

#19

L - 31

LONG-RANGE FACILITIES PLAN

**PROPOSED
1976-77 REVISION**



TOPEKA PUBLIC SCHOOLS, 415 WEST EIGHTH, TOPEKA, KANSAS 66603, 913-233-0313

Board of Education

Mr. T. C. Anderson, President

Mr. Samuel P. Hurd, Vice-president

Mr. Don Oden

Mr. Harry W. Craig, Jr.

Mr. Fred W. Rausch, Jr.

Dr. Mark L. Morris, Jr.

Mr. Wayne T. Stratton

Administration

Dr. James M. Gray
Superintendent

Dr. Owen M. Henson
Associate Superintendent
of Education Services

Dr. Don R. O'Neil
Associate Superintendent
of Management Services

FOREWORD

On March 17, 1976, the Board of Education of Unified School District No. 501 adopted a Long-range Facilities Plan covering the period, 1976-1981. The intent, when the Plan was adopted, was that new information would be collected and reviewed annually, and the Plan would be revised, if necessary, on the basis of that information. This document contains that updated information and revisions, if any, deemed necessary by that information.

CONTENTS

	<u>Page</u>
General Planning Assumptions.....	1
General Facilities Needs of USD 501.....	3
The Plan.....	5
 Appendixes	
Appendix A: Updated USD 501 Grade Level Enrollment Projections for the Regular Instructional Program.....	8
Appendix B: Map of Proposed 1977-78 Attendance Areas and Estimated Enrollments for Schools Affected by the Scheduled Closure of Sheldon Elementary School....	10
Appendix C: Map of Probable 1980-81 USD 501 Middle School Attendance Areas and Estimated Enrollments of Schools Affected by Closures.....	12
Appendix D: Map of Probable 1981-82 USD 501 Elementary School Attendance Areas and Estimated Enrollments of Schools Affected by Closures.....	15
Appendix E: Regular Instructional Program Enrollment Trends of Present USD 501 Schools.....	18
Elementary Schools.....	19
Junior High Schools.....	52
Senior High Schools.....	62
Appendix F: 1976-77 Effective Instructional Capacities of USD 501 Elementary and Junior High Schools.....	66
Elementary Schools.....	68
Junior High Schools.....	72

TABLES

Table I: USD 501 Regular Instructional Program Enrollments (K-12) by School Year-- 1967-68 Through 1976-77.....	2
Table II: Births in USD 501 by School Year--1966-67 Through 1975-76.....	4

LONG-RANGE FACILITIES PLAN

General Planning Assumptions

The Long-range Facilities Plan for Unified School District No. 501 (USD 501) adopted by the Board of Education on March 17, 1976, was based upon the following general assumptions:

1. Neighborhood schools should be maintained where other factors do not strongly inhibit.
2. Elementary schools should have enrollments of 300-500 students, junior high schools -- 500-800 students (seventh and eighth grade middle schools -- 300-500 students), and senior high schools -- 1,000-1,800 students.
3. Coterminal elementary-junior high/middle school-senior high boundaries should be established when possible.
4. All remaining optional attendance areas should be eliminated.
5. Transportation will be provided at District expense for elementary and junior high/middle school students whose place of residence is: (A) in a closed school attendance area (the area being defined in the year the school is closed) and (B) one mile or farther (by the most direct, commonly used streets) from the attendance center to which they have been assigned for elementary students, and one and one half mile or farther (by the most direct, commonly used streets) from the attendance center to which they have been assigned for junior high/middle school students.
6. Enrollments in the Head Start, Follow Through, and Special Education programs will remain approximately at 1975-76 levels.
7. Enrollments District-wide in the regular instructional program, K-12, will continue to decline through at least 1980-81.

One of the primary assumptions upon which the Long-range Facilities Plan was based is the assumption that the District-wide, K-12, regular instructional program would continue to decline. The pre-audited, September 15, 1976, enrollment in the regular instructional program, K-12, of USD 501 was 18,197 students--a decline of 779 students (4.1%) from the audited September 15, 1975, enrollment of 18,976 students. (Table I, page 2, shows in graphic form the District-wide, K-12, regular instructional program enrollment by school year for USD 501 since the 1967-68 school year.)

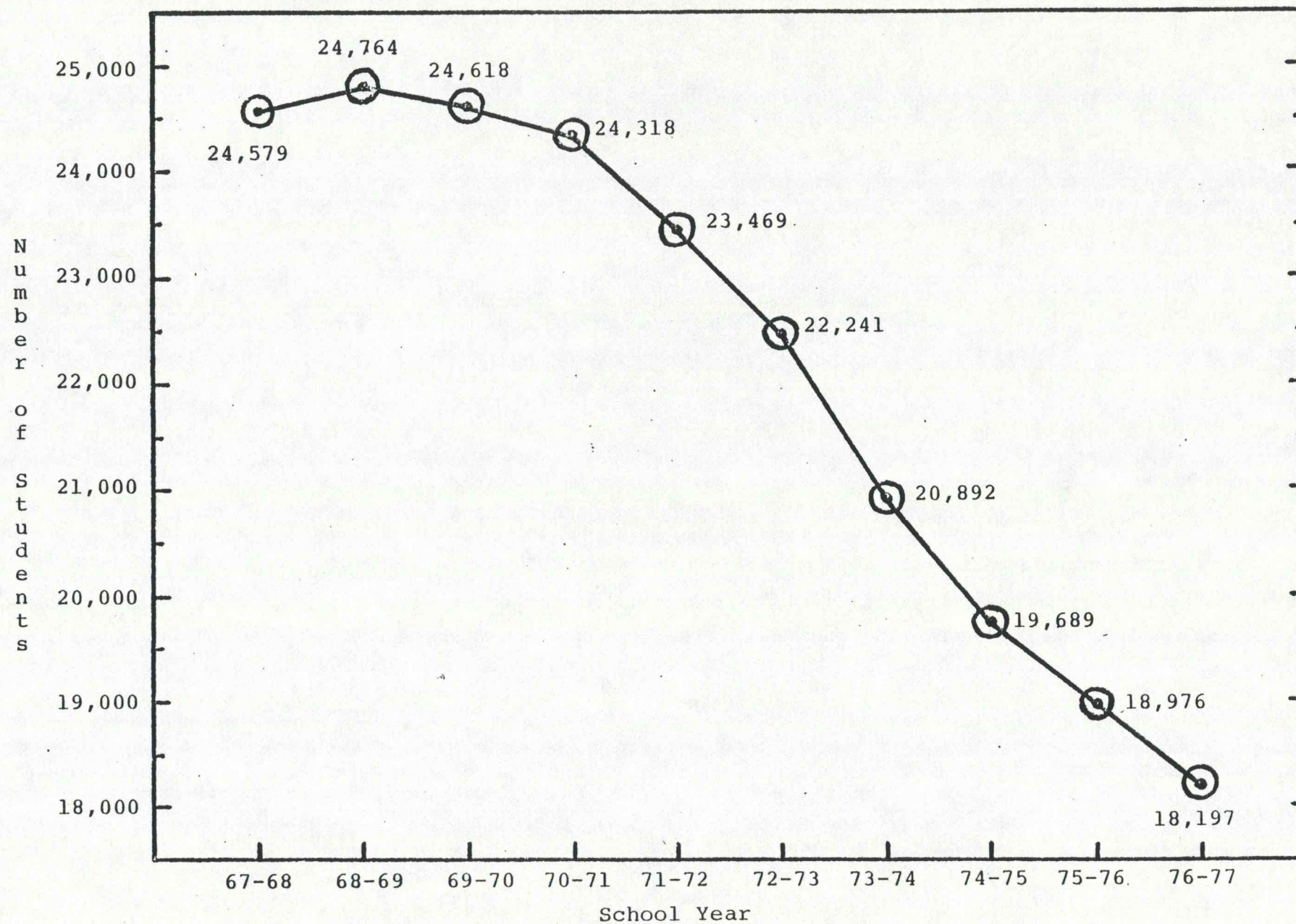


TABLE I: USD 501 REGULAR INSTRUCTIONAL PROGRAM ENROLLMENTS (K-12)
BY SCHOOL YEAR--1967-68 THROUGH 1976-77

In addition, the annual numbers of births in USD 501 have shown a consistent and pronounced decline between the 1970-71 and the 1973-74 school years. (Table II, page 4, shows in graphic form the numbers of births in USD 501 by school year since the 1966-67 school year.) Children who were born during the 1970-71 school year are presently kindergarten students. So, in terms of beginning kindergarten students, and unless some unforeseen circumstance intervenes, it is expected that the kindergarten enrollment of the District will continue to decline through the 1979-80 school year.

Thus, it appears very likely that the District-wide regular instructional program enrollment, K-12, of USD 501 will continue to decline through at least the early 1980's. (Projected USD 501 regular instructional program, K-12, enrollments by grade level for the next five years may be found in Appendix A.)

General Facilities Needs of USD 501

The following long-range, general facilities needs of USD 501 were identified in the document, Proposed Long-range Facilities Planning Alternatives:

1. The need to reduce the number of school facilities in times of declining enrollments so that remaining school facilities may be more effectively and efficiently utilized.
2. The need to phase out school buildings which do not possess the flexibility demanded by contemporary educational programs.
3. The need for facility space in which to establish specialized adventure centers at all grade levels.
4. The need to provide all students of the District with equal quality of educational facility.
5. The need to provide adequate space, especially in the elementary schools of the District, for specialized programs and functions such as special education, music, counseling, and others.

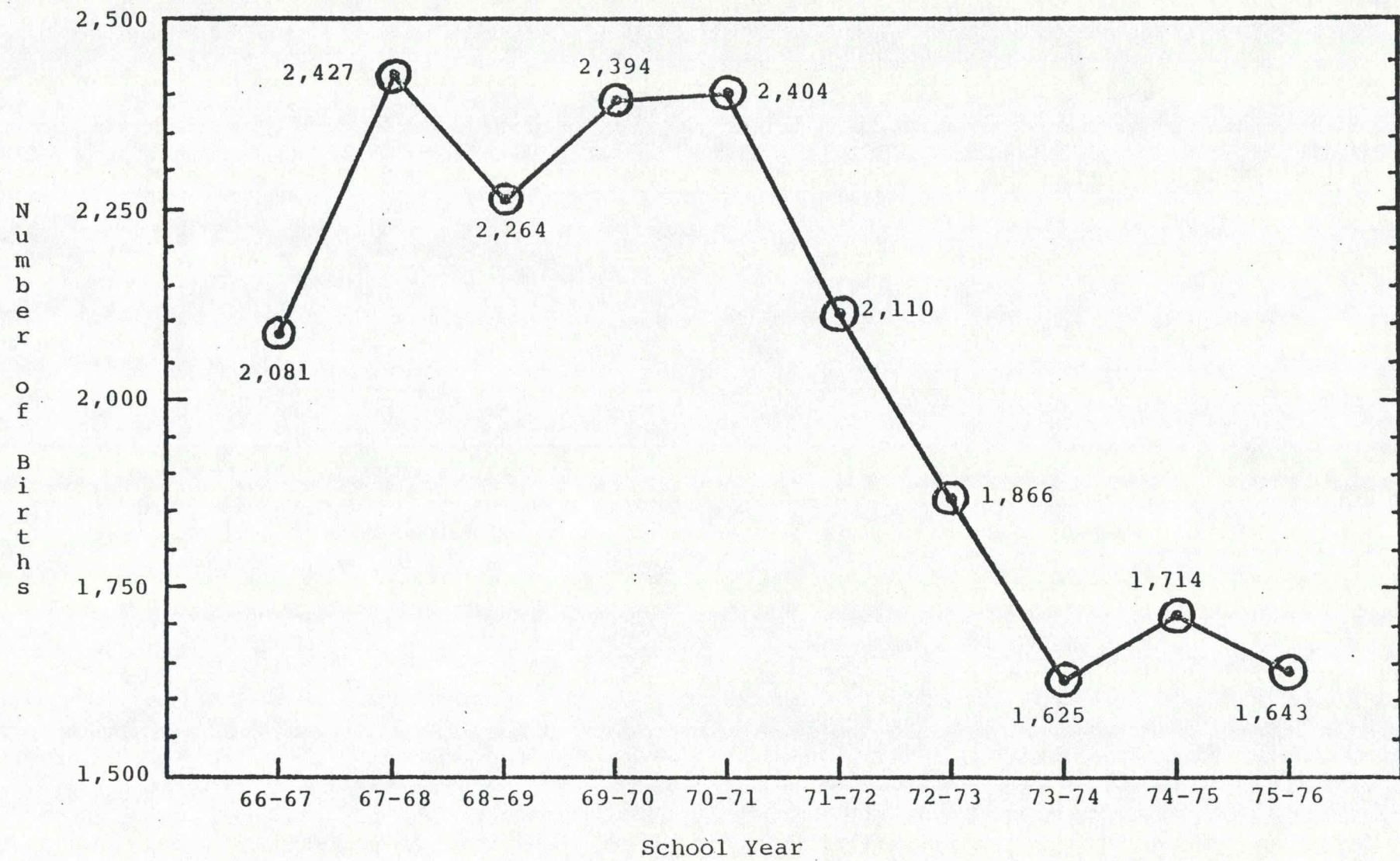


TABLE II: BIRTHS IN USD 501 BY SCHOOL YEAR--1966-67 THROUGH 1975-76

6. The need to provide additional physical education facilities at both junior high/middle school and senior high school levels.
7. The need for major capital improvements, such as air conditioning, expansion of media centers, and others, in many schools of the District.

These general facilities needs continue to be valid for USD 501. The Long-range Facilities Plan described herein will assist in satisfying needs one, two, four, five, and seven listed above and in achieving the long-range management goal of "providing the students and staff of USD 501 with efficient, functional, and well-maintained facilities".

The Plan

The Long-range Facilities Plan for USD 501 which follows is described chronologically beginning with the current school year and is essentially the same as that adopted by the Board of Education on March 17, 1976.

1976-77

1. Close Grant Elementary School as a regular attendance center at the end of the school year.
2. Close Sheldon Elementary School as a regular attendance center at the end of the school year and convert to a special education facility. (See Appendix B for a map of 1977-78 attendance areas and estimated enrollments for affected schools.)
3. In cooperation with the City of Topeka Park Department, begin planning the conversion of the Central Park Elementary School facility to a middle school and community recreational facility.
4. Begin planning the construction of a new middle school facility on the Holliday-State Street site.
5. Begin some remodeling and the construction of an addition to the Highland Park North Elementary School facility.

1977-78

1. Close Parkdale Elementary School as a regular attendance center at the end of the school year.
2. Begin the conversion of the Central Park facility to a middle school and the construction of a new Holliday middle school facility.
3. Construct an addition of several classrooms to the Quinton Heights Elementary School facility.

1978-79

1. Close Central Park and Polk elementary schools as regular attendance centers at the end of the school year.

1979-80

1. Close Boswell, East Topeka, Highland Park, and Roosevelt junior high schools as regular attendance centers at the end of the school year.
2. Complete the conversion of the Central Park facility to a middle school and the construction of a new Holliday middle school facility.
3. Move the ninth grade to the senior high schools at the end of the school year.

1980-81

1. Close Rice Elementary School as a regular attendance center at the end of the school year if present enrollment trends continue.

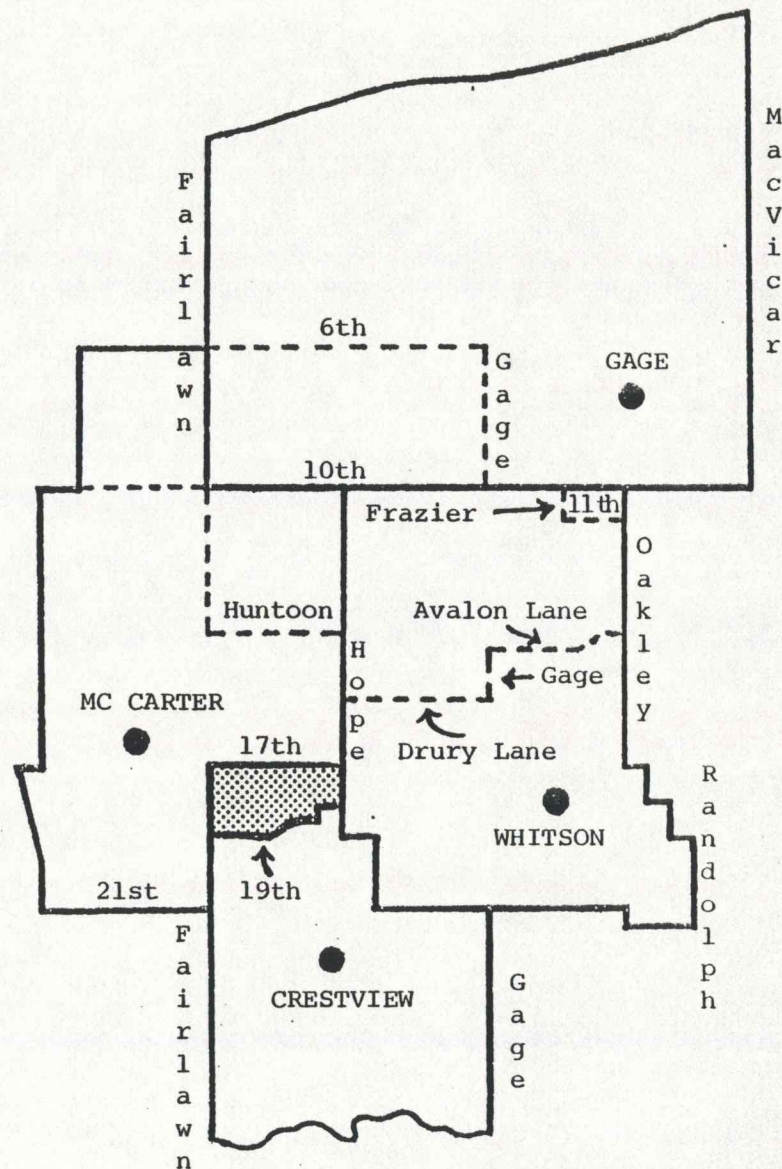
All objectives for the 1975-76 school year indicated in the Plan adopted on March 17, 1976, have been completed: (A) Capper Junior High School has been closed; (B) an addition to Landon Junior High School is under construction; (C) an addition to Quincy Elementary School is under construction; (D) the development of an adequate administrative, maintenance, and warehousing facility has begun; and (E) minor adjustments to the senior high school attendance areas were made and a policy for phasing out the remaining optional attendance area at the senior high school level was adopted.

Enrollment trends for all schools of USD 501 may be found in Appendix E. Appendix F contains 1976-77 effective instructional capacities for the elementary and junior high school buildings of the District.

USD 501 REGULAR INSTRUCTIONAL PROGRAM
ENROLLMENT PROJECTIONS BY GRADE

Grade	Actual*	Projected				
	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
K	1,614	1,441	1,274	1,110	1,170	1,122
1	1,399	1,429	1,276	1,128	983	1,036
2	1,376	1,331	1,359	1,214	1,073	935
3	1,272	1,306	1,263	1,290	1,152	1,019
4	1,224	1,205	1,237	1,196	1,222	1,091
5	1,300	1,172	1,154	1,185	1,146	1,170
6	1,368	1,268	1,144	1,126	1,156	1,118
Totals (K-6)	9,553	9,152	8,707	8,249	7,902	7,491
7	1,334	1,323	1,227	1,106	1,089	1,118
8	1,374	1,303	1,292	1,198	1,080	1,063
9	1,515	1,369	1,298	1,287	1,193	1,076
Totals (7-9)	4,223	3,995	3,817	3,591	3,362	3,257
10	1,454	1,460	1,319	1,251	1,241	1,150
11	1,514	1,370	1,376	1,243	1,178	1,168
12	1,453	1,363	1,233	1,239	1,119	1,061
Totals (10-12)	4,421	4,193	3,928	3,733	3,538	3,379
Totals (K-12)	18,197	17,340	16,452	15,573	14,802	14,127

*Pre-audited enrollment of September 15, 1976, excluding Head Start and Special Education students.



MAP OF 1977-78 ATTENDANCE AREAS AND ESTIMATED ENROLLMENTS FOR CRESTVIEW, GAGE, MC CARTER, AND WHITSON ELEMENTARY SCHOOLS AS A RESULT OF THE CLOSURE OF SHELDON ELEMENTARY SCHOOL AT THE END OF THE 1976-77 SCHOOL YEAR

Estimated 1977-78 Enrollments

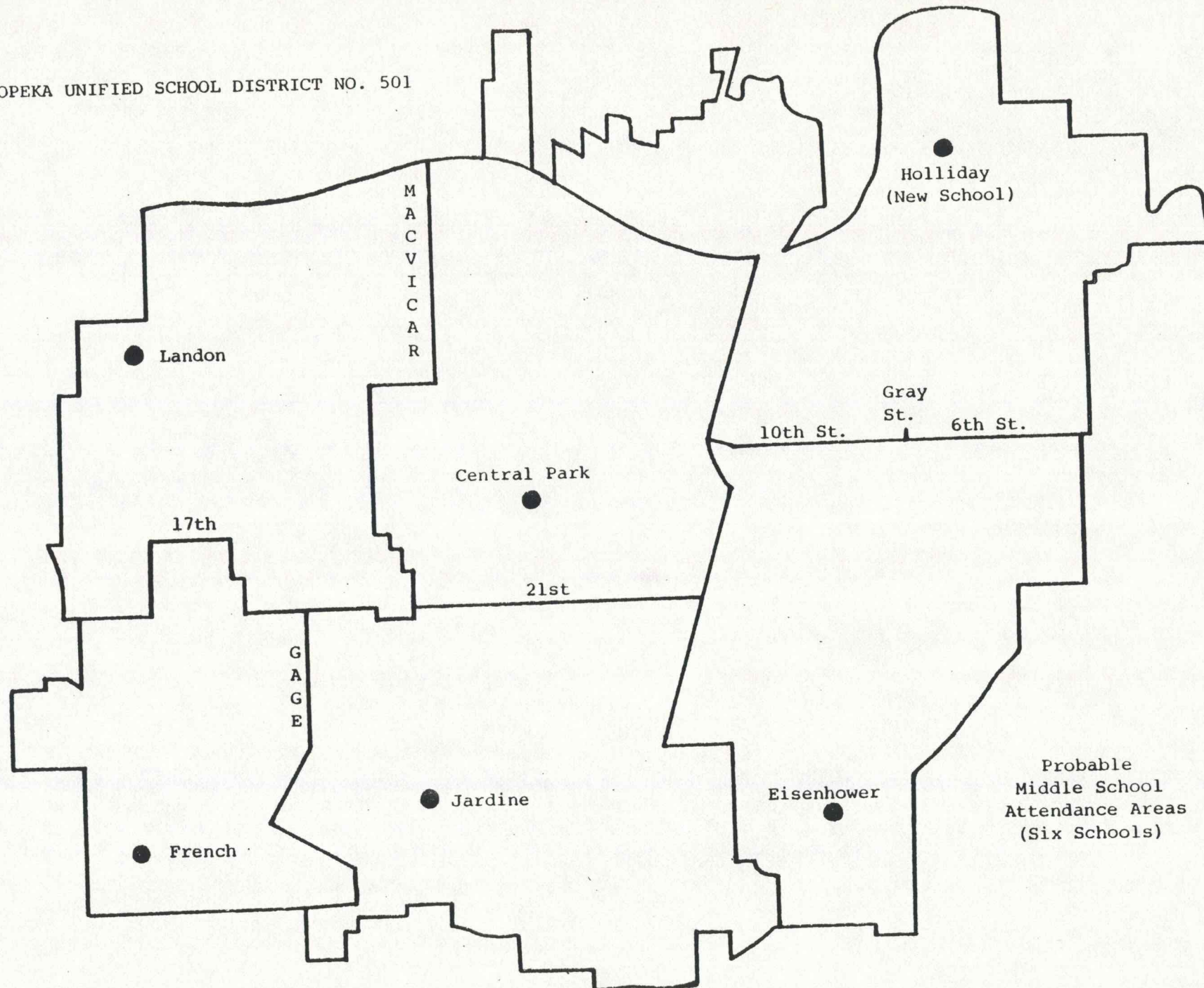
School	1976-77 EIC*	Pre-audited 9/15/76 Enrollment	Estimated 1977-78 Enrollment
Crestview	316	331	368
Gage	272	301	305
McCarter	494	459	442
Whitson	299	287	352

*Effective instructional capacity of the regular instructional program excluding annexes.

Broken lines on the map above outline the 1976-77 Sheldon Elementary School attendance area.

Shaded area on the map above indicates the area of the present McCarter Elementary School attendance area to be transferred to the Crestview Elementary School attendance area.

TOPEKA UNIFIED SCHOOL DISTRICT NO. 501



ESTIMATED USD 501 MIDDLE SCHOOL ENROLLMENTS (GRADES 7-8)

School	1976-77 Enroll- ment ¹	1976-77 EIC ²	Estimated 1980-81 Enroll- ment	Minority Percentages	
				Old	New
Central Park	---	450 ³	414	---	28.4
Eisenhower	567	722	370	26.8	41.2
French	552	641	325	3.1	2.9
Holliday (New School)	366	400 ⁴	305	17.5	31.5
Jardine	633	732	463	8.4	13.2
Landon	504	433 ⁵	292	3.4	3.4
Totals	4,223 ⁶	3,378	2,169	21.5	NC

¹Pre-audited enrollment of September 15, 1976, excluding Special Education students.

²Effective instructional capacity of the regular instructional program excluding annexes.

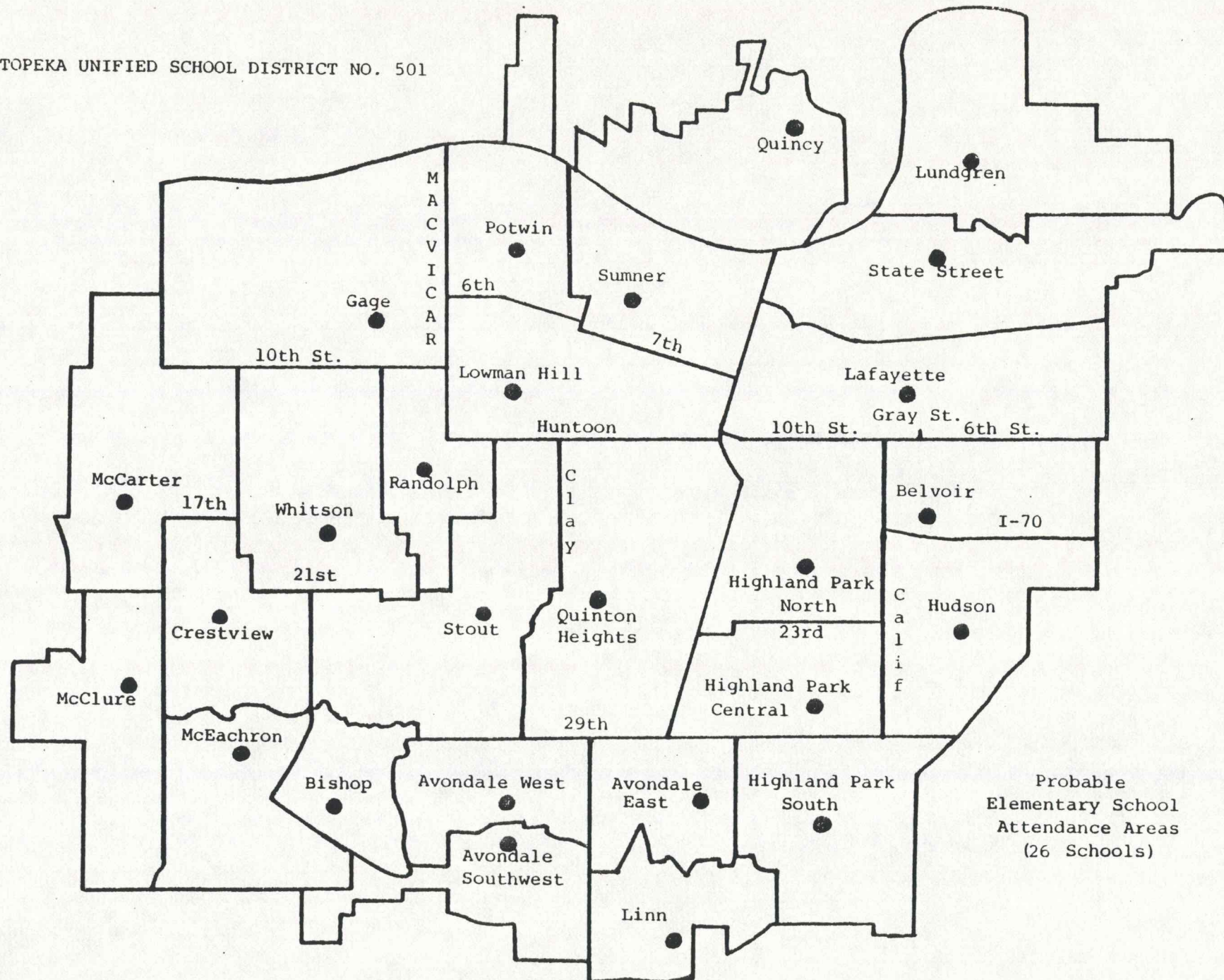
³Estimated effective instructional capacity of converted facility.

⁴Estimated effective instructional capacity of new school.

⁵An addition to the Landon facility, which will increase its EIC to 489, is presently under construction.

⁶Including schools scheduled to be closed.

TOPEKA UNIFIED SCHOOL DISTRICT NO. 501



Probable
Elementary School
Attendance Areas
(26 Schools)

ESTIMATED ENROLLMENTS OF USD 501 ELEMENTARY SCHOOLS (GRADES K-6)
AFFECTED BY SCHOOL CLOSURES

Closure of Grant

Affected School	1976-77 Enrollment ¹	1976-77 EIC ²	Estimated 1977-78 Enrollment	Minority Percentages	
				Old	New
Quincy	234	260 ³	363	15.8	18.3

Closure of Parkdale

Affected School	1976-77 Enrollment ¹	1976-77 EIC ²	Estimated 1978-79 Enrollment	Minority Percentages	
				Old	New
Belvoir	220	286	212	81.8	81.7
Highland Park North	297	364	315	45.8	57.1
Lafayette	349	504	349	70.5	62.5

Closure of Central Park and Polk

Affected School	1976-77 Enrollment ¹	1976-77 EIC ²	Estimated 1979-80 Enrollment	Minority Percentages	
				Old	New
Lowman Hill	298	338	311	48.0	44.1
Quinton Heights	204	234	389	38.7	42.7
Stout	234	254	377	0.4	6.4

Closure of Rice

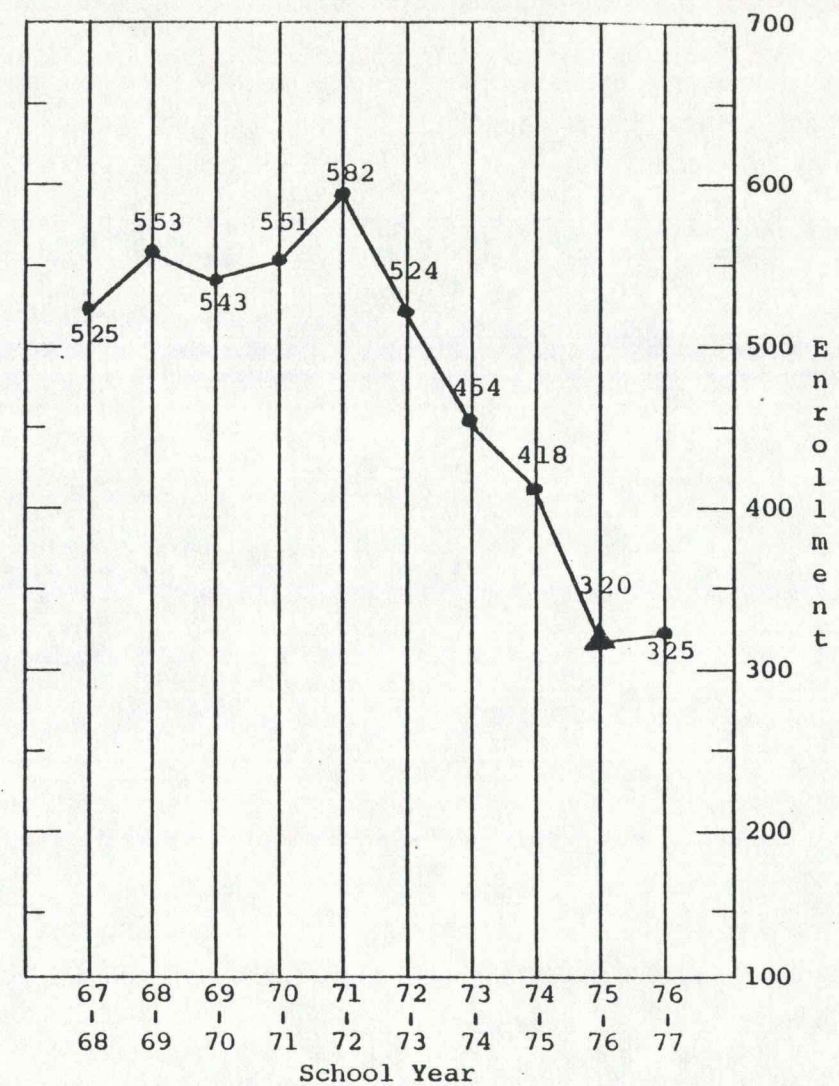
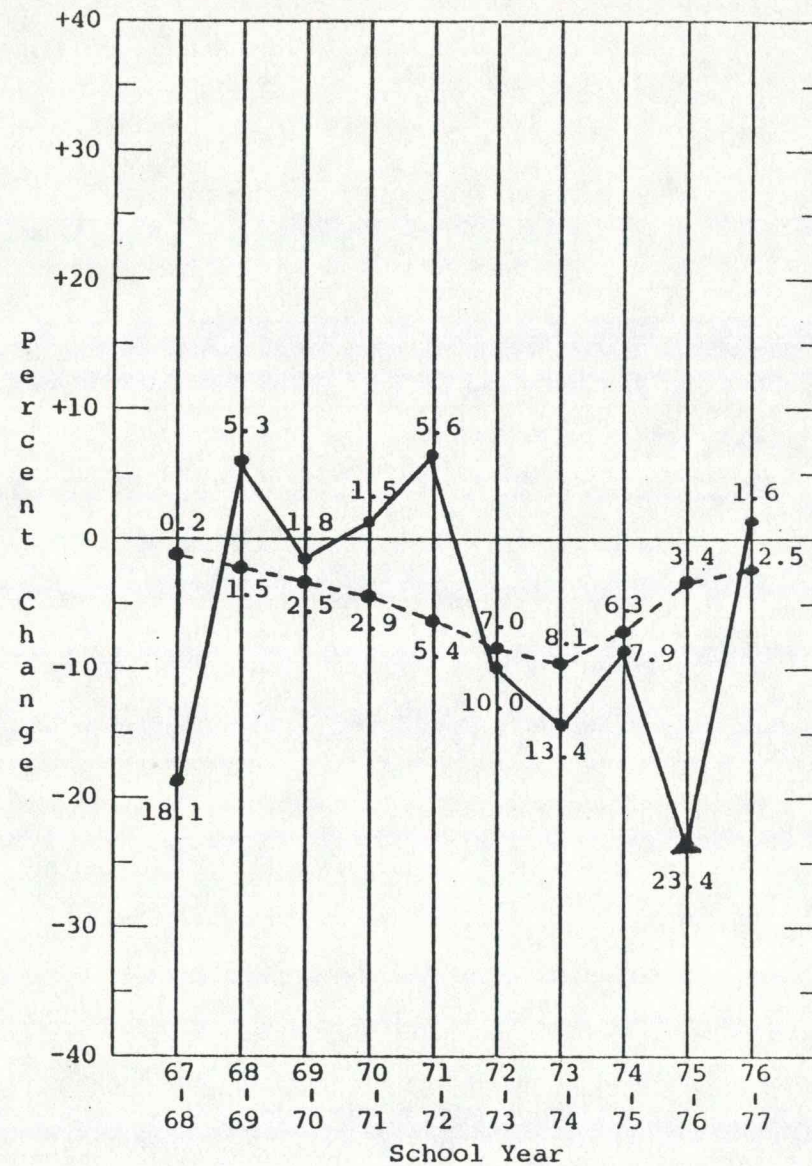
Affected School	1976-77 Enrollment ¹	1976-77 EIC ²	Estimated 1981-82 Enrollment	Minority Percentages	
				Old	New
Lafayette	349	504	380	72.5	57.3

¹Pre-audited enrollment of September 15, 1976, excluding Head Start and Special Education students.

²Effective instructional capacity of the regular instructional program excluding annexes.

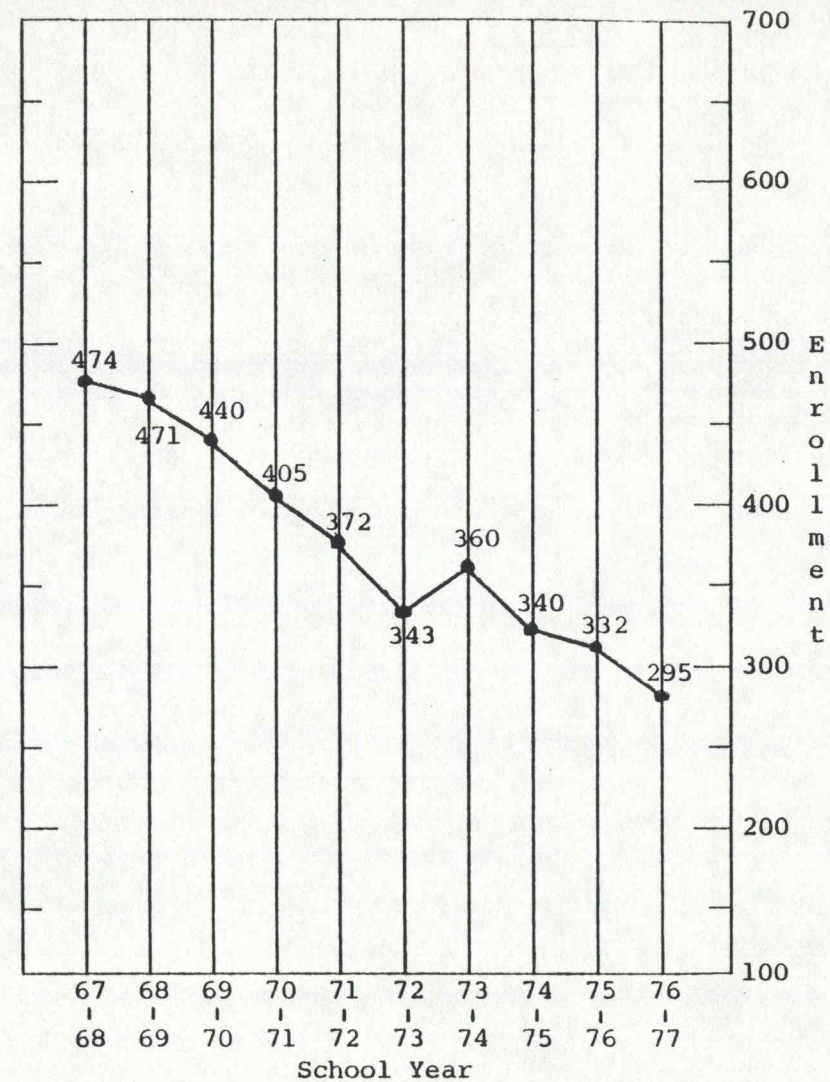
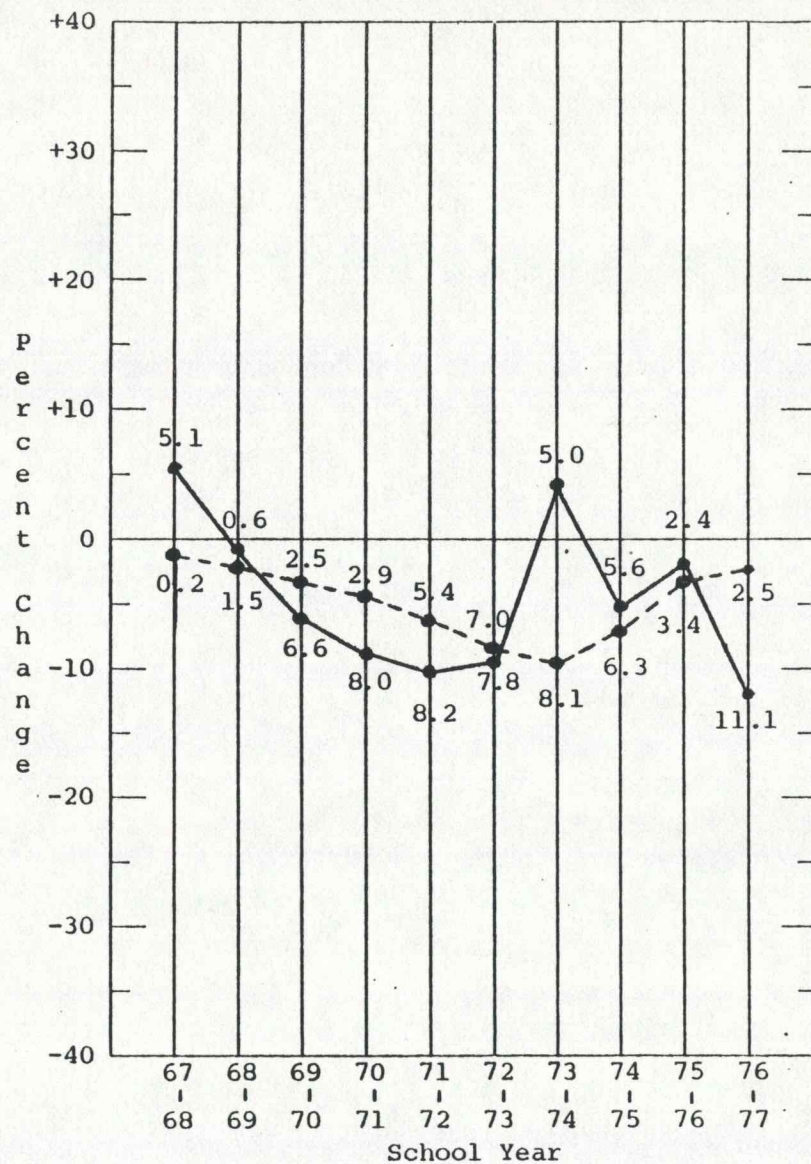
³An addition to the Quincy facility, which will increase its EIC to 442, is presently under construction.

Elementary Schools



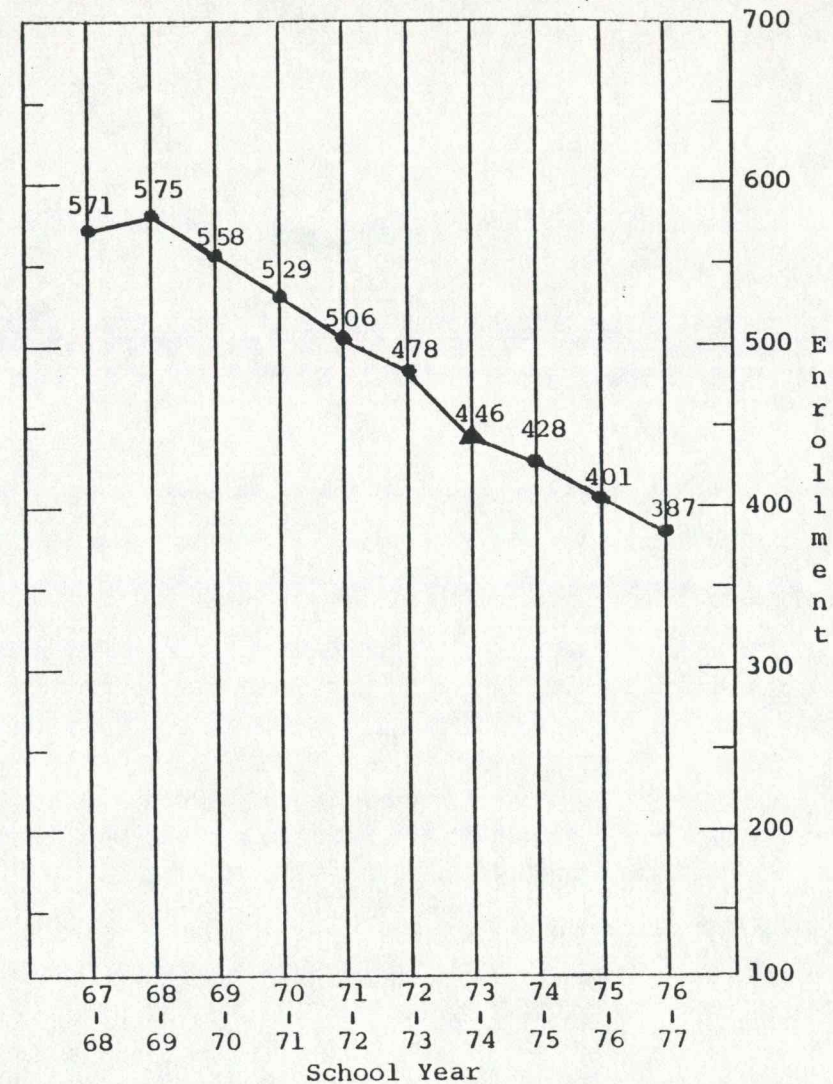
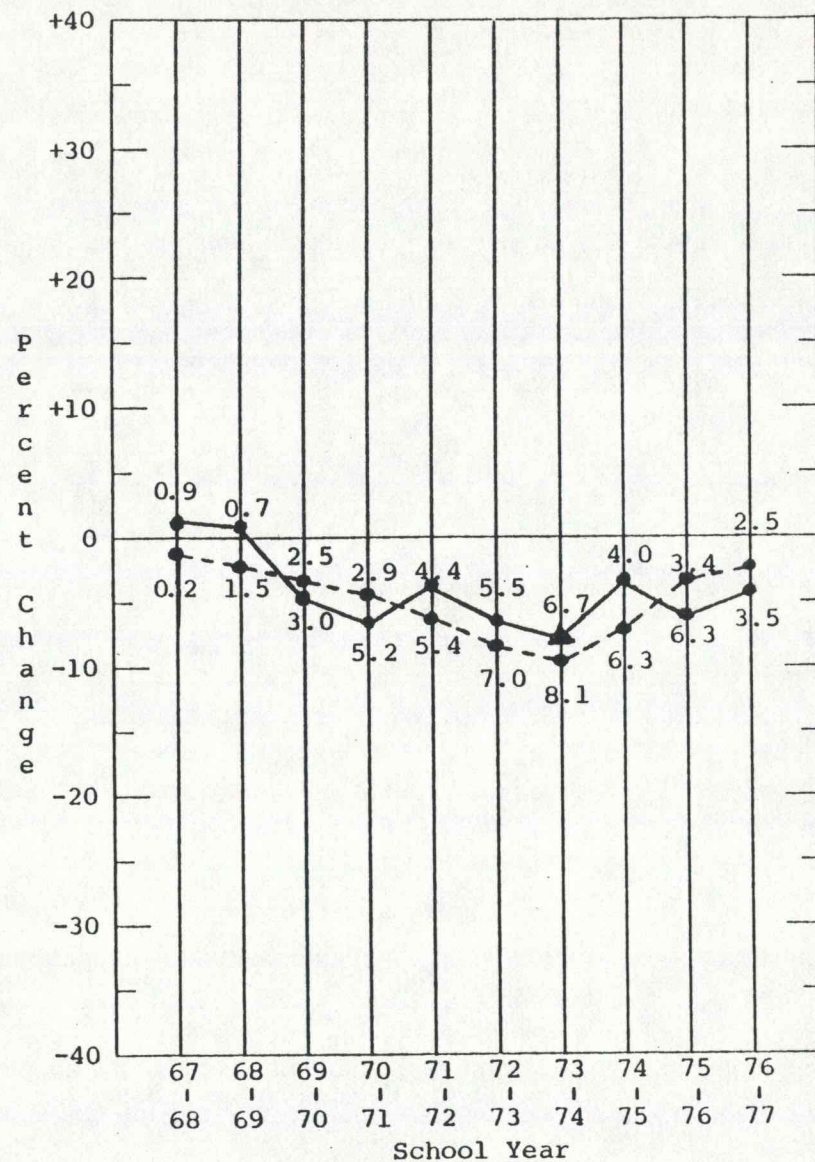
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Avondale East Elementary
School



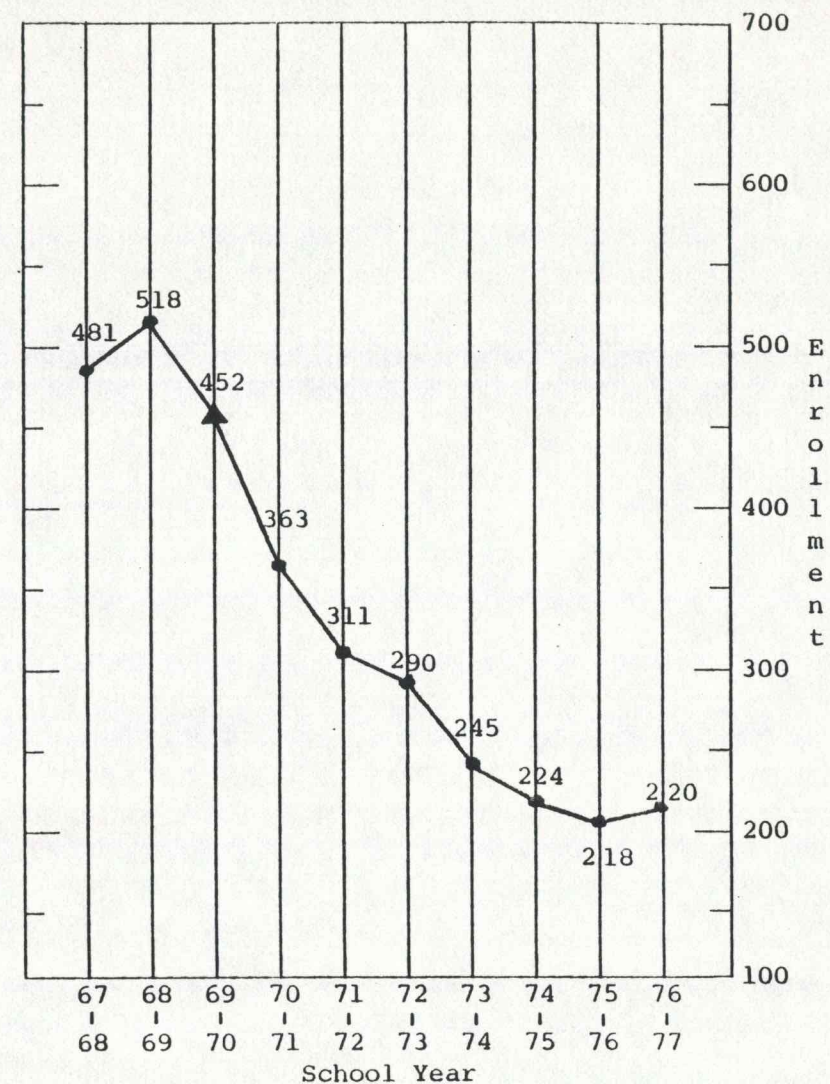
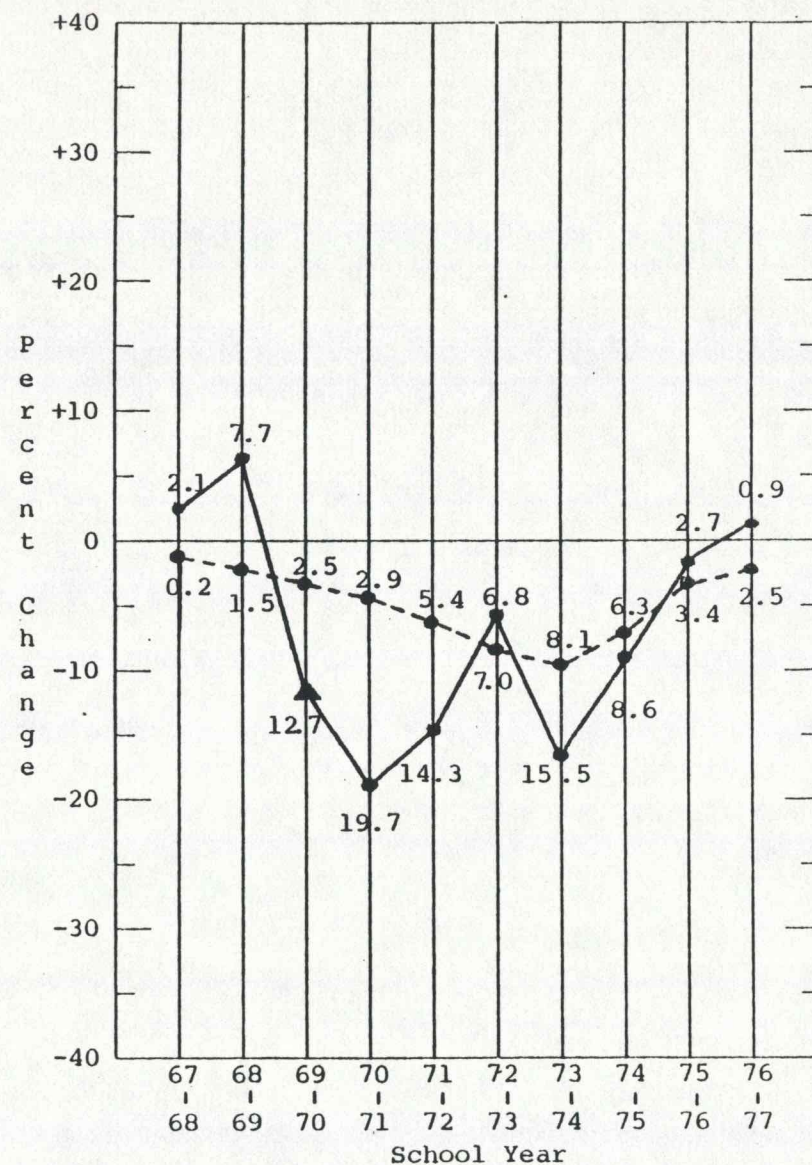
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Avondale Southwest Elementary
School



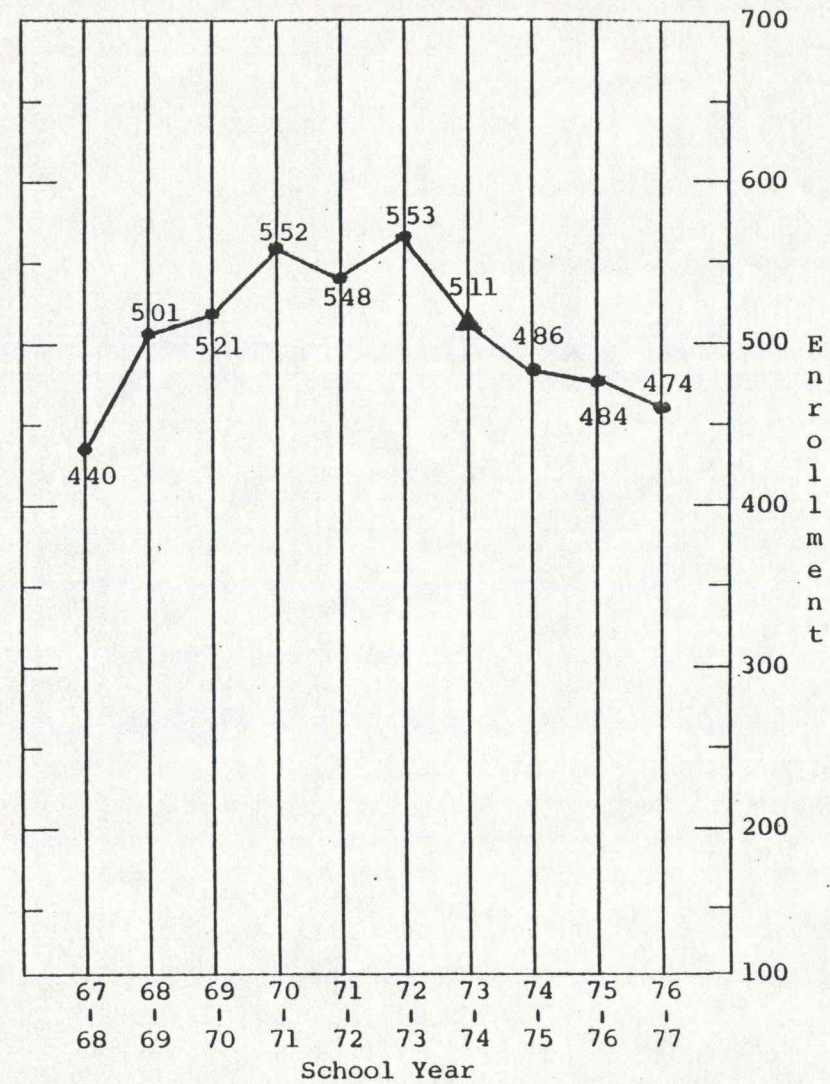
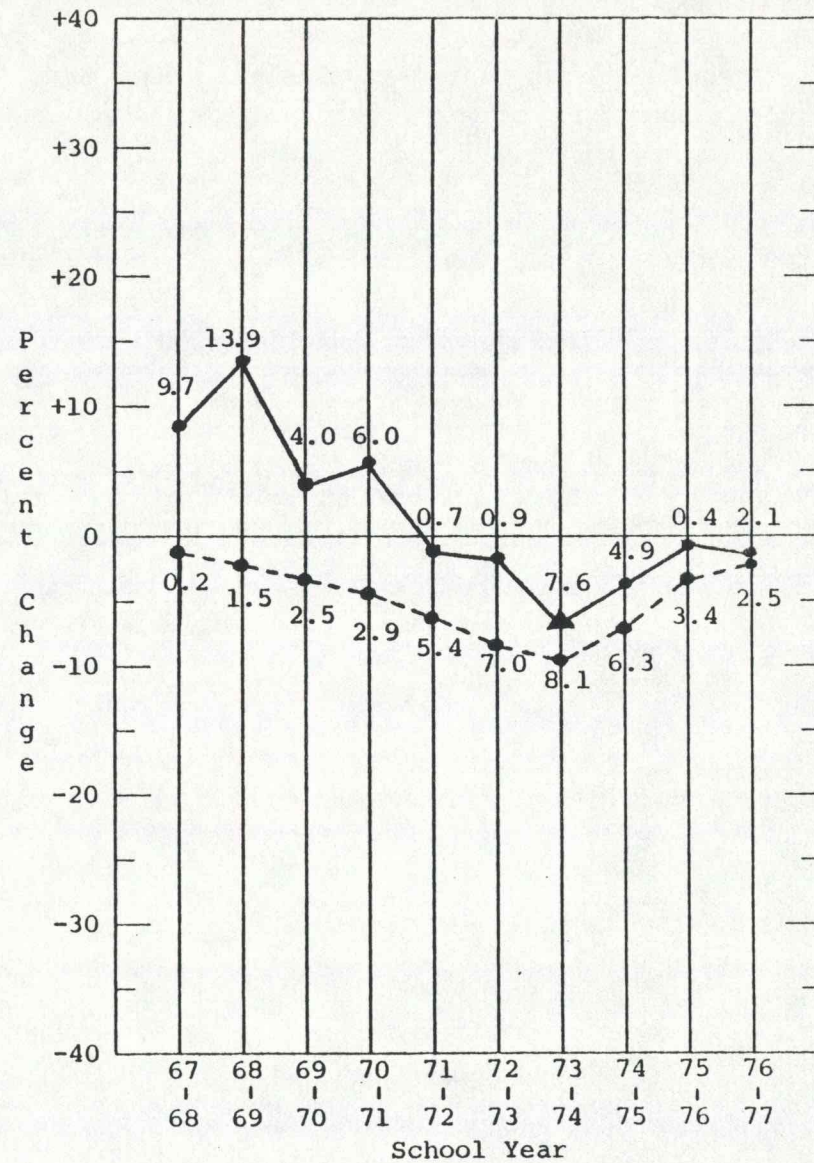
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Avondale West Elementary
School



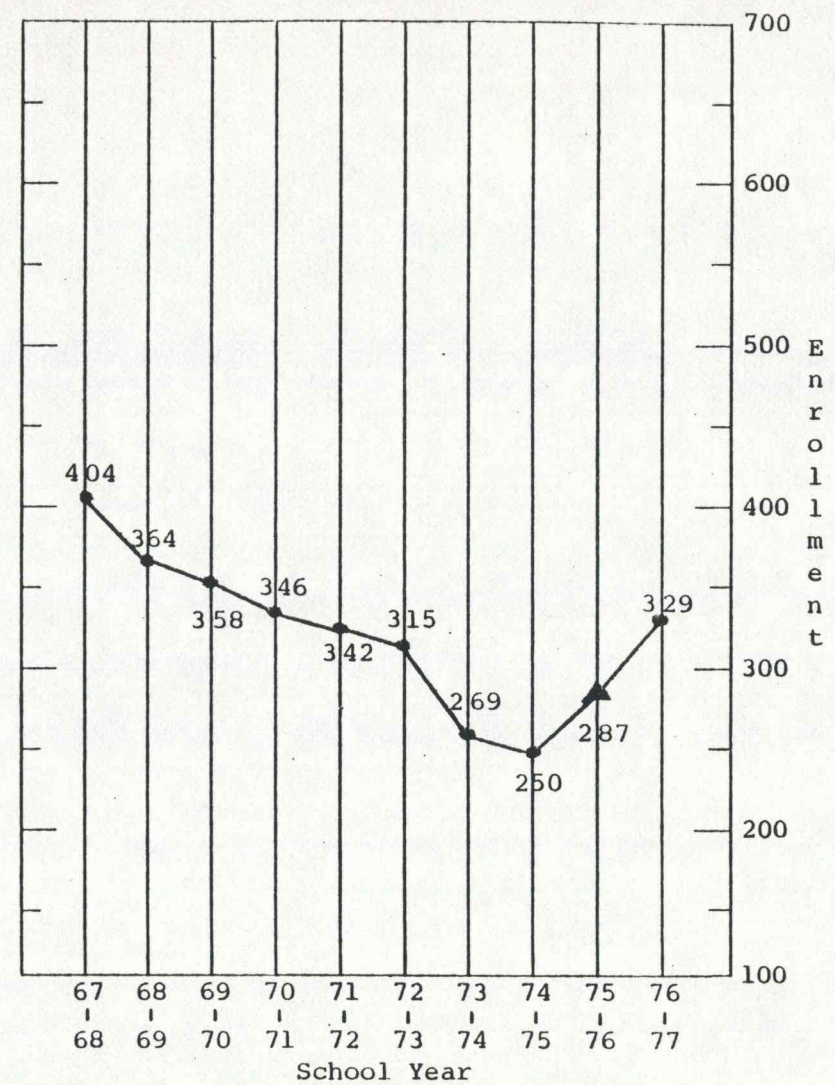
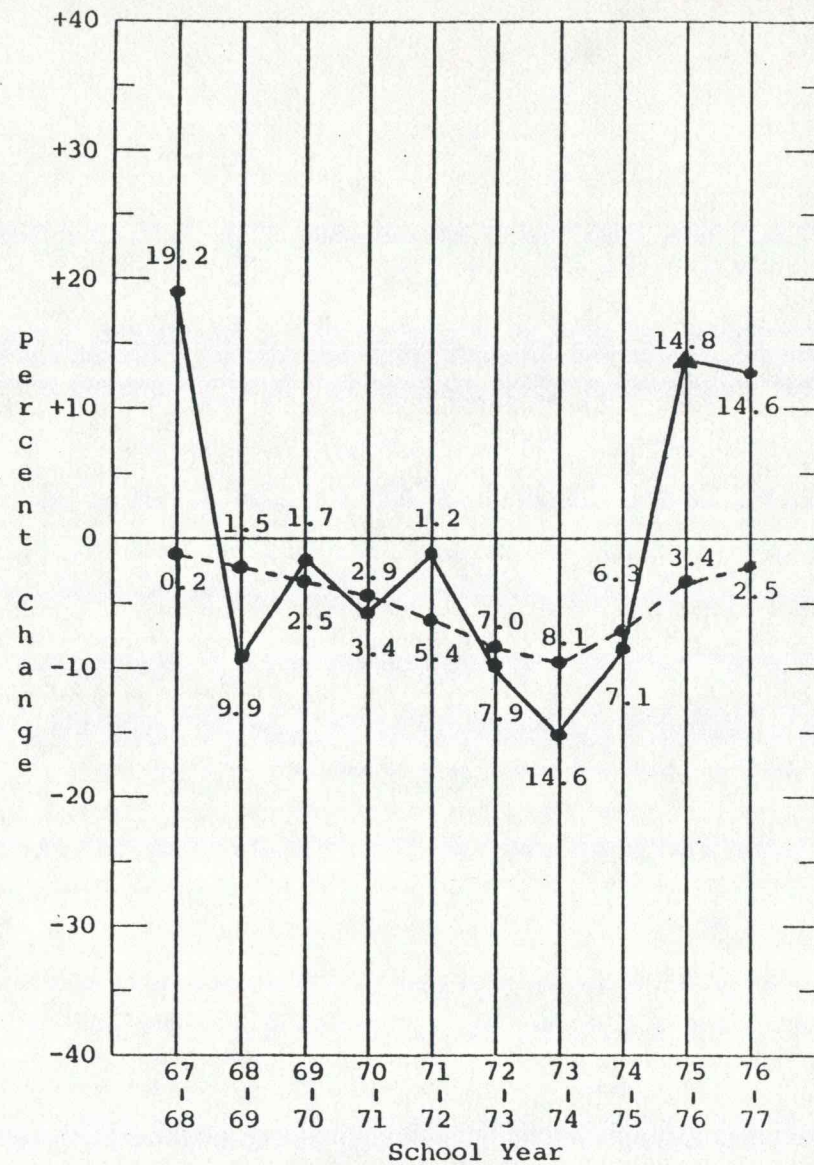
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Belvoir Elementary
School



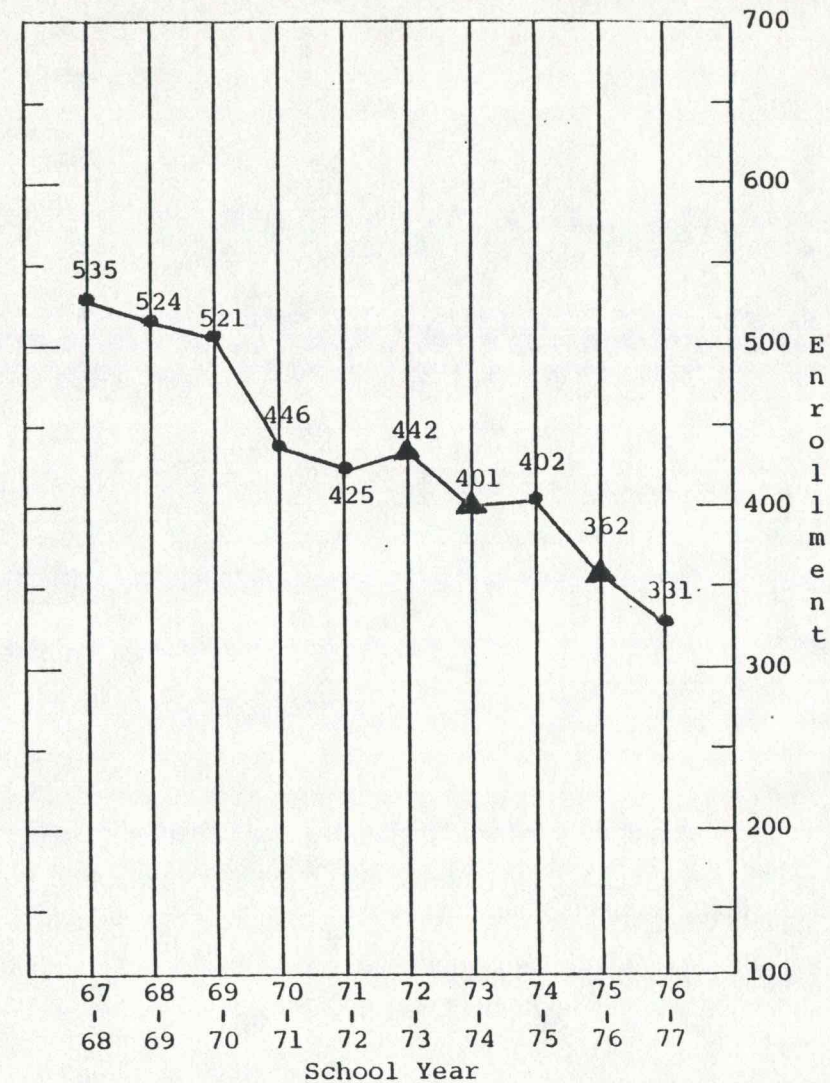
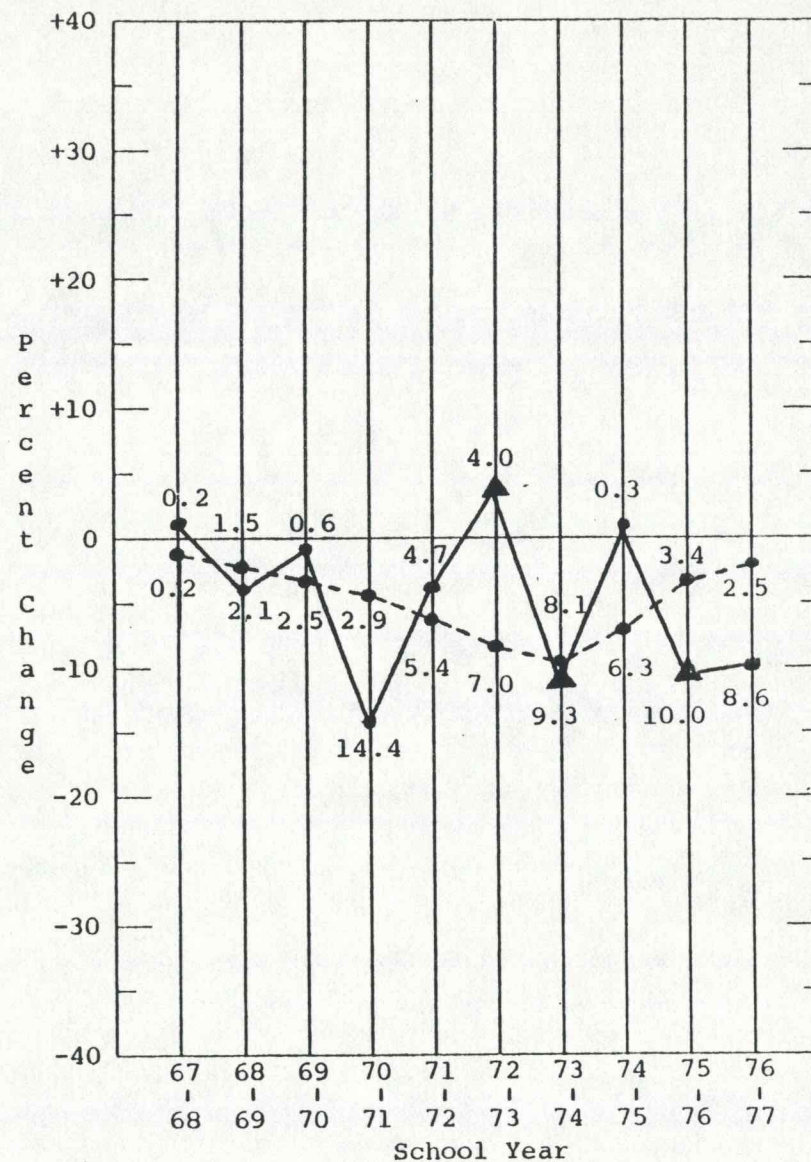
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Bishop Elementary
School



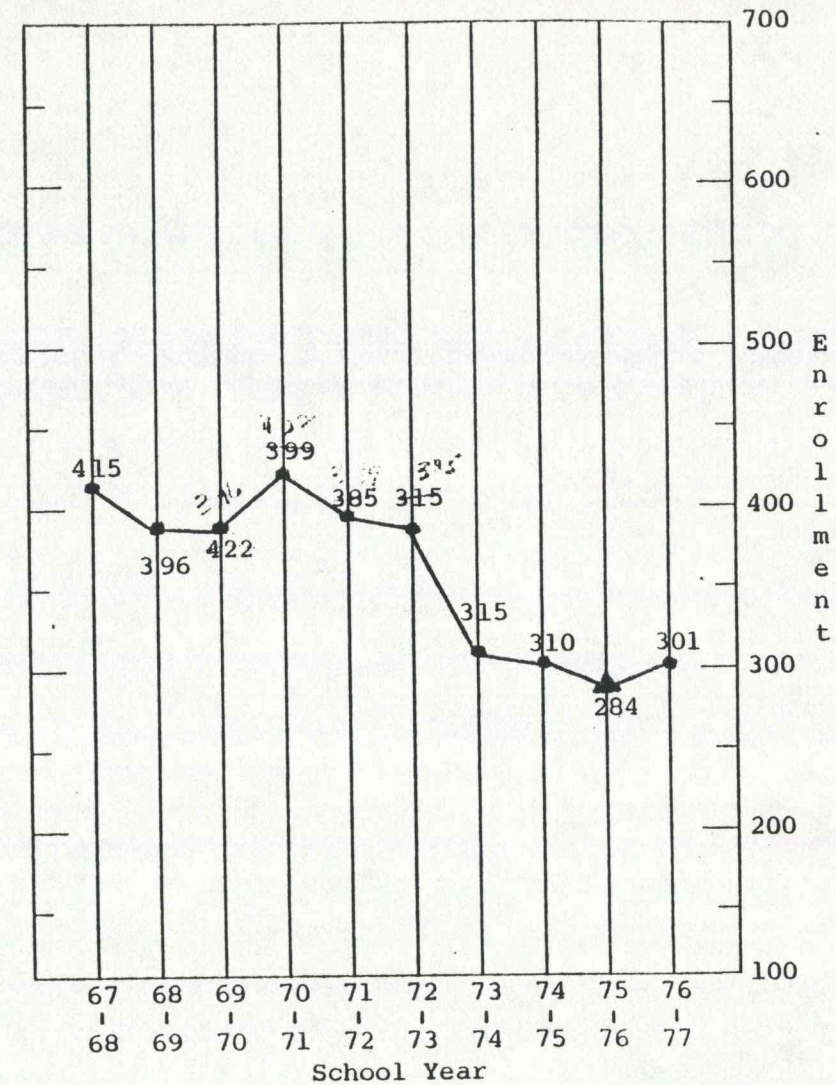
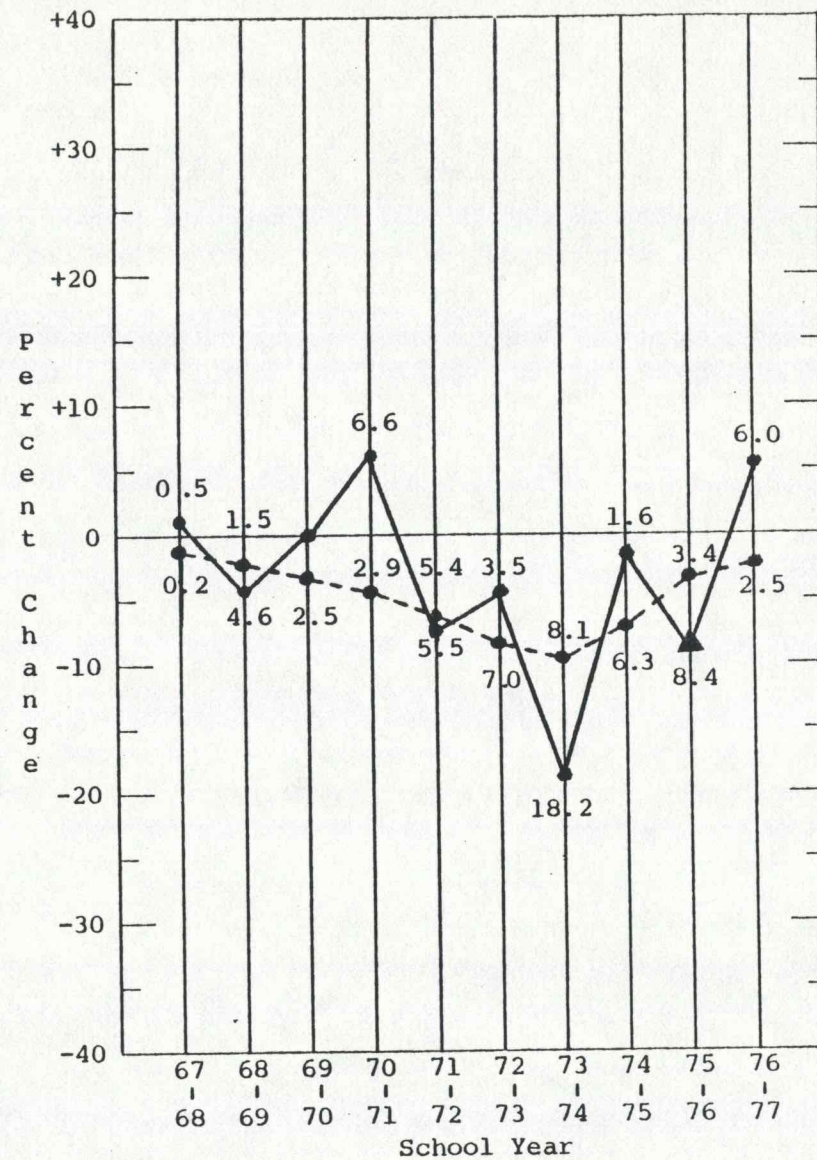
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Central Park Elementary
School



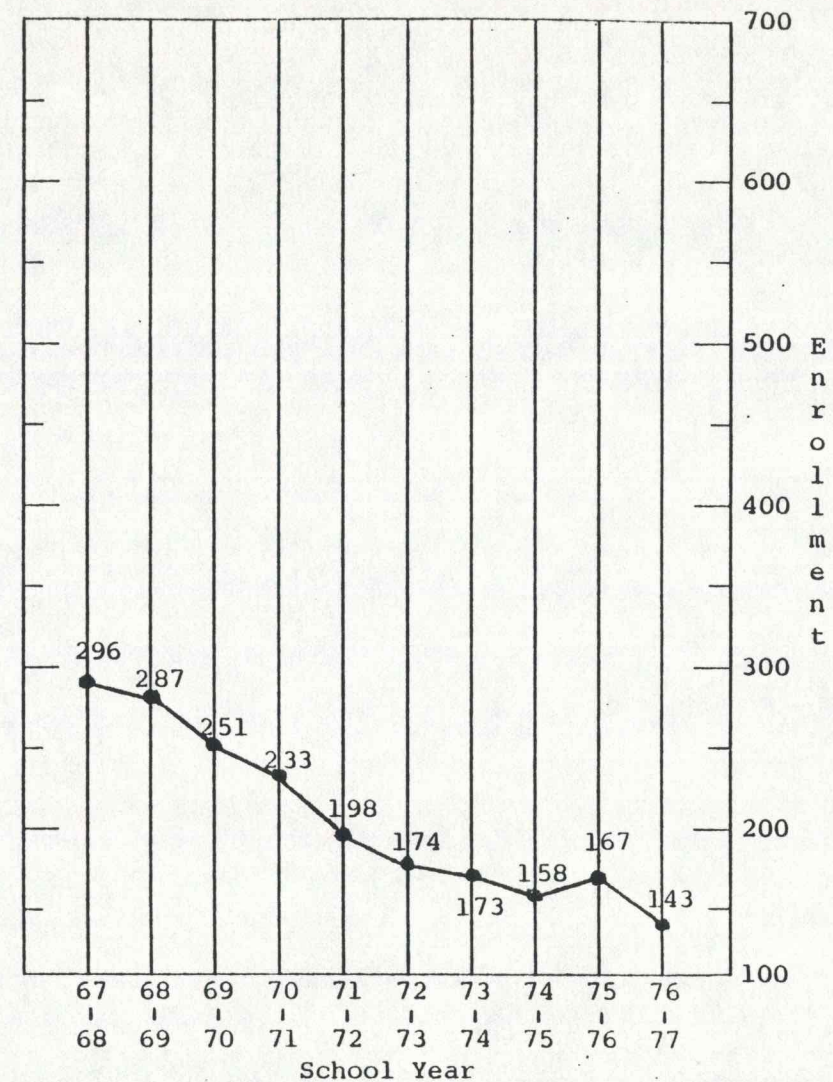
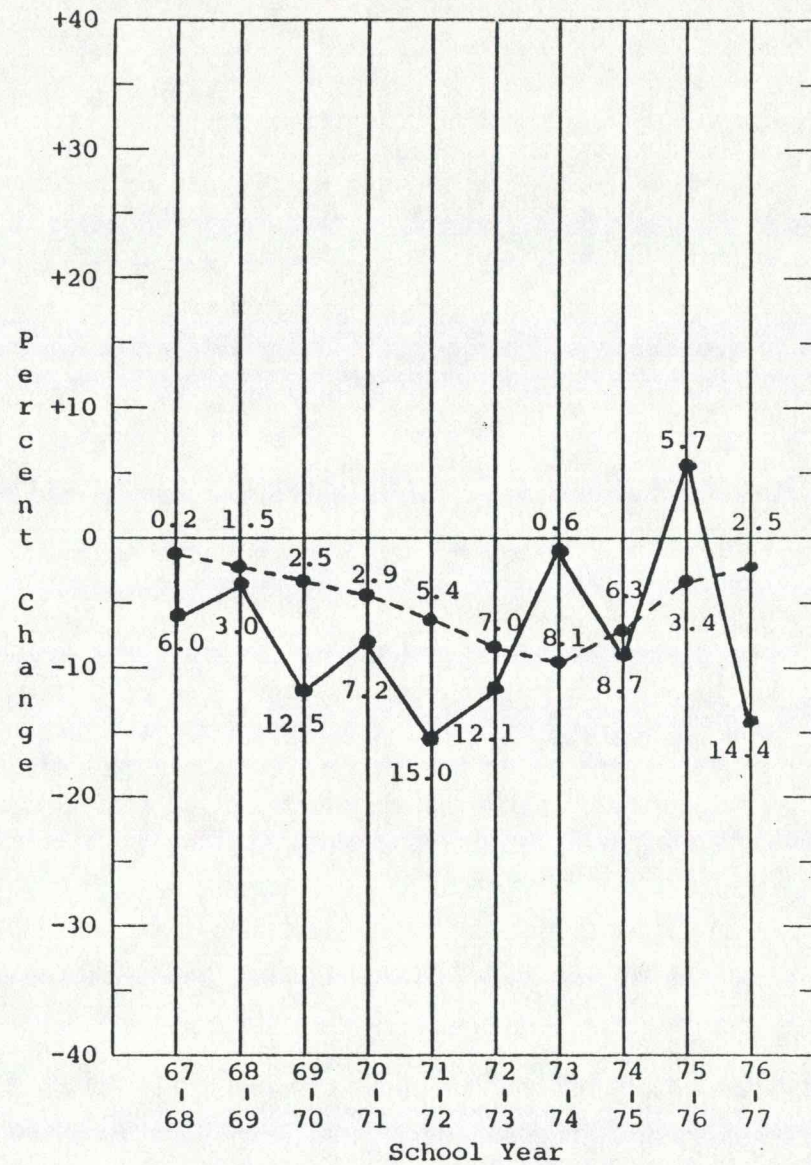
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Crestview Elementary
School



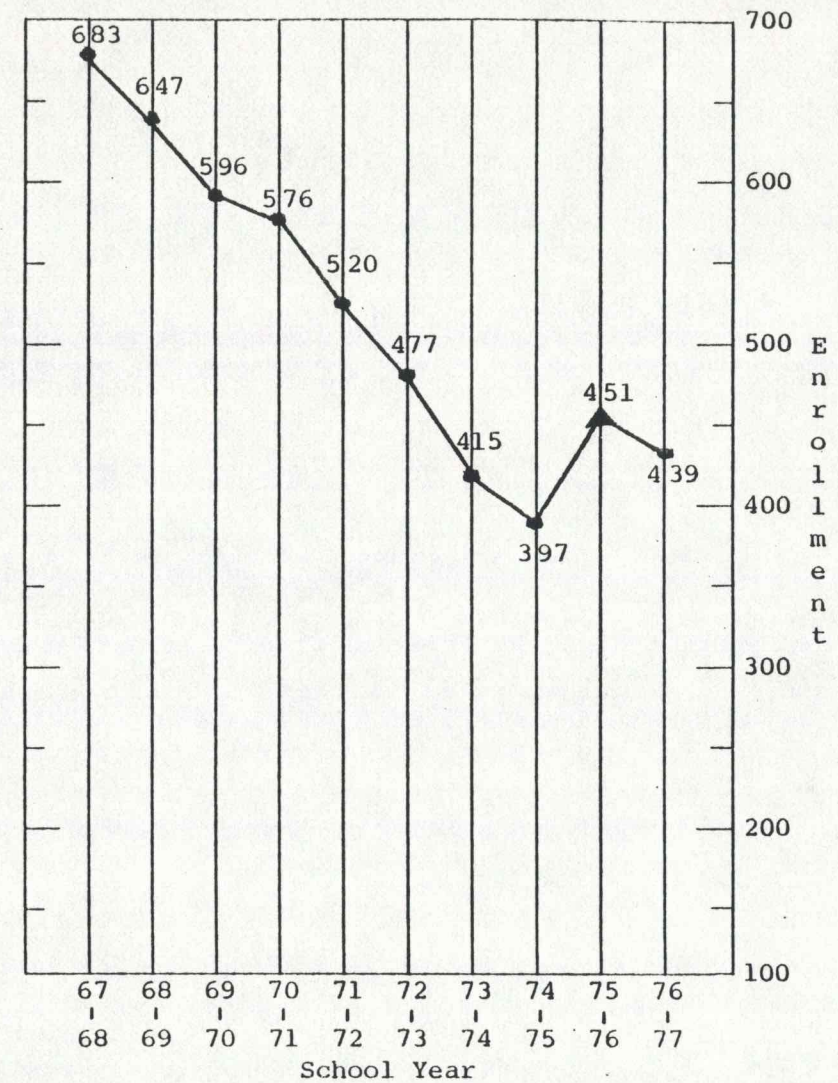
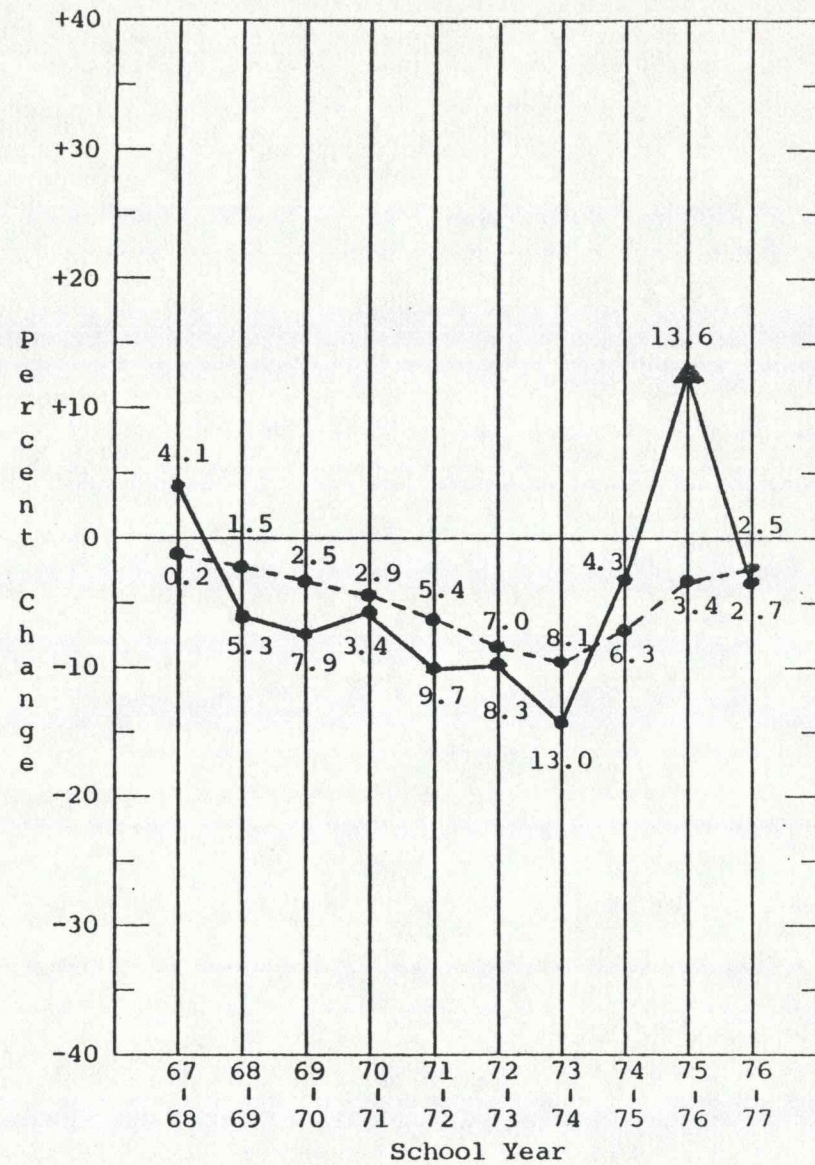
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Gage Elementary
School



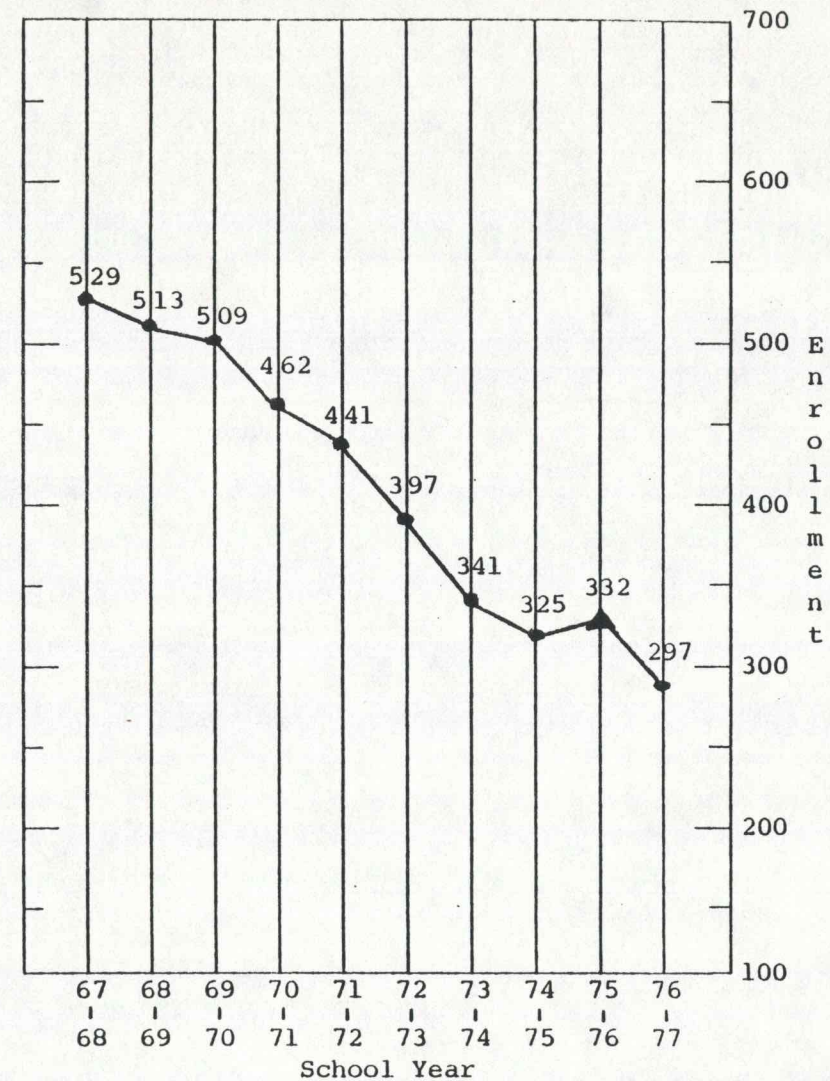
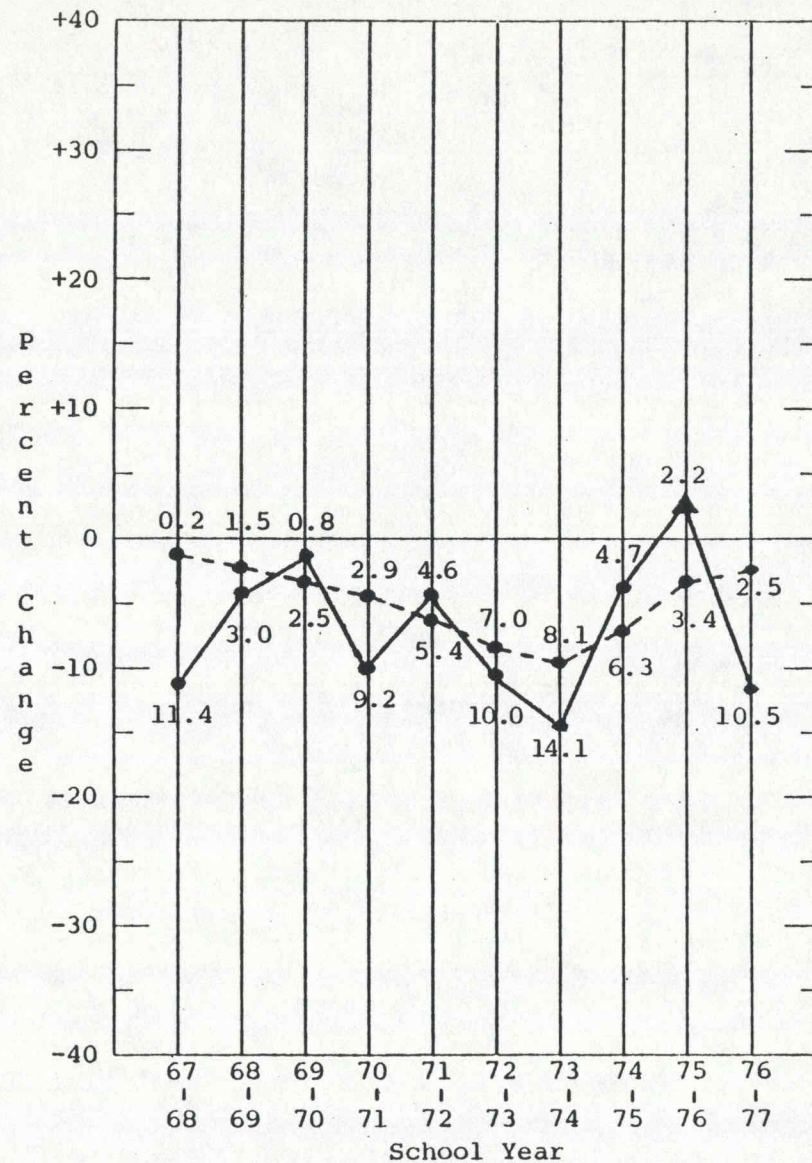
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Grant Elementary
School



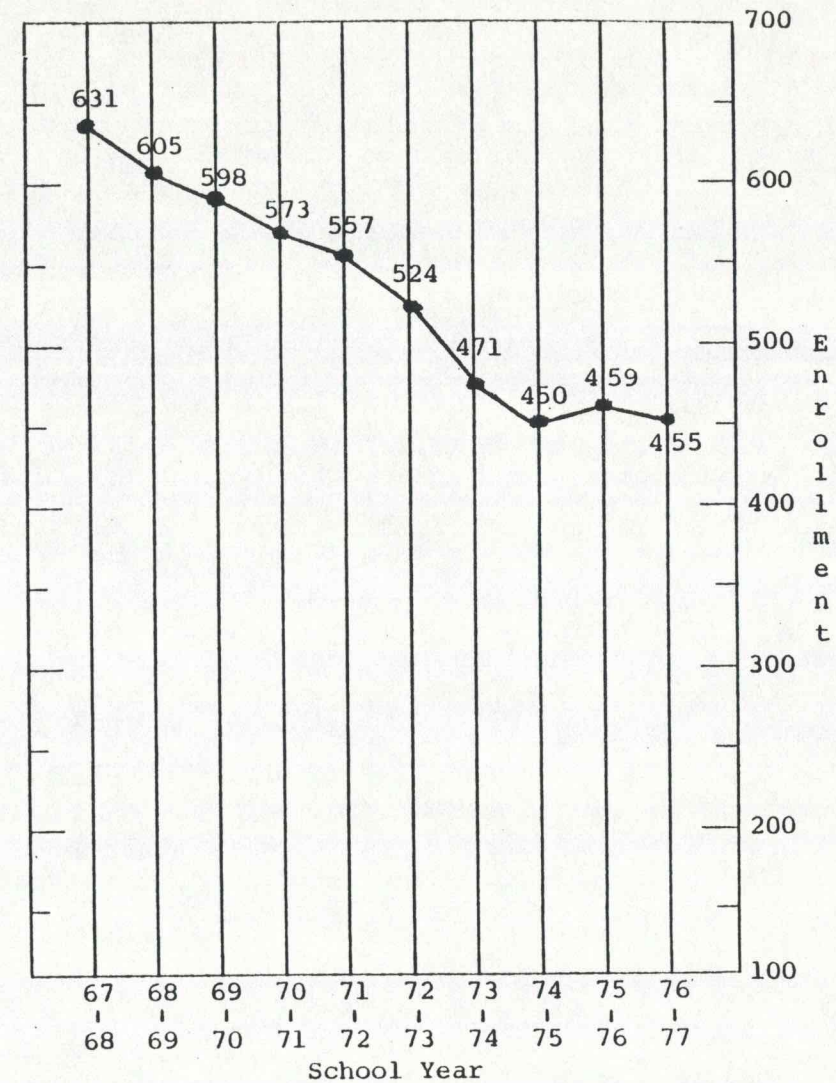
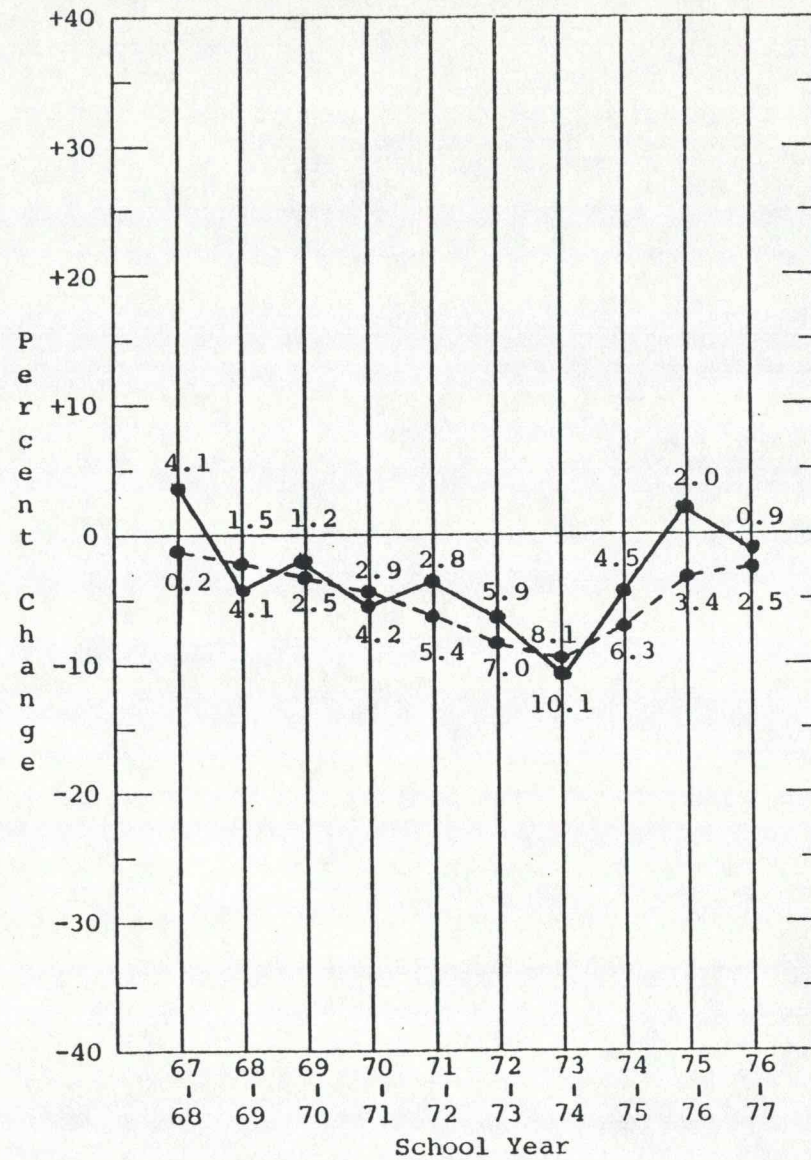
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Highland Park Central Elementary
School



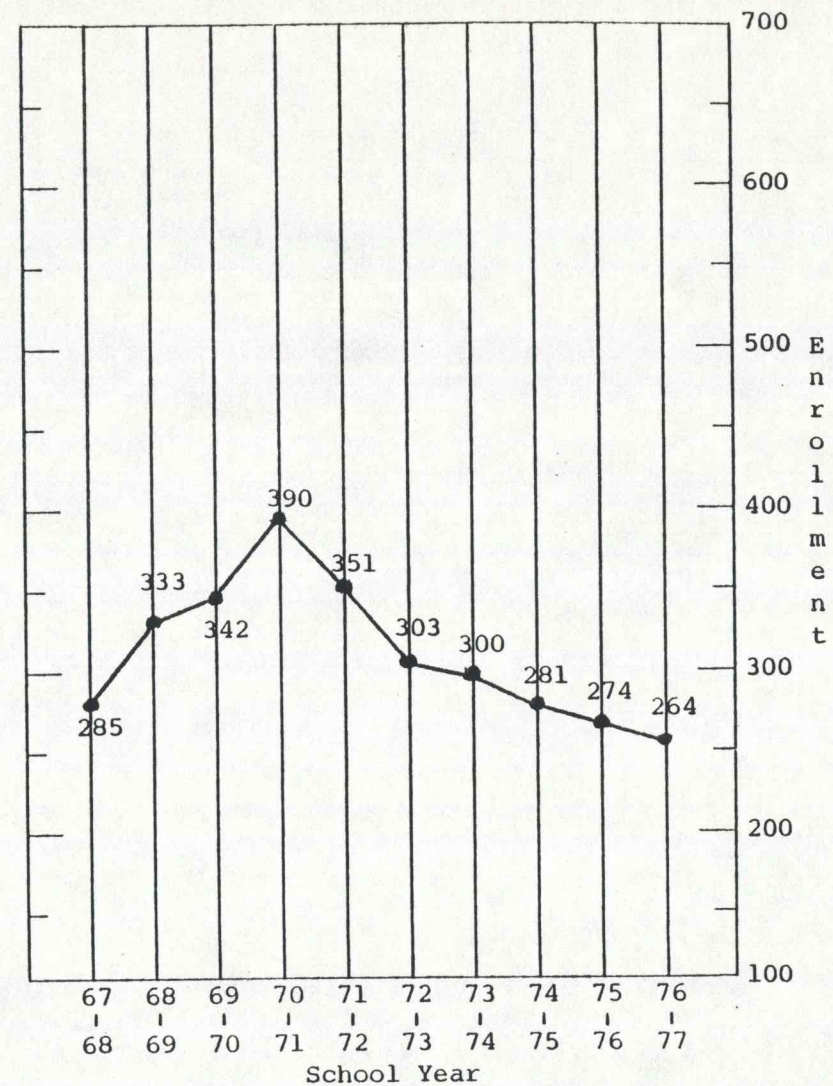
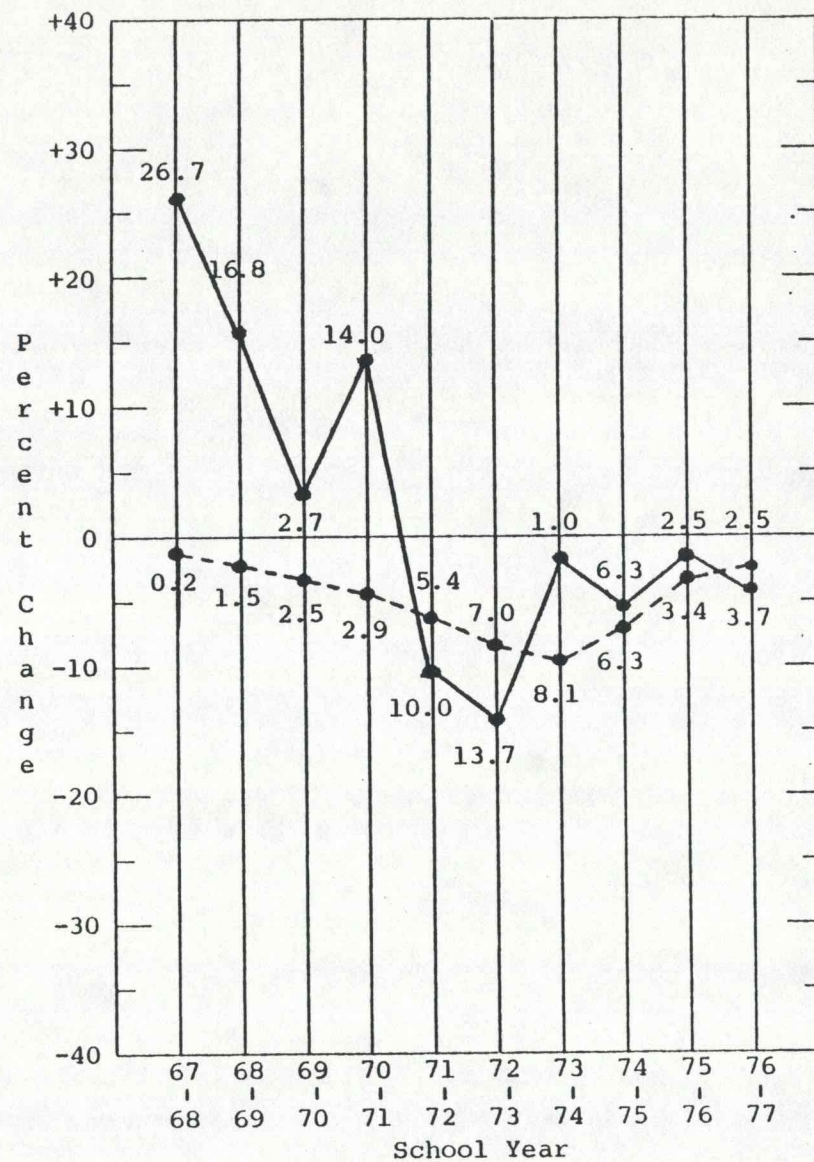
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Highland Park North Elementary
School



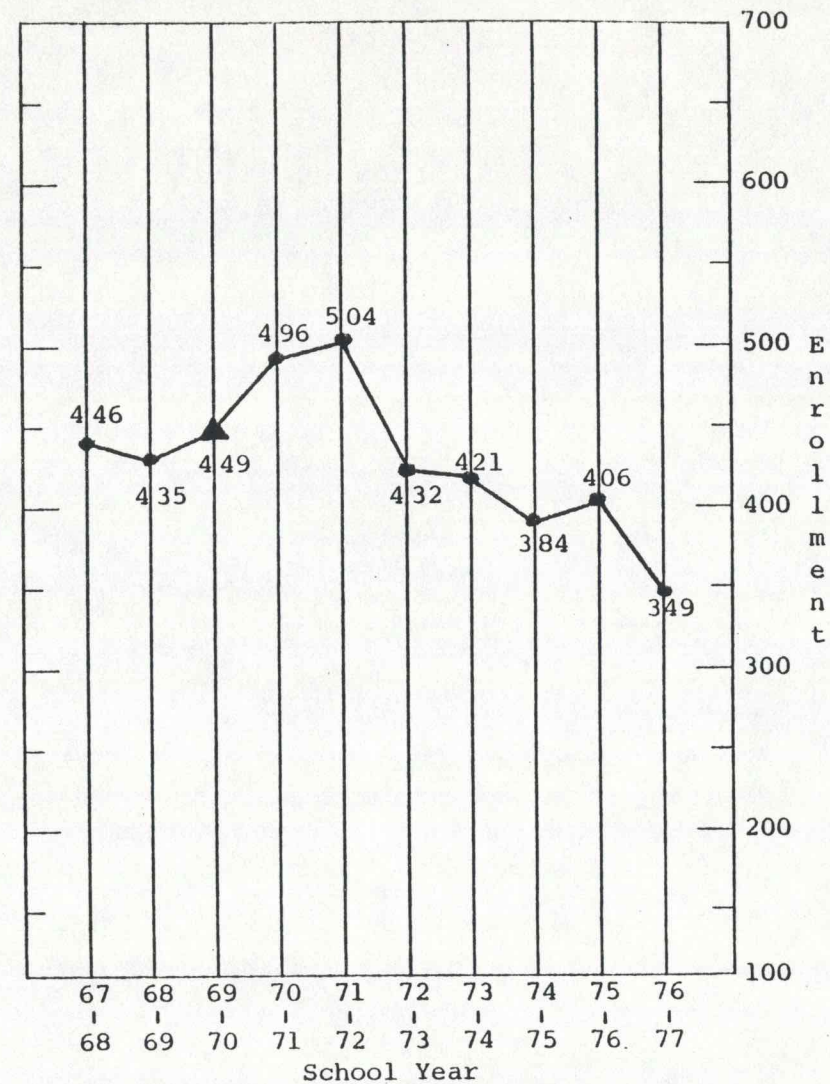
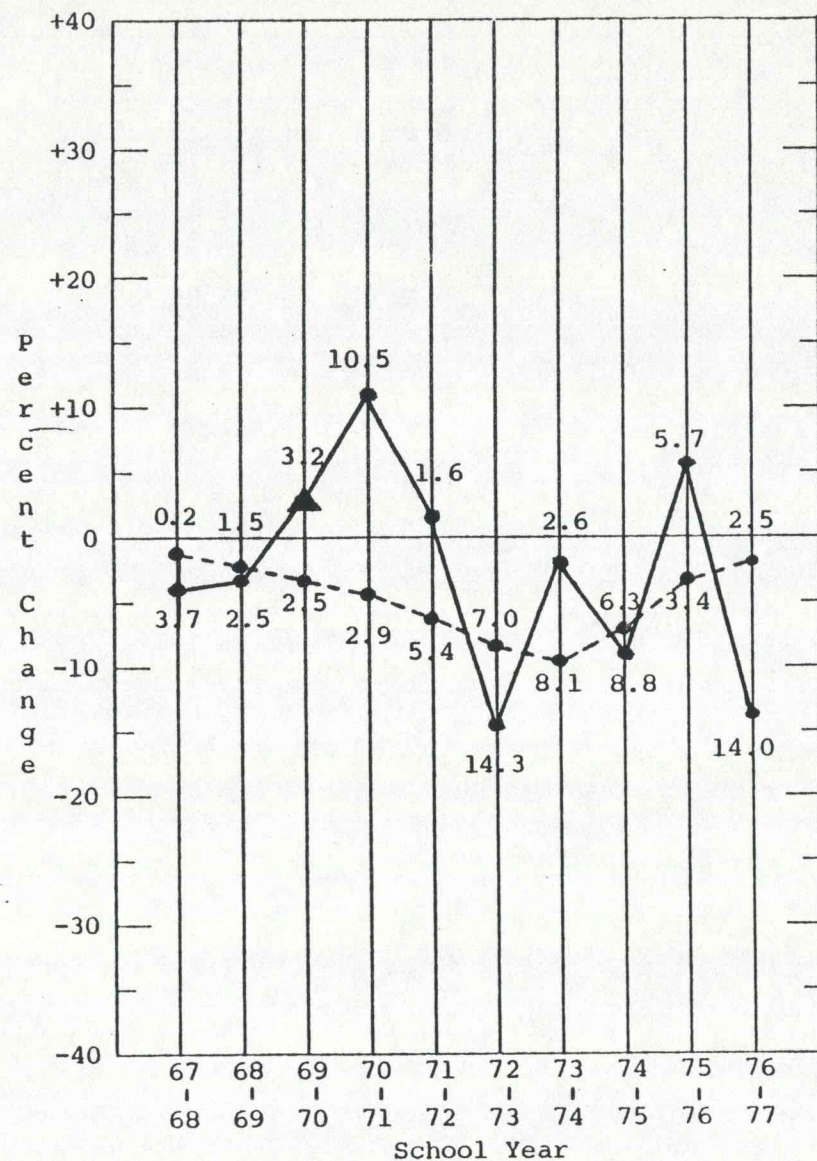
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Highland Park South Elementary
School



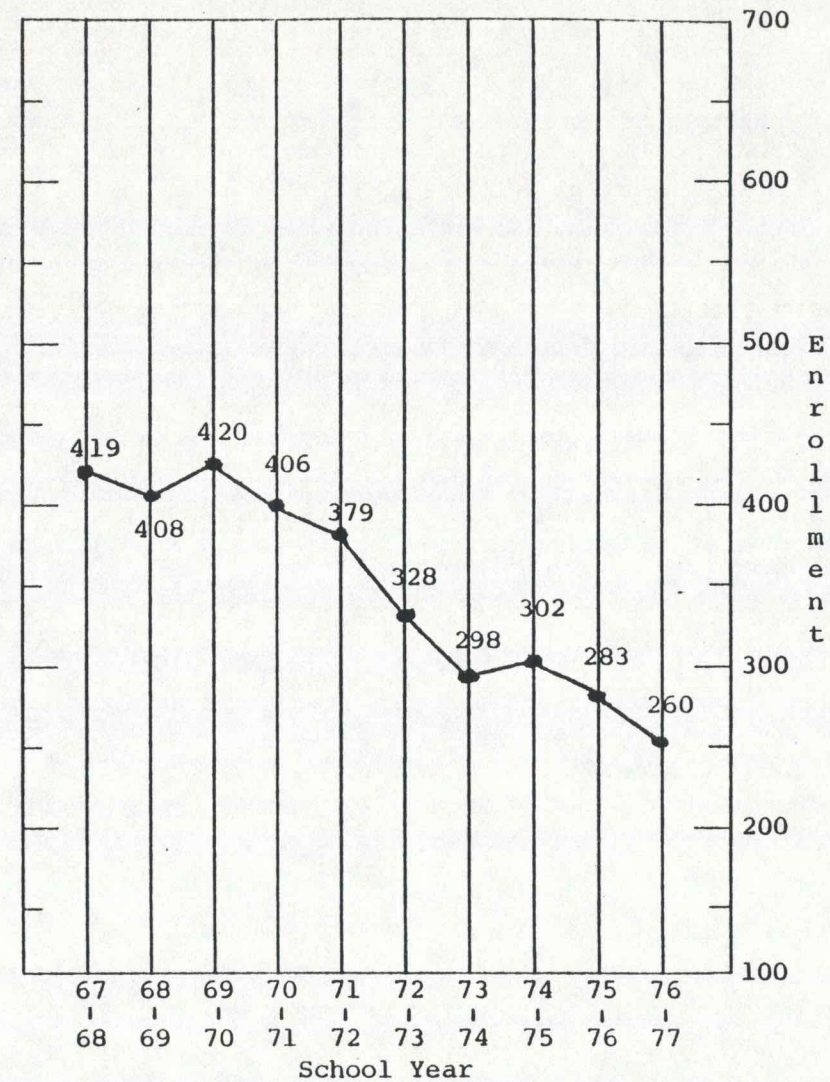
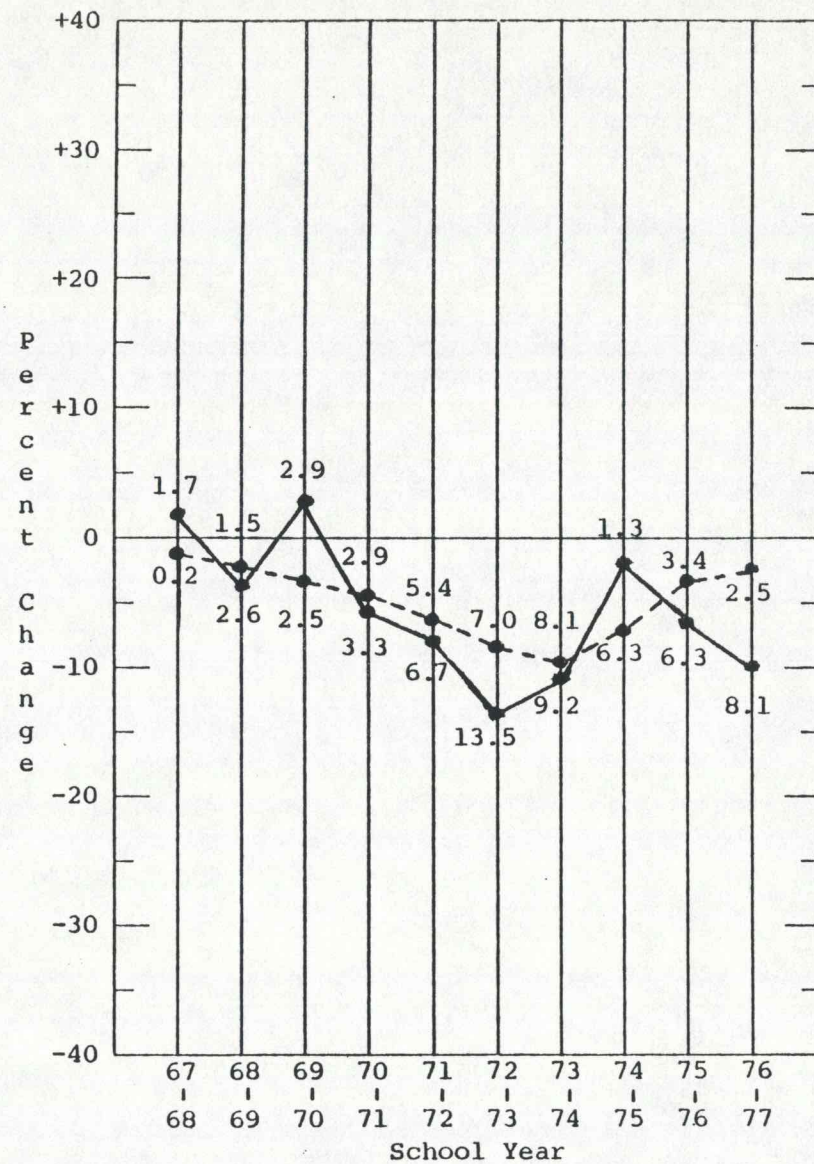
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Hudson Elementary
School



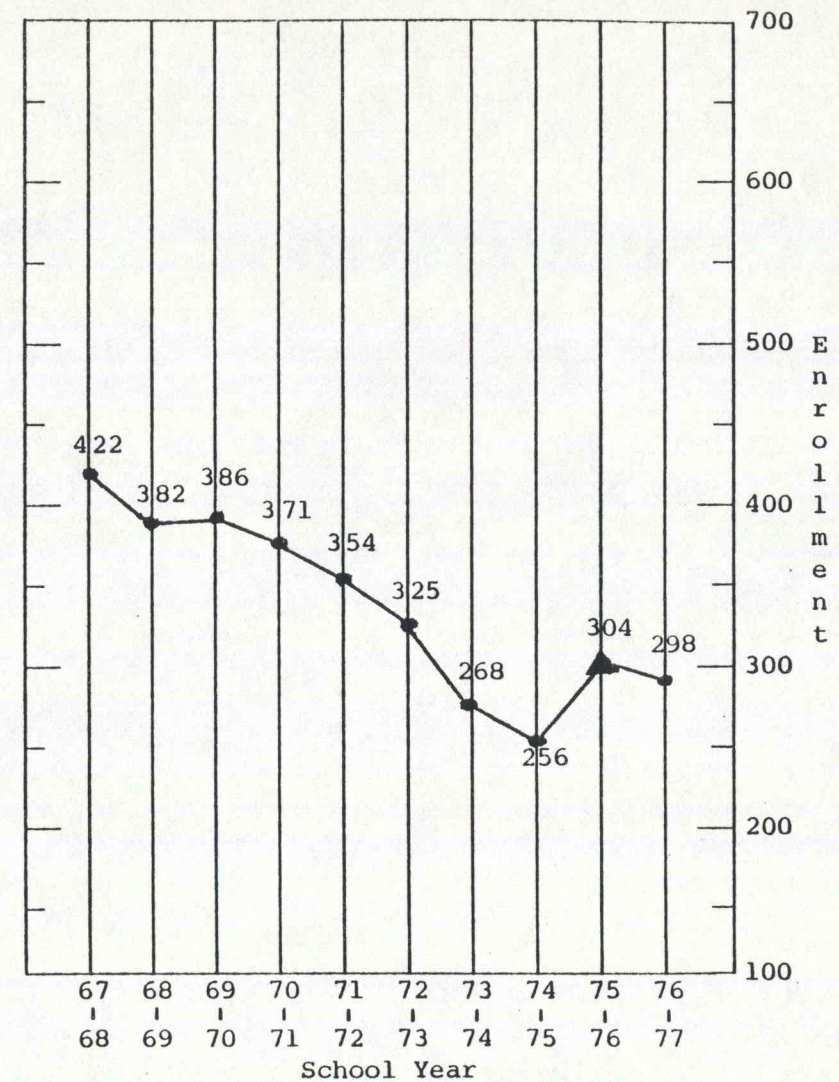
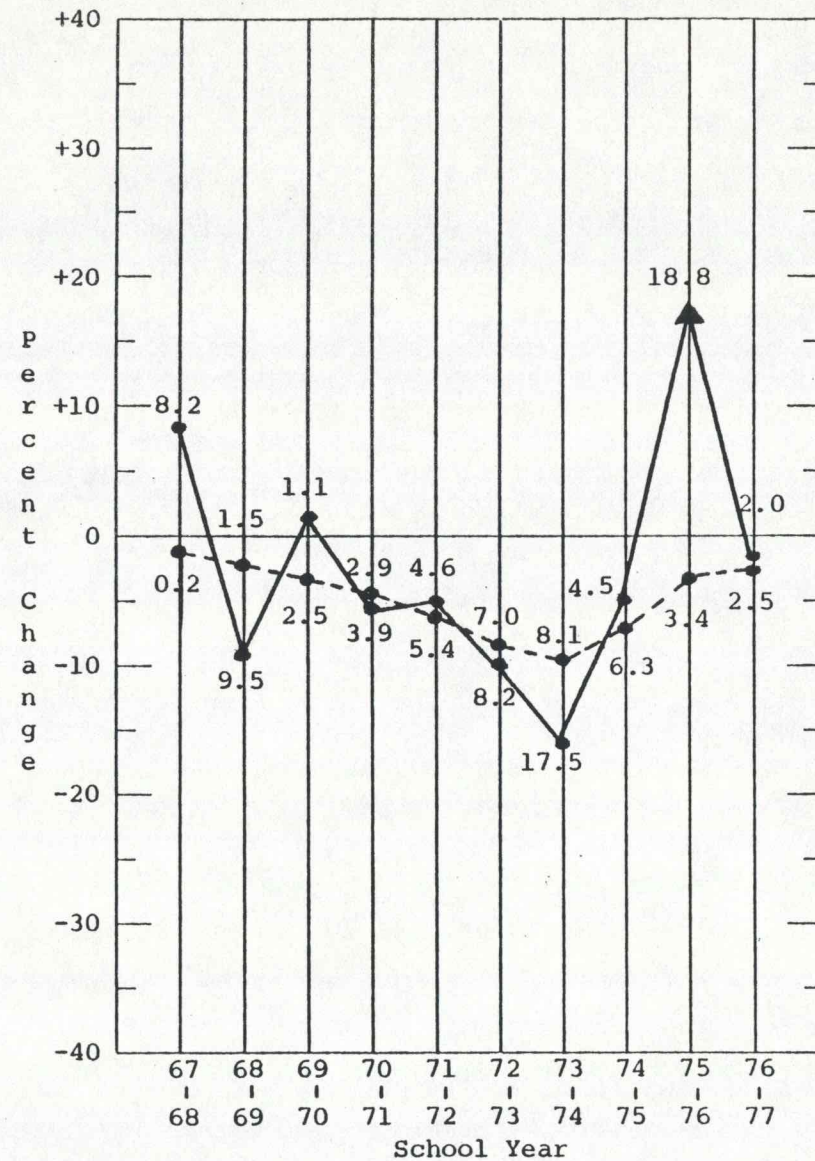
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Lafayette Elementary
School



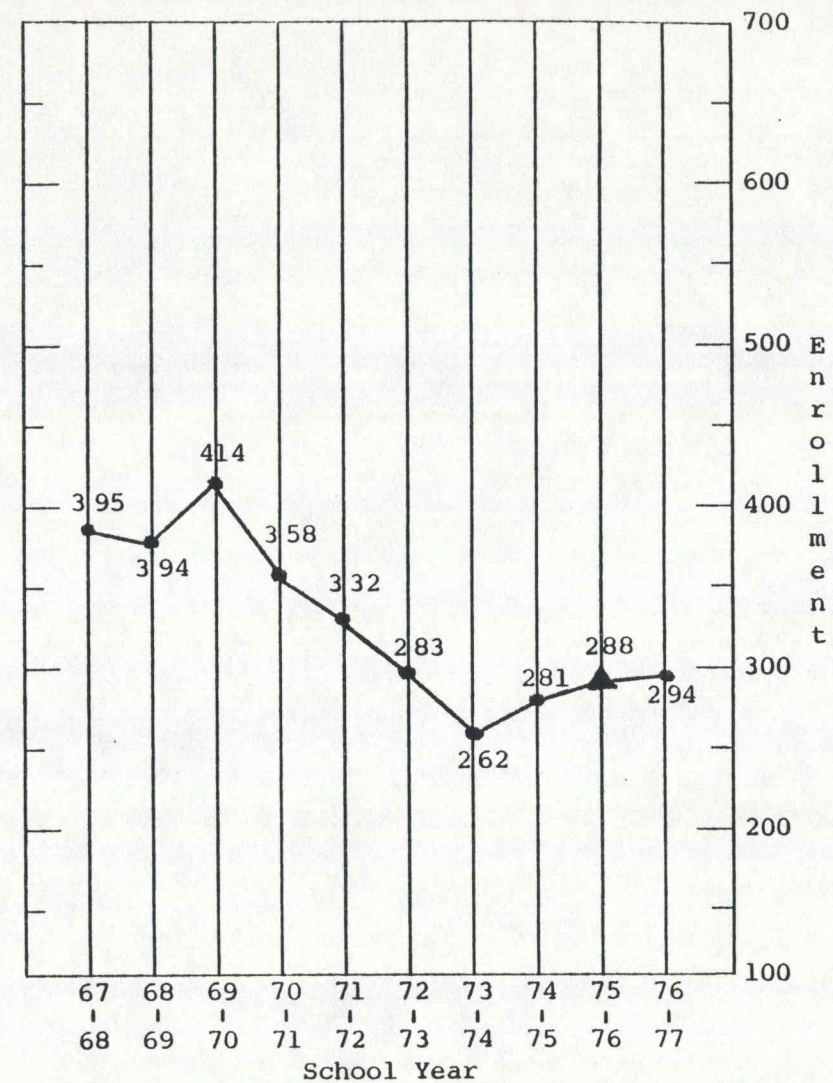
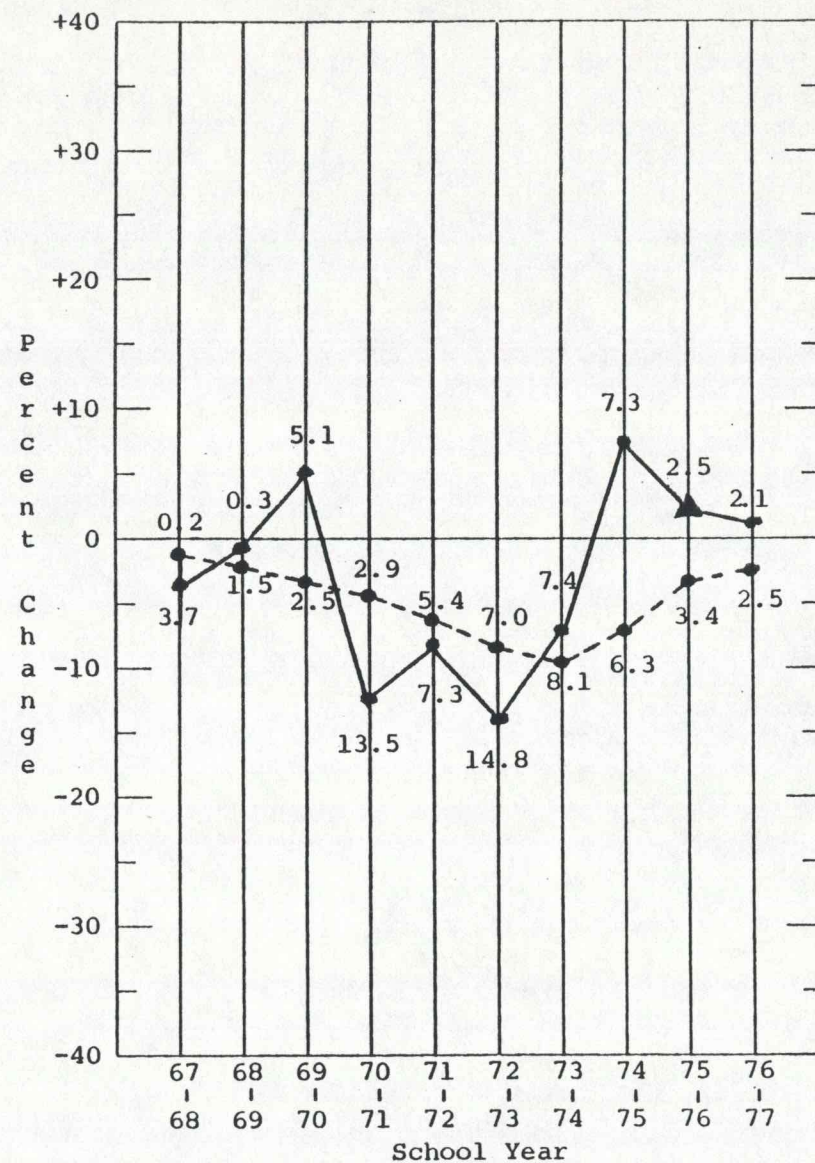
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Linn Elementary
School



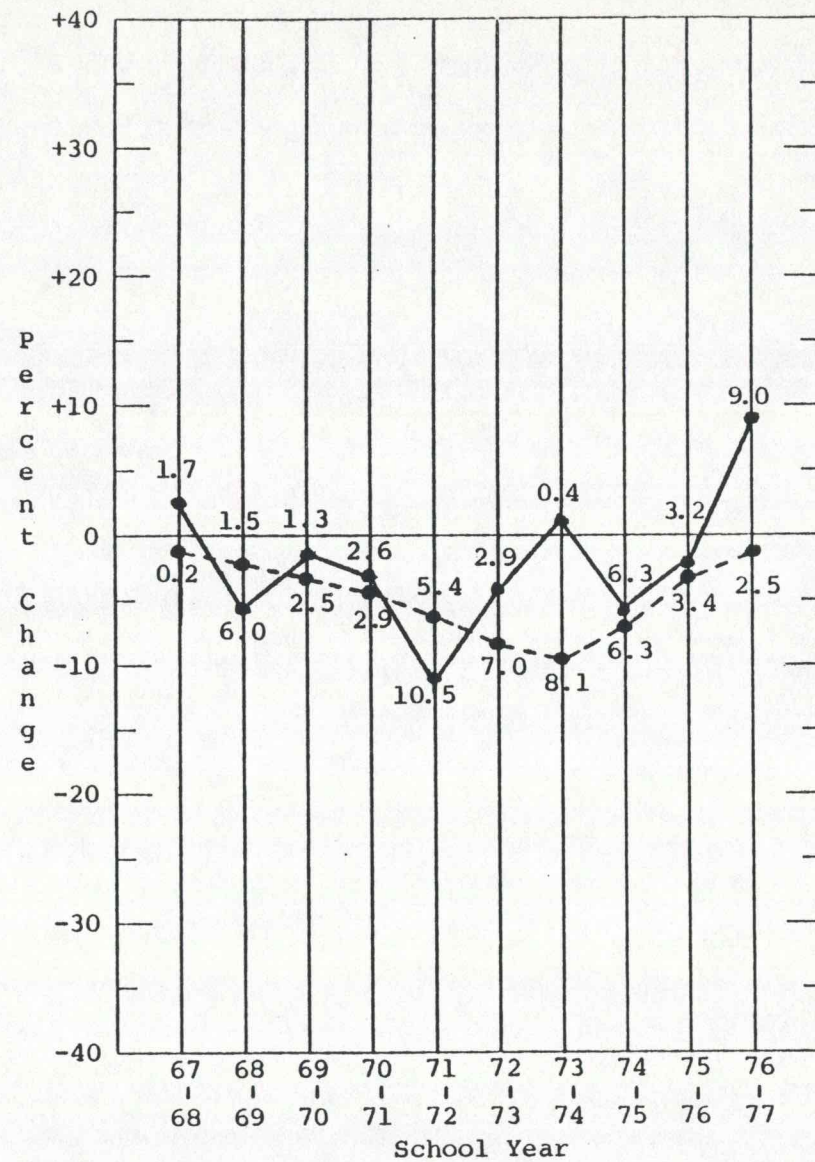
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Lowman Hill Elementary
School

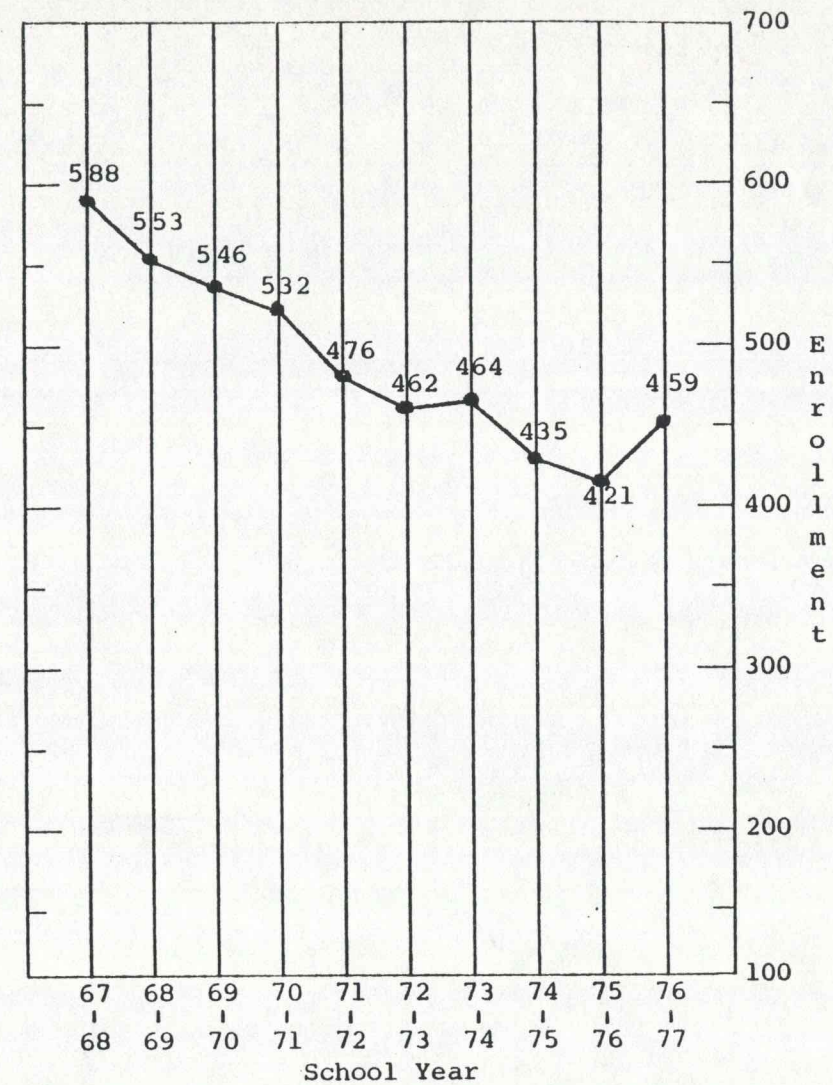


1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

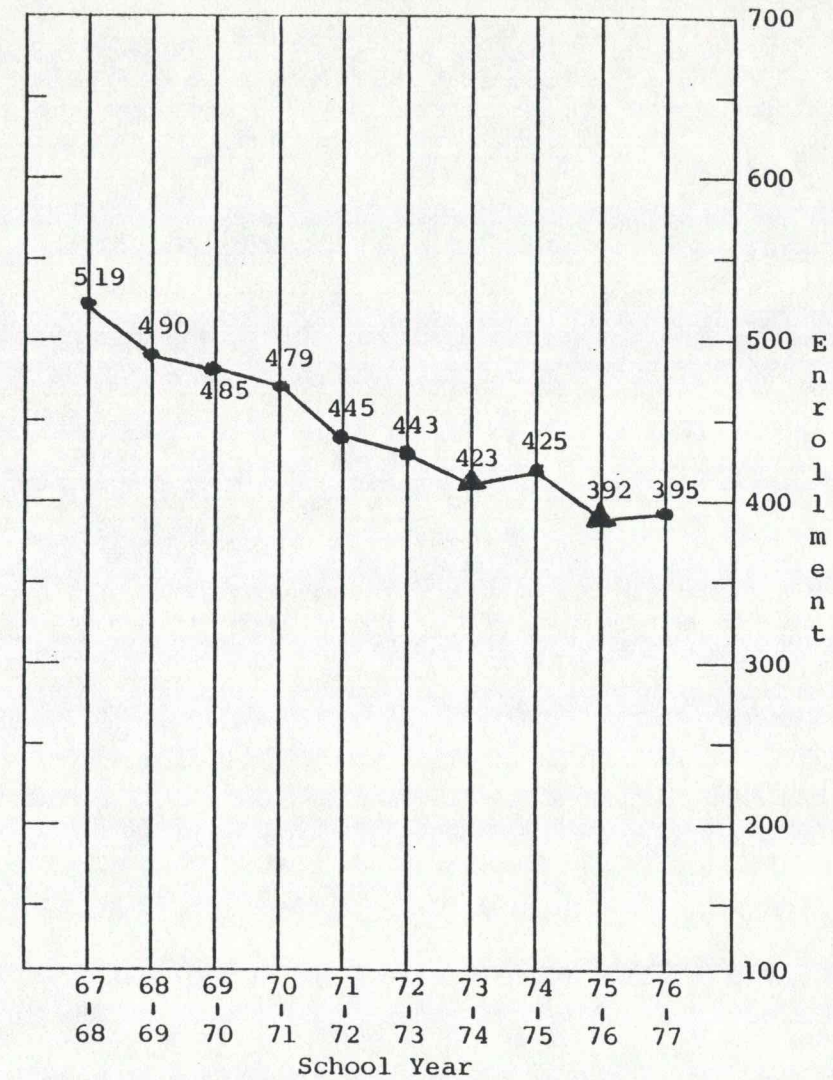
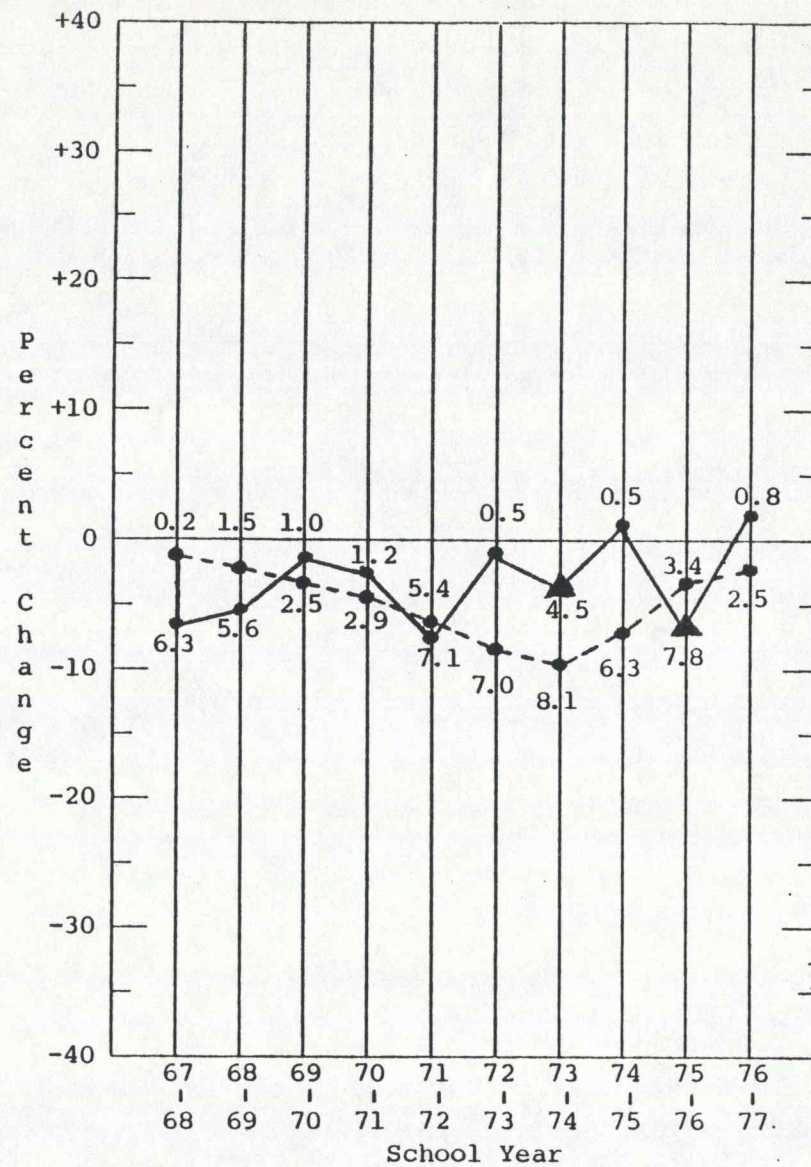
Lundgren Elementary
School



1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

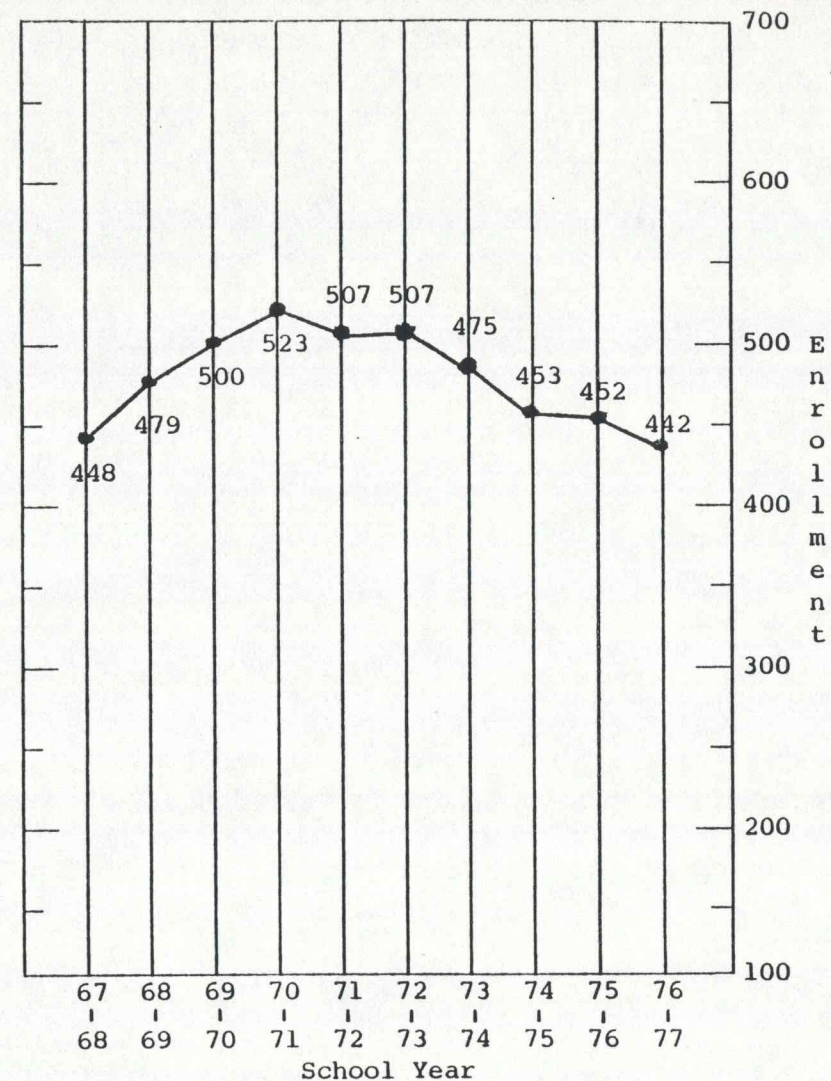
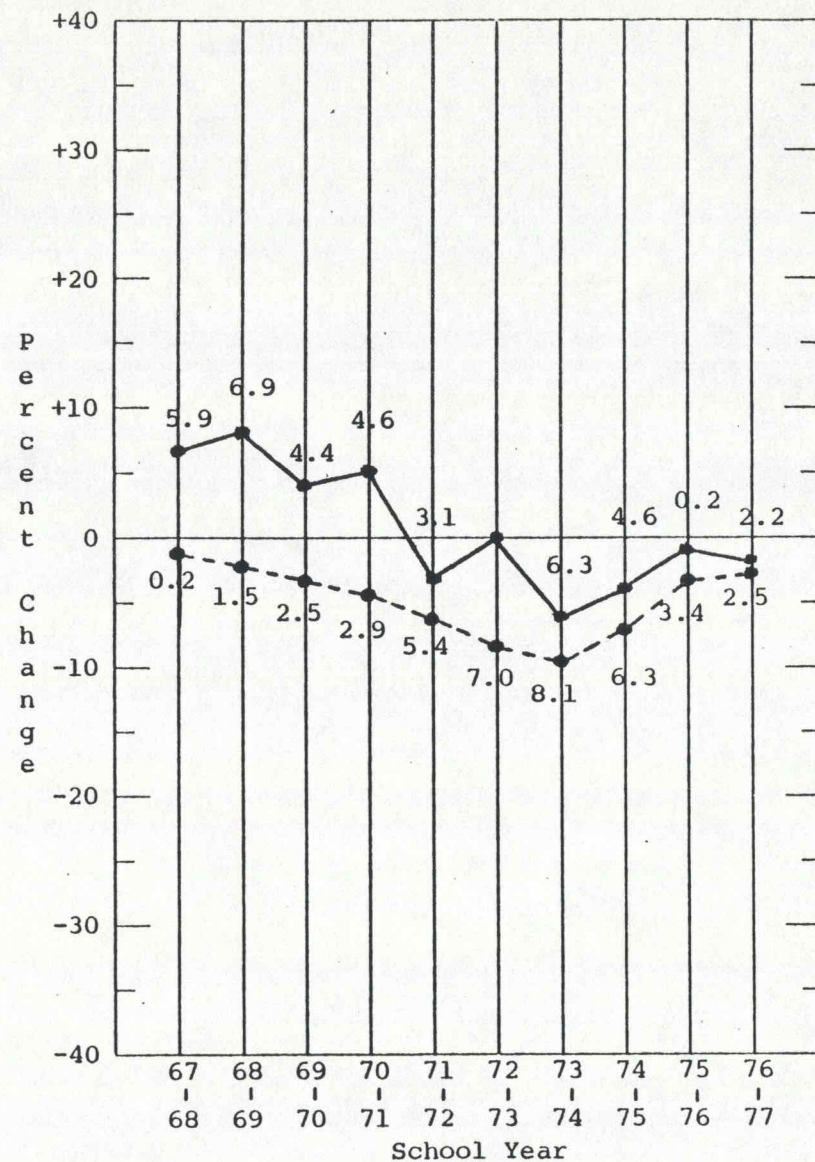


McCarter Elementary
School



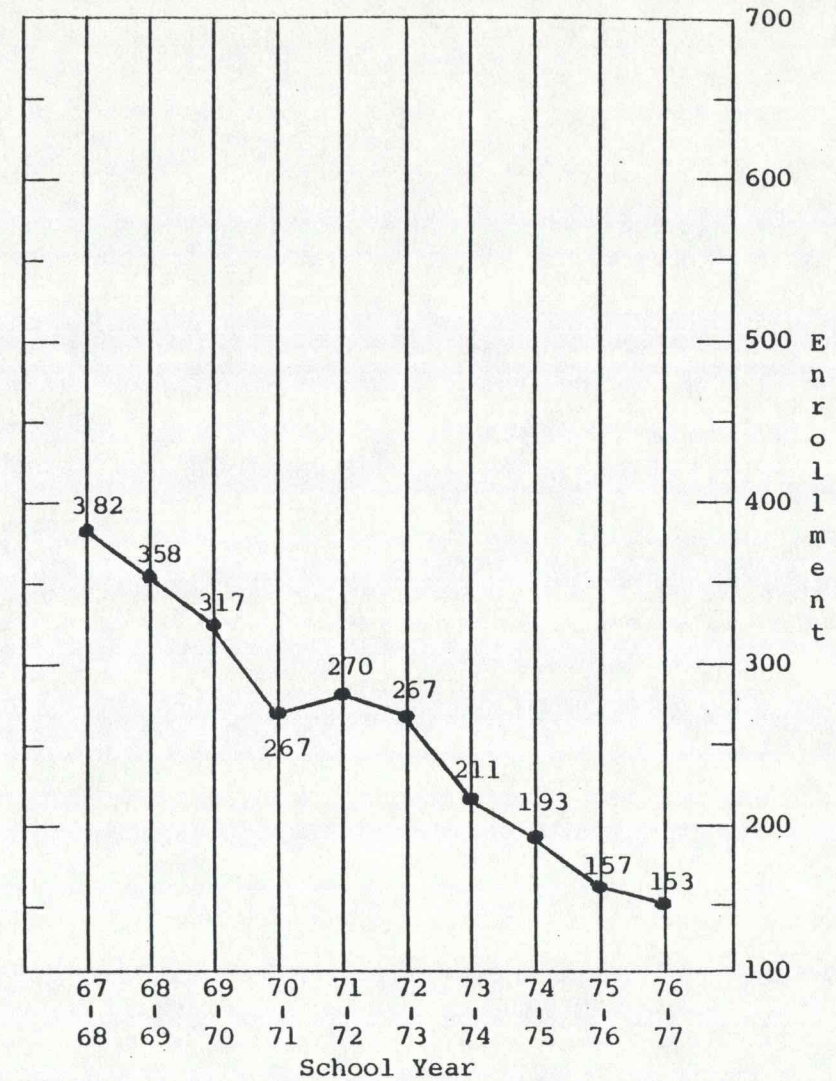
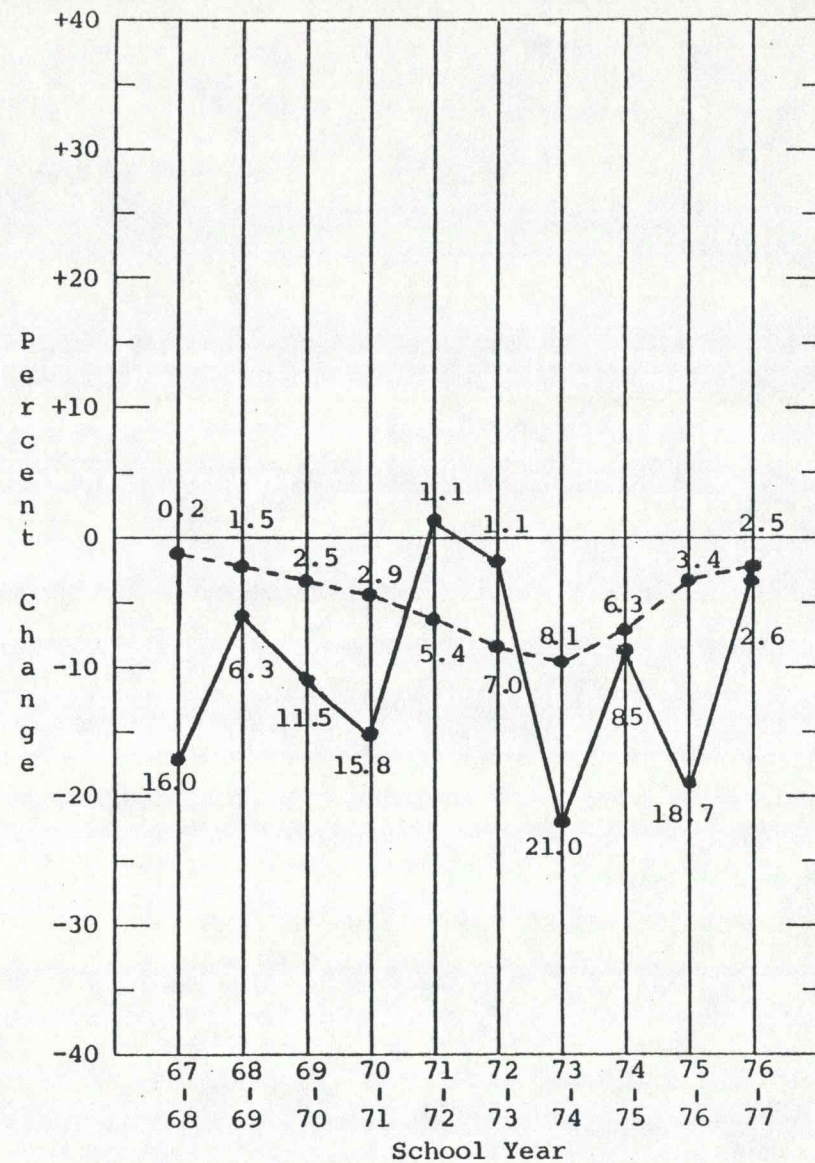
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

McClure Elementary
School



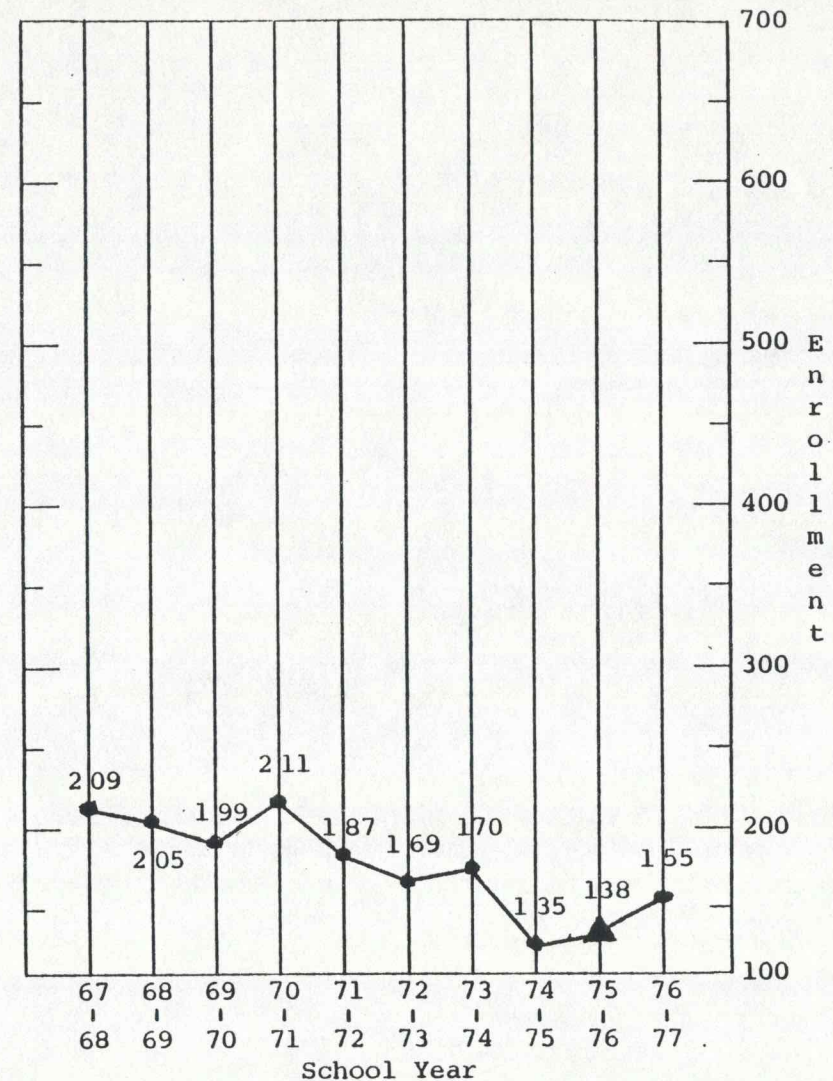
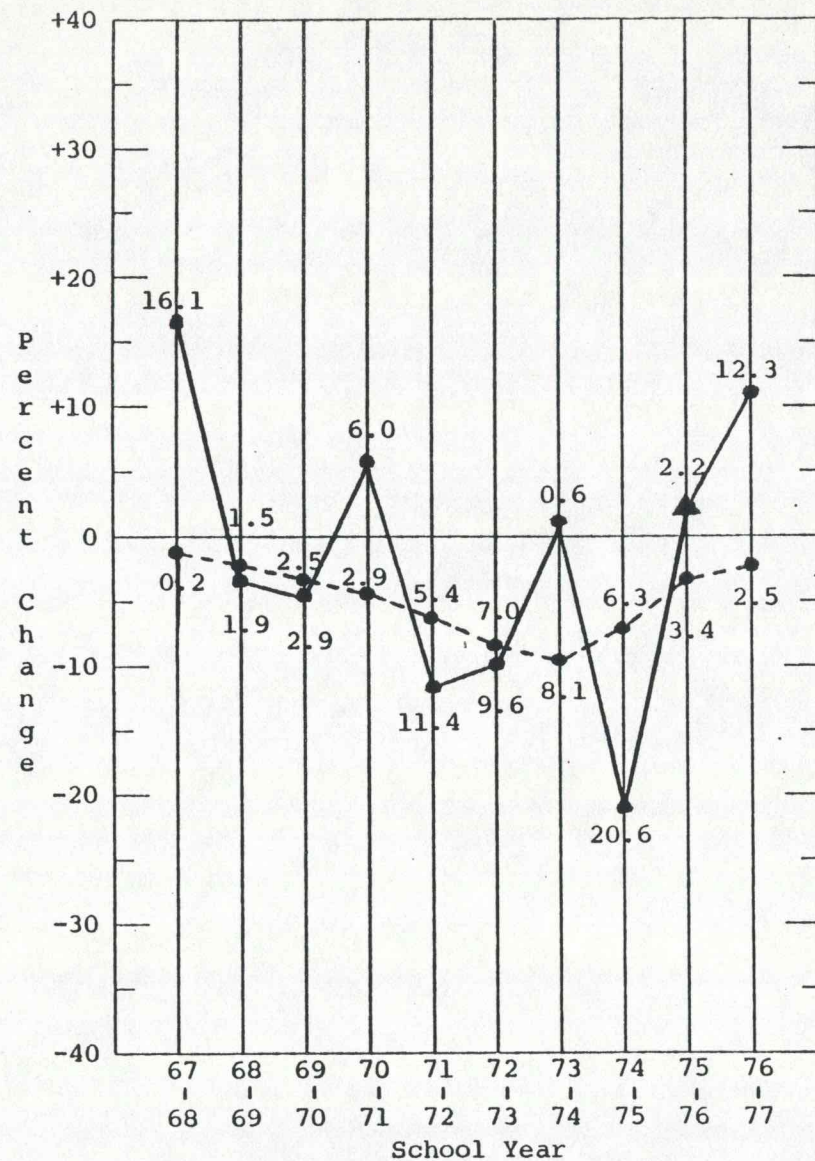
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

McEachron Elementary
School



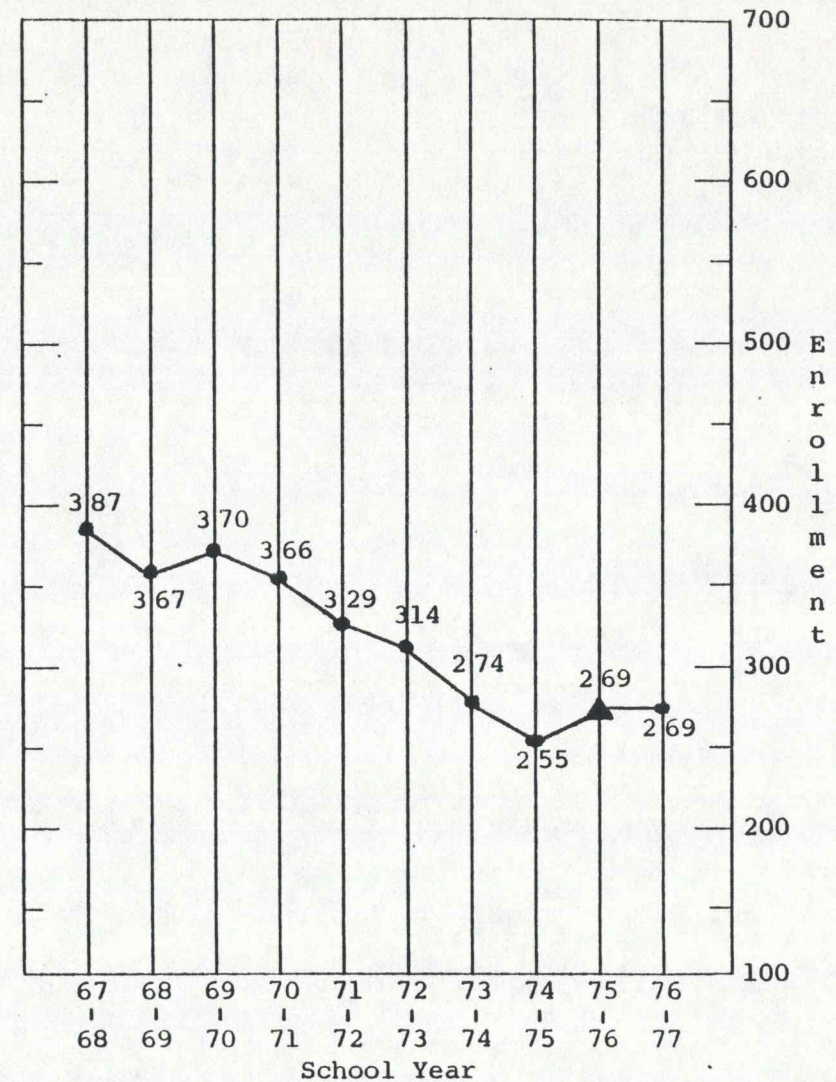
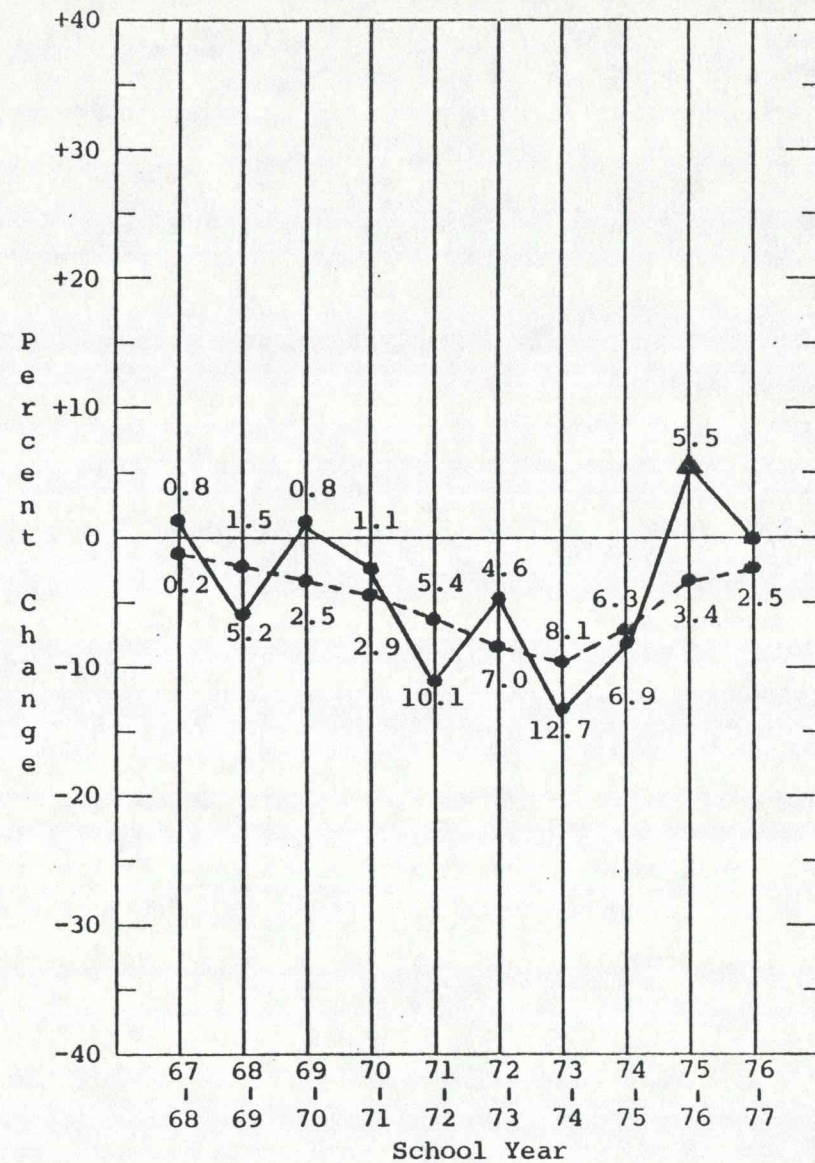
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Parkdale Elementary
School



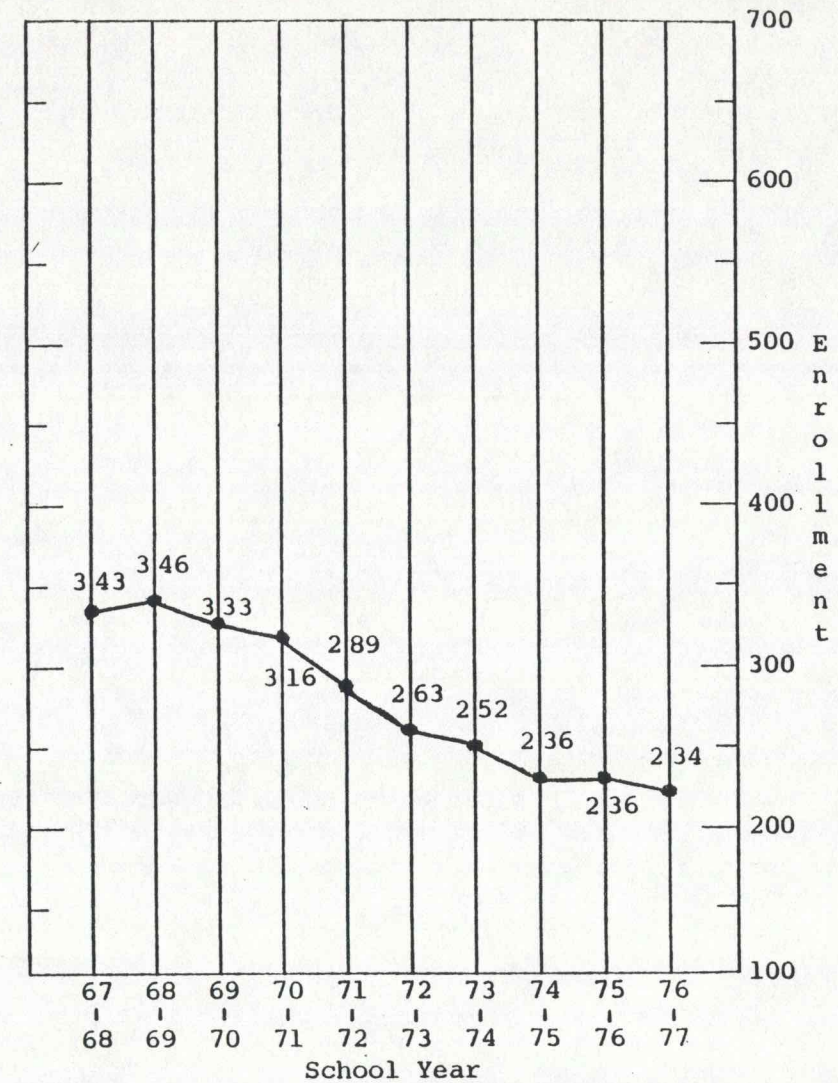
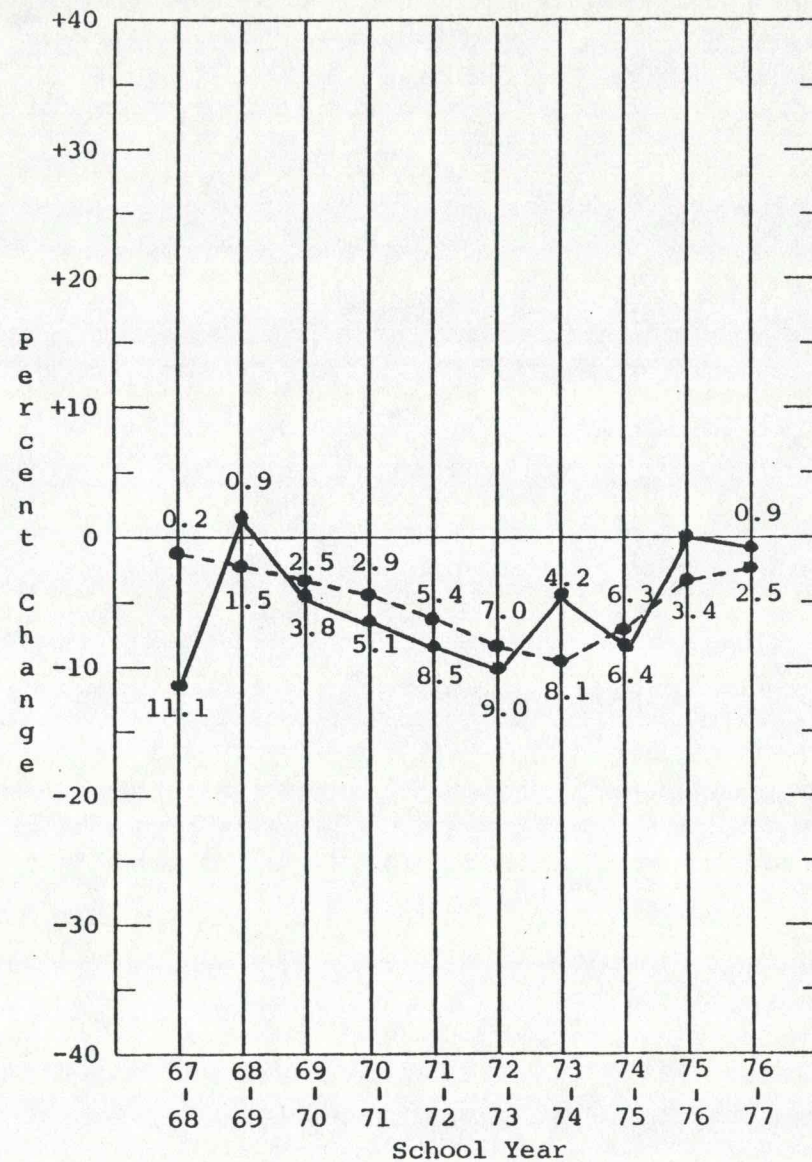
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Polk Elementary
School



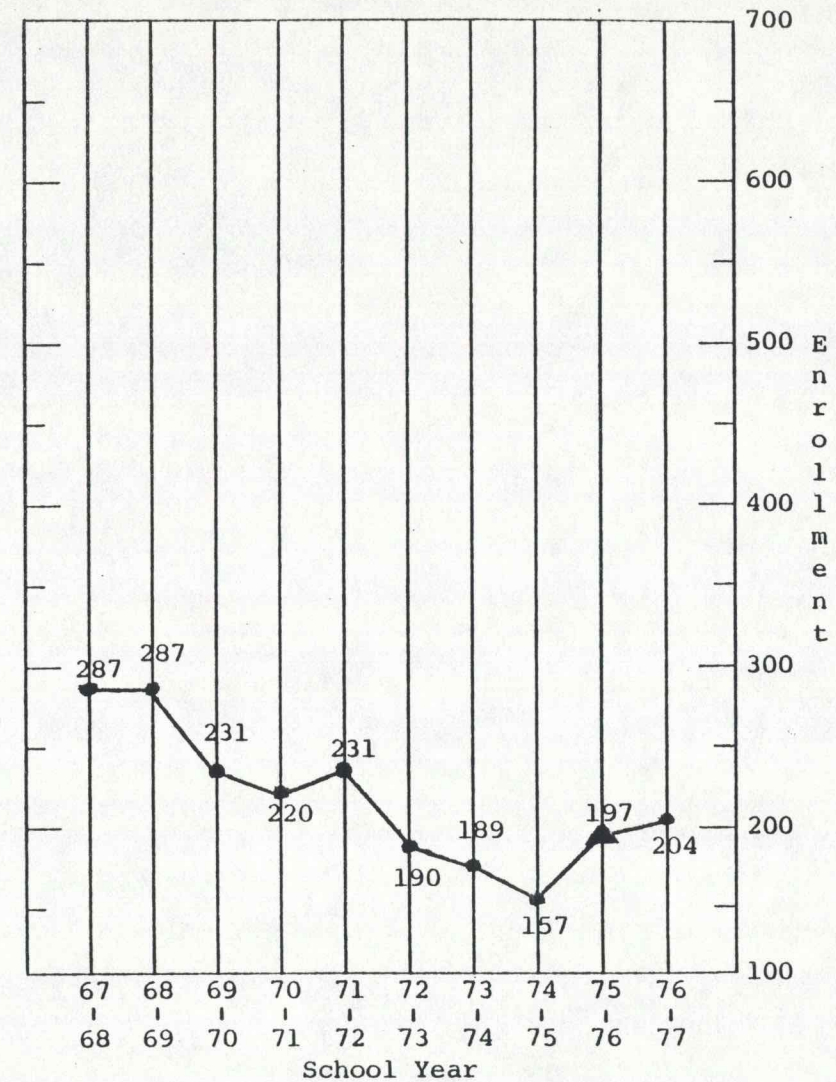
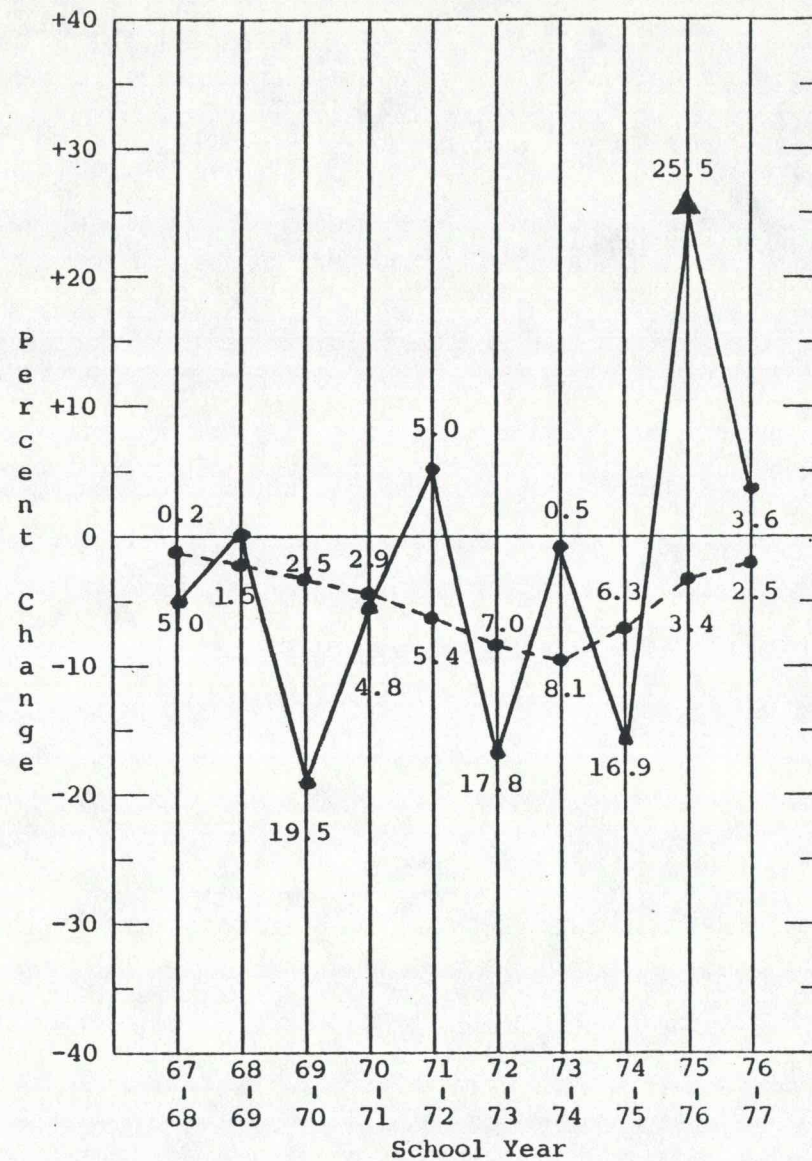
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Potwin Elementary
School



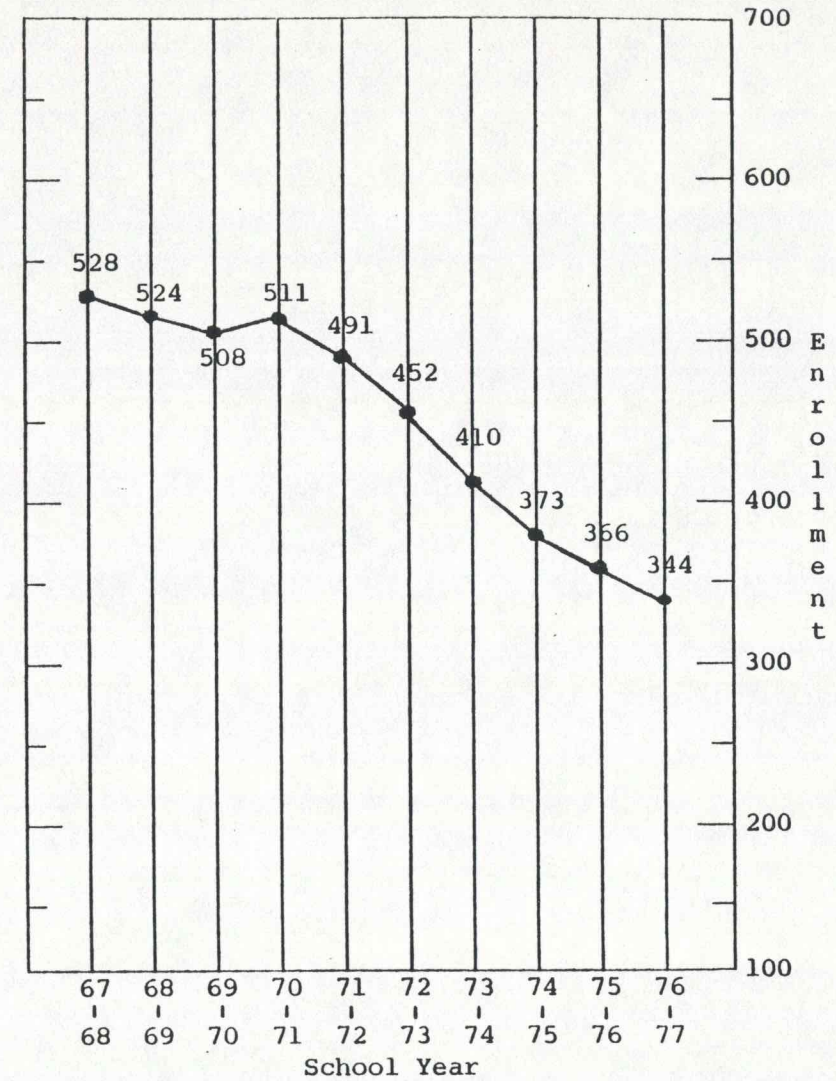
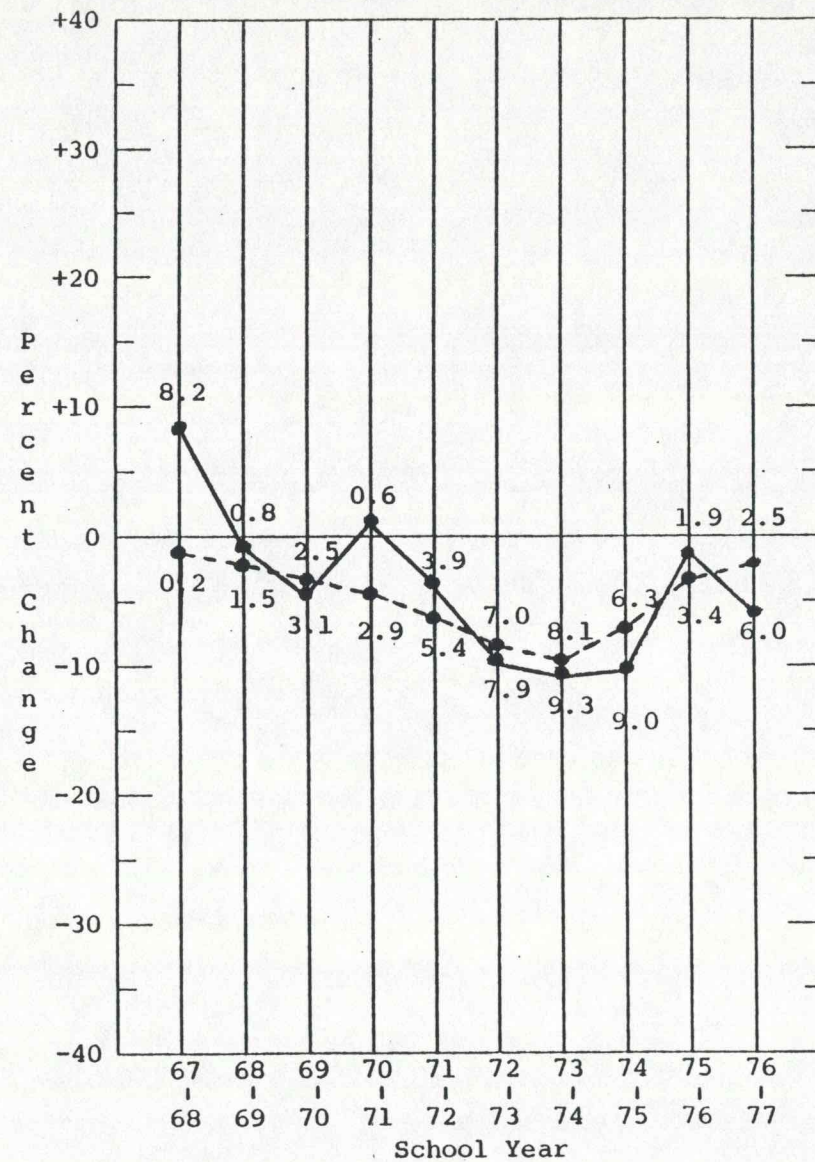
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Quincy Elementary
School



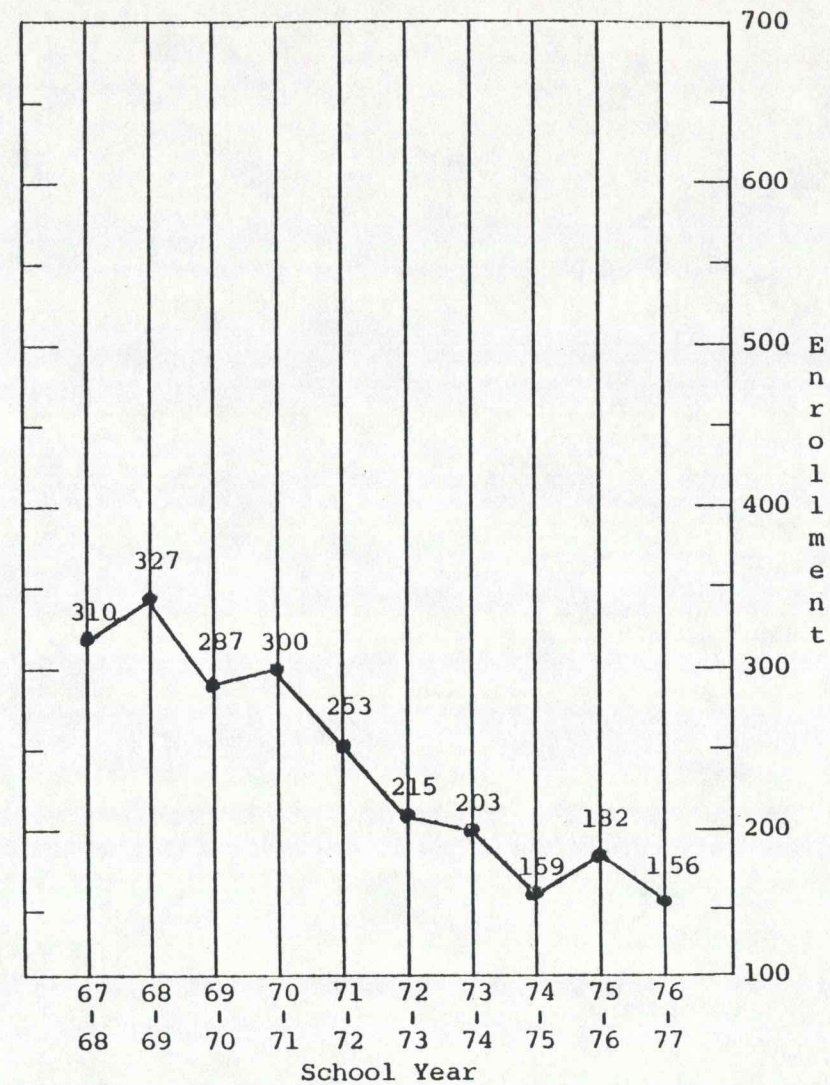
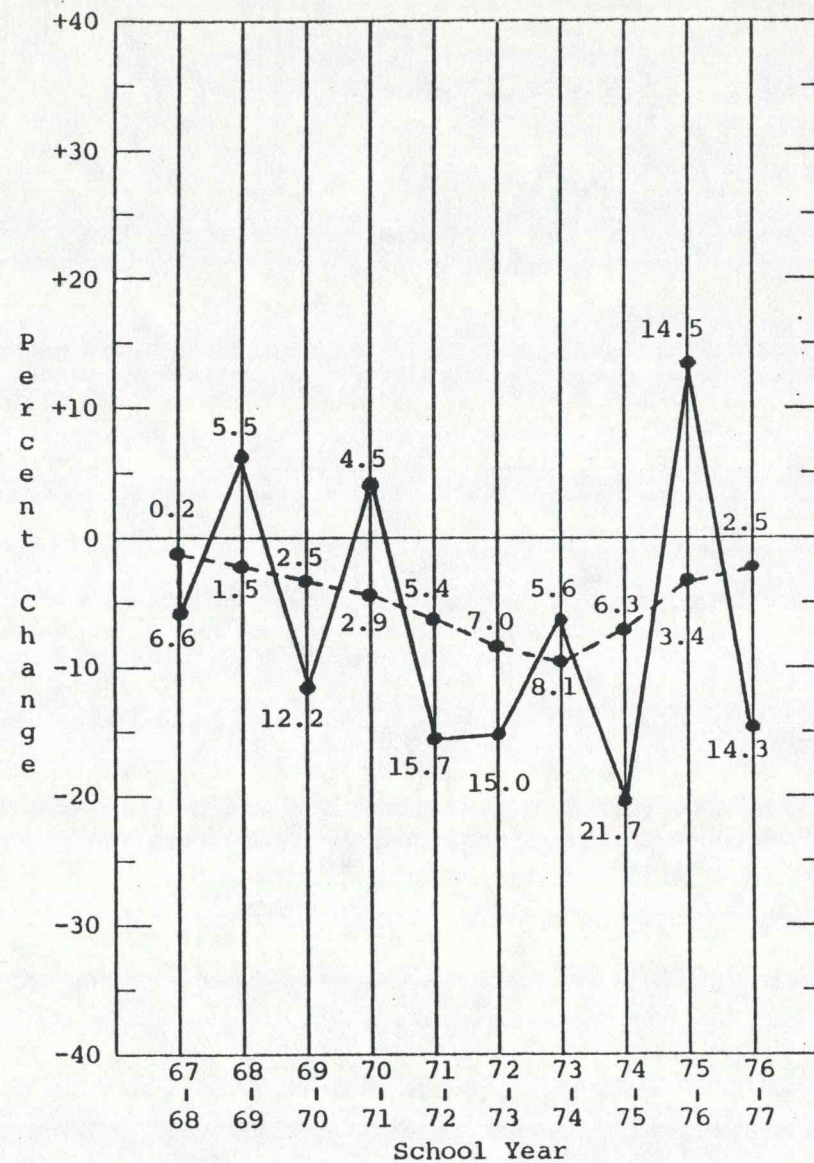
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Quinton Heights Elementary
School



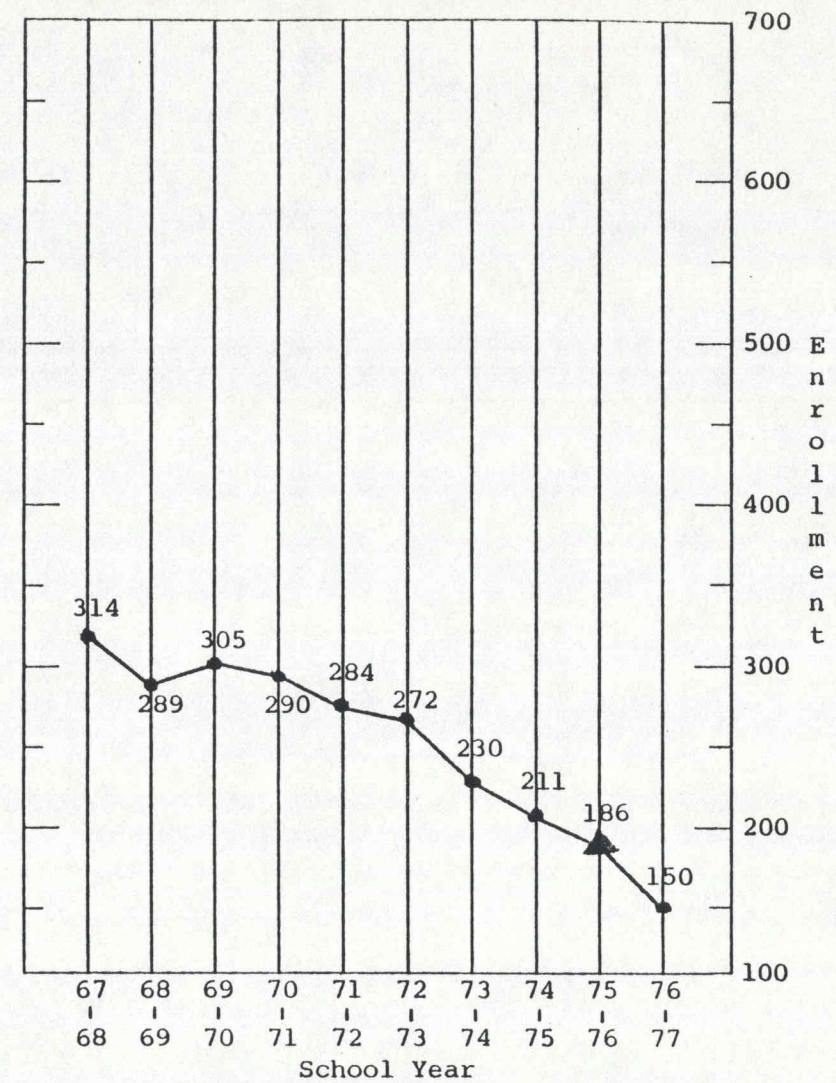
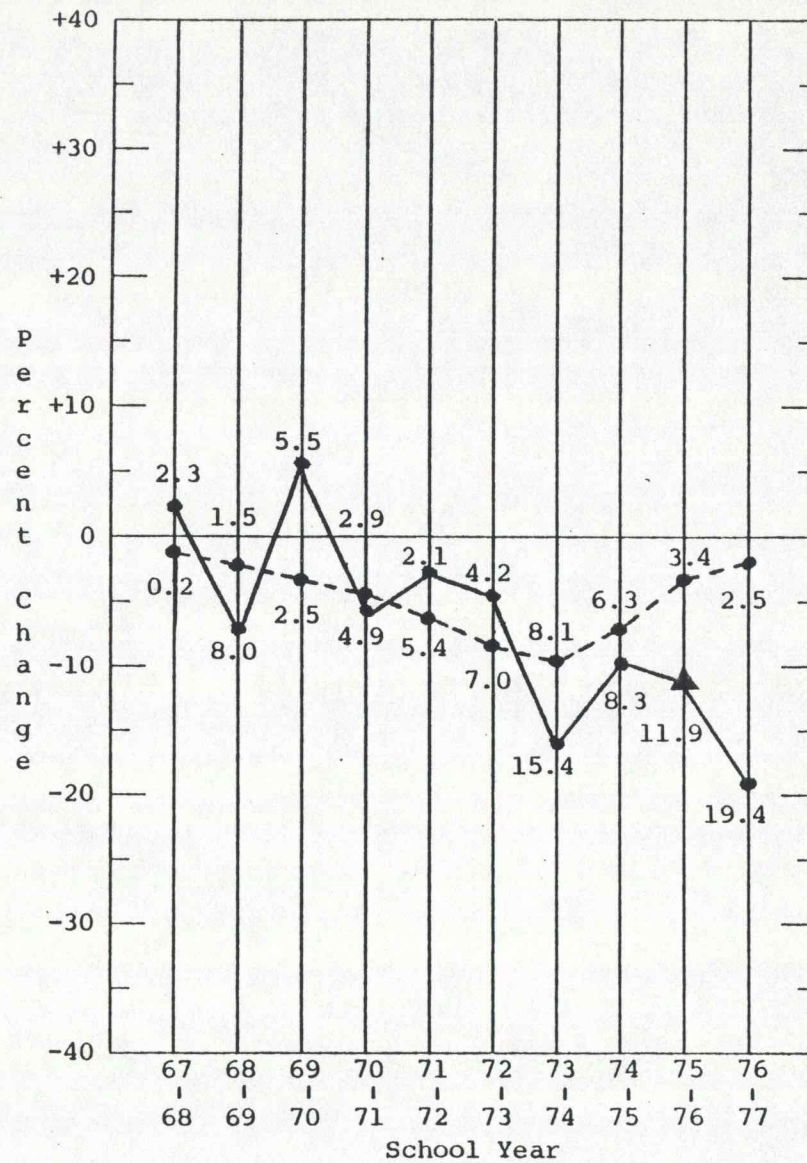
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Randolph Elementary
School



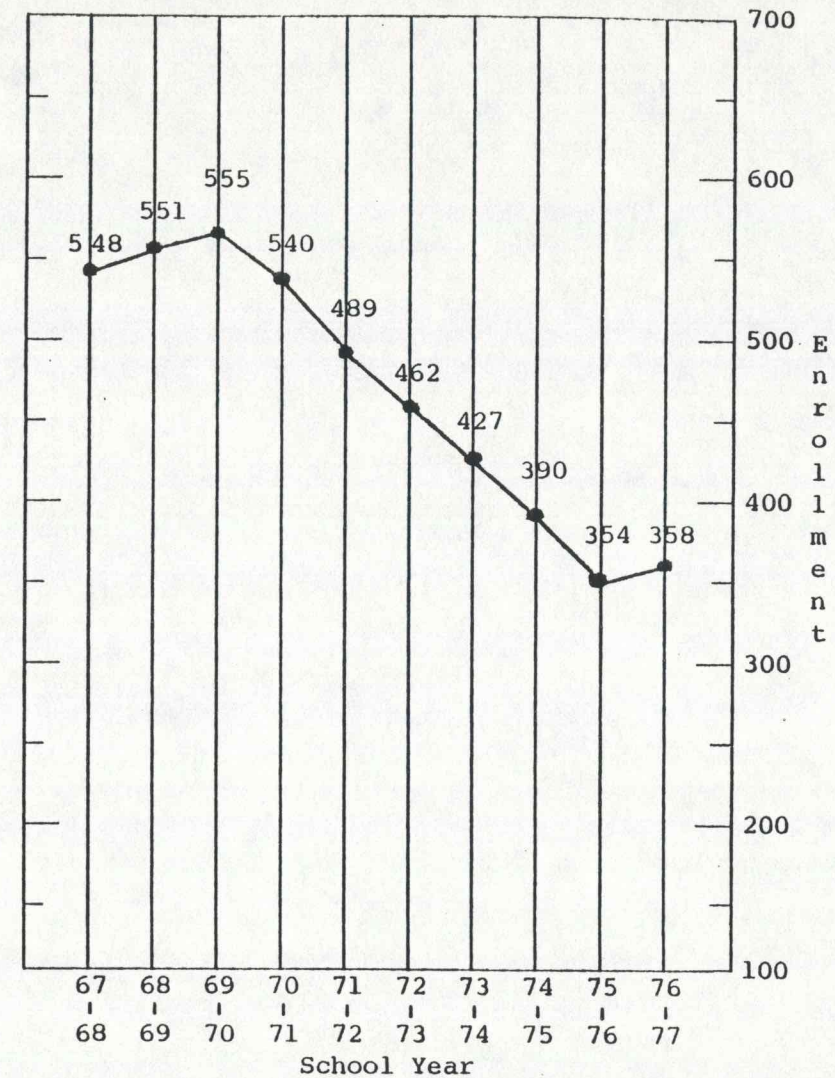
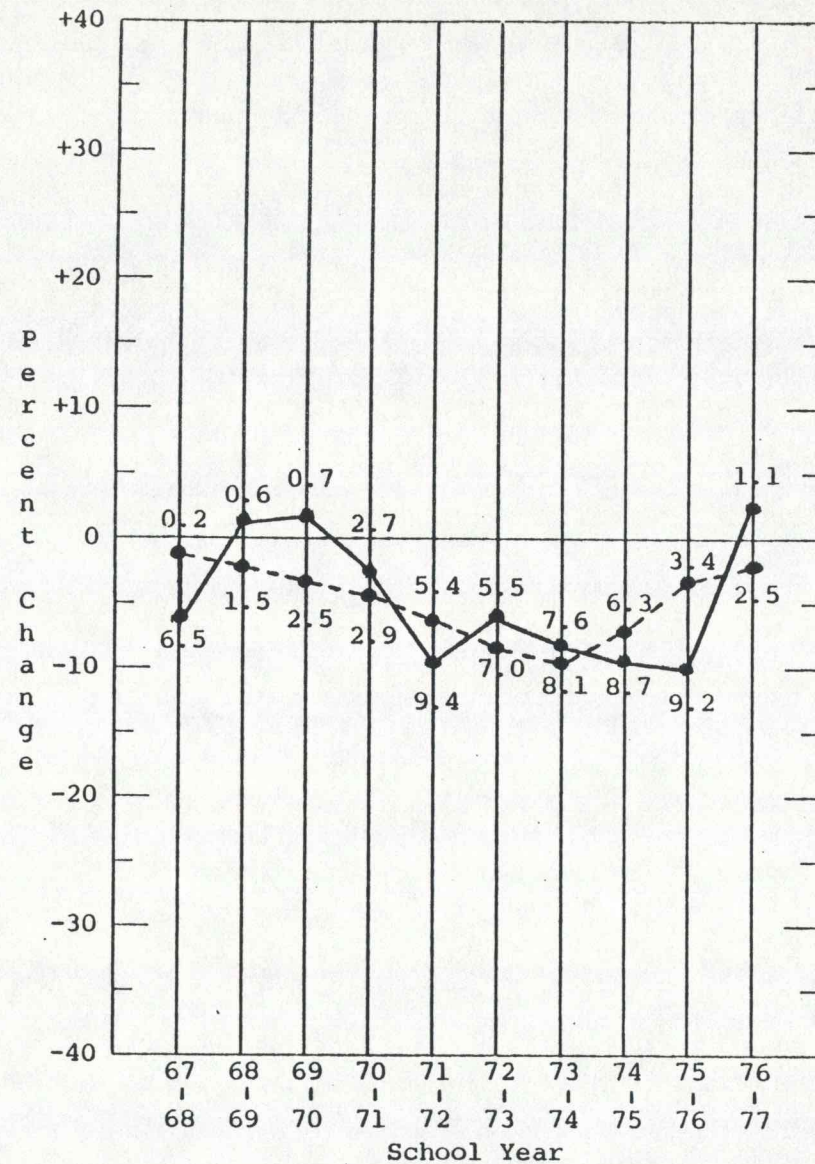
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Rice Elementary
School



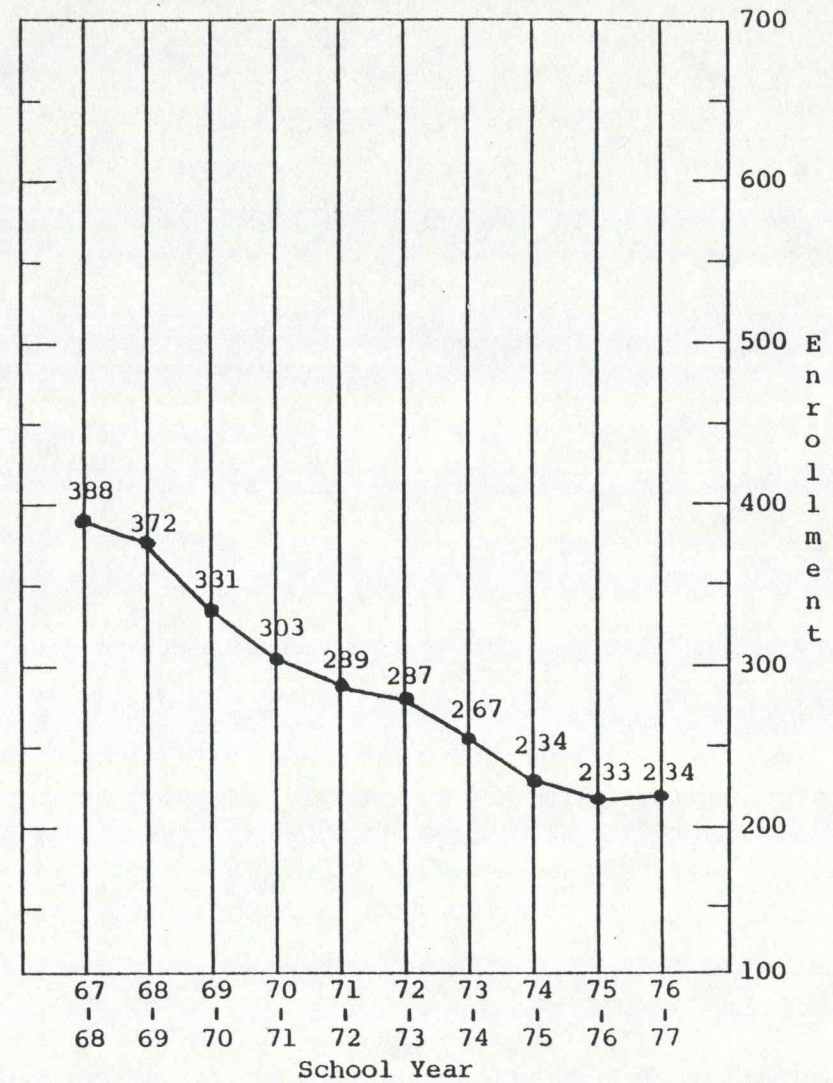
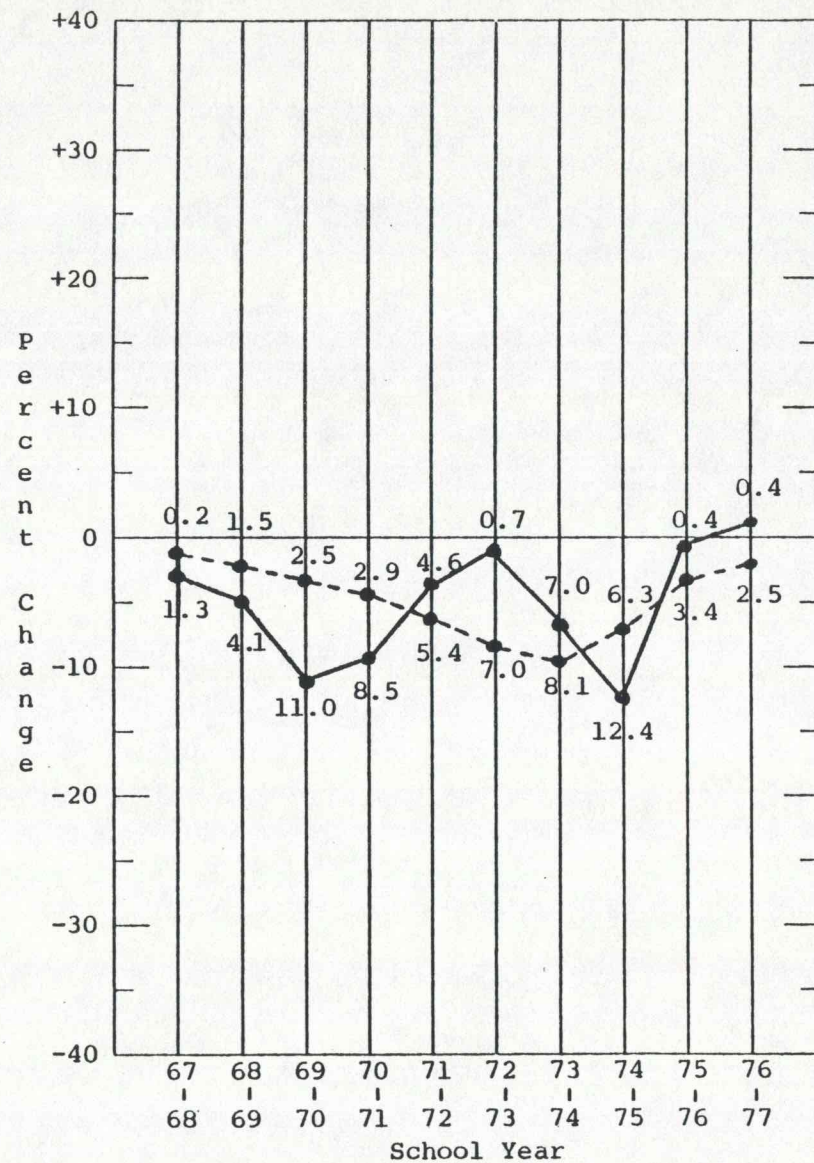
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Sheldon Elementary
School



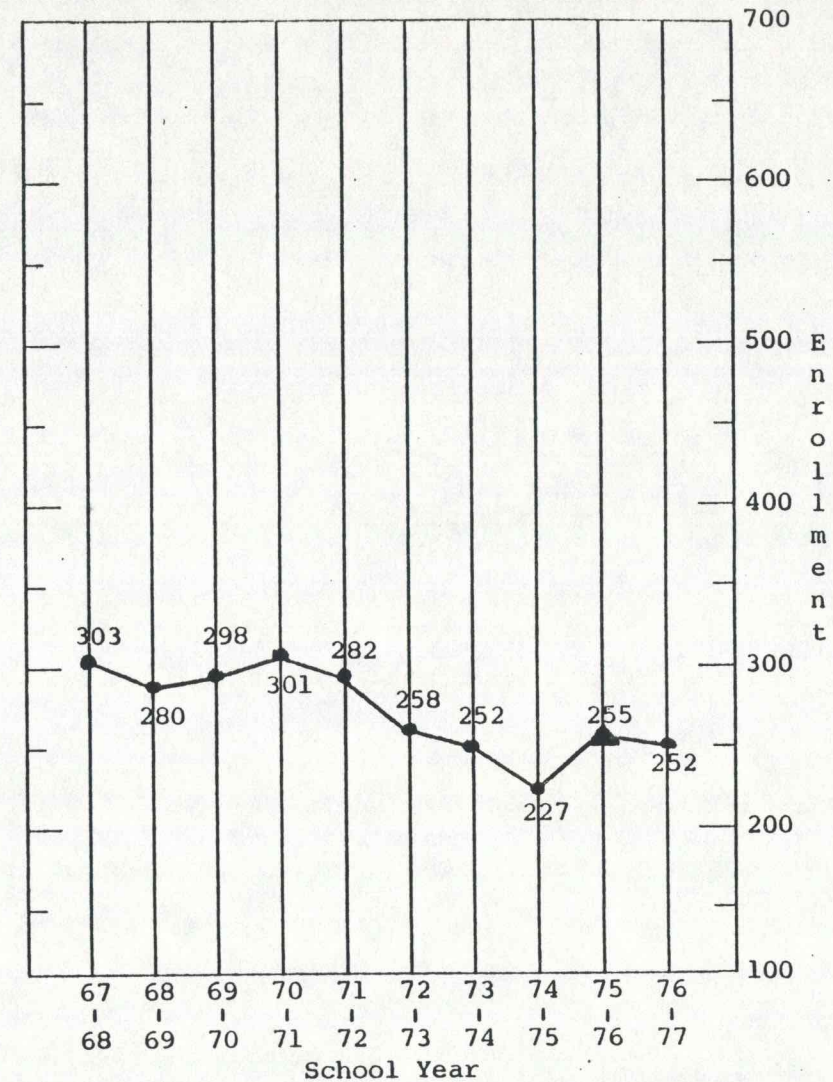
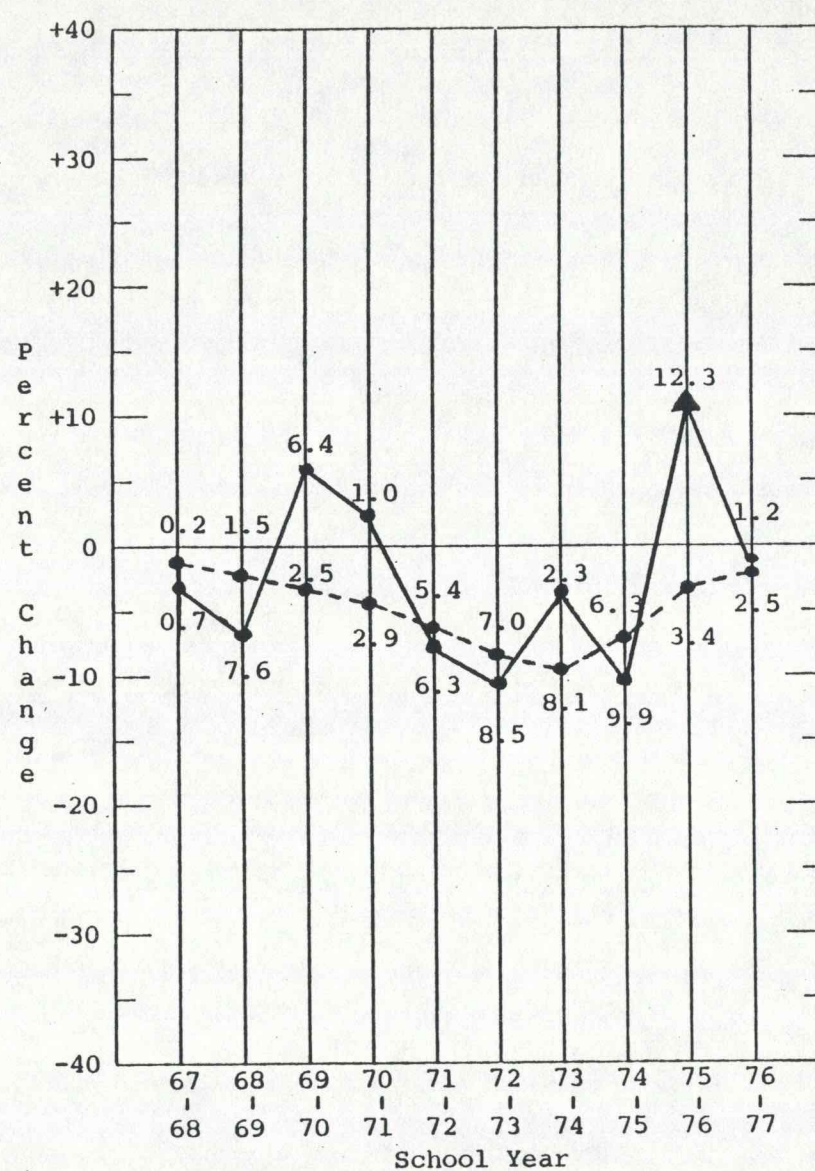
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

State Street Elementary
School



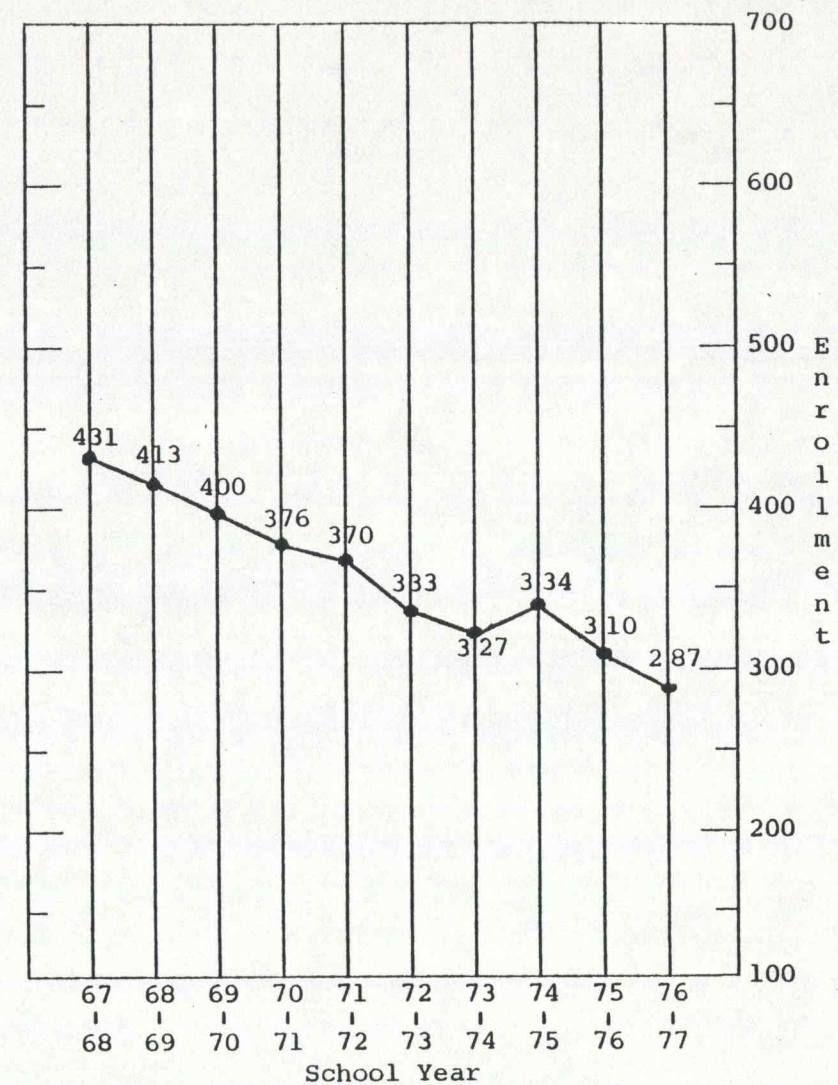
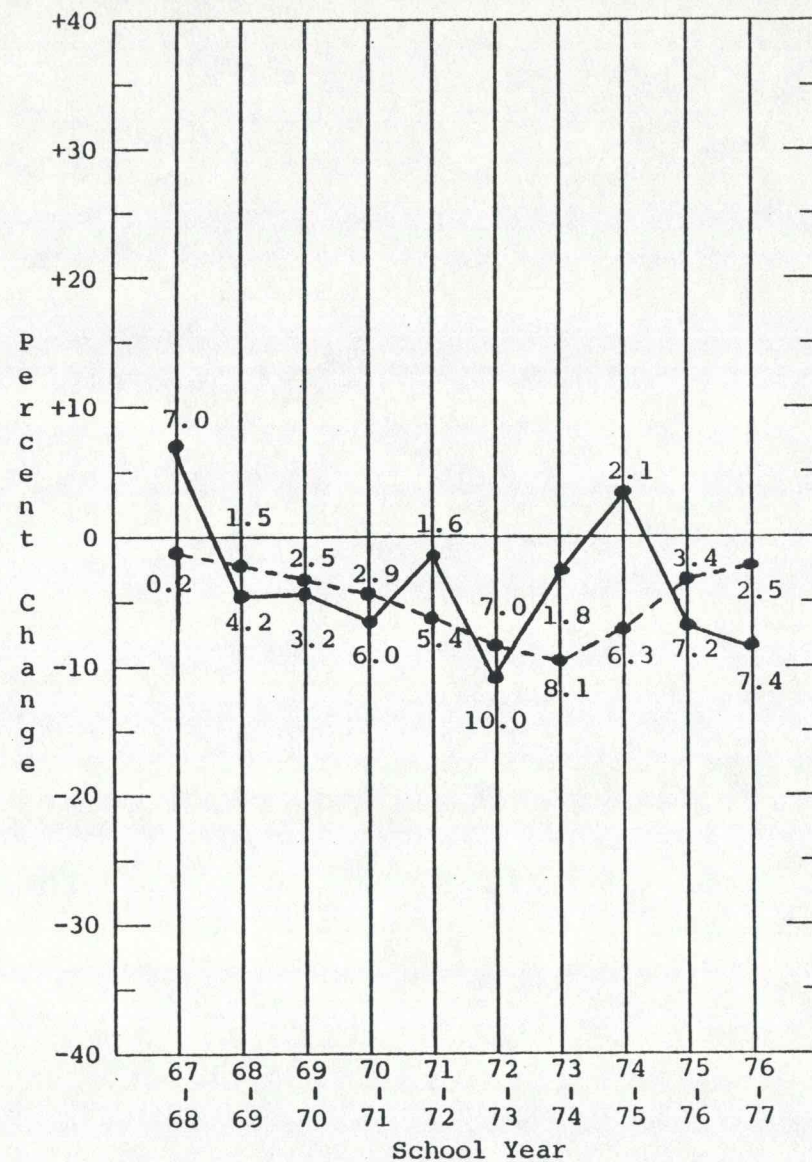
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Stout Elementary
School



1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

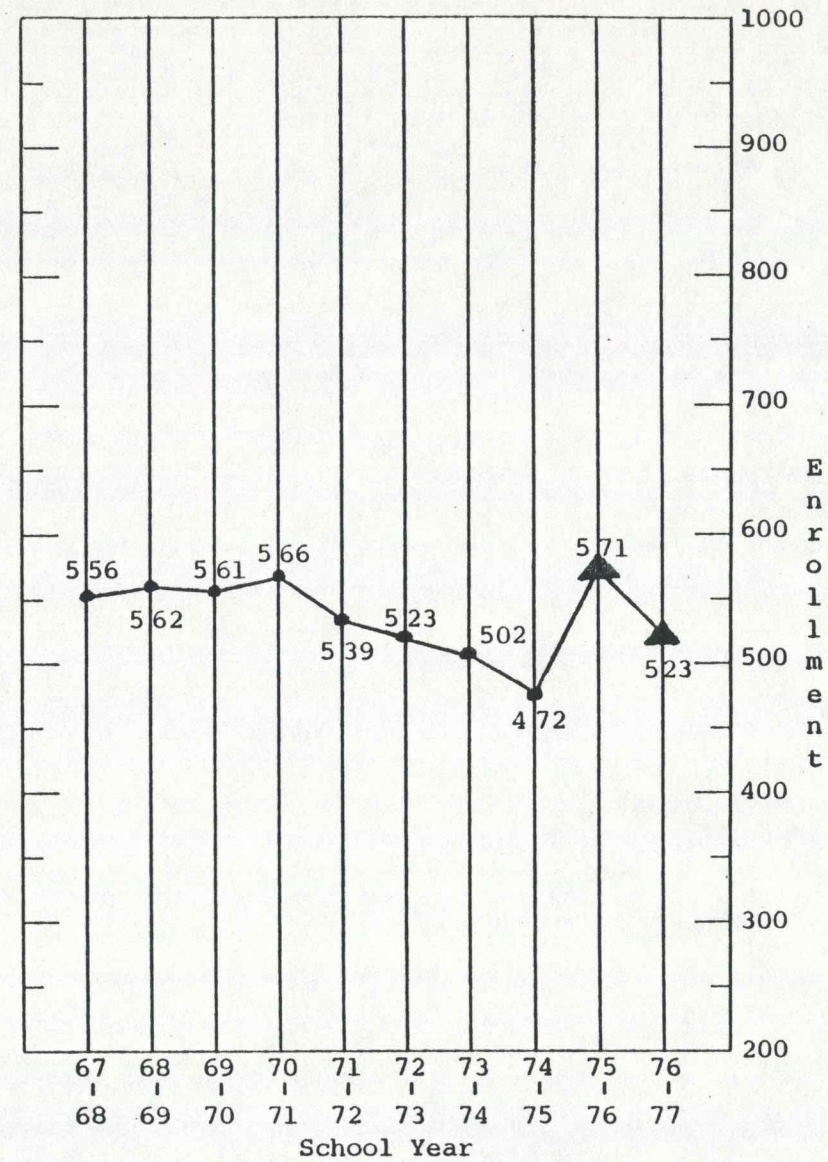
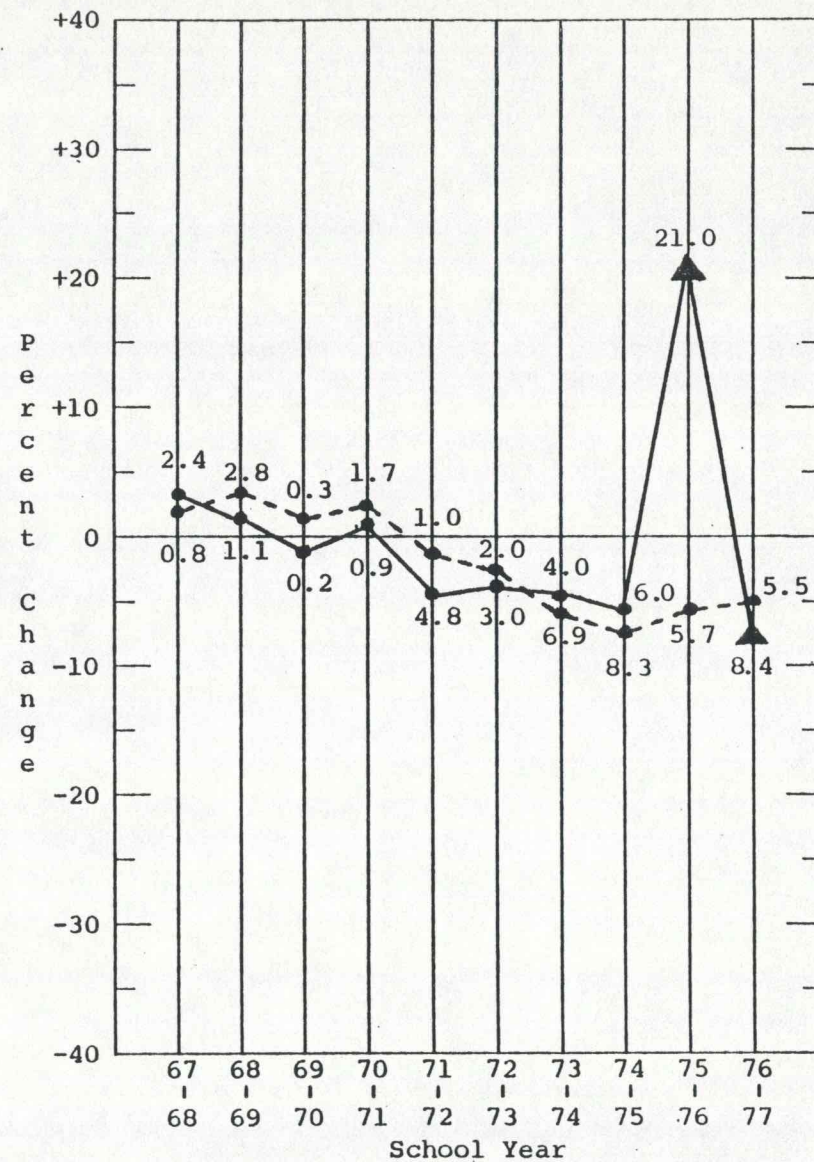
Sumner Elementary
School



1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

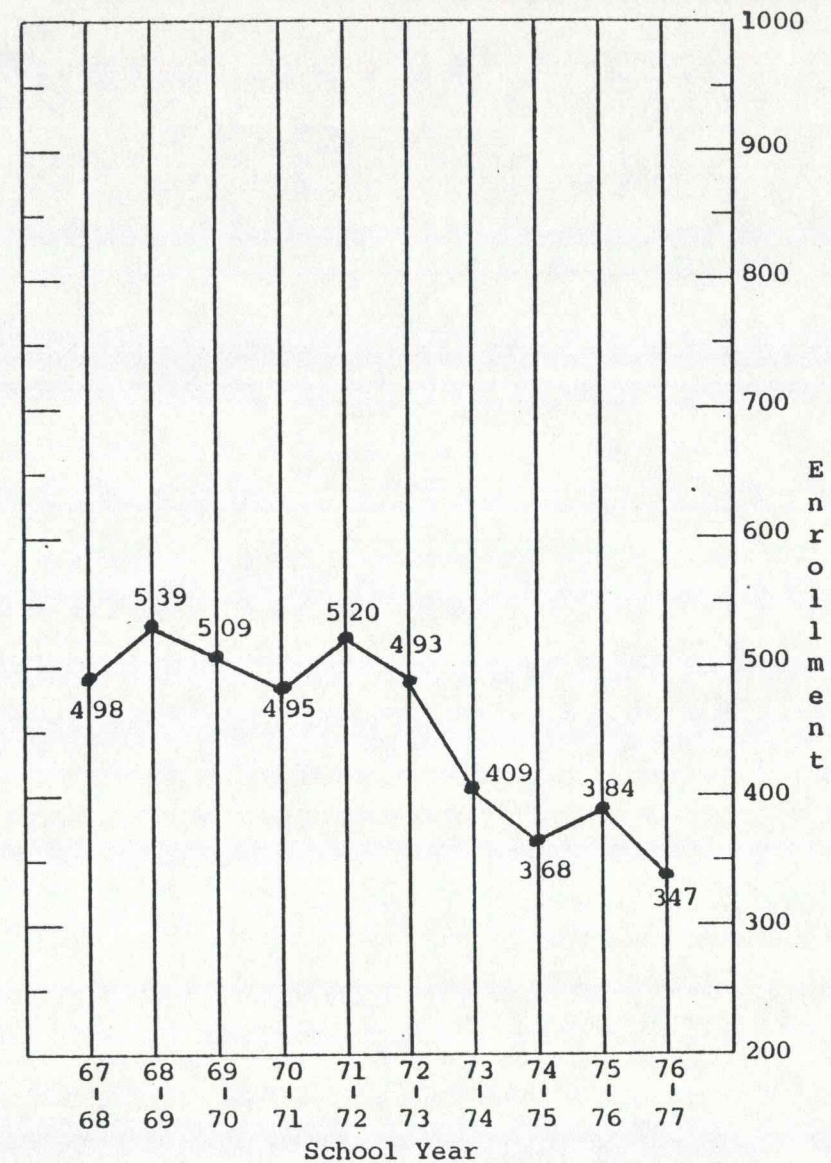
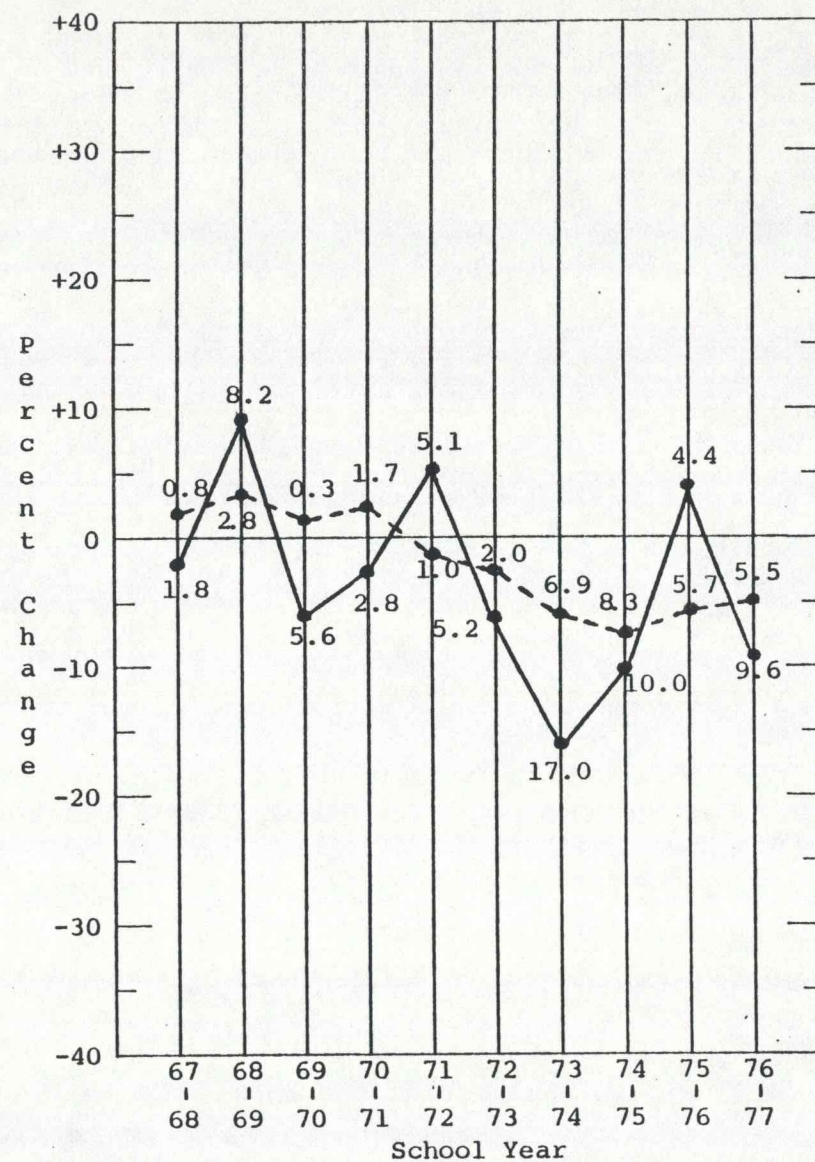
Whitson Elementary
School

Junior High Schools



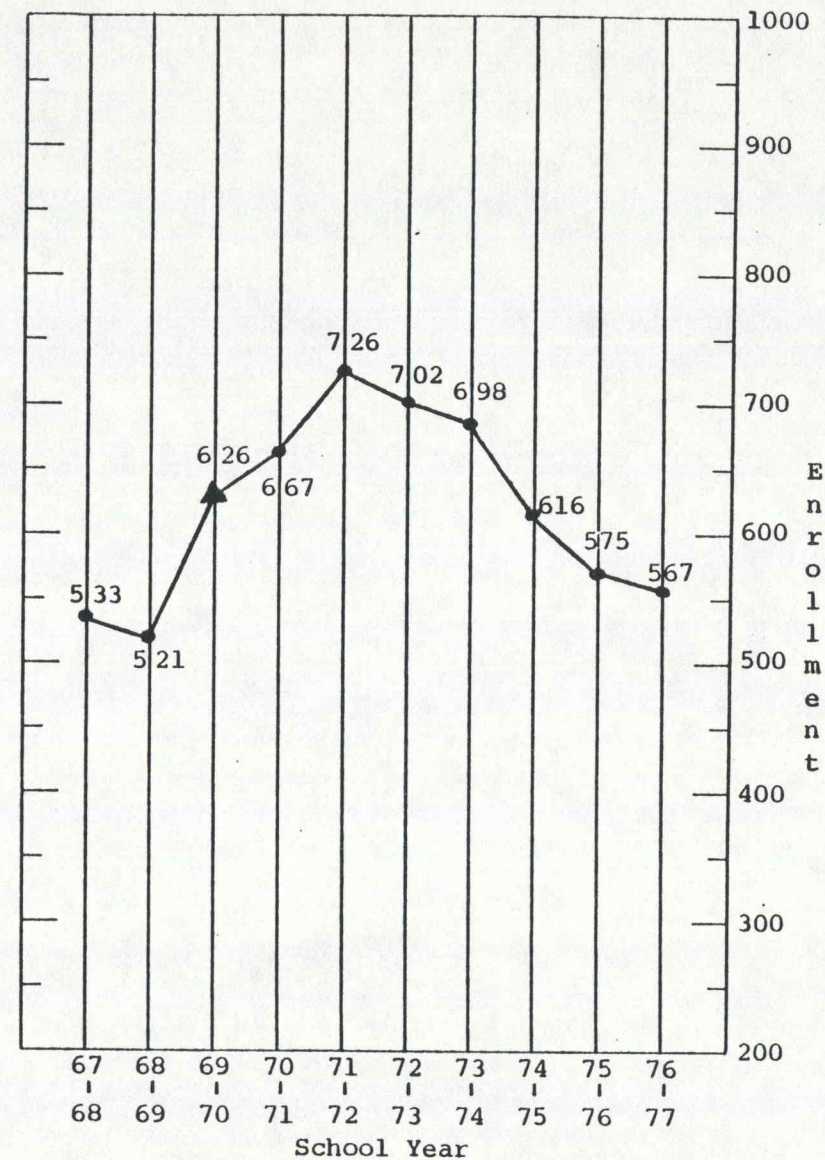
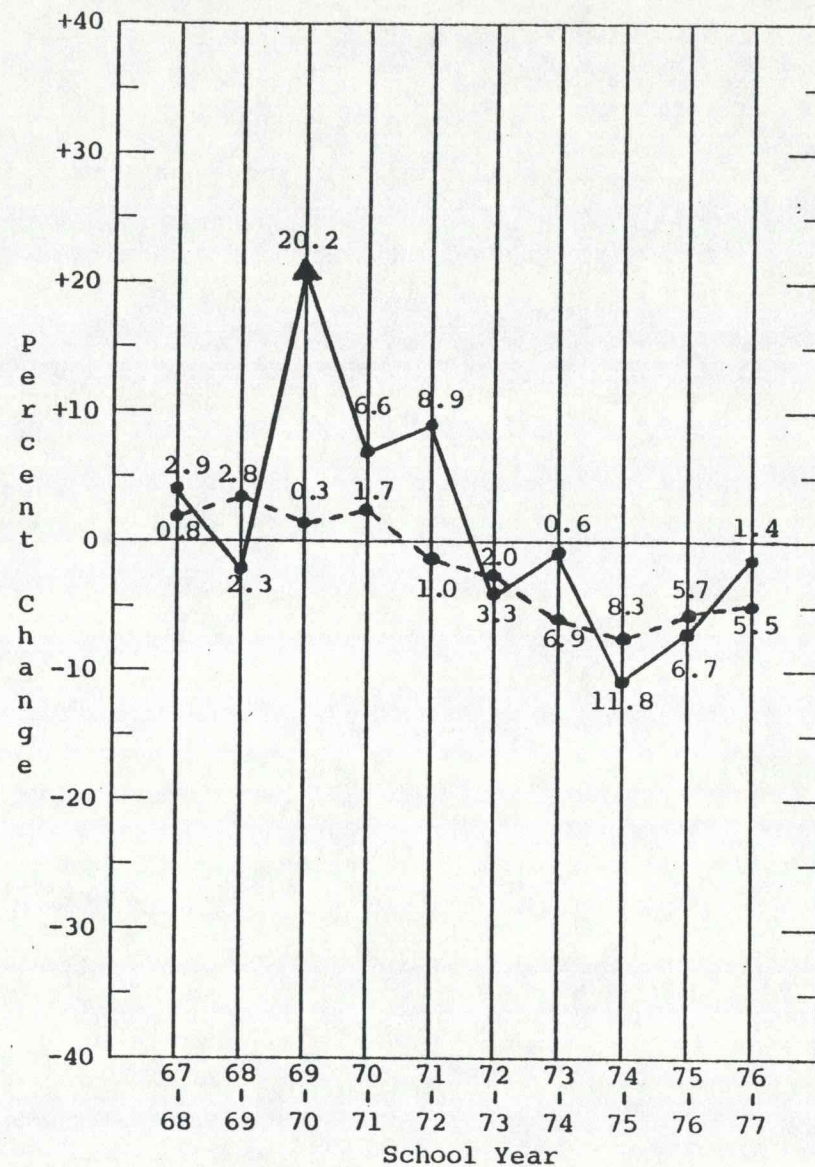
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Boswell Junior High
School



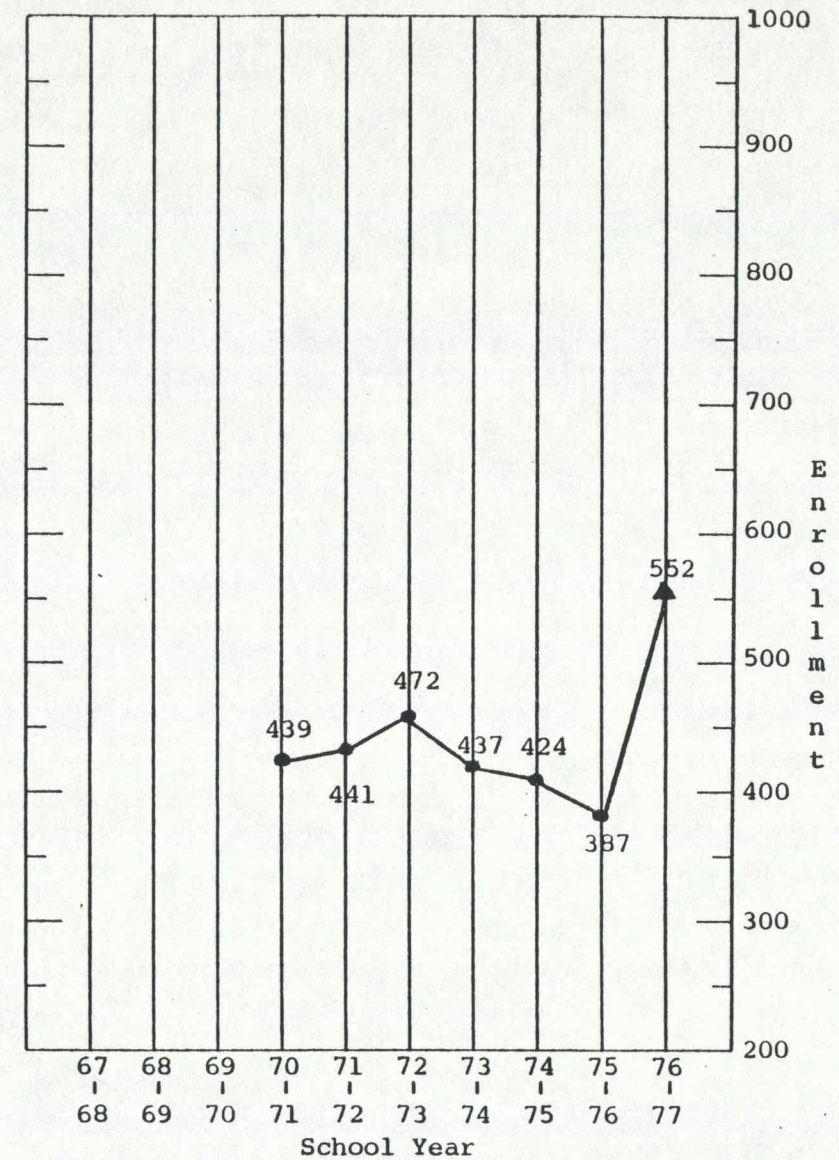
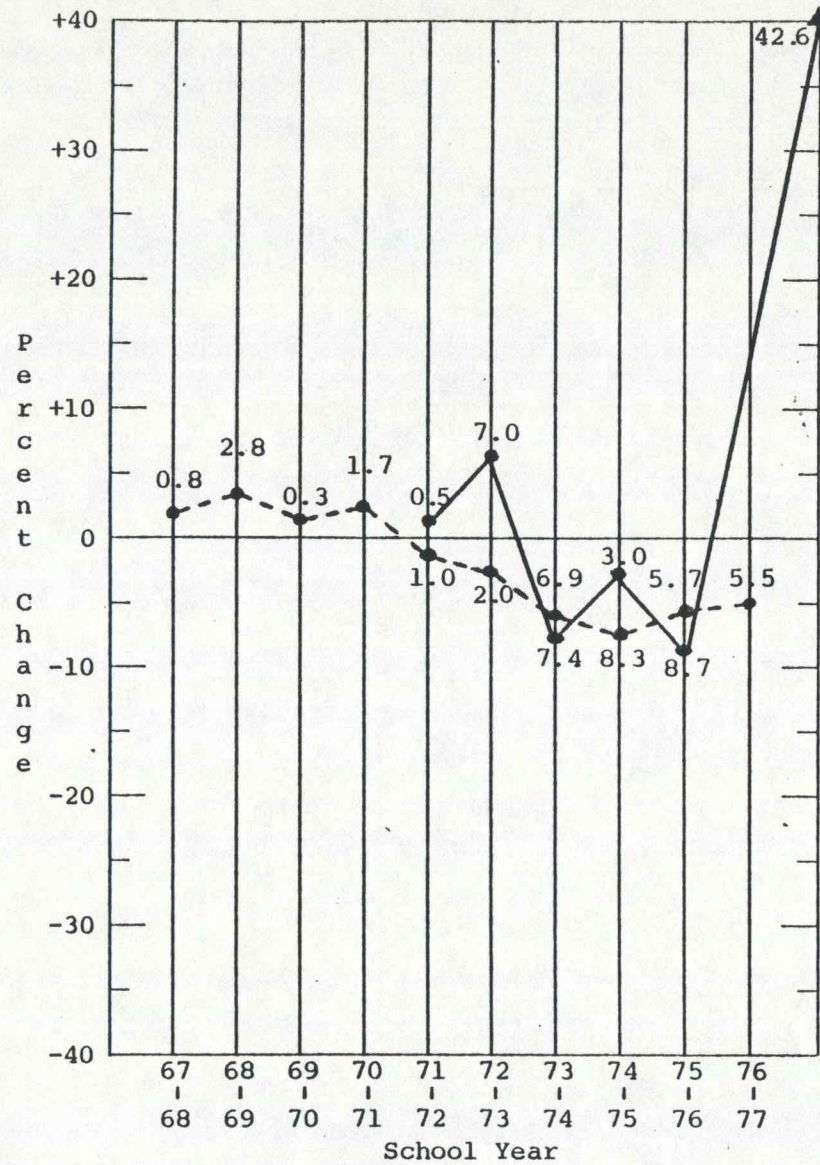
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

East Topeka Junior High
School



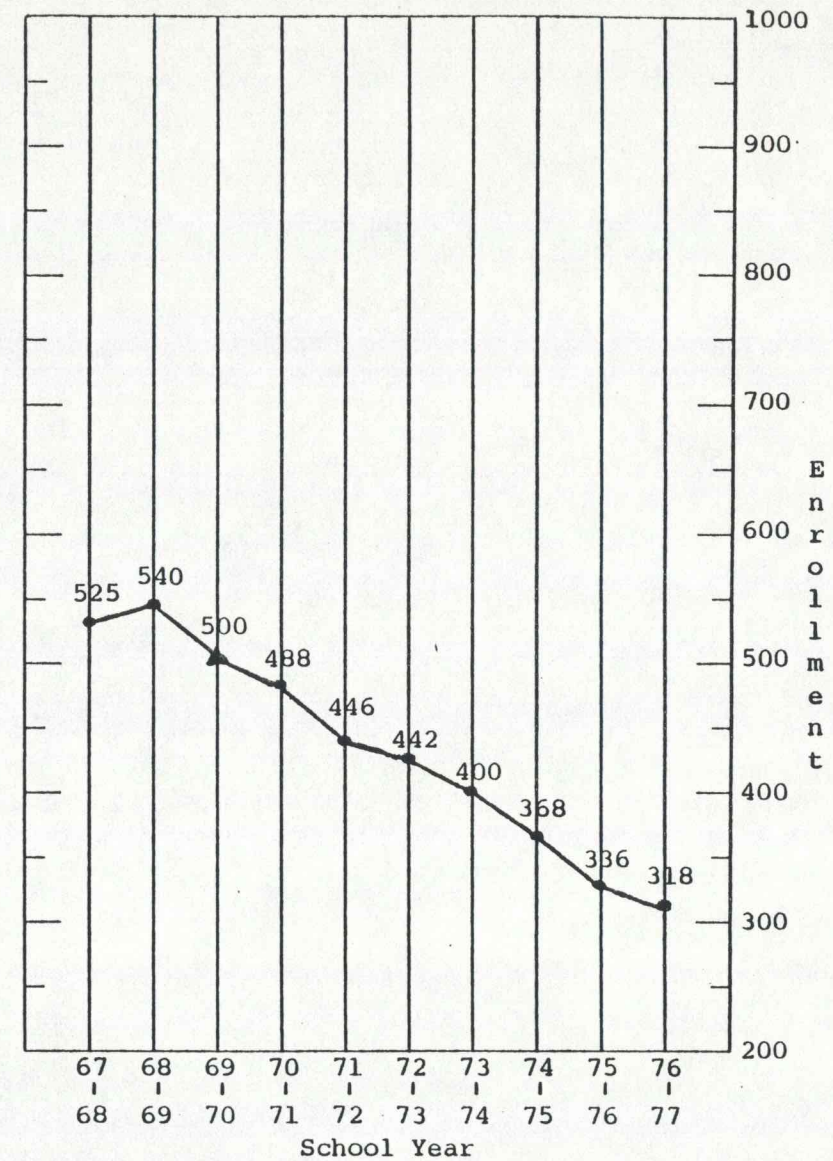
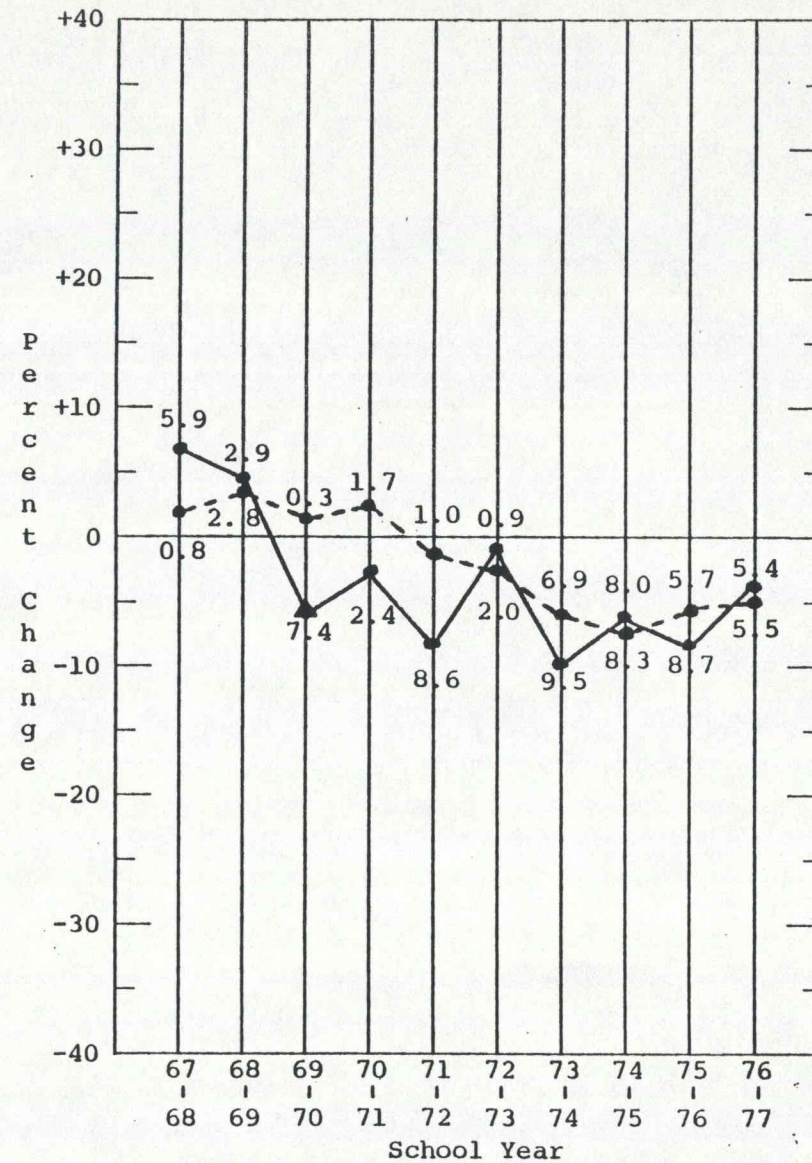
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Eisenhower Junior High
School



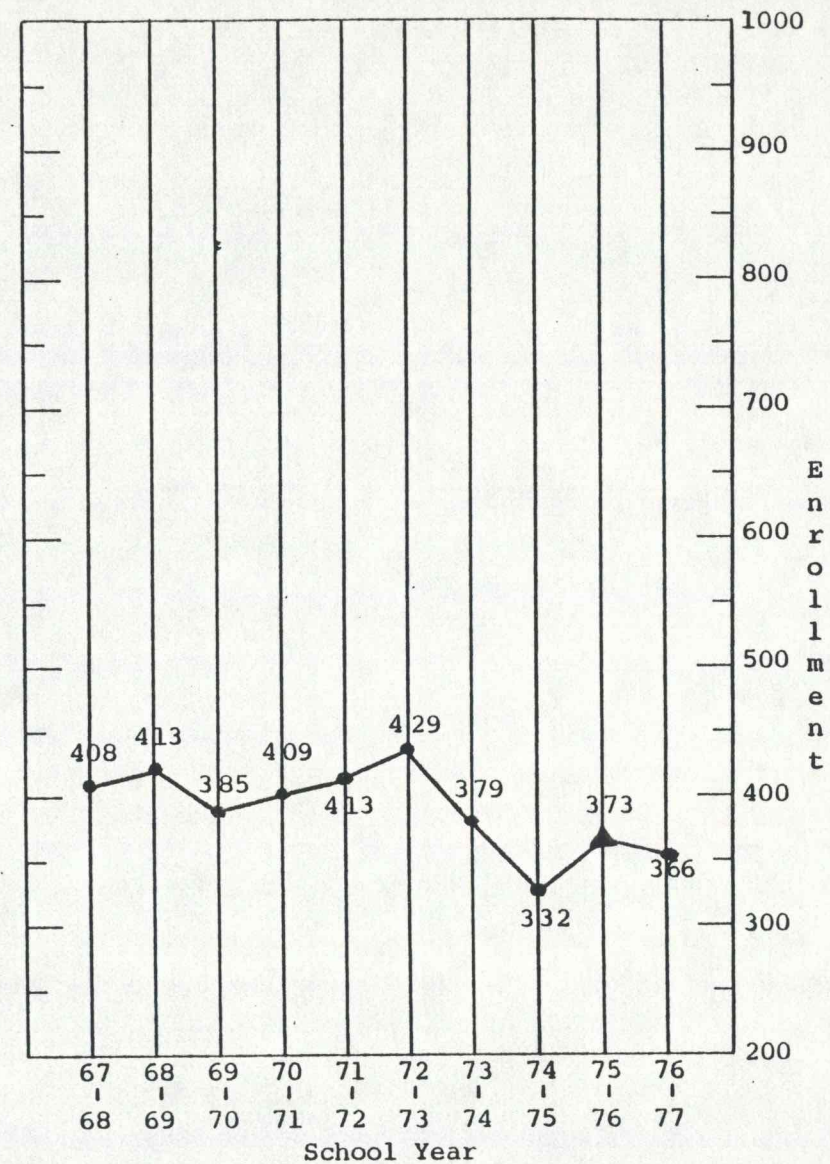
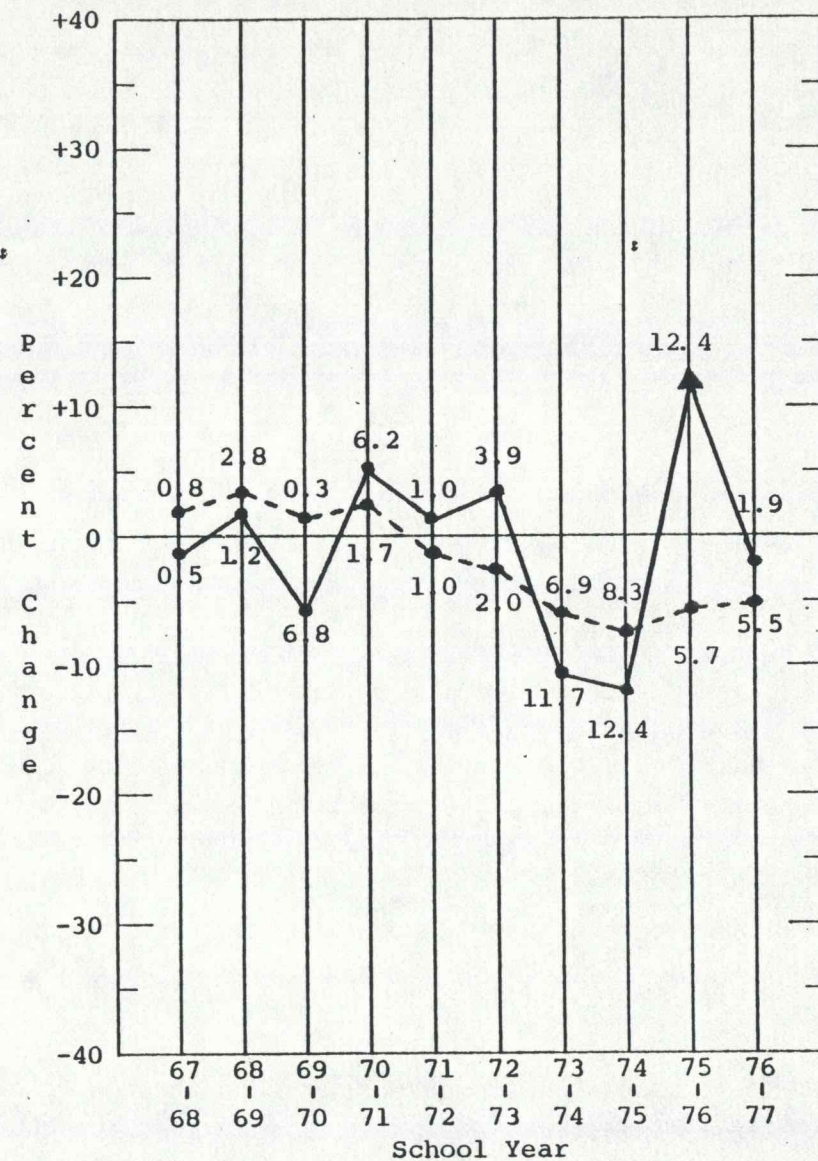
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

French Junior High
School



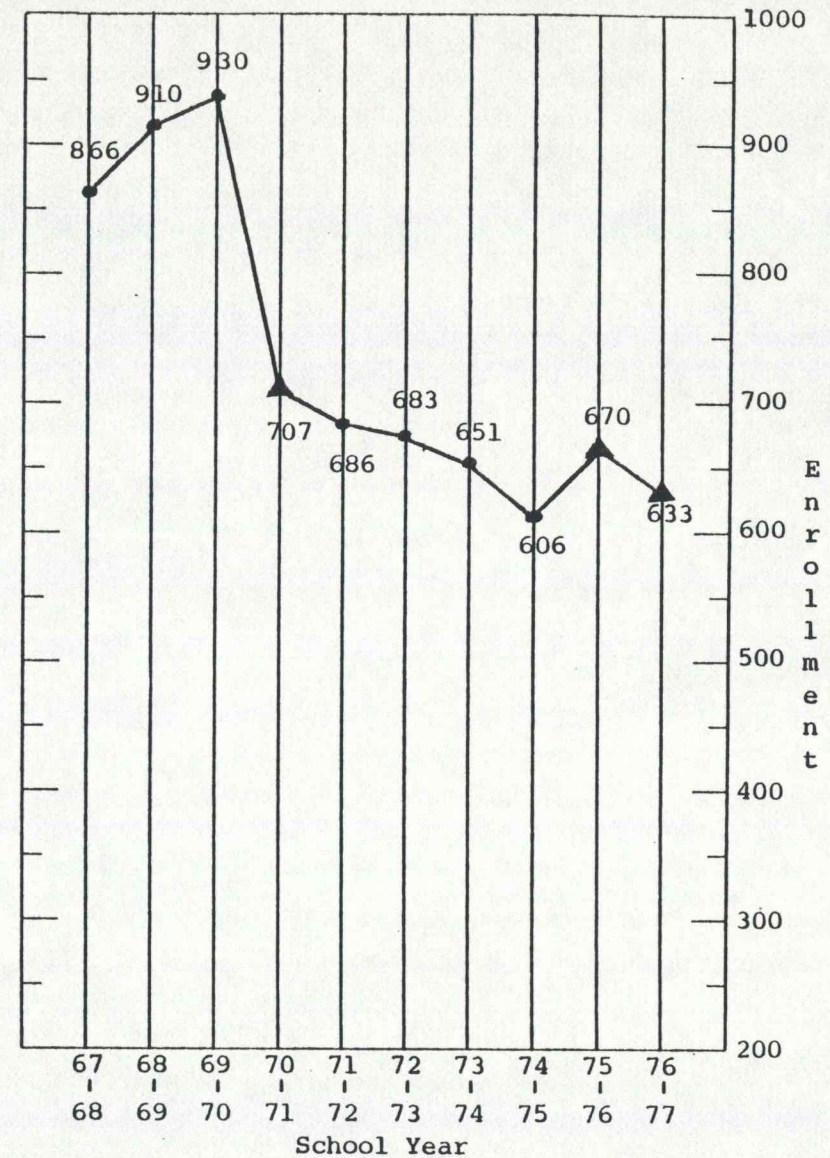
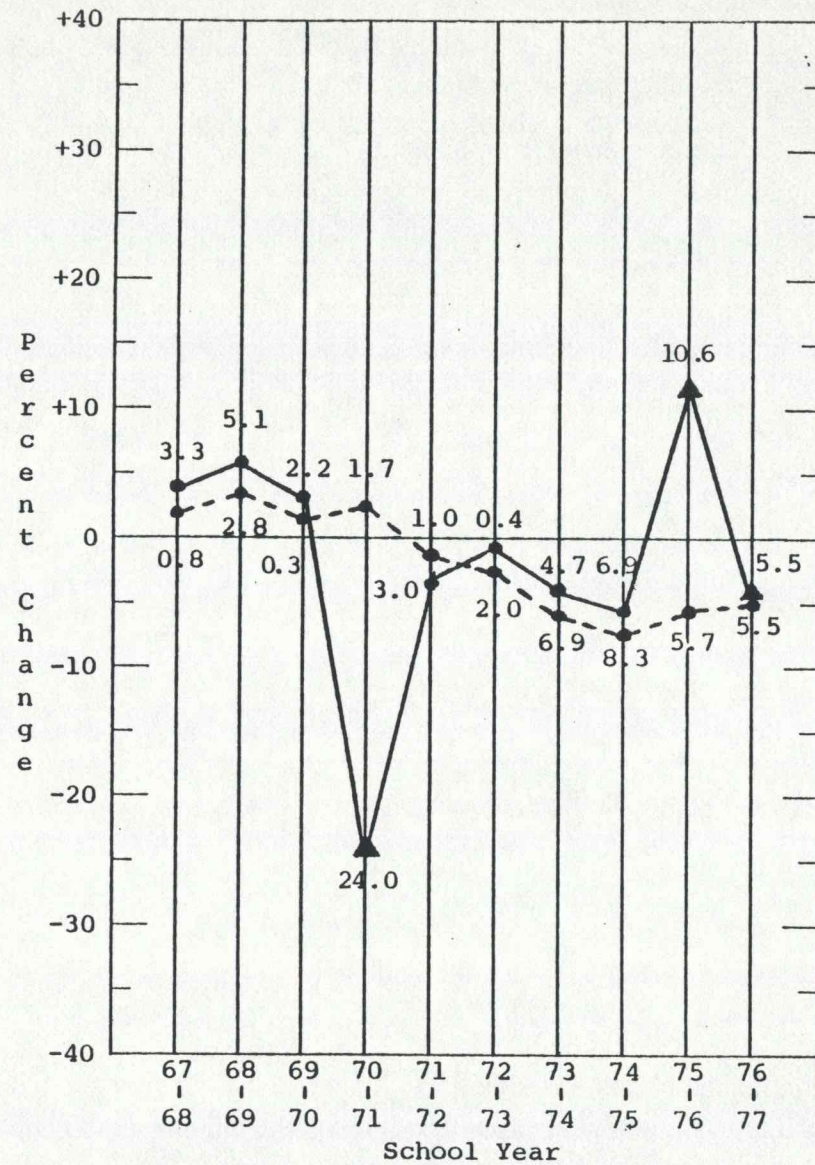
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Highland Park Junior High
School



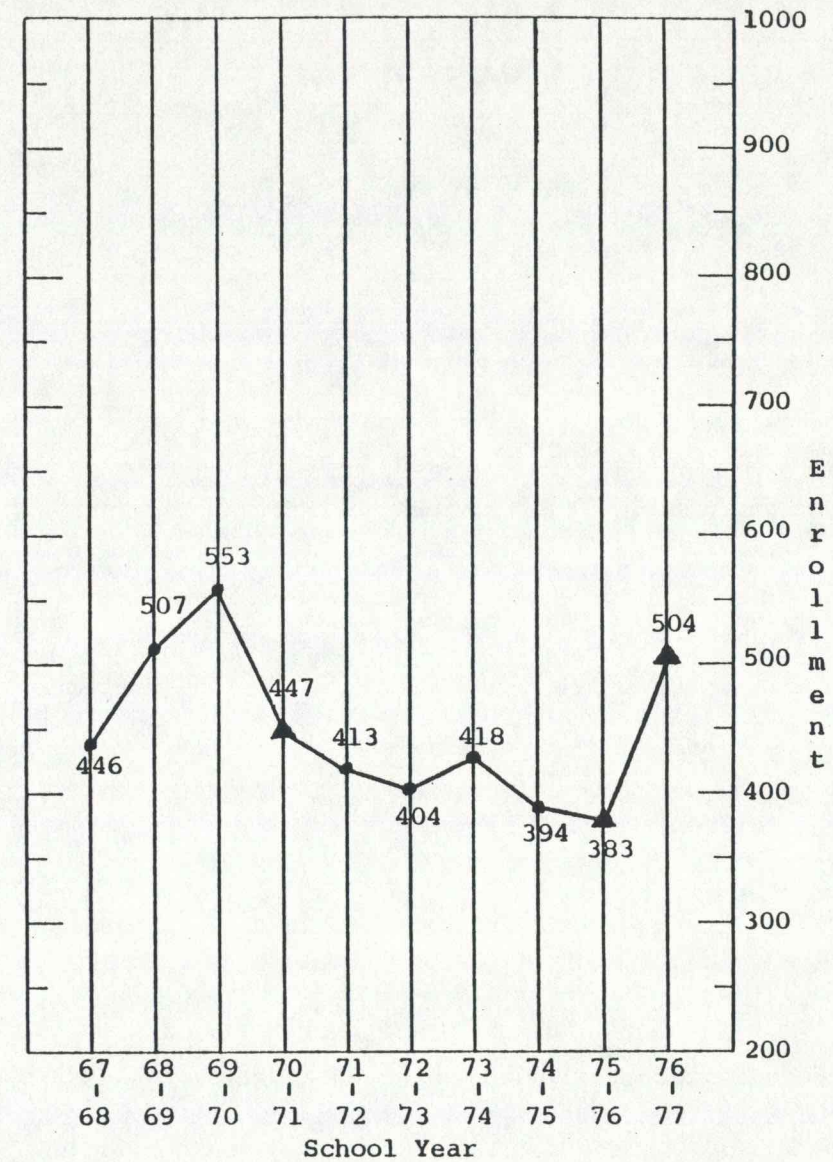
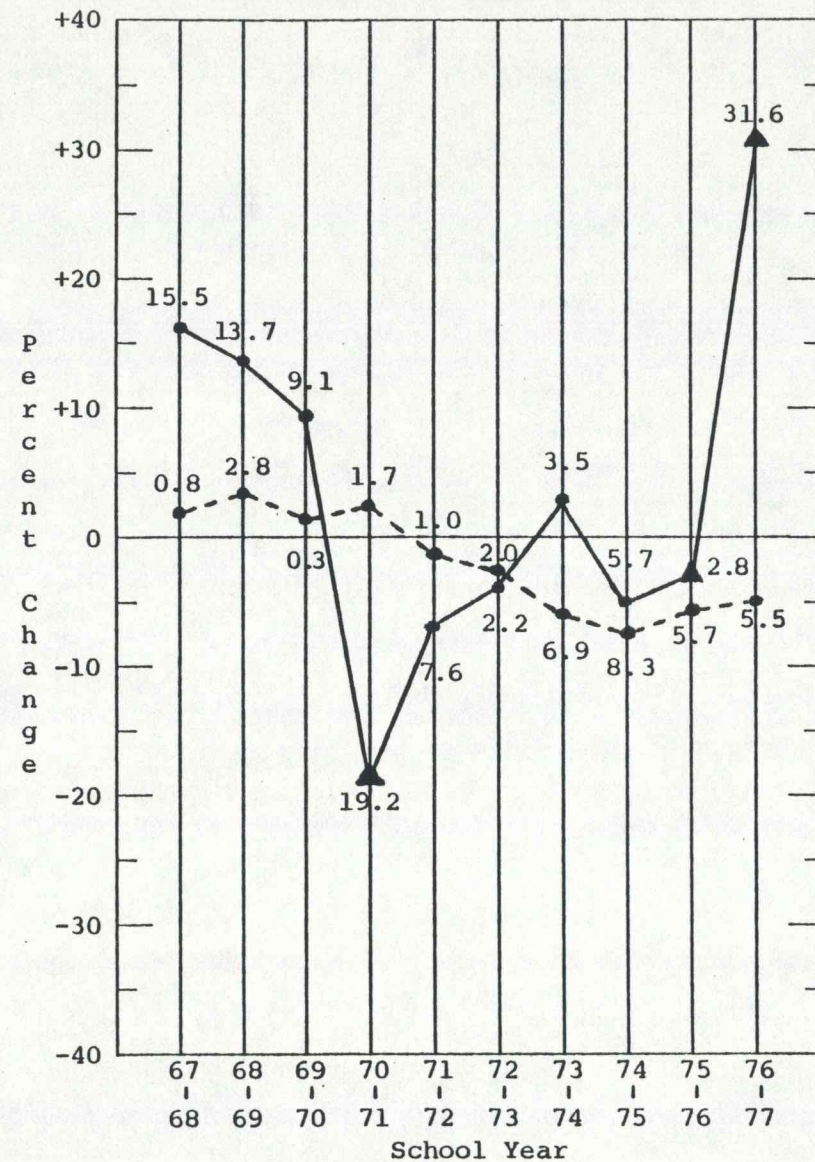
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Holliday Junior High
School



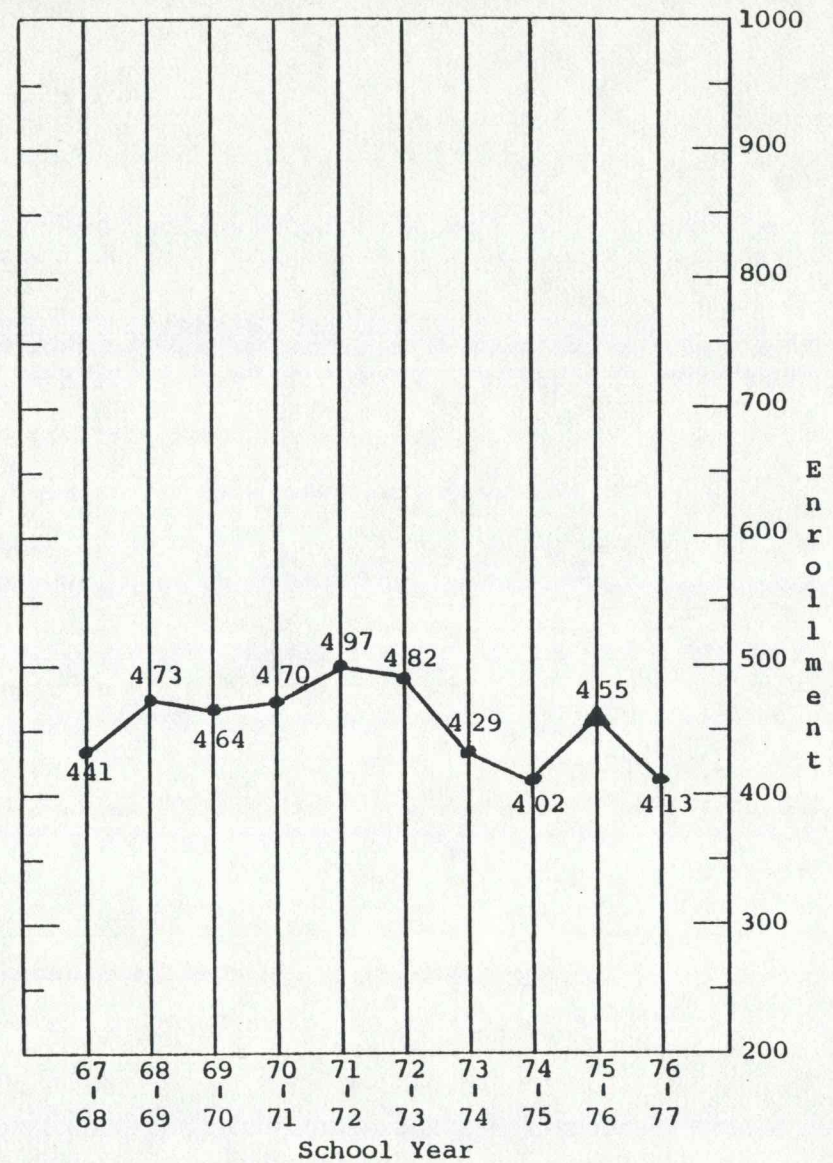
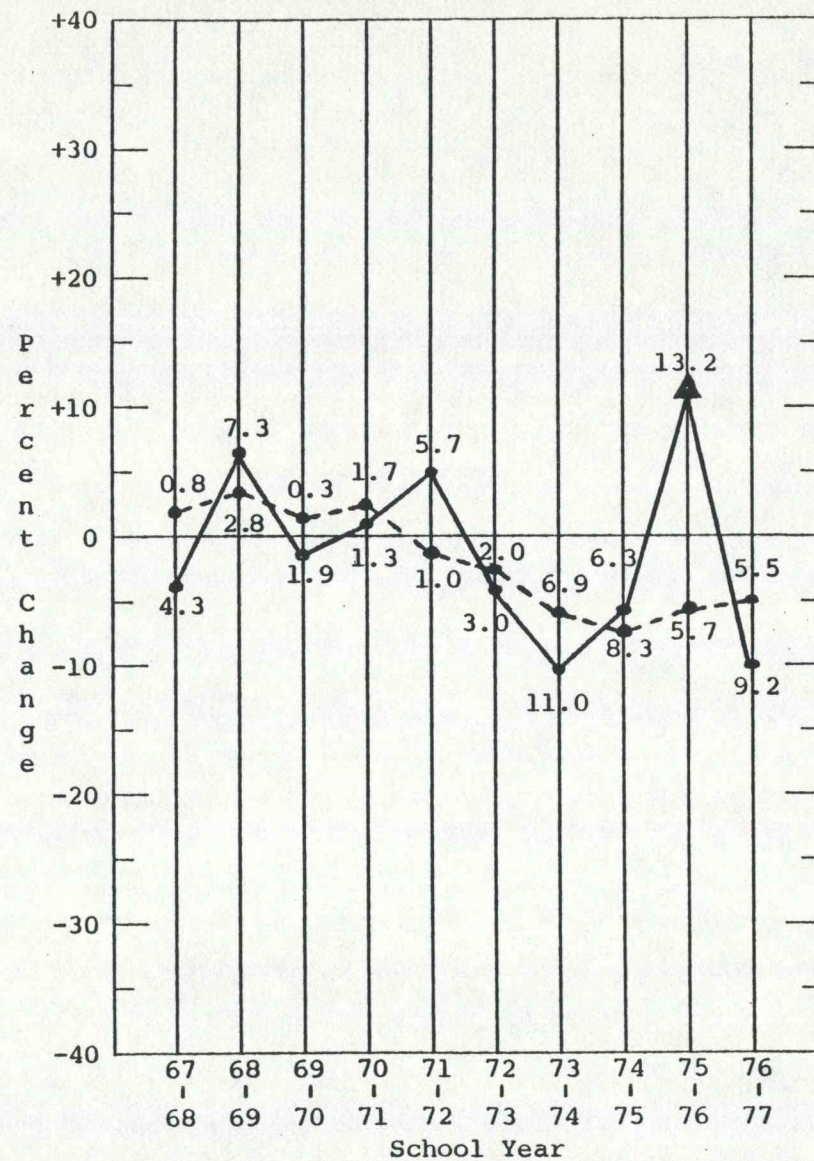
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Jardine Junior High
School



1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

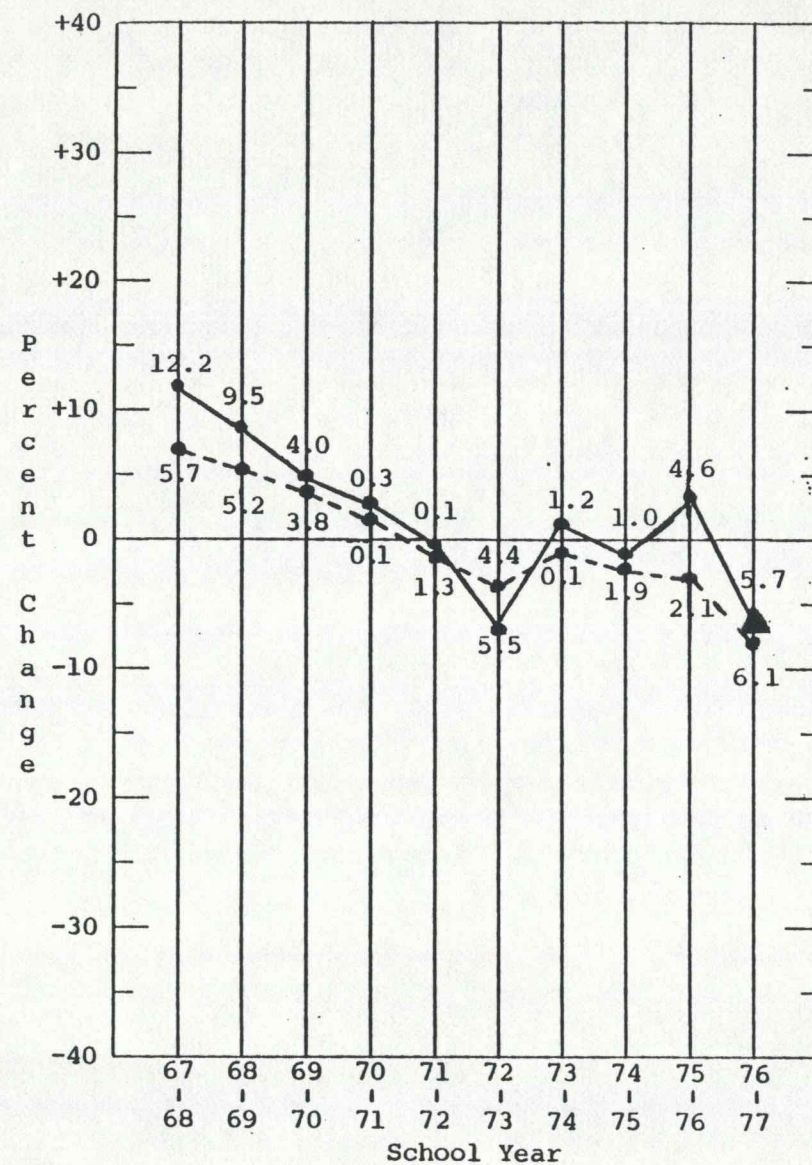
Landon Junior High
School



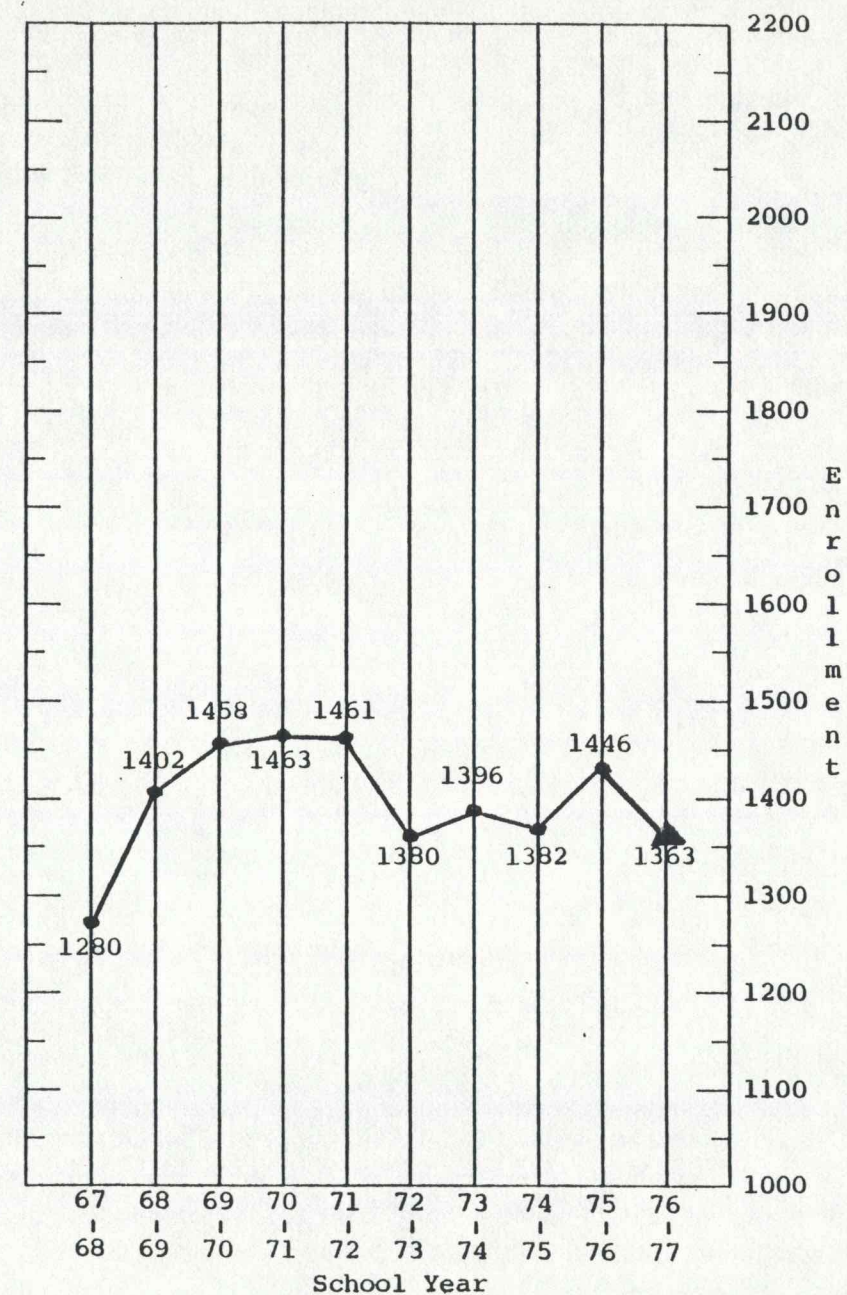
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.

Roosevelt Junior High
School

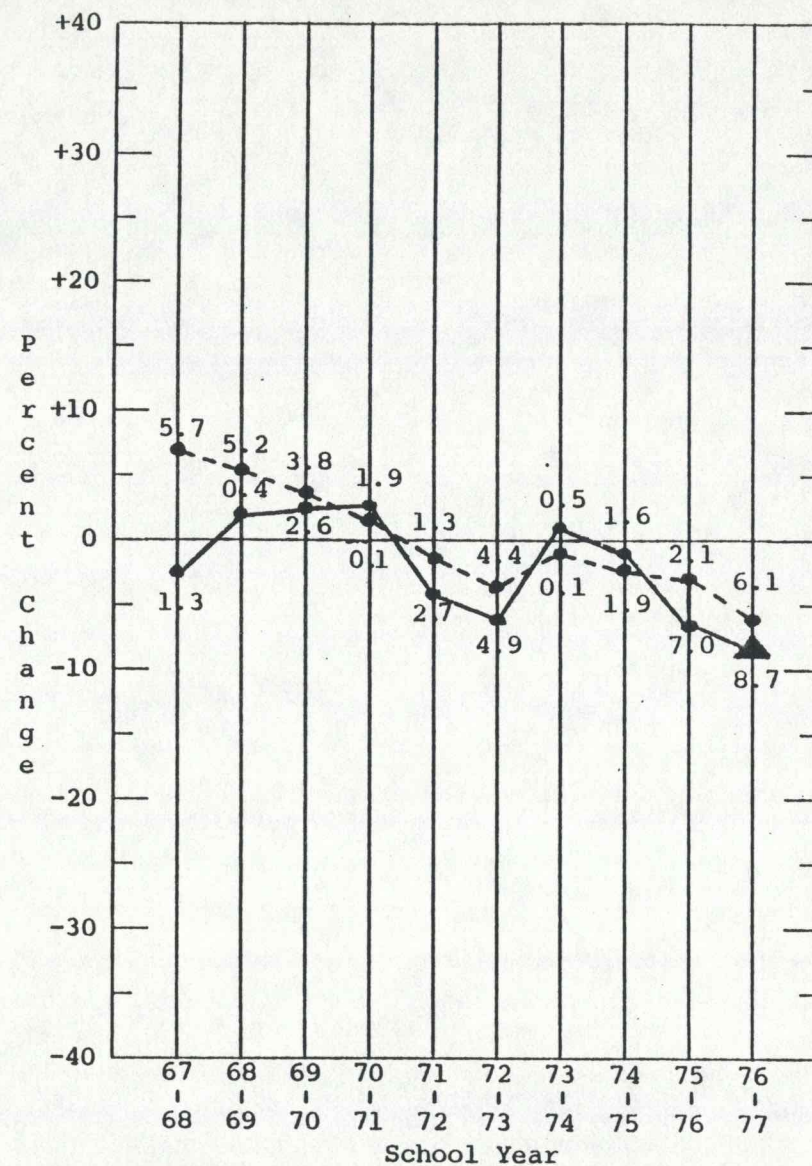
Senior High Schools



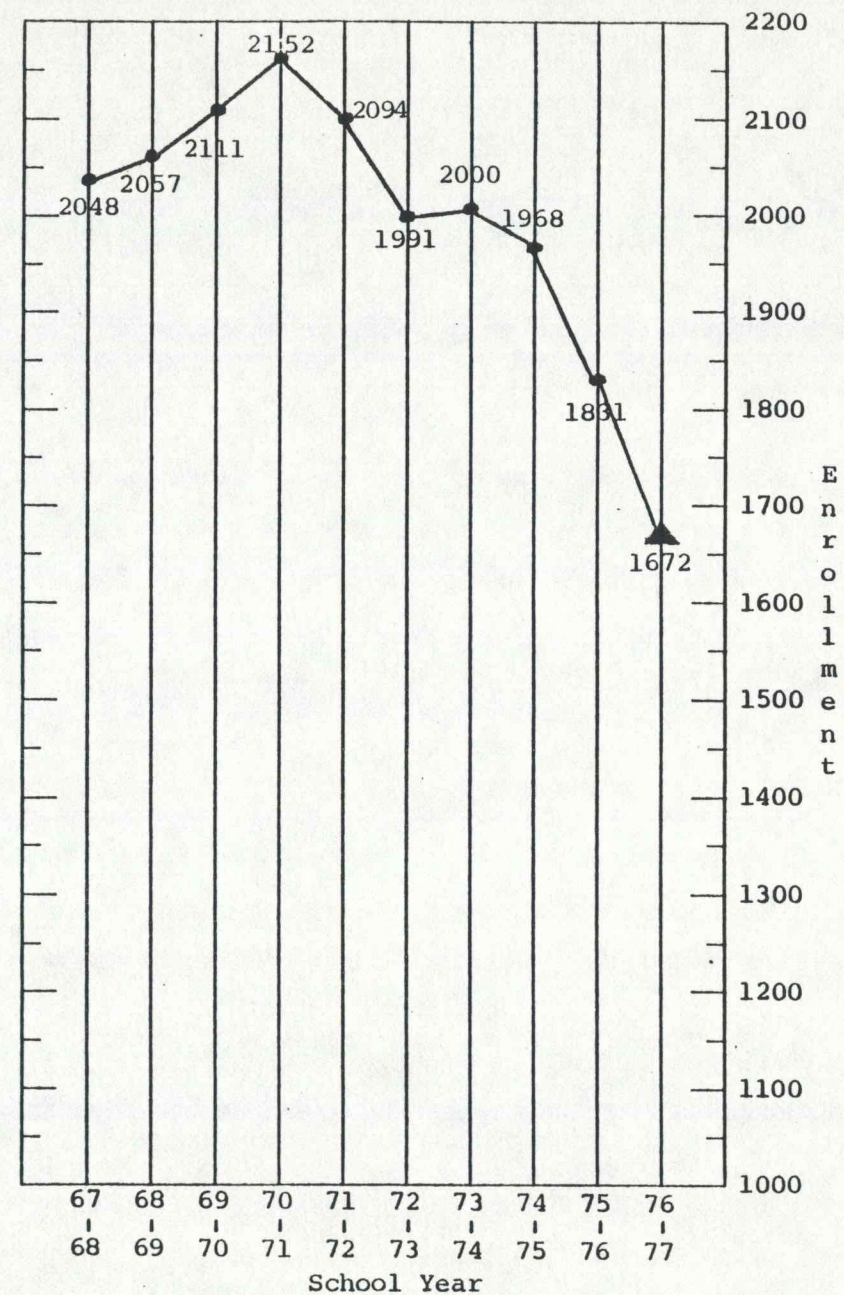
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.



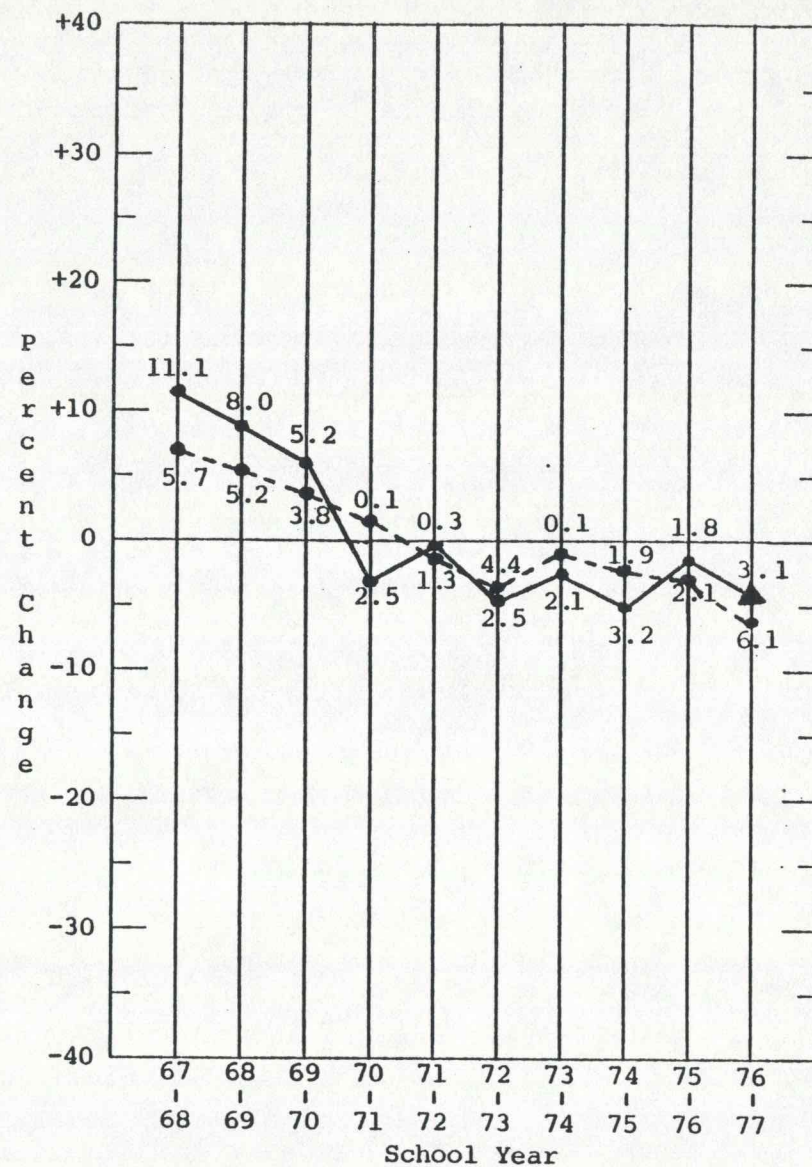
Highland Park High
School



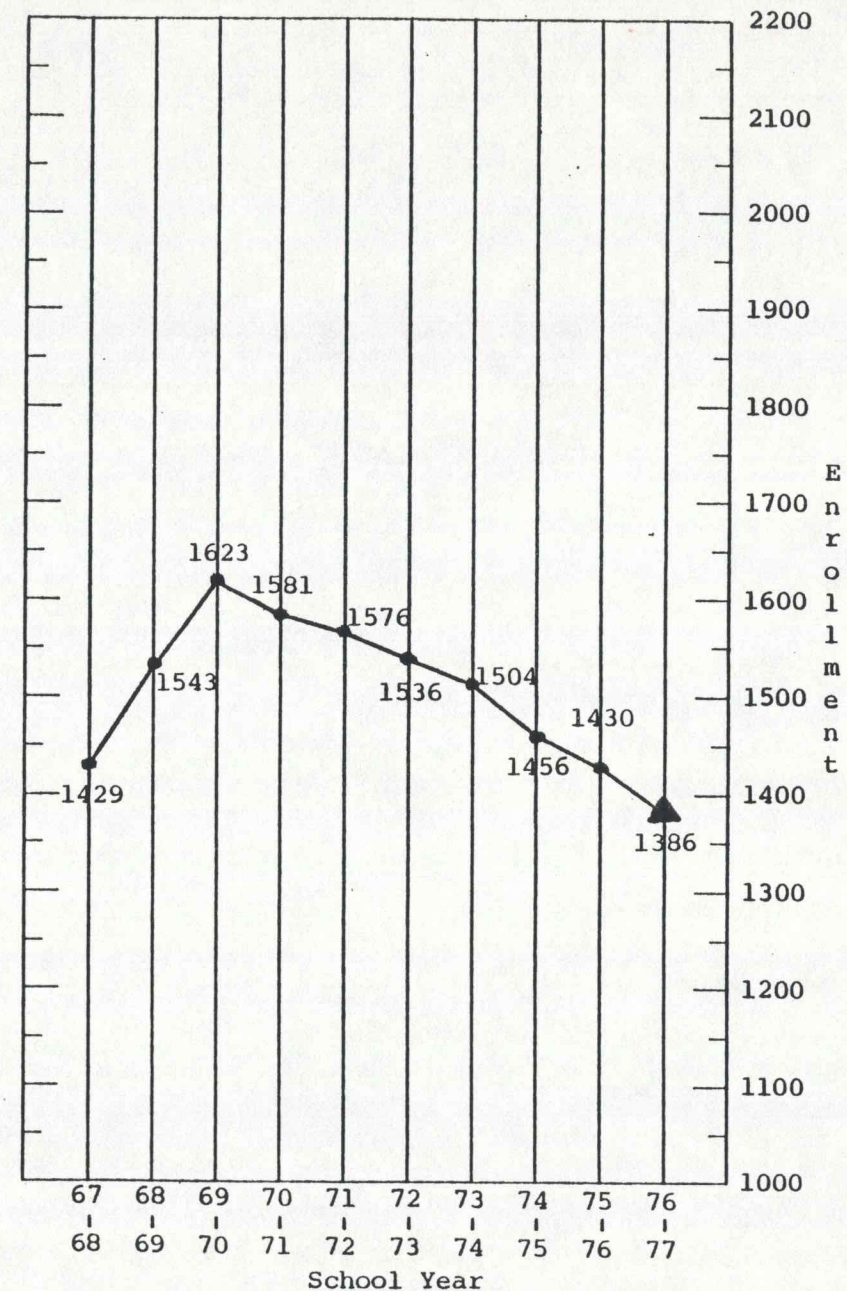
1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.



Topeka High
School



1. The solid line on the graph above shows annual enrollment changes for the school indicated.
2. The broken line on the graph above shows annual enrollment changes for the appropriate grade level (elementary, junior high or senior high) district-wide.
3. Enrollment changes due to unnatural causes such as attendance boundary changes or the movement of Follow-Through classes are indicated with triangles.



Topeka West High
School

The revised effective instructional capacities (EICs) for the elementary and junior high schools of USD 501 contained in the pages which follow reflect the educational program in existence in the District during the 1976-77 school year. They are based upon actual classroom usage by grade level or program as assigned and reported by building principals. EICs for all buildings will be updated annually as the educational program of the District changes.

The following guidelines were used to establish the effective instructional capacities of individual classrooms used for the regular instructional program.

Elementary Schools -- The maximum effective instructional capacity of an individual classroom used for the regular (K-6) instructional program should be 26 students unless the room is smaller than normal. In that case the room size in square feet should be divided by 30 square feet per student to determine its EIC.

Junior High Schools -- The maximum effective instructional capacity of an individual classroom used for the regular (7-9) instructional program should be 28 except for the following programs:

Art-----	25 students
Home Economics-----	24 students
Industrial Arts-----	24 students
Music-----	40 students
Physical Education---	40 students

As with the elementary schools, when the classroom is smaller than normal, the size of the classroom in square feet should be divided by 30 square feet per student to determine its EIC.

Elementary Schools

School	Regular Instructional Program		Special Education		Head Start		Follow Through		Special Purpose	Total 1976-77 Capacity	
	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Number of Rooms	Student Capacity
Avondale East	12 (1K)	338	3	21	2	48			5	22	407
Avondale Southwest	12 (1K)	338	1	9					1	14	347
Avondale West	16 (1K)	402							2*	16 2*	402
Belvoir	10 (1K)	286	3	22	2	48			5	20	356
Bishop	12 (1½K)	525							3	15	525
Central Park	12 (1K)	338	2	30					3	17	368
Crestview	13 (1K)	316	4	39					3	20	355
Gage	11 (1K)	272	1	10					3	15	282
Grant	7 (½K)	182	4	34					5	16	216
Highland Park Central	15 (1½K)	407	2	21			5	145	2	24	573
Highland Park North	13 (1K)	364	1 1*	9 <u>12*</u> 21					3	17 1*	373 <u>12*</u> 385

*Denotes annexes.

School	Regular Instructional Program		Special Education		Head Start		Follow Through		Special Purpose	Total 1976-77 Capacity	
	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Number of Rooms	Student Capacity
Highland Park South	18 (2K)	520	2	19					2 1*	22 1*	539
Hudson	10 (1K) 1*	286 <u>26*</u> 312							2*	10 3*	286 <u>26*</u> 312
Lafayette	11 (1K)	312	2	24			6	192	5 1*	24 1*	528
Linn	10 (1K)	286	2	19					2	14	305
Lowman Hill	12 (1K)	338	1	10					2	15	348
Lundgren	13 (2K)	377							2	15	377
McCarter	17 (2K)	494	1	10						18	504
McClure	15 (1½K)	416								15	416
McEachron	15 (1½K) 2*	416 <u>52*</u> 468							2*	15 4*	416 <u>52*</u> 468
Parkdale	7 (1K)	198	2	21	4	96			5	18	315

*Denotes annexes.

School	Regular Instructional Program		Special Education		Head Start		Follow Through		Special Purpose	Total 1976-77 Capacity	
	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Number of Rooms	Student Capacity
Polk	7 (1½K)	182	1	10						8	192
Potwin	10 (1K)	241							2	12	241
Quincy	9 (1K)	260	1	10					4	14	270
Quinton Heights	8 (1K)	234							3	11	234
Randolph	14 (1½K)	338	1	9					2	17	347
Rice	7 (1K)	206	2	22					5	14	228
Sheldon	7 (½K)	182	2	20					2	11	202
State Street	13 (1K)	321							4 2*	17 2*	321
Stout	9 (1K)	254	4	41					1	14	295
Sumner	10 (1K)	258							3	13	258
Whitson	12 (1K)	299	7	8					4	23	307
Sub-totals	367 3*	10,186 78*	49 1*	418 12*	8	192	11	337	81 10*	516 14*	11,133 90*
Totals	370	10,264	50	430	8	192	11	337	91	530	11,223

*Denotes annexes.

Junior High Schools

School	Regular Instructional Program		Special Education		Special Purpose	Total 1976-77 Capacity	
	Number of Rooms	Student Capacity	Number of Rooms	Student Capacity	Number of Rooms	Number of Rooms	Student Capacity
Boswell	23	607			3	26	607
East Topeka	24	548	3	31	3	30	579
Eisenhower	25	722	3	31	1	29	753
French	22	641	2	18		24	659
Highland Park	19	428	3	30	4	26	458
Holliday	17	411	2	22		19	433
Jardine	27	732	1	12	2	30	744
Landon	15 6*	433 <u>168*</u> 601				15 6*	433 <u>168*</u> 601
Roosevelt	21	556			2	23	556
Sub-totals	193 6*	5,078 168*	14	144	15	222 6*	5,222 168*
Totals	199	5,246	14	144	15	228	5,390

*Denotes annexes.