathroom should have 2 toilets and one sink. For handicapped and special needs students usage, the two bathrooms should each be large enough to catheterize students, room for an additional portable commode, provide changing tables at a height that assures easy transferring from wheelchair to table, sinks at a level that students can reach from a wheelchair, faucets and running water that are turned on and off with a sensor when one places hands underneath, locking drawers within the bathroom to hold individual student's hygienic supplies, shower stalls large enough to enable the use of a shower chair in each and commodes with bars to enable safe transferring.

**The health center for the school nurse will be separate from the School Based Health Clinic.**

### **Sick Room**

The sick rooms' furnishings should include the following:

- 4 clinic type beds with paper rolls attached in both the male and female sick room. (Provide curtains for privacy).
  - 10 linear feet of cabinets for storage of health office supplies in each sick room.
  - Varied lighting with brightness adjustments.
  - A locking wall cabinet for medicines in each sick room.
  - Full compliment of appropriate supplies/equipment needed by

the school nurse (as per the school nurse's request).

- 2 lounge chairs in each sick room.
- Small work table in each sick room.
- Bulletin board/white board in each sick room.
- Natural lighting (window/skylight).
- A diaper changing table in restroom

### **Faculty Lounge/Workroom/Mail**

The atmosphere in the faculty lounge should be relaxing and comfortable. Furniture and lighting should be of residential, living room style. The room (or rooms) should invite relaxation and informal communication. Approximately 20 lineal feet of counter space with cabinets below and above should be provided in the work room for storage of school supplies. A sink space and a space for duplicating equipment is also required in this room. This space needs to be within the administrative complex and have more than one access. This space is used by staff, including aides and volunteers. Location needs to provide exit to outdoor space. Adult female and male restrooms to be included in this space.

### **Parent Center**

Parents and communities are encouraged to form active partnerships with schools to assist in planning and carrying out school activities. The EPSS for Gadsden High School specifies a model of parent interaction as apart of the school improvement program. The space should:

Provide small group meeting capability.

Space to house coordination of volunteers to coordinate school outreach activities

Easy access to Administration and outside entrance

Be equipped with refrigerator, microwave, etc. and have counter space and storage

### **Security Center Office**

The security officer's office should be located with direct access to the outer corridor, as well as to the secretarial offices/reception area. It should be furnished with a desk and matching chair, a telephone, a computer with the school/district system, a filing cabinet, a wall mounted clock, indirect lighting, natural lighting with window/skylight, if possible, and 15-20 linear feet of book shelving. The security officer should have a base version short-wave system for immediate contact with local law enforcement agencies.

### **Conference Room**

A multipurpose conference room should be located near the principal's office and the clinic. This space could also serve as a meeting room for parents, staff, students and community groups.

### **Electronic/AV/Communication Room**

This room is a controlled access space needed to house the school's P.A. system, master clock, fire alarm system, security system, the computer system servers, and video communications tower to each classroom. This room should be located directly off the administrative secretarial office. The door should be locked at all times when the IMS technician is not present. Allocation of this space is to come from Tare.

## In-School Suspension

Comments: Two classrooms located near Administration, Media Center, and Food Service

### FOOD SERVICE/CAFETERIA/COMMONS

Teaching Areas and Programmed Spaces	Number of Spaces	Existing Spaces	Adequacy Spaces
Dining for 2 seatings @900 ea	1	19,399 sf	13,500 sf
Kitchen	1	2,348 sf	2,400 sf
Serving Area	1	820 sf	816 sf
Storage 1 Dry Storage @ 379sf, 1 Frozen Foods @ 168sf	2	547 sf	480 sf
Storage 1 Refrigeration Room @ 299	1	299 sf	240 sf
Office / Lounge	1	158 sf	75 sf
Receiving Area	1	125 sf	125 sf
Multipurpose rooms (5 rooms)	5	2,373 sf	NA
Restrooms with Lockers (2 @ 75sf)	2	150 sf	150 sf
<b>TOTAL NET AREA</b>	<b>15</b>	<b>26,219 sf</b>	<b>17,786 sf</b>

### Comments:

The existing Food Service/Cafeteria/Commons area is currently adequate to meet the needs of a 2000 student campus. The current and proposed schedule for utilization is based on a two setting lunch schedule and easily accommodates 900 students per setting. Food courts provide a variety of student lunch options which operate efficiently. The school population is all free and reduced lunch.

### THE LIBRARY/MEDIA CENTER IS CURRENTLY OUT TO BID.

### LIBRARY/MEDIA CENTER

Teaching Spaces and Programmed Area Space allocation /minimum 3 net sf /student	Number of Spaces	Existing Space	Adequacy Space
Main room / Stacks / Reference	1	7,184 sf	6,000 sf
Entry / Circulation / Distribution	1	222 sf	700 sf
Offices	2	365 sf	150 sf
Staff Development / Workroom /Reference	1	378 sf	200 sf
Small Group Conference Room	1	150 sf	150 sf
Media Equipment Storage	1	131 sf	175 sf
Periodical Room/Reference Room	1	205 sf	200 sf
Data Storage	1	56 sf	NA
Computer Stations	2	1,661 sf	NA
Multimedia Production	1		400 sf
Classroom			700 sf
<b>TOTAL NET AREA</b>	<b>11</b>	<b>10,352 sf</b>	<b>8,675 sf</b>

### Comments:

A new Library/Media Center is planned for the new Administrative complex. The possibility may exist to convert the existing space to a Performing Arts venue.

### Design /planning consideration:

- Maximize wall shelving and storage and minimize floor shelving

- Provide maximum floor space for class and staff activities
- Equip with rigid chairs not adjustable or with wheels
- Sky lights in main library to increase natural lighting
- Ceiling mounted LCD projector in classroom areas with remote control wall screens
- The location of the library media center should be in a quiet area, but centrally located, to facilitate dropping in, browsing, providing service and a study area for students and teachers.
- The mission of the library media center is to ensure that students and staff are effective users of information. A wide variety of materials, technology and experiences should be provided in all possible formats. This center is an integral part of the school's instructional program, and as such, serves as an extension to each classroom within the building.
- With existing and future electronic technology and expansion of knowledge, it is essential that students and staff learn to access, evaluate, manage, create, and present information, not only through traditional print and non-print media, but also through the rapidly developing electronic media, compact audio and video discs, computer enhanced video, and CD ROM. This space will have to accommodate technologies which have yet to be invented, therefore, flexibility is a key in the design of this space. The library media center is a critical component in developing these student and staff competencies and in motivating users to become life-long learners.
- The design should provide maximum flexibility in order to accommodate locally-determined program priorities as well as population growth, information expansion and changing technologies.
- The Center is divided into two major sections. First is the instructional component for student use. The main part of the library media center or "open" area includes spaces for the entrance and display, large and small group instruction, reference and research activities, independent study, casual reading, listening and viewing, the "stacks", card catalogue (electronic retrieval), copying and publishing. The electronic learning center is also included in this area. Computer access must be available throughout the space.
- The second section is the management and professional section primarily for adult and staff use. This area includes circulation and processing areas, media production workroom, storage areas for all learning resources, audio/visual equipment, periodicals and office space.
- Media Center Activities:
  - Large group instruction, projects
  - Small group instruction, projects
  - Individual research, reading
  - Instructional support and media production

- A library should seat about 10-15% of the student body (300 students). Allowing 30 square feet per student. The LMC requires:
  1. Adequate electrical outlets are needed on every wall and in the floor.
  2. Specific spaces that can be darkened. Individually controlled banks of light that allow dimming.
  3. Windows tinted with shades.
  4. Appropriate wiring for audio/visual and computer equipmet. The media center will be the central distribution source for AV/TV programming for classrooms.
  5. Space allowing for different room arrangements and programs to occur at one time.
  6. Limited, controlled access with a multi-purpose area for special presentations.
  7. An adjacent administrative area for the librarian.
  8. A media production room with direct access to the library. This area often serves as the work room for the school.
  9. A TV/broadcasting studio and adjacent control facilities.

## **SUMMARY**

Major findings and recommendations from the 2006 Gadsden Master Plan are substantiated by this utilization study. At the time of the 2006 study the campus served an average of 2,400 students. With the completion of Chaparral High School the school currently serves 1744 students. The data submitted in this report will assume a population of 2,000 students to be served by this campus.

### **School Site:**

The location of the school at the intersection Highway 28 and Washington Street (Highway 225) is a bottleneck of traffic during student arrival and dismissal. This situation is caused by a lack of student drop off sites and the fact that 98% of the student population is bused to the site. The layout of buildings on the site are largely dispersed and do not configure into an efficient educational environment. Walkways, outdoor gathering areas and landscaped areas need to be planned and constructed. Site accessibility and compliance with ADA is hampered by the poor quality of pathways and distances between buildings. Many infrastructure issues are cited in the Master Plan that are not specifically dealt with in this utilization study.

### **School Plant:**

Most buildings on campus are in need of refurbishing and are reported to be in fair to good condition. There is great disparity between the older classrooms and newest wings of the buildings. The Barracks, Annex buildings, Vocational/ Career buildings and the Counseling Center need to be replaced. The physical education facilities are spread across the campus preventing a unified and efficient implementation of the physical education and athletic programs. The administration building is poorly configured, and needs to be replaced in a

central location which incorporates a Library, Counseling, Health, and Administrative complex. Major roofing issues, as well as HVAC deficiencies are apparent across the campus.

**Educational Environment:**

The classroom environments vary significantly across the campus. At least 25% of the classrooms are substandard (46 classrooms have been identified as deficient in the utilization study) and 50% average and not equal to the remaining new wing classrooms in the Academic Building. The entire campus is in need of reorganization to more efficiently implement the program of instruction. Unification of the teaching units by discipline or by academies which support the career pathways would greatly improve the overall functioning of the teaching learning process.

The major capital investment areas supported in this Campus Utilization Study and the 2006 Master Plan:

- Construct a new Trades Complex;\*\*
- Construct an administration, library and counseling addition and convert existing spaces into classroom space to support the consolidation of teaching departments;
- Construct a science classroom addition and refurbish existing science classrooms for other functions;
- Construct a performing arts center; (possible renovation of existing spaces to be vacated by new construction)
- Power upgrades across the campus;
- Technology upgrades;
- Multiple roof issues are listed;
- Gym floors damaged because of moisture;
- Security lighting across the campus and in the parking lots;
- Fire suppression/installation of appropriate fire doors;
- Multiple ADA upgrades needed;
- Resolution of campus drainage issues;
- Master planning for landscaping to help unify the campus.

\*\*The Trades Complex should house the following curricular programs:

Family Studies and Culinary Arts	7,085 sf
Automobile Technology	5,410 sf
Agriculture/Floriculture	5,650 sf
Metal Fabrication/Construction	4,150 sf
Construction Trades	4,900 sf
Electronics/Robotics	1,850 sf
Nursing/Health	2,400 sf
Computer Lab	1,500 sf
Total nsf	32,945 sf



## **ATTACHMENTS**

Gadsden High School Space Utilization worksheet

**SPACE DEFICIENCY FLOOR PLANS**

**CURRICULUM MENU/COURSE LISTINGS**

**BELL SCHEDULE**

**TECHNOLOGY VISION**

## GADSDEN HIGH SCHOOL UTILIZATION WORKSHEET

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
1	Rm #	Clrm NSF	Max # of St./Sq Ft	PED MAX PTR/Clm	A.S. Y/N	BLOCK 1				BLOCK 2				BLOCK 3				BLOCK 4				Tot. St.	PED Max. PTR/Day	Tot. % Rm Occ./Day	Occ # of Pd.'s /Day	% Pd. /Day				
2						Time: 8:45 - 10:22				Time: 10:23 - 11:55				Time: 12:01 - 2:07				Time: 2:13 - 3:45												
3						# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.						% Rm Occ.	Grade	Teacher Name	Subject
4																														
4	102	670	45	15	N	15	100%		Zanotelli	Alg2	10	67%		Zanotelli	Alg1	7	47%		Zanotelli	Alg1	12	80%		Zanotelli	Alg	44	45	73%	4	100%
5	103	866	32	27	N	19	70%		Contaldo	Phys	0	0%		Contaldo	Prep	20	74%		Contaldo	Phys	22	81%		Contaldo	IntSci	61	81	56%	3	75%
6	104	1,365	51	27	N	11	41%		Lam	Bio	29	107%		Lam	Bio	0	0%		Lam	Prep	26	96%		Lam	Bio	66	81	61%	3	75%
7	105	1,136	42	27	Y	0	0%		Lundsford	prep	29	107%		Lundsford	Nutri	22	81%		Lundsford	Ch.Dev	25	93%		Lundsford	ChDev	76	81	70%	3	75%
8	106	900	33	27	Y	14	52%		Lerma	I-CAT	12	44%		Lerma	TCAD2	15	56%		Lerma	TCAD1	1	4%		Lerma	Prep	42	81	39%	3	75%
9	121	634	24	27	N	30	125%		Wall	Eng3	25	104%		Wall	Eng3	24	100%		Wall	Eng3	23	96%		Wall	Myth	102	81	106%	4	100%
10	122	891	33	27	Y	25	93%		Sanchez	SpNNat	14	52%		Sanchez	SpNNat	22	81%		Sanchez	SpNon	0	0%		Sanchez	Prep	61	81	56%	3	75%
11	124	907	36	27	Y	27	100%		Jaraba	SpNat	0	0%		Jaraba	Prep	16	59%		Jaraba	SpNat	20	74%		Jaraba	SpNat	63	81	58%	3	75%
12	125	907	113	8	Y	3	38%		Holguin	SpEd	7	88%		Holguin	SpEd	6	75%		Holguin	SpEd	7	88%		Holguin	SpEd	23	24	72%	4	100%
13	126	931	35	27	Y	8	30%		Mareno	ESL	0	0%		Mareno	Prep	14	52%		Mareno	Eng2	13	48%		Mareno	ESL	35	81	32%	3	75%
14	127	907	36	27	Y	24	89%		Smith	Fren 1	0	0%		Smith	Prep	19	70%		Smith	Fren 1	20	74%		Smith	Fren 1	63	81	58%	3	75%
15	128	620	78	8	Y	8	100%		Gamboa	Tutor	9	113%		Gamboa	Eng 4	9	113%		Gamboa	Eng 4	0	0%		Gamboa	prep	26	81	81%	3	75%
16	129	597	40	15	Y	9	60%		Goodmar	IntSci	0	0%		Goodmar	prep	10	67%		Goodmar	Tutor	10	67%		Goodmar	IntSci	29	45	48%	3	75%
17	132	512	19	27	N	24	126%		Morales	NMHist	24	126%		Morales	Eng 3	25	132%		Morales	NMHist	24	126%		Morales	NMHist	97	81	128%	4	100%
18	137	512	19	27	N	24	126%		Zapien	SpNNat	0	0%		Zapien	Prep	14	74%		Zapien	SpNNat	8	42%		Zapien	SpNon	46	81	61%	3	75%
19	140	620	78	8	Y	1	13%		Velez	Eng 4	1	13%		Velez	Eng 3	2	25%		Velez	Eng1-2	0	0%		Velez	Prep	4	24	13%	3	75%
20	141	561	21	27	N	25	119%		Lopez	LifeSk	0	0%		Lopez	Prep	25	119%		Lopez	LifeSk	17	81%		Lopez	Softball	67	81	80%	3	75%
21	142	552	20	27	N	14	70%		Zemek	ESL	0	0%		Zemek	Prep	9	45%		Zemek	ESL	8	40%		Zemek	Eng 2	31	81	39%	3	75%
22	143	549	20	27	N	29	145%		Marquez	IntrLaw	16	80%		Marquez	Law 1	0	0%		Marquez	Prep	9	45%		Marquez	Law	54	81	68%	3	75%
23	147	506	19	27	N	16	84%		Carr	Bio	9	47%		Carr	IntSci	10	53%		Carr	Astrom	0	0%		Carr	Prep	35	81	46%	3	75%
24	148	636	24	27	N	19	79%		Ortiz	Fren 2	22	92%		Ortiz	Fren 2	0	0%		Ortiz	Prep	20	83%		Ortiz	HonFren	61	81	64%	3	75%
25	153	549	69	8	Y	5	63%		VanDam	Eng1-2	5	63%		VanDam	IntSci	5	63%		VanDam	NMHist	4	50%		VanDam	ComSk	19	24	59%	4	100%
26	154	592	22	27	N	24	109%		Stemsrud	NMHist	0	0%		Stemsrud	Prep	24	109%		Stemsrud	NMHist	27	123%		Stemsrud	WorldHis	75	81	85%	3	75%
27	155	4,691	174	27	Y	12	44%		Letz	GirlBB	13	48%		Letz	Tennis	0	0%		Letz	Prep	15	56%		Letz	Gymnas	40	81	37%	3	75%
28	200	800	100	8	Y	2	25%		Torres	MathSk	4	50%		Torres	LifeSk	8	100%		Torres	LifeSk	10	125%		Torres	ComSk	24	24	75%	4	100%
29	201	742	27	27	N	0	0%		Alvarado	prep	14	52%		Alvarado	Geom	18	67%		Alvarado	Geom	26	96%		Alvarado	Alg 1	58	81	54%	3	75%
30	202	802	30	27	Y	13	48%		TBA	ROTCIII	11	41%		TBA	ROTC I-	0	0%		Open		14	52%		TBA	ROTC I-	38	81	35%	3	75%
31	203	782	29	27	Y	13	48%		Arms	ROTCIII	12	44%		Arms	ROTC I-	12	44%		Arms	ROTC I	18	67%		Arms	ROTC IV	55	81	51%	4	100%
32	206	750	28	27	N	0	0%		Gonzales	Prep	7	26%		Gonzales	H Calc	21	78%		Gonzales	H Calc	30	111%		Gonzales	Alg 2	58	81	54%	3	75%
33	207	972	36	27	Y	26	96%		Goodin	H Alg	19	70%		Goodin	H Trig	26	96%		Goodin	Alg 2	0	0%		Goodin	Prep	71	81	66%	3	75%
34	208	1,374	51	27	N	29	107%		Pena	Nutr 1	20	74%		Pena	CulArts	13	48%		Pena	CulArts	0	0%		Pena	Prep	62	81	57%	3	75%
35	213	730	23	27	N	25	109%		Roth	IntSci	24	104%		Roth	IntSci	28	122%		Roth	IntSci	24	104%		Roth	IntSci	101	81	110%	4	100%
36	214	962	36	27	Y	0	0%		Fowle	prep	22	81%		Fowle	Alg2	23	85%		Fowle	Alg 2	27	100%		Fowle	Alg 2	72	81	67%	3	75%
37	215	906	34	27	Y	23	85%		Franzak	Geom	28	104%		Franzak	Geom	0	0%		Franzak	Prep	27	100%		Franzak	Geom	78	81	72%	3	75%
38	216	750	28	27	N	26	96%		Chavez	IntSci	26	96%		Chavez	IntSci	28	104%		Chavez	IntSci	0	0%		Chavez	Prep	80	81	74%	3	75%
39	220	649	24	27	N	20	83%		Harper	IntSci	26	108%		Harper	IntSci	0	0%		Harper	Prep	15	63%		Harper	BoyBB	61	81	64%	3	75%
40	221	926	34	27	N	20	74%		Moore	IntSci	26	96%		Moore	IntSci	24	89%		Moore	IntSci	23	85%		Moore	IntSci	93	81	86%	4	100%
41	222	992	37	27	N	0	0%		Chavez	prep	26	96%		Chavez	IntSci	15	56%		Chavez	CollSk	27	100%		Chavez	IntSci	68	81	63%	3	75%
42	223	708	26	27	N	23	88%		Romero	IntSci	24	92%		Romero	Chem	25	96%		Romero	Chem	22	85%		Romero	IntSci	94	81	90%	4	100%
43	226	861	32	27	N	20	74%		Holzhaus	IntSci	0	0%		Holzhaus	Prep	26	96%		Holzhaus	IntSci	21	78%		Holzhaus	IntSci	67	81	62%	3	75%
44	227	185	7	27	Y	3	43%		Martinez	OffCam	3	43%		Martinez	OffCam	14	200%		Martinez	OffCam	24	343%		Martinez	OffCam	44	81	157%	4	100%
45	228	361	13	27	Y	2	15%		Martinez	StAide	3	23%		Martinez	StAide	4	31%		Martinez	StAide	4	31%		Martinez	StAide	13	81	25%	4	100%
46	229	1,035	38	27	N	25	93%		Palmer	Biol	0	0%		Palmer	Prep	28	104%		Palmer	Chem	28	104%		Palmer	Biol	81	81	75%	3	75%
47	230	1,035	38	27	N	0	0%		Ramos	prep	23	85%		Ramos	Astrom	17	63%		Ramos	IntSci	28	104%		Ramos	Biol	68	81	63%	3	75%
48	231	654	24	27	N	16	67%		Garcia	Geom	14	58%		Garcia	Alg 1	15	63%		Garcia	Geom	15	63%		Garcia	RampUp	60	81	63%	4	100%
49	232	666	25	27	N	0	0%		Mora	Prep	7	28%		Mora	PhysEx	10	40%		Mora	PhysEx	12	48%		Mora	PhysEx	29	81	29%	3	75%
50	233	1,202	45	27	N	0	0%		Open		0	0%		Open		9	33%		Anderson	CulArts	11	41%		Anderson	CulArts2	20	81	19%	2	50%

## GADSDEN HIGH SCHOOL UTILIZATION WORKSHEET

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
1	BLOCK 1										BLOCK 2					BLOCK 3					BLOCK 4					Tot. St.	PED Max. PTR/Day	Tot. % Rm Occ./Day	Occ # of /Day	% Pd. /Day
2	Time: 8:45 - 10:22					Time: 10:23 - 11:55					Time: 12:01 - 2:07					Time: 2:13 - 3:45														
3	Rm #	Clrm NSF	Max # of St./Sq Ft	PED MAX PTR/Clm	A.S.Y./N	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject					
51	236	715	89	8	Y	1	13%		Aguilar	USGov	2	25%		Aguilar	Eng 2	4	50%		Aguilar	Tutor	0	0%		Aguilar	Prep	7	24	22%	3	75%
52	241	1,000	37	27	Y	39	144%		Rosen	GVBall	32	119%		Rosen	PE	22	81%		Rosen	PE	0	0%		Rosen	Prep	93	81	86%	3	75%
53	242	625	23	27	N	31	135%		Rios	SpNNat	29	126%		Rios	SpNNat	0	0%		Rios	Prep	9	39%		Rios	Bsocc	69	81	75%	3	75%
54	243	625	23	27	N	0	0%		Muro	prep	29	126%		Muro	SpNat	26	113%		Muro	SpNNat	28	122%		Muro	SpNNat	83	81	90%	3	75%
55	250E	1,590	59	27	Y	14	52%		Ramos	Mktg	17	63%		Ramos	Mktg	0	0%		Ramos	Prep	18	67%		Ramos	Mktg	49	81	45%	3	75%
56	250C	1,155	43	27	Y	9	33%		Gonzales	DataMng	0	0%		Gonzales	Prep	6	22%		Gonzales	Acctg	26	96%		Gonzales	CompAp	41	81	38%	3	75%
57	275	5,599	207	27	Y	3	11%		Grubaugh	LibAide	4	15%		Grubaugh	Lib	5	19%		Grubaugh	Lib	5	19%		Grubaugh	Lib	17	81	16%	4	100%
58	300	805	30	27	Y	23	85%		Yanez	GovEcor	29	107%		Yanez	GovEcor	0	0%		Yanez	Prep	30	111%		Yanez	Bball	82	81	76%	3	75%
59	301	805	30	27	Y	0	0%		Hite	prep	30	111%		Hite	Alg 1	28	104%		Hite	Alg 1	0	0%		Open		58	81	54%	2	50%
60	303	805	30	27	Y	0	0%		Pineda	prep	29	107%		Pineda	Eng 1	30	111%		Pineda	Eng 1	28	104%		Pineda	Eng 1	87	81	81%	3	75%
61	304	820	30	27	Y	0	0%		Perea	prep	29	107%		Perea	Eng 1	13	48%		Perea	H Eng	22	81%		Perea	Eng 1	64	81	59%	3	75%
62	305	865	32	27	Y	21	78%		Lennox	Eng 1	1	4%		Lennox	Aide	10	37%		Lennox	Eng 1	17	63%		Lennox	ESL	49	81	45%	4	100%
63	306	1,102	41	17	Y	0	0%		Hernande	prep	18	106%		Hernande	JNP	14	82%		Hernande	J YB	28	165%		Hernande	YrBk	60	81	88%	3	75%
64	307	805	30	27	Y	23	85%		Howard	RampUp	0	0%		Howard	Prep	24	89%		Howard	RampUp	24	89%		Howard	RampUp	71	81	66%	3	75%
65	308	805	30	27	Y	30	111%		Altamiran	Gsocc	26	96%		Altamiran	GovEcor	27	100%		Altamiran	GovEcor	0	0%		Altamiran	Prep	83	81	77%	3	75%
66	309	805	54	15	Y	5	33%		Abler	Eng 1	13	87%		Abler	Open	0	0%		Abler	Open	0	0%		Open		18	45	30%	2	50%
67	311	805	30	27	Y	24	89%		Salaz	Alg	0	0%		Salaz	Prep	26	96%		Salaz	Alg 1	32	119%		Salaz	Alg 1	82	81	76%	3	75%
68	312	805	30	27	Y	12	44%		Torres	Read180	14	52%		Torres	Read180	13	48%		Torres	Read180	0	0%		Torres	Prep	39	81	36%	3	75%
69	313	805	30	27	Y	0	0%		Alvarado	prep	29	107%		Alvarado	Alg 1	12	44%		Alvarado	H Geom	24	89%		Alvarado	Alg 1	65	81	60%	3	75%
70	314	805	30	27	Y	23	85%		Luera	Eng 1	0	0%		Luera	Prep	27	100%		Luera	Eng 1	21	78%		Luera	Eng 1	71	81	66%	3	75%
71	315	805	30	27	Y	20	74%		Monsivia	ESL 3	23	85%		Monsivia	ESL 3	19	70%		Monsivia	ELS 3	0	0%		Monsivia	Prep	62	81	57%	3	75%
72	319	130	16	8	Y	1	13%		Dixon	Aide	1	13%		Dixon	Aide	1	13%		Dixon	Aide	1	13%		Dixon	Aide	4	24	13%	4	100%
73	320	805	30	27	Y	0	0%		Jordon	prep	31	115%		Jordon	H Geom	26	96%		Jordon	Geom	20	74%		Jordon	Geom	77	81	71%	3	75%
74	321	925	34	27	Y	0	0%		Simmons	prep	34	126%		Simmons	HEng4	15	56%		Simmons	Eng 4	27	100%		Simmons	Eng 4	76	81	70%	3	75%
75	322	805	30	27	Y	26	96%		Orozco	Eng 4	24	89%		Orozco	Eng 4	15	56%		Orozco	Eng 4	27	100%		Orozco	Eng 4	92	81	85%	4	100%
76	325	805	54	15	Y	7	47%		Hernande	Eng 1	0	0%		Open	Open	0	0%		Open	Eng 1	15	100%		Hernande	Eng 2	22	45	37%	2	50%
77	326	805	30	27	Y	0	0%		Valtierra	prep	21	78%		Valtierra	Eng 2	12	44%		Valtierra	Eng 1	22	81%		Valtierra	Eng 2	55	81	51%	3	75%
78	328	805	30	27	Y	21	78%		Leahy	SpNat	0	0%		Leahy	Prep	22	81%		Leahy	SpNat	15	56%		Leahy	SpNat	58	81	54%	3	75%
79	330	805	30	27	Y	16	59%		Gage	Eng 1	0	0%		Gage	Prep	15	56%		Gage	Eng 1	23	85%		Gage	Eng 2	54	81	50%	3	75%
80	331	1,401	52	27	Y	18	67%		Cordova	IntTheat	24	89%		Cordova	Drama	15	56%		Cordova	IntTheat	0	0%		Open		57	81	53%	2	50%
81	332	805	30	27	Y	25	93%		Foote	Eng 2	23	85%		Foote	Eng 2	27	100%		Foote	Eng 3	0	0%		Foote	Prep	75	81	69%	3	75%
82	333	805	30	27	Y	25	93%		Melendre	Eng 3	20	74%		Melendre	ComSk	25	93%		Melendre	ComSk	24	89%		Melendre	ComSk	94	81	87%	3	75%
83	336	805	30	27	Y	25	93%		Spain	Eng 3	21	78%		Spain	Eng 3	26	96%		Spain	H Eng	27	100%		Spain	Eng 3	99	81	92%	4	100%
84	337	805	30	27	Y	21	78%		Mendoza	H Span	19	70%		Mendoza	H Span	0	0%		Mendoza	Prep	26	96%		Mendoza	H Span	66	81	61%	3	75%
85	339	805	30	27	Y	22	81%		Li	Geom	25	93%		Li	Geom	19	70%		Li	Geom	0	0%		Li	Prep	66	81	61%	3	75%
86	340	805	30	27	Y	27	100%		Carter	Eng 2	0	0%		Carter	Prep	27	100%		Carter	Eng 2	18	67%		Carter	Eng 1	72	81	67%	3	75%
87	341	805	54	15	Y	8	53%		Lawrence	LifeSk	6	40%		Lawrence	JPT LA	9	60%		Lawrence	LifeSk	2	13%		Lawrence	Wk Cam	25	45	42%	4	100%
88	344	1,427	53	27	Y	20	74%		Miller	Chorus	15	56%		Miller	Chorus	0	0%		Miller	Prep	18	67%		Miller	Chorus	53	81	49%	3	75%
89	345	914	34	27	Y	28	104%		Campbell	GovEcor	27	100%		Campbell	GovEcor	28	104%		Campbell	GovEcor	22	81%		Campbell	GovEcor	105	81	97%	4	100%
90	346	805	30	27	Y	0	0%		Honeycut	prep	25	93%		Honeycut	CMC	25	93%		Honeycut	CMC	25	93%		Honeycut	CMC	75	81	69%	3	75%
91	347	805	30	27	Y	1	4%		Kalkward	Tutor	1	4%		Kalkward	Aide	20	74%		Kalkward	PE	25	93%		Kalkward	FtBall	47	81	44%	4	100%
92	400	313	12	27	N	29	242%		Allred	PE	0	0%		Allred	Prep	13	108%		Allred	WtTrain	0	0%		Open		42	81	88%	2	50%
93	401	765	38	27	Y	31	115%		Perea	PE	27	100%		Perea	WtTrain	16	59%		Perea	G PE	0	0%		Perea	Prep	74	81	69%	3	75%
94	402	197	7	27	N	17	243%		Reyes	G Bball	11	157%		Reyes	Aerobic	0	0%		Reyes	Prep	29	414%		Reyes	AthTrain	57	81	204%	3	75%
95	403	841	31	27	Y	10	37%		Mora	AthTrain	0	0%		Open	Open	0	0%		Open	Open	30	111%		Hite	FtBall	40	81	37%	2	50%
96	412	900	33	27	Y	0	0%		Open		0	0%		Open		44	163%		Schmitt	WtTrain	23	85%		Perez	PE Heal	67	81	62%	2	50%
97	504	1,600	59	27	Y	11	41%		Ulibarri	Occup 1	21	78%		Ulibarri	ComSk	0	0%		Ulibarri	Prep	12	44%		Ulibarri	Tutor	44	81	41%	3	75%

## GADSDEN HIGH SCHOOL UTILIZATION WORKSHEET

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
1	BLOCK 1				BLOCK 2				BLOCK 3				BLOCK 4				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day									
2	Rm #	Clrm NSF	Max # of St./ Sq Ft	PED MAX PTR/ C/m	A. S. Y/N	Time: 8:45 - 10:22				Time: 10:23 - 11:55				Time: 12:01 - 2:07								Time: 2:13 - 3:45								
3						# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.						% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject
98	505	1,042	39	27	N	28	104%	Arnold	IntAuto	10	37%	Arnold	AnimSci	14	52%	Arnold	Auto	14	52%	Arnold	IntAg	66	81	61%	4	100%				
99	506	1,042	39	27	N	15	56%	Myers	EmTech	12	44%	Meyers	Elec	17	63%	Meyers	IntAuto	15	56%	Meyers	Elect	59	81	55%	4	100%				
100	510	2,222	22	100	Y	54	245%	Villa	Band	15	68%	Villa	ConBan	0	0%	Open		0	0%	Open		69	81	78%	2	50%				
101	550	1,422	53	27	Y	20	74%	Arredond	Art 2	20	74%	Arredond	Art 2	16	59%	Arredond	Art 2	0	0%	Arredond	Prep	56	81	52%	3	75%				
102	551	1,426	178	8	Y	5	63%	Martin	Mobility	6	75%	Martin	ComLiv	6	75%	Martin	SocDev	1	13%	Martin	SocDev	18	24	56%	4	100%				
103	562	1,144	42	27	Y	0	0%	Hamilton	prep	25	93%	Hamilton	Floracult	10	37%	Hamilton	Floracult	1	4%	Hamilton	WkExp	36	81	33%	3	75%				
104	563	870	32	27	N	0	0%	Rystad	prep	20	74%	Rystad	MetFab	20	74%	Rystad	MetFab	16	59%	Rystad	StConstr	56	81	52%	3	75%				
105	568	561	21	27	N	22	105%	Hartman	Art 1	0	0%	Hartman	Prep	16	76%	Hartman	Art 1	21	100%	Hartman	Art 1	59	81	70%	3	75%				
106	569	563	37	15	Y	0	0%	Provencia	Prep	15	100%	Provencia	NurseAs	8	53%	Provencia	IntHealth	0	0%	Open		23	45	38%	2	50%				
107	580	4,287	159	27	N	13	48%	Enriquez	AutoTec	17	63%	Enriquez	Auto 2	17	63%	Enriquez	Auto 4	0	0%	Enriquez	Prep	47	81	44%	3	75%				
108	601	791	29	27	Y	22	81%	Medina	Psych	22	81%	Medina	GovEcor	22	81%	Medina	Psych	17	63%	Medina	GovEcor	83	81	77%	4	100%				
109	600	791	29	27	Y	0	0%	Dixon	prep	30	111%	Dixon	W Hist	27	100%	Dixon	W Hist	1	4%	Dixon	Aide	58	81	54%	3	75%				
110	602	763	28	27	Y	25	93%	Gomez	NMHist	24	89%	Gomez	USHist	22	81%	Gomez	USHist	0	0%	Gomez	Prep	71	81	66%	3	75%				
111	603	763	28	27	Y	28	104%	Grace	W Hist	22	81%	Grace	NMHist	26	96%	Grace	NMHist	26	96%	Grace	NMHist	102	81	94%	4	100%				
112	605	317	39	8	Y	1	13%	Harper	Aide	2	25%	Harper	Aide	0	0%	Open		1	13%	Harper	Aide	4	24	13%	3	75%				
113	609	765	51	15	Y	0	0%	Rodrigue	prep	12	80%	Rodrigue	USHist	14	93%	Rodrigue	NMHist	3	20%	Rodrigue	NMHist	29	45	48%	3	75%				
114	610	1,577	58	27	Y	9	33%	Munoz	TCAD	22	81%	Munoz	Sewing	18	67%	Munoz	Clothing	0	0%	Munoz	Prep	49	81	45%	3	75%				
115	611	780	29	27	Y	26	96%	Burciaga	W Hist	24	89%	Burciaga	NMHist	29	107%	Burciaga	W Hist	0	0%	Burciaga	Prep	79	81	73%	3	75%				
116	650	1,161	42	27	Y	0	0%	Schaid	prep	27	100%	Schaid	HistEcor	25	93%	Schaid	GovEcor	30	111%	Schaid	HistGeog	82	81	76%	3	75%				
117	651	772	51	15	Y	10	67%	Greenwa	USHist	12	80%	Greenwa	Tutor	12	80%	Greenwa	W Hist	0	0%	Greenwa	Prep	34	45	57%	3	75%				
118	652	763	28	27	Y	27	100%	Jacks	HisGeog	0	0%	Jacks	Prep	27	100%	Jacks	HistGeog	19	70%	Jacks	Sociolog	73	81	68%	3	75%				
119	653	1,146	42	27	Y	17	63%	Castillo	BusCom	18	67%	Castillo	BusCom	14	52%	Castillo	BusLaw	0	0%	Castillo	Prep	49	81	45%	3	75%				
120	659	1,109	41	27	Y	27	100%	Galvan	Eng 4	23	85%	Galvan	Eng 2	18	67%	Galvan	Eng 2	24	89%	Galvan	Eng 2	92	81	85%	3	75%				
121	660	1,248	46	27	Y	28	104%	Thornley	USHist	0	0%	Thornley	Prep	12	44%	Thornley	USHist	23	85%	Thornley	USHist	63	81	58%	3	75%				
122	821	216	8	27	N	12	150%	Miller	Bridge 1	42	525%	Miller	DACCO	1	13%	Miller	DACCO	1	13%	Miller	DACCO	56	81	175%	4	100%				
123							64%				64%				63%							62%			6,874		63%		79%	

	GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT	NUMBER OF / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF TEACHING SPACES
126					
127	9th Grade	512			
128	10th Grade	431			
129	11th Grade	395			
130	12th Grade	406			
131	<b>TOTALS</b>	<b>1744</b>	<b>253</b>	<b>116</b>	



### LEGEND

BUILDING NAME	GROSS SQUARE FOOTAGE
<div style="display: inline-block; width: 15px; height: 15px; background-color: #e67e22; border: 1px solid black;"></div> MAIN BUILDING OLD ENGLISH BUILDING (2 STORY + BASEMENT)	24,051 GSF 33,144 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #f1c40f; border: 1px solid black;"></div> BUSINESS BUILDING (2 STORY)	21,608 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #27ae60; border: 1px solid black;"></div> HEALTH BUILDING	4,040 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #3498db; border: 1px solid black;"></div> NORTH BUILDING AND GYMNASIUM COMPUTER LAB OLD LIBRARY	52,706 GSF 4,190 GSF 7,985 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #90ee90; border: 1px solid black;"></div> GYMNASIUM ADDITION - PHASE I ADMINISTRATION/LIBRARY - PHASE I	9,810 GSF 19,366 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #9b59b6; border: 1px solid black;"></div> ACADEMIC BUILDING	45,371 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #add8e6; border: 1px solid black;"></div> BOYS' GYM	18,121 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #f39c12; border: 1px solid black;"></div> CAFETERIA	31,014 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #00bfff; border: 1px solid black;"></div> ANNEX BUILDING	12,340 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #a67c52; border: 1px solid black;"></div> VOCATIONAL BUILDINGS	26,234 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #d9d9d9; border: 1px solid black;"></div> BARRACKS - INTERVENTION	9,851 GSF
<div style="display: inline-block; width: 15px; height: 15px; background-color: #8e44ad; border: 1px solid black;"></div> FITNESS CENTER/POOL/CONCESSION	8,432 GSF
<b>328,929 GSF</b>	

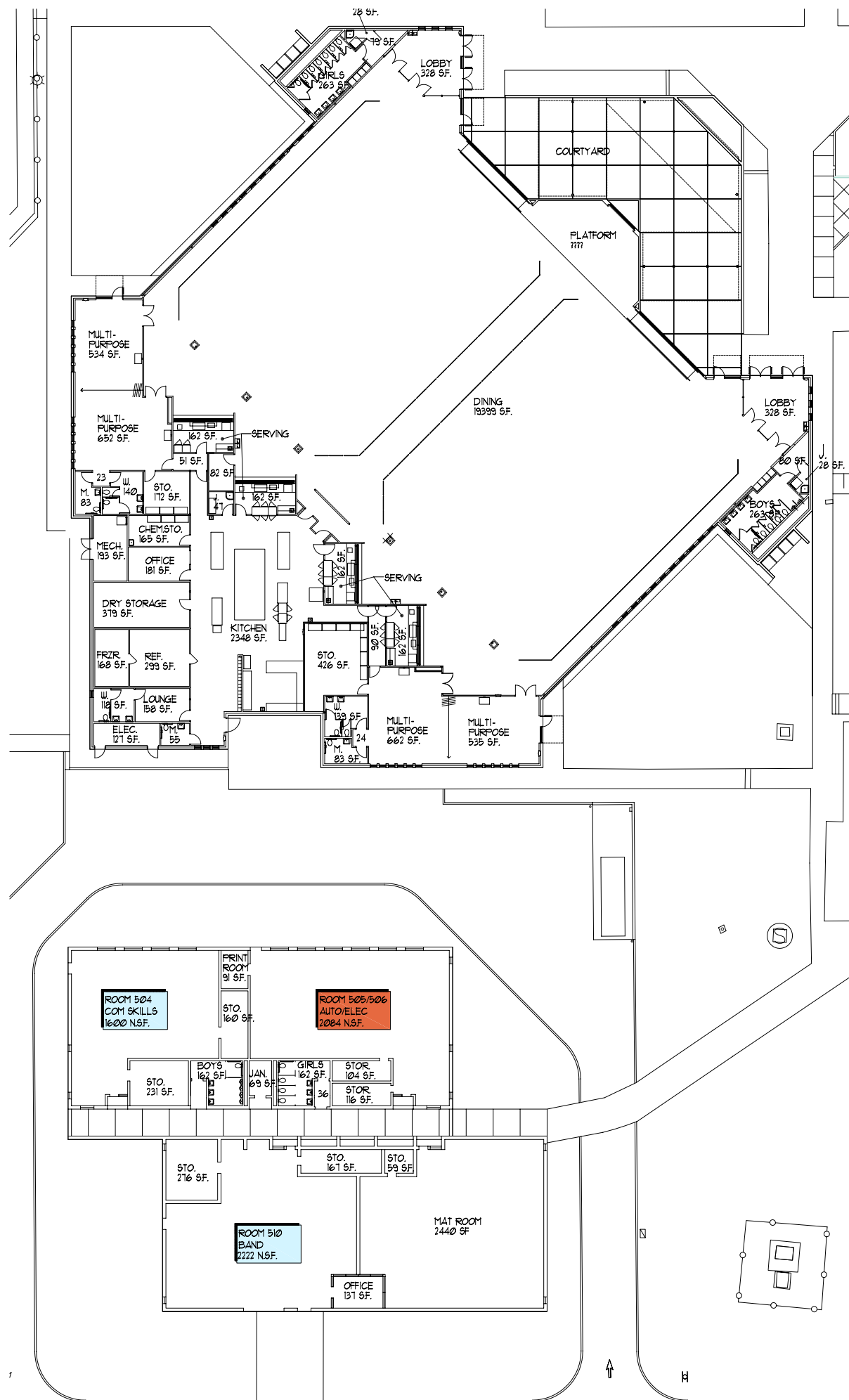
**SITE PLAN**  
SCALE: 1" = 200' - 0"

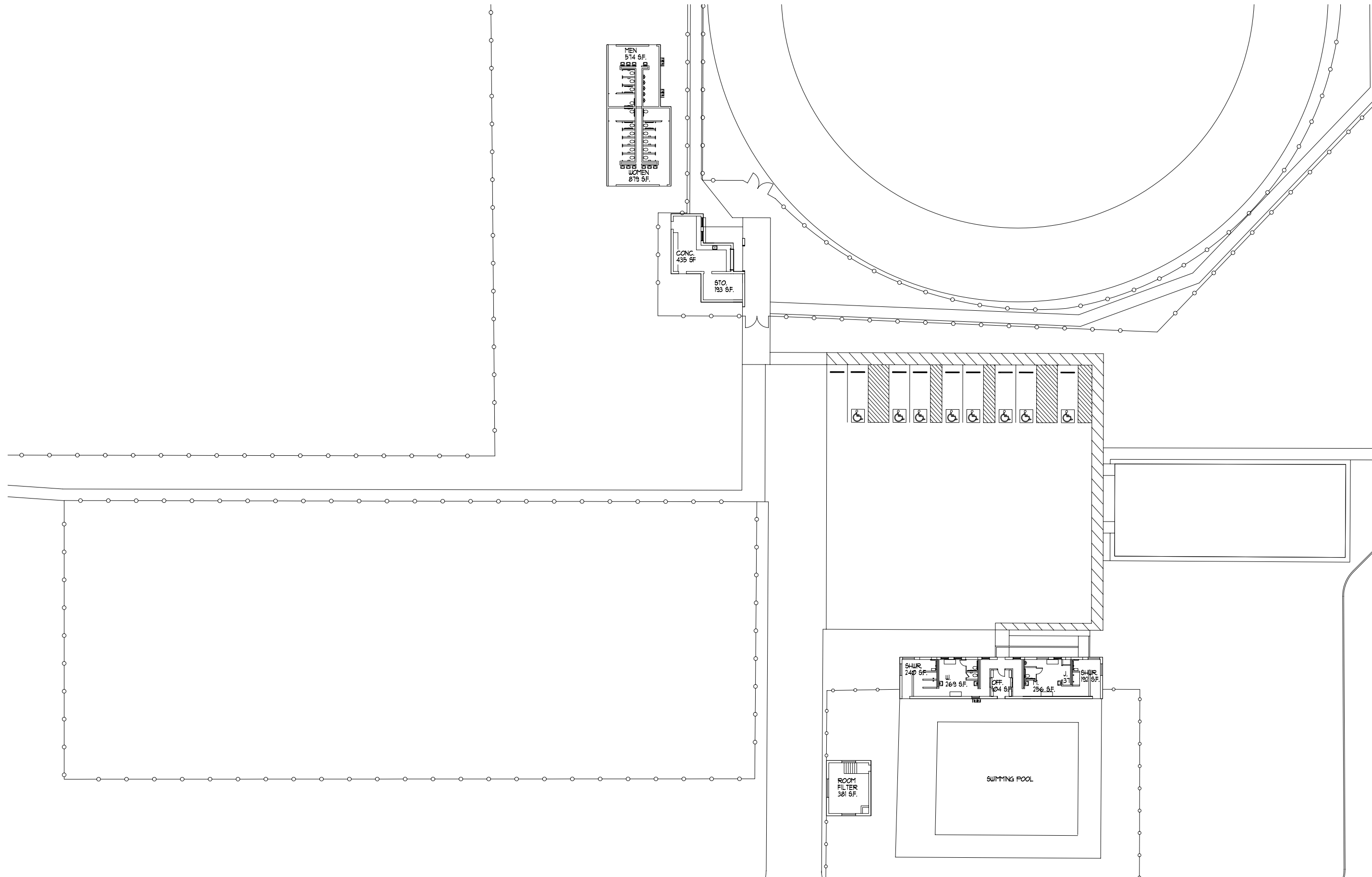












**CURRICULUM MENU / COURSE LIST (2008-2009)**

Accounting 1	Baseball	Emergent Tech	Law Enforcement 1	Sociology 2
Accounting 2	Boys Basketball	English 1	Law Enforcement 2	Softball
Accounting 3	Boys Soccer	English 2	Law Enforcement 3	Span 3 Hon
Aerobics	Bridge 1	English 2	Library Aide	Span Nat 1
Ag – Intro	Bridge 2	English 2 – Honors	Life Skills	Span Nat 2
Ag – Metal Fab 1	Bridge 3	English 3	Lit – Mythology	Span Nat 3
Ag – Metal Fab 2	Bridge 4	English 3 – Honors	Marketing 1	Span NonNat 2
Ag Structures 1	Bridge 5	English 4	Marketing 2	Span NonNat 1
Ag Structures 2	Bridge 6	English 4 – Honors	Marketing 3	Student Aide
Algebra 1	Bridge OJT	Enlace 1	Mass Comm – Mass Media	TeacherCadet1
Algebra 2	Bus. Comp App 1	Enlace 2	MassCommNewspaper	TeacherCadet2
Algebra 2 – Hon	Bus. Comp App 2	Environmental Sci	MassCommYearbook	TeacherCadet3
Anatomy 1	Bus. Comp App 3	Floriculture 1	New Mex History	Trig Honors
Animal Sci 1	Business Law	Floriculture 2	Nursing–Intro to Health	Upward Bound
Animal Sci 2	Business OJT	Football	Nursing Asst 1	USGov/Econ
AP Biology	Calculus - Honors	French 1	Nursing Asst 2	US Hist/Geo
AP Calc AB	CCTE Courses	French 2	Nursing Asst 3	US Hist/Geo Hon
AP Chemistry	Child Development	French 3	Nutrition 1	Weights – Athlete
AP English	Choir – Chorus	Gen Computer App	P.E. 1	Weights 1
AP French	Choir – Concert	Geometry	P.E. 2	Weights 2
AP Physics	Choir – Individual Technique	Geometry – Hon	PAL – Eng LUS	World Hist/Geo
AP Spanish	Choir – Music Theory	Girls Soccer	PAL–Eng for Cont	World Hist/Geo - Hon
AP US History	Choir–Vocal Ensemble	Girls Volleyball	PAL – ESL 1	
AP World Hist	Comm. Skills	Girls Basket ball	PAL – ESL 3	
Art 1	Conditioning – Athlete	Gymnastics 1	PAL – Eng SW	
Art 2	Creative Writing	Gymnastics 2	PAL – ESL 2	
Art 3	Culinary Arts 1	Horticulture 1	Peer Counselor	
Art Portfolio	Culinary Arts 2	Horticulture 2	Personal Develop	
Astronomy	Culinary Arts 3	IEP Courses	Physiology Exercise	
Athletic Training	Culinary OJT	Integ Sci 3 – Bio	Phys Exer 2 – Hon	
Auto Intro	Data Management	Integ Sci 3BioHon	PREP – Tech Syst	
Auto OJT	Data Systems	Integ Sci 3 – Chem	Psychology	
Auto Tech 1	Drama 1	IntegSci3ChemHon	Read 180	
Auto Tech 2	Drama 2	Integ Sci 3 Physics	Read Intervention	
Auto Tech 3	Drama 3	IntegSci 3PhysHon	ROTC 1	
Auto Tech 4	Drama 4	Integ Science 1	ROTC 2	
Band – Concert	Drama Intro	Integ Science 2	ROTC 4	
Band – Contemp	Drama Production	Integ Sci 2 – Hon	Sewing 1	
Band – Flags	Driver’s Ed	Integ Sci 1 – Hon	Sewing 2	
Band – Marching	Education OJT	Landscape 1	Sewing 3	
Band – Music Theory	Electronics	Landscape 2	Sociology 1	

# Gadsden High School

## 2008-09 Bell

### Schedule

<b>1st Bell - 8:35</b>	<b>2nd Bell 8:40</b>	<b>Warning Bell 8:44</b>
<b>1st Period</b>	<b>8:45-10:17</b>	1 hour & 32 minutes 6
<i>Passing Period</i>	<i>10:17 - 10:23 Warning Bell 10:22</i>	<i>minutes</i>
<b>2nd Period</b>	<b>10:23-11:55</b>	1 hour & 32 minutes 6
<i>Passing Period</i>	<i>11:55 - 12:01 Warning Bell 12:00</i>	<i>minutes</i>
<b>3rd Period (B - Lunch)</b>	<b>12:01 - 1:33</b>	1 hour and 32 minutes
B-Lunch	1:33-2:07	34 minutes 34
A-Lunch	11:55-12:29	minutes 6
<i>Passing Period</i>	<i>12:29 - 12:35 Warning Bell 12:34</i>	<i>minutes</i>
<b>3rd Period (A - Lunch)</b>	<b>12:35 - 2:07</b>	1 hour and 32 minutes
<i>Passing Period</i>	<i>2:07- 2:13 Warning Bell 2:12</i>	<i>6 minutes</i>
<b>4th Period</b>	<b>2:13-3:45</b>	1 hour and 32 minutes

## **Technology**

**Considerations** (*Currently no plan in place at the school*)

### ***A Vision for Technology***

Technology is viewed as an important tool to support the purposes and operation of a school system, including curriculum, teaching and learning, data analysis and decision making, and staff development.

### **Integrating Technology into the Teaching and Learning Process**

- Promotion of a project-based environment (Small learning community structure)
- Increased communications and interactions
- Internet based inquiries, research, and problem solving
- Inclusion of hardware, software, and multimedia
- Flexibility of space to accommodate new and changing technologies

#### **Infrastructure Needs-Network**

- Improved fiber optic capability
- Provide for increased wireless access
- Wiring closets/Switch/Server rooms needed (secure access)
- Technician workroom (power provided at workstation level)
- Security Needs (door locks, video cameras) would like to separate wiring scheme from data network
- Campus wide phone system

#### **Administrative Needs**

- Every staff member should have access to desktop or mobile computer
- Need for printing, plotters, color printers with secure access
- Data warehousing opportunities...paper or digital
- Connectivity in meeting rooms for collaborative tools
- Class Connect provides intercom, bell, and clock. Possibilities of a panic system.

#### **Student Needs (2000 students)**

##### **Internet Access**

- classrooms
- labs
- library
- cafeteria
- gym
- other student gathering places (lounges, hallways, outside)

##### **Multimedia**

- In addition to core academics other users include: CAD, Yearbook, Business, Photography, Art, Music
- Access to scanners, CD/DVD recorders, color printers, plotters, multimedia computers and software applications, digital imaging, midi....

### **Printing Access and Power Charging Stations**

- inside/outside of classroom
- before and after school
- cafeteria
- library
- student gathering places

### **Video Conferencing**

Shared and independent space for :

- Staff development
- Distance education for students
- Community use

Laptop Carts (includes wireless access)

- Storage area (laptop corral with power capabilities to re-charge laptops)

### **Testing Capabilities**

- Capacity for short cycle testing that doesn't interfere with normal instructional computing activities

### **New Technologies**

- Mobile technologies – PDA, cell phone, web casting
- Digital textbooks
- Video streaming
- Data warehousing
- Audio learning capabilities